

Groton School

The Quarterly • Winter 2020



UNCOMMON IMPACT



**COULD GROTONIANS — BESIDES FDR —
HAVE PREVENTED WWII?**



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Uncommon Impact

Could Grotonians—besides FDR—have prevented WWII? Quite a few had outsized influence on the trajectory of the war.

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On the cover: The battleship *USS Arizona* after the Japanese air attack on December 7, 1941

Chapel photo by Edward Deng '20



Annie Card

Message from the Headmaster

GROTON IS a triumph of Rector Peabody's idea, as relevant today as it was 135 years ago. The fact that he built a school around the best tenets of a family is timeless. Yet at every turn throughout the school's history, with every headmaster, quantum leaps occurred in discrete packets. These ground-breaking shifts in paradigm propelled the Rector's idea and maintained the school's vitality and relevance, while remaining deeply rooted in the idea—ever expanding—of what a family school means with every passing decade, century, and headmaster.

Groton's determination to open our Circle to all deserving students is built upon the Rector's family ethos, and from the outset Endicott Peabody raised financial aid funds to welcome students from varied socioeconomic backgrounds. One of his students and his successor, the Reverend John Crocker 1918, solidified this idea and, in his own quantum leap, focused on twinning excellence and visible inclusion (long before that became fashionable).

Indeed, Groton is an exemplar of how well a continuum can work in education. Unlike politics, a system of pendulum swings, good education is built by its leaders upon what their predecessors accomplished. We may no longer march with our students as the Reverend Crocker did, but we teach lessons through our curricula, our activities, and our actions—such as the recent decision to add four new busts to the Schoolroom representing women and people of color, without deleting those that have long been there. Add, don't delete: Groton tradition is, and always has been, to honor the past while embracing change.

From the Schoolroom to Brooks House to the Chapel, and from the Dining Hall to Hundred House, we honor not just the buildings but those who came before us and helped mold the character of Groton that endures today. Though it

may seem counterintuitive, that enduring ethos rests upon continual quantum leaps and paradigm shifts—a dynamic continuum. Following the bold move by Headmaster Crocker to admit the first African American student, Headmasters Bertrand Honea and Paul Wright facilitated a discussion of coeducation at Groton. And under their successor, Rowland Cox, the doors flung open for the first young women to attend Groton. These intentional and discrete leaps were significant in ushering in visible inclusion at Groton.

Succeeding the Reverend Cox was the sixth headmaster, Bill Polk '58, who knew that coeducation would be incomplete and fragile unless women and faculty of color were hired—for their excellence and as role models. Today, of Groton's nine academic departments, six are led by women. Mr. Polk changed the paradigm, and his intentional actions—his decision to draw the most talented women to Groton—led to today's female leadership. It is no accident that this bold act was by the sixth headmaster, who was a student of the second headmaster, the Reverend Crocker. Add, don't delete.

Not to be outdone, by declaring that students from families earning \$75,000 or less could attend Groton without paying tuition, my immediate predecessor, Rick Commons, and his Board of Trustees sowed lasting seeds for socioeconomic diversity and affordability. These seeds are now rooted in what we know as the GROton Affordability and INclusion Initiative, aka GRAIN.

These changes have not been mere oscillations back and forth. Rather, they have been quantum leaps that distinguish the culture of Groton and its leadership. And they are a reason for optimism in an uncertain world. As a parent declared over dinner recently: "Groton is an oasis of hope."

Overall, progress at Groton has been a continuum, marked from time to time with quantum leaps that transformed us in vital, distinguishable ways and kept us relevant. A student of quantum physics might ask, "How it is possible to have both discrete quantum leaps and a continuum?" The answer is in our unique culture, created by the visionaries who preceded us. This culture of leadership is how our school maintains its vitality and relevance in the midst of pendulum swings outside our Circle. Let us keep this going—*Cui Servire Est Regnare!*

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Headmaster

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GROTON SCHOOL NAMES NEW BOARD PRESIDENT

At its January meeting, Groton School's Board of Trustees unanimously approved a new board president: Benjamin Pyne '77, P'12, '15 will succeed Jonathan Klein P'08, '11, '18, effective July 1.

Mr. Klein, board president for six years and trustee for fourteen, has presided during a period in which Groton became known as the leader among independent schools in inclusion, access, and affordability. "Jonathan made it very clear that GRAIN [the GRoTON Affordability and INclusion initiative] was the number-one strategic priority of this board as soon as it was approved in 2014," said Headmaster Temba Maqubela. "His role as a champion of this initiative cannot be overemphasized."

Mr. Pyne is dedicated to continuing Groton's focus on inclusion and affordability. Mr. Maqubela described the incoming president, who has served on Groton's board since 2009, as "one of the most authentic supporters of visible inclusion and globalism. He is a quiet leader who understands Groton."

For the former Disney executive—who shepherded that company through twenty-five years of change, most recently as president of global distribution—the decision to help lead Groton is personal. "I accepted because I love Groton," he said. His father, grandfather, and two sons, as well as his wife Janet's father and grandfather, were Grotonians. Of his alma maters—Groton, Princeton University, and Harvard Business School—Mr. Pyne credits Groton with the most powerful impact on his life and life skills.

In Mr. Pyne's eleven years on the board, he has served on eight committees and currently chairs the

Building and Grounds Committee. "I've been on so many committees with him," said Ann Bakewell Woodward '86, chair of the Committee on Trustees, which oversaw the succession process. "He has a great way of being able to synthesize information, listen to different viewpoints, make everyone feel their voice has been heard, but also move the process along. He's an executive, yet he also has tremendous compassion." Mr. Pyne is also an accomplished guitarist and lutenist; early in his career, he played professionally and managed the New Jersey Symphony.

Mr. Klein, reflecting on his tenure, listed several important milestones of the past six years: GRAIN; the school's solar array and other environmental improvements; increased funding for mental health and wellness; enhanced programs in global education, theater, music, and visual arts; improved benefits; and a friendly, productive relationship among trustees. The outgoing president also has encouraged trustees to consider short-term as well as long-term benefits of Groton's endowment. "The balance between keeping the endowment for future generations and using some of our wealth for students and faculty and administration who are at the school now is crucial," said Mr. Klein, co-founder and former CEO of the digital media company Getty Images. "And thanks to the support of my board colleagues and Temba, current students and faculty are benefiting from our strong financial position whilst we are safeguarding our endowment for the future."

Mr. Maqubela predicts a seamless transition. "Ben is taking over at an excellent time," he said. "Jonathan has led this school with wisdom and clarity and leaves the school in an outstanding position of strength. We have a very exciting future ahead of us."



Q&A with
Jonathan Klein P'08, '11, '18
Outgoing Board President

How have you balanced innovation and tradition for Groton?

Innovation is crucial. Tradition and values have to be respected but not put on a pedestal. I feel that we're in a position, and have been for some time, to be bold, and we have a headmaster who is keen to make important strides in access. I think many people doubted GRAIN and thought that we'd strike out. We hit a grand slam and are already enjoying the benefits. Challenges are much more likely to be met when one is very focused and intentional about them.

What do you consider your key role in GRAIN?

Ever since I've been on the board, I have felt that it is very important to make the school composition more representative of the world: socioeconomically, racially, and geographically. A holistic education requires that we learn with and from people who are different from ourselves. Our graduates are better educated when this is the case. I was very keen to make major strides here, and Temba led the way. We had completed the Schoolhouse; our next objective was to have a more representative group of students in it. Insisting that it was a key strategic objective galvanized the board and gave Temba the backing to get it done.

What stands out to you about Ben Pyne, the incoming president?

I was very focused on wanting my successor to be an alum of the school because two presidents and two headmasters in a row did not attend the school. That has been advantageous in some respects, but it is important to have a period when the president of the board is an alum.

Ben is a lovely human being, a good friend, a great board colleague, and someone I admire. Ben is also measured and calm. The leader of any institution, especially a nonprofit, should be the calmest person in the room; that basically sets the tone. I definitely see that in Ben.

Also, in chairing the board of a school, you need a gentle hand because it is about consensus. No board member is being paid; you can't command and control—we are all volunteers and do this because we love Groton School.

How have you seen the school change in your fourteen years on the board?

It's inclusive; it's more friendly. There is more compassion and it is a much happier place, most of the time. When interviewing headmaster candidates, it struck me that Temba's number-one priority would always be the students—"keeping school" and being present.

Why are you leaving?

After six years in the role, I took the view that a change would be good for both Groton and myself. I do not think it is healthy for an organization to have people in key positions for too long, especially in the nonprofit arena. I have left a couple of other nonprofit boards in the last couple of years after about a decade or more on each. It's best to make a change when the organization is in really good condition. Groton is in an excellent place. So after fourteen years as a trustee, I think it's the right time. Pretty much everything we've done has worked, so I should quit while I'm ahead.

LETTERS

I was impressed to see Groton taking on the issue of climate change in such a bold manner. And I enjoyed reading the profile of my formate Matthew Roberts; it captured him well.

But I do want to point out one glaring omission—my brother Fletcher Harper '81. Fletcher is a true example of living the Groton values. He's an Episcopal priest who, for the past seventeen years, has grown the presence of Green-Faith (an interfaith environmental coalition) from a

small-budget New Jersey organization to one with global reach and impact. He has become a major spokesperson for religious environmental activism. Fletcher is also a published author as well as a U.N. award winner.

It's not just because he's my brother; his commitment and body of work has him traveling the world, speaking at conferences and meeting with top religious and government officials. It's not the recognition I seek for him, but rather the greater

awareness and support that I believe the Groton community would offer once they knew the full scope of Fletcher's positive impact on this critical issue.

Peter Harper '84

On the back cover of the fall *Quarterly*, we asked you to help us identify the masters in an 1893 photo. The responses:

The figures that I can identify are William Amory Gardner

on the left. He was Isabella Stewart Gardner's adopted nephew and often I wonder if the Gardners helped to finance the school.

I believe Lem Billings is the man with the white mustache, front row, second from right. My great uncle, Grafton Cushing, who taught French at Groton before turning to politics and becoming lieutenant governor of Massachusetts, is the tall figure in the center of the second row. My cousin Howard Cushing has a



Q&A with
Benjamin Pyne '77, P'12, '15
 Incoming Board President

What are the main changes you've seen in eleven years as a trustee?

First, the feeling that the school not only talks about diversity and inclusiveness but also really lives it each day. Second, the increased focus on the world around us and the impact Groton students can have on it. And third, the Schoolhouse renovation, which added the new science and math section and which brings the whole school together around the central library and Forum.

Groton is in a position of strength. What needs the most attention?

Groton has accomplished an amazing leap forward over the past several years under Temba and Jonathan's leadership. Maintaining that is certainly a top

priority. And then, of course, building on that with the broader community.

How should the school balance change and tradition?

Groton traditions help create the unique essence of what Groton is, as well as connect one generation to another. Yet it is important to balance the traditions that make Groton so special with ensuring that the school remains relevant to today's world and future generations. The focus on character, scholarship, leadership, and service is the same for my father as it was for me and our sons, yet the world has changed dramatically around us and the school. Groton should not be simply caught in its traditions but should use them wisely to prepare each new generation for what lies ahead.

GRAIN has succeeded, both in fundraising and accessibility. What's next?

Like my fellow trustees, I am fully committed to GRAIN and what it has achieved with respect to access and affordability. I don't for a second want to take for granted what we all have done together over these last years, so first and foremost I hope to lead the board to lock the progress we have made with GRAIN and build on it to make the school ever stronger. Through the current strategic planning process, we are looking for ways to build on the foundation that GRAIN has provided and ensure that students can thrive while they are at Groton and beyond.

How does being a Groton parent affect your point of view?

Groton had a wonderful impact on our sons, both academically and through the truly amazing friends that they made. Because of their experience, I better understand what Groton means to young people today and the importance of the school's mission in today's world. Viewing the school through a student's eyes reinforces that access and inclusion are critical and have the potential to change lives and impact the broader world.

What do you see as your role regarding the ongoing strategic plan?

I did strategic plans every year at different divisions of Disney for twenty years. They allowed senior people to think creatively about the future and not just worry about the next operating cycle. So I am looking forward to creating a roadmap for the school's priorities over the coming years, to chart its future—working closely with Temba, those who live and work at the school, and the trustees. GRAIN 2.0 is going to be a part of it, sustaining what we have and making sure it thrives.

What is the main challenge that you anticipate?

How to sustain the path that we have built for ourselves for the long-term. It is a commitment, that I truly believe will maintain Groton's uniqueness, relevance, and its leadership in secondary education.

portrait bust of Grafton in Newport which very much resembles the Groton photograph.

Alexandra Cushing Howard

What a great photograph... thanks for printing it. I recognize the young man with the dashing mustache seated on the Rector's left. He is Sherrard Billings. In 1884, he and William Amory Gardner became the first masters at Groton.

Billings was born in 1859, graduated from Harvard in

1880, and from the Episcopal Theological School in 1884, and received an MA from Trinity College in 1887. In 1906 he married Eleanor Stockton. A year later she died in childbirth. Their daughter, Mary Stockton Billings died in 1910 at the age of three.

Sherrard Billings died in 1933 after a long life at Groton. He and his wife and daughter are buried in the Groton cemetery.

Colin Canham '63



NET-ZERO FACULTY RESIDENCE AND DINING HALL RENOVATION UNDERWAY



KMW Architects



Christopher Temerson

Top: A sketch of the four-unit Gardner Village, now under construction

Right: Light pours through the new open staircase in the Dining Hall.

Two significant building projects are underway at Groton—one to provide four additional units of energy-efficient faculty housing and the other to renovate the Dining Hall.

The faculty housing, known as Gardner Village, will be on the site of the home where founding master Amory Gardner once lived. The units—one two-bedroom, two three-bedrooms, and one four-bedroom—average 2,000 square feet, according to Director of Buildings & Grounds Tim Dumont. The four-bedroom unit will be named Harmon House, in memory of former English teacher Elson Harmon, who passed away in July.

Gardner Village will be LEED-certified to at least the silver level, indicating an extremely high level of energy efficiency and careful attention to efficient building

practices. The net-zero residences will use no natural gas, no oil, and no fossil fuels, Mr. Dumont explained; solar panels will power electricity, with any excess energy going into the campus grid. All the units will be handicapped accessible, and one will be fully accessible.

Work on infrastructure began this fall, with a goal to have faculty in place before the 2020–21 school year begins.

In the Dining Hall, the renovation will open additional space upstairs to increase capacity and improve the comfort and flow of diners. The spiral staircase will be removed and the space filled in, to increase the size of dining space and the servery, which will expand substantially.

In the new servery will be hot food as well as a salad bar, deli bar, and coffee station. Most food preparation will move

downstairs, in an area currently used for offices and storage. The staircases flanking the Dining Hall, once narrow entryways behind doors, have been widened and opened to the dining area, allowing outdoor light to pour into the room. Chandeliers hanging in the new stairwells once hung in the Schoolhouse Hall, before it became the school library.

The Dining Hall project began over the summer, with one set of stairs widened, the ceiling painted, and lights and fans replaced. Work will continue this spring and summer, with plans to complete the newly renovated facility in time for the coming school year.

The Dining Hall originally was a gymnasium and was converted to the Dining Hall in the 1960s. Said Mr. Dumont, “We’re getting a third life out of the building.”

THIRD GIVE2GROTON MARKS SCHOOL'S 135TH BIRTHDAY

Groton School held its third Give2Groton Day on October 15, an annual celebration of the school's birthday marked by festivity, gratitude, and generosity.

This year, Give2Groton began with a goal of 884 gifts in one day, in honor of the school's founding in 1884. When the day was over, the total far exceeded the original goal: 1,215 gifts came in, raising a total of \$1,230,446 for the Groton Fund.

A chapel talk by Naa-Sakle Akuete '04, the founder of Eu'Genia Shea, a shea butter company that employs women in Naa-Sakle's native Ghana, set the tone for a day dedicated to service and gratitude.

As events were shared on social media and the Give2Groton web page, enthusiasm escalated. Various giving challenges—issued by trustees, parents, the Maqubelas, and individuals—encouraged many to make a gift. By lunchtime, when students gathered to write notes of thanks to those who were donating, the tally was steadily climbing. A group of trustees had offered a bonus if the original goal of 884 gifts was met, and when it was, another trustee challenge upped the challenge to 1,200 donors.

Student activities added to the celebration, from a Groton trivia contest at Roll Call, to a "Pin the Tail on the Groton Zebra" dorm

competition during conference period, to one of Groton's quirkiest and most beloved traditions—the Fifth Formers' raucous rendition of "Blue Bottles" at sit-down dinner.

Sit-down, normally in the Dining Hall, was in the gym, which was decorated for a birthday party, with balloons, lights, and a giant cake featuring zebra stripes and the Groton shield, courtesy of Groton's Dining Hall.

"Give2Groton is a wonderful day on and off campus," said Director of Alumni Engagement Allison MacBride, who organized the day of giving. "It shows the immense love this community has for its school."

CIRCIER

Gail Friedman and Christopher Temerson



PARENTS WEEKEND MESSAGE STRESSES CONTINUUM OF EDUCATION

“Your children are wonderful, but they are not perfect. They are *becoming*.”

Headmaster Temba Maqubela, in a Parents Weekend address, was referring to a message repeated during each weekday chapel service by Groton Chaplain Gil Birney, asking God to “assure us that you are ever more interested in who we are becoming than who we have been.”

“That is the essence of what school is about,” said the headmaster. “Parenting also is focusing on what children are becoming.”

The reassurance that Groton students are constantly evolving—*becoming*—ran through Mr. Maqubela’s remarks. He referred to education as a continuum, with students first bonding with their school, then learning to study hard, and eventually recognizing their strongest areas of potential. He stressed the need for “laughter, forgiveness, and kindness” when addressing the imperfections that inevitably arise while children are on the road to *becoming* their future selves.

The headmaster’s speech was a highlight of

a particularly well attended Parents Weekend, October 25–27. Hundreds of Groton families traveled from around the country and the globe to immerse themselves in the life of the Circle. Parents attended a total of nearly 2,500 conferences with their children’s teachers and advisers—an important part of the weekend activities. Parents also watched athletic contests; attended sessions about technology, community engagement, global education, and college counseling; met other parents in their children’s



Christopher Emerson

form at receptions; and topped off the evening with student performances in the Campbell Performing Arts Center.

Very few parents were absent, partly because of the school's determination, in the name of inclusion, to make travel possible for all. "No matter where they come from, Groton will find a way to bring them here," Mr. Maqubela said. "Let's have everyone be a part of the Groton embrace."

Snapshots of Parents Weekend



Photos by Adam Richins

Christopher Temerson



NELL SCOVELL AND THE BOYS CLUB OF COMEDY WRITING

Hollywood writer and *Lean In* co-author Nell Scovell spoke to the community on October 21 about the challenges she has faced as a female comedy writer.

During her childhood, Scovell enjoyed the wit of her family members, particularly some of her aunts. "I never grew up thinking women couldn't be funny," she told the Groton audience during her Circle Talk.

But the world and the workplace were not like her family, and she called it a "real surprise" to realize that "our society doesn't always support funny women." The subtitle of her memoir, *Just the Funny Parts, is: And a Few Hard Truths about Sneaking into the Hollywood Boys' Club*.

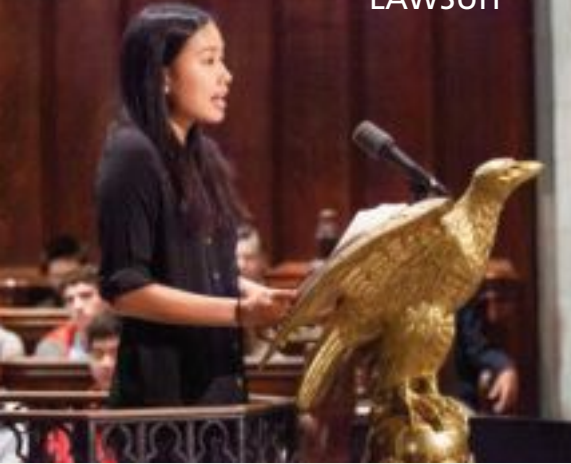
Despite facing challenges, Scovell went on to create the original *Sabrina*, the *Teenage Witch* TV series and write for *The Simpsons*, *Murphy Brown*, *Monk*, *The Muppets*, and numerous other shows and films. Her career has included a stint on *Late Night with David Letterman* that led her to write a *Vanity Fair* article about the sexism she encountered there. "There were three women on the Supreme Court," she said, "and zero working on late-night TV."

Scovell's writing career began in sports—the *Boston Globe* liked her sportswriting for the Harvard *Crimson* and offered her a job. She moved on to magazine work and ultimately to television. She said she wrote her very first joke in fifth grade: What is the world's smartest dinosaur? Answer—Roget's Thesaurus.

Scovell said she wishes she had been able to read *Lean In*—the bestseller she co-wrote with Sheryl Sandberg—when she was twenty-five. "Women are afraid to own their success," she observed.

The fight for gender equity in the writer's room will be a legacy of Scovell's successful career—and will only improve entertainment. "A fairer sampling of humanity," she said, "will always produce better comedy."

INSIDE HARVARD'S AFFIRMATIVE ACTION LAWSUIT



Christopher Temerson

Genevieve Hu, this year's Percy and Eben Pyne Speaker

Genevieve Hu, former leader of the Harvard-Radcliffe Asian American Association (AAA) and sister of Derek '21, spoke to the Groton community in November about the value of diversity and the association's decision to support the university in the recent affirmative action lawsuit.

A federal judge ruled in favor of Harvard University in the suit, in which Students for Fair Admissions (SFFA) had alleged unfair treatment of Asian applicants. The court concluded that Harvard's use of race was not discriminatory; SFFA is appealing.

"As you can imagine, this lawsuit created emotional and moral conflicts in my heart and caused divisions in the Asian American community," said Genevieve, Groton School's 2019 Percy and Eben Pyne Chapel Speaker. "The very demographic group my organization, AAA, represents is portrayed in the lawsuit as the main victim."

Yet, she explained, the SFFA was not motivated by concern for Asian students. "SFFA's lawsuit against Harvard is a blatant attempt to eliminate efforts to foster diversity on college campuses, to the detriment of all students," Genevieve said. "[FSSA founder] Edward Blum's solution to remove race-conscious admissions clearly holds alternative agendas. His motivations are not to support Asian Americans or to help those with different socioeconomic backgrounds, but rather to uphold white institutional privilege."

Genevieve acknowledged that the suit "did expose an inherent problem with implicit bias that exists within the admissions process." Diversity, however, is a key component of a good education. "Race plays an irreplaceable role in our individual experiences, just as ethnicity creates cohesive, collective identities," she said. "Without diversity,

U.S.-CHINA COOPERATION RELIES ON EDUCATION

For the United States and China, cooperating and cultivating mutually beneficial talent will depend upon diplomacy based on education, said Headmaster Temba Maqubela in a keynote speech November 2 at the U.S.-China High School Education Summit in Seattle, sponsored by Tsinghua University, the Tsinghua GIX (Global Innovation Exchange), and the World Leading Schools Association.

"A new form of diplomacy rooted in education is needed," Mr. Maqubela said. "As competition for markets, for resources such as energy, clean air, potable water, etc.—as these arise, prospects diminish if educational ties are not intentionally strengthened."

Mr. Maqubela explained that the first step must be to establish trust, through education around shared interests—most notably the need to address climate change. "When there were major earthquakes



World Leading Schools Association

or disasters in the world or even when the World Trade Center collapsed, the world came together," he said. "With the existence of our species at risk due to climate change, a more focused rather than nuanced approach needs to be established in the curricula

in schools in both countries. From science to statistics, history to economics and even poetry inspired by rivers and abundance, educators have low-hanging fruit when it comes to teaching about the environment in a coordinated, multidisciplinary fashion."

He noted other opportunities for cooperation as well, such as through education around Artificial Intelligence and other technology, and through cross-cultural communication.

In his speech, Mr. Maqubela distinguished politics—"about pendulum swings from one administration or regime to another"—from education, which he described as "a continuum where we build upon previously acquired knowledge."

The education summit was held at the Global Innovation Exchange (GIX), a Microsoft-funded collaboration between the University of Washington

and Beijing's Tsinghua University and the first Chinese research university's presence in a building at a U.S. university.

"The refined product of human wisdom has always incorporated elements of universal thinking and personal experience. Headmaster Temba Maqubela's speech was indicative of this fact," said Professor Gang Peng, vice president of Tsinghua University.

Pervading Mr. Maqubela's address was the conviction that collaboration between superpowers is critical to the future of the world. "Unless and until we come to terms and communicate the importance of collaboration between our competitive and powerful U.S. and Chinese leaders, retaliatory acts based on suspicion and mistrust stand in the way of progress for humanity and at worst threaten our mutual co-existence," he said.

Cultivating talent is up to educators in both the U.S. and

the social and intellectual experience that Harvard hopes to promote becomes nothing but a hollow promise.”

Now a senior at Harvard, Genevieve began her talk by explaining how her own perspective as an Asian American woman shifted when she moved for college from Hong Kong, where she grew up, to the U.S., where she was born. In Asia, she was part of the majority and didn’t face the stereotypes that surround Asians in the U.S. “I wanted so desperately to prove how un-Asian I was,” she said.

An invitation to join Harvard’s Asian American Association renewed her pride in her heritage, thanks in particular to a retreat where she heard peers’ stories. “Although we had this bracket category in common, our stories were so diverse and rich. People spoke of their desire to be white like those around them, or of the effect being Asian

had on their body image and their choices in life,” she said. “This event so closely bonded us and made me grow to appreciate the nuances that existed with being Asian in America.”

The SFFA lawsuit did not acknowledge those nuances. “The lawsuit treats Asian Americans as a monolith—as though all Asian Americans have access to the same opportunities and share the same lived experiences,” Genevieve said. “Asian Americans make up the most economically unequal racial group in America... The intrinsic assumption that all Asians have the educational resources that give them the ability to receive perfect SAT scores and GPAs plays into this detrimental stereotype that the lawsuit propagates.”

Genevieve summed up her feelings by quoting a *Harvard Crimson* article written by Julie Chung and Alexander Zhang: “The

20 million Asian Americans in this country are engineers, doctors, politicians, lawyers, and computer scientists. They are gardeners, business owners, refugees, and cooks. They are musicians, writers, and artists. They are Harvard students and high school dropouts. They are leaders, followers, jokesters, athletes, and free spirits. No admissions officer, teacher, or guidance counselor should ever gloss over the diversity of these experiences. But SFFA and Edward Blum should take note: Asian Americans are not a tool to uphold white institutional privilege and divide communities of color. Let us oppose discrimination and lift each other up at the same time.”

Finally, in her own words, she concluded, “Diversity and inclusion will make our schools better, will make our colleges better and, ultimately, will make our society fairer and stronger.”

China, who, according to Mr. Maqubela, should focus on:

- “combining knowledge and goodness with globalism as a goal”
- “being mindful that education is a continuum which is about additivity whereas politics is about pendulum swings and often about power and chest-thumping”
- remembering that educators’ responsibility is to add and should “not be distracted by those who want to subtract and divide us.”

“When we remember this,” he said, “I can answer with conviction that the prospects for future cooperation, development, communications, and talent cultivation between the U.S. and China will be very good indeed.”

THE DANGER OF OUR CHEAP FOSSIL FUELS

The cheap price of fossil fuels will continue to stymie efforts to combat climate change and reduce air pollution, according to Professor Michael Greenstone, an economist and director of the University of Chicago’s Energy Policy Institute. He delivered an all-school lecture on Groton’s Global Education Day, November 12.

Several factors affect the climate change equation, including that energy is critical for growth—in fact, no country with a high standard of living has low energy consumption, Professor Greenstone said. Developing countries strive for greater energy access, which inevitably leads to greater pollution because cleaner, renewable energy sources remain significantly more expensive than fossil fuels (oil, coal, and natural gas).

Fossil fuels, once thought to be finite, are now considered abundant, he explained, in part due to fracking. Today fossil fuels supply 81 percent of total energy in the U.S.; in two decades, he predicts that will fall only slightly, to 74 percent. And the road to renewables is a much steeper climb in developing countries.

The speaker, who was chief economist for President Obama’s Council of Economic Advisers, demonstrated the quantifiable health costs of fossil fuels through a study



Christopher Temerson

Economist
Michael
Greenstone

on China’s Huai River Policy, which provided heat to residents north of the river, but not to those living south. Residents who had the heat, and therefore the associated fossil fuel particulate pollution, had a lower life expectancy of three years. “Particulate matter air pollution is the greatest threat to human health globally,” Professor Greenstone said.

Solutions do exist, he assured the audience in the Campbell Performing Arts Center, but they rely on incorporating the cost of fossil fuels’ damage—to human health and to climate change—into the market price via a carbon tax, as well as investing in innovation, particularly around lower-cost, high-efficiency batteries to store power.

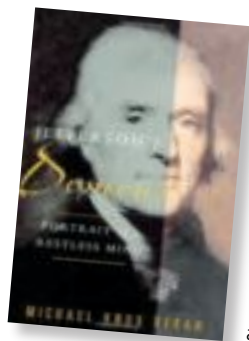
Students peppered the speaker with questions after his lecture. “Our speaker went a long way in giving our students something to think about with respect to their responsibility to the environment,” said Director of Global Education Nishad Das. “The more we do now, the less future generations will need to do... to meet their own needs for a clean environment.”



On two days of service this fall, students engaged with the town of Groton and other nearby communities to weed, clean, sort, entertain, and otherwise reach beyond their everyday routine to lend a hand. Above, students and faculty at Household Goods in Acton, Massachusetts, where they sorted donated furniture.

ALUMNUS PRESENTS COMPLEX PORTRAIT OF THOMAS JEFFERSON

Michael Beran '84, P'20, '23 delivered a talk to all United States History students on October 7 titled, "Thomas Jefferson, the Civic Humanist Tradition, and Groton School." Mr. Beran is the author of *Jefferson's Demons: Portrait of a Restless Mind* (2003), a study of Jefferson's lifelong battle with depression.



While the author began by briefly acknowledging the historiography of Jefferson and its modern controversies, he focused on a less understood and appreciated aspect of Jefferson—his vision of an educated, enlightened community.

Mr. Beran explained the influence on Jefferson of both Greco-Roman notions of stoicism and learning and eighteenth-century ideas of modernity and progress. He emphasized the parallels between

Jefferson's vision for the University of Virginia and Endicott Peabody's vision for Groton School. Both, Mr. Beran argued, sought to develop well-rounded young men who would use the wide range of their experiences to enrich society and lead others. He quoted acclaimed American historian Richard Hofstadter, who in an essay about Franklin Roosevelt described Groton School as "a little Greek democracy."

Mr. Beran applauded Groton School's continued attachment to the traditional notion of well-rounded, civic-minded, and engaged individuals; he also praised the school's expansion of that vision to include students previously excluded from Groton.

After the talk, students expressed gratitude to the speaker for describing a Thomas Jefferson who was far more complete and relevant than the one typically depicted in their textbook, and many remarked that Mr. Beran was extremely eloquent and knowledgeable.

—Tommy Lamont, history faculty

A PRIZEWORTHY GROTON COINCIDENCE

Who would have guessed that when John Goodenough '40 recently received the Nobel Prize in Chemistry, another Grotonian would have been on hand to help out?

Chris Dorn '82, a U.S. Foreign Service officer, has been assigned to posts in Moscow and Vladivostok in Russia; Baghdad, Iraq; Managua, Nicaragua; and Washington, D.C. His current assignment? The U.S. Embassy in Stockholm, Sweden—home of the Nobel Foundation.

Laureates from the U.S. were invited to a reception at the U.S. Embassy, hosted by the U.S. ambassador. "When I heard a Grotonian was among the laureates, I asked to be added as one of his escorts," said Mr. Dorn. "I still can't believe a Grotonian won the Nobel in the same year that another Grotonian was assigned to the U.S. Embassy in Stockholm. I know there are other Grotonians scattered around the Foreign Service, but it is rare to get a posting to Stockholm."

Professor Goodenough, 97, is the oldest person ever to receive a Nobel Prize. While he graduated four decades before Mr. Dorn and tells firsthand stories about school founder Endicott Peabody, the two Grotonians walked the same Circle and share the bond of a Groton education.

"What an honor!" said Mr. Dorn. "Two Grotonians crossing paths at a very unique occasion. I made sure to wear my school tie and cuff links!"

Chris Dorn '82 and John Goodenough '40



LESSONS & CAROLS 2019

Groton's Service of Nine Lessons & Carols scattered Christmas joy on campus and around the world. St. John's Chapel filled for three services—for the Town of Groton, for alumni and parents, and for students, faculty, and staff. On the final evening, a livestream reached

viewers in nearly every state and in thirteen countries outside the U.S., from Australia and Bulgaria to China, Mexico, South Africa, and Thailand.

The Reverend James G. Birney III, the school chaplain, presided at each service, which

began after a prelude by the Groton School Chamber Orchestra, directed by Tim Terranella. Groton's choir, under the guidance of Choirmaster and Organist Daniel Moriarty, sang traditional hymns and carols, while honorees shared the nine religious readings—the lessons.



Top left: Chiara Nevard '21; below Chiara is Eleanor Sackett. Center left: Alex Schade '20, Rufus Knuppel '22, science faculty Stephen Belsky, and English faculty John Capen. Center right: The Groton Orchestra, directed by Tim Terranella. Bottom: Riya Varkey '23, Director of Admission James Funnell, Jane Park '21, and Ian Bayliss '22.



A Christmas Carol

The headmaster continued a tradition in place at Groton since at least 1889, reading the Dickens classic to Groton's youngest students.



Photos by Christopher Temerson



Top left: Second Formers Jeremy Gall, Tommy Zhang, Michael Lu, Devin Fitzgerald, and Leo Quigley. Top right: Tsion Shamsu, Emelie Engstrom, and Marlene Ma. Bottom: Headmaster Maqubela, Ryder Cavanaugh, Griffin Gura, Jasmine Powell, Alicia Guo, Bridget McAvooy, and Giulia Colarusso.

HEADMASTER FEATURED ON BBC PROGRAM ON MERITOCRACY

Headmaster Temba Maqubela contributed to a BBC program this fall exploring the concept of meritocracy and its challenges.

A segment of the radio program, which discusses Daniel Markovits' book *The Meritocracy Trap*, features an interview with Mr. Maqubela, including his comments about Groton's commitment to accessibility.

Markovits asserts that the current "extremely rigid and spiky class hierarchy" in the U.S. is fed by economic inequality, limiting access to education.

The GRAIN (Groton Affordability and

Inclusion) initiative, spearheaded by Mr. Maqubela, was designed to address issues of inequality, inclusion, and access. GRAIN has ensured that students are admitted without regard to their families' ability to pay and continues to focus on tuition containment. In addition, a Groton summer program, GRACE (Groton Achieve Challenge Enrich), offers opportunities to strengthen foundations or accelerate academically.

Not enough schools are making significant strides toward accessibility and inclusion—"absolutely not"—according

to Mr. Maqubela, whom the program describes as having "himself transcended the inequalities of apartheid to achieve his educational development."

The headmaster indicated that some schools have sought guidance from Groton about the GRAIN program. "We are getting there," he told the BBC. "There is a whole movement going in this direction, but it's not fast enough."

You can find the BBC program by searching online for "Is the West Really Meritocratic?"

C.P. Hsia '99

Courting Disaster

When Cyclones Idai and Kenneth hit Mozambique last spring, the U.S. government's Disaster Assistance Response Team (DART)—including **C.P. Hsia '99**—was floored by what they found. The pounding rain and relentless wind brought devastating floods that caused more than 1,300 deaths and massive destruction of property and crops. More than 700,000 people were displaced, and damage to the region totaled \$2.2 billion.

But equally shocking to C.P. was how few people back home even knew about it.

"There wasn't a lot of attention given to it," he said. "It's not a context that is broadly covered in the western media, so there's a poor understanding of how terrible the situation is."

But as a senior disaster operations specialist based in Washington, D.C., with the Office of U.S. Foreign Disaster Assistance (OFDA) at the U.S. Agency for International Development (USAID), C.P. isn't charged with raising awareness. He's too busy coordinating the recovery from the rubble. Sometimes his role is to respond to a natural disaster, such as the storms in Mozambique. But often, it's to step in to offer relief from the effects of a manmade humanitarian crisis, like the terrorism and suffering in Nigeria caused by Boko Haram and the Islamic State's West Africa Province (ISWAP).



Chris Hibben

C.P. in Mozambique

Either way, C.P. is tasked with managing the U.S. government response through program management and coordination, with a portfolio of NGOs and U.N. agencies doing the work on the ground. "We coordinate with the rest of the U.S. government to make sure humanitarian priorities are included in policy decisions, and with other humanitarian donors to maximize our efforts," he said. "We're stewards of U.S. taxpayer dollars."

When he's deployed on a DART following a large-scale disaster or to one of OFDA's country or regional

offices overseas, his role shifts to the "field" side. "I'm talking with the U.N. and NGO implementing agencies to figure out what the needs are and what capabilities OFDA can bring to the table: funding, advocacy and diplomacy, deploying technical experts, and providing relief supplies from one of OFDA's warehouses. We want to make sure that the affected population's needs, such as access to water and shelter, are met. In some instances, we're also coordinating U.S. military resources, the stuff that gets all the press—the pictures of aircraft carriers and helicopters."



C.P. and members of a USAID team speak with a mother who lost part of her home in Cyclone Idai.

After the Mozambique cyclones, this meant staying on well after the water receded to help farmers recover their livelihood. The storms hit just before peak harvest time, destroying the season's critical crops for subsistence farmers. Much of the follow-up work was dedicated to restoring agricultural livelihoods, helping people who lost seeds and tools face the next season, and seeing if there were any short-cycle crops that could be planted in the interim.

"It's fulfilling to work on actual natural disasters where you can respond your way out of the situation. We find ourselves mired in places like Iraq and Syria, where there are decades of conflict," he said. "Humanitarian assistance is definitely necessary, but it's slapping on a Band-Aid until things are addressed politically."

Since 2015, the majority of C.P.'s

focus has been on West Africa, where conflict perpetrated by Boko Haram and ISWAP are displacing millions. In that region alone, C.P.'s office handles \$110–120 million a year in humanitarian assistance across all sectors—not just shelter and hygiene, but also nutrition work and protection services for the most vulnerable, such as unaccompanied children and survivors of gender-based violence. It's an especially difficult place to work, because restrictions on ground movement make it hard to get where humanitarian teams are needed.

"The Nigerian military tried to shut down humanitarian groups and accused them of assisting terrorists. There is a lot of work on the government side advocating for our partners to be able to carry out their work," he said. "There are huge swaths of Nigeria that don't have a government presence, and

it's unsafe for humanitarians to operate. And there are fewer and fewer pockets where displaced people can congregate safely, so populations have difficulty accessing enough land and water."

C.P. feels a natural comfort moving globally that dates back to his childhood. Though he was born in South Carolina, his parents are from Taiwan and came here as graduate students. When C.P. was ten, they moved to China and he got his first taste of being a citizen of the world. "Seeing the expatriate lifestyle in China was eye-opening—the mix of cultures, meeting people from different places, and being able to travel to other countries," he explained. But when he hit ninth grade, he aged out of the only American high school in Guangzhou. So he came to the U.S. alone to stay with family friends to attend school in South Carolina for the year, then

moved to Groton for Fourth Form.

He remembers the satisfaction of “being treated like adults,” not just children who needed hall passes to move from one room to another. “When you’re treated like an adult, you respond accordingly. I remember the formal sit-down dinners as a great tradition, forcing you to interact with people you might not otherwise talk to, bringing faculty and people of different ages into conversation,” he recalled. “I think it helped me a lot with social interaction.”

primary care, and that they were using ambulances as transportation,” he said. So he went back to school, attending John Hopkins to work toward a master’s degree in public health with a focus on health policy. But when he took a few classes in humanitarian health, he was hooked. He spent a winter break in Lebanon working with Iraqi refugees and discovered a career path that merged his two interests: the emergency assistance to disaster response and the financial responsibility of government-level

of waiting for his dream position to become available.

In 2015, he joined USAID as a disaster operations specialist with OFDA. “I definitely like seeing the impact that our assistance has on affected populations, but I also really like getting a win on the policy side. It’s more rare, but it can affect a larger number of people,” he said. “When we find ourselves responding to complex emergencies, it’s a manmade disaster. It’s the actions of the government or other parties to the conflict that

» The storms hit just before peak harvest time, destroying the season’s critical crops for subsistence farmers. Much of the follow-up work was dedicated to restoring agricultural livelihoods.

At Georgetown he cultivated an interest in international finance, but developed an even stronger interest in the work he was doing as a volunteer EMT through the university’s student-run emergency medical service. After graduation he realized how much he missed the hands-on aspect of providing emergency care and took a job as a full-time paramedic with the Washington, D.C. fire department.

“After a few years it became less fun, because I realized a large part of my work was just shuttling people to the hospital who didn’t have adequate

organizing. He was dating the woman who would later become his wife, so it wasn’t a good time to take a job overseas. After graduation, he took a job with the Baltimore Mayor’s Office of Emergency Management, where he worked on local community preparedness and disaster response.

Then a massive typhoon rocked the Philippines in 2013, and he felt the itch to function on the world stage. “They recognized my desire to work overseas and supported my deploying to the Philippines to volunteer for a month,” he said. From there, it was a matter

imposes hardship on people that drives humanitarian needs.”

C.P. still misses being directly engaged in on-the-ground assistance, the one-on-one interaction with patients, the immediate results. But there’s fulfilment, he said, in knowing your work has broader impact.

“If the U.S. government can bring the right people to the table to help humanitarian access and reduce population displacement, the OFDA has made something change. It reaches so many people. That’s satisfying.”

—Níchole Bernier

Save the Children



C.P. meeting with a women’s group in northeast Nigeria



C.P. with Typhoon Haiyan volunteers

Rebecca M. Archer '87

Litigator for the Public Good

Rebecca Archer thought she might be the next Madeleine Albright.

She didn't have the typical childhood career fantasies—to be an astronaut or pro hockey player (though she was a “rink rat” at Groton). “I wanted to be Secretary of State,” she said. “My parents were in the Foreign Service. I was born in Laos, and we moved around the world my entire life.”

When she went to Harvard Law School, Rebecca did a joint degree in international law through Tufts. When she was a law student, she worked for the International Criminal Court in The Hague during the summer, collaborating on a paper that examined how crimes against humanity are tried. She speaks four languages fluently and a smattering of others.

Everything pointed toward a life abroad. “But what’s interesting about life is that you can make whatever plans you want,” she said, “then you end up in a different place because of unexpected situations or people you meet.”

Today, Rebecca might be labeled “champion of lead paint abatement” or “protector of San Mateo County taxpayers.” Her unexpected career turn began with two phone calls from old friends. A litigator with a young child at the time, Rebecca was uninspired and exhausted. “I just didn’t see myself happy doing the

Rebecca Archer



Rebecca Archer

level of litigation I was doing then, without any feeling of purpose,” she recalled. One friend suggested she go into teaching, stressing that law schools needed more people of color. This work could have more meaning, she thought. She was set to apply for a job—her old professor Elizabeth Warren was going to write her a recommendation—when another friend called.

“My best friend worked for Legal Aid and had been working with the county government. She said, ‘I think you’d really enjoy working with the

county side on the things they do.’”

Rebecca joined the County of San Mateo in California as an in-house counsel in 2006. One of her first assignments placed her on the team that had been working since 2000 to hold paint manufacturers accountable for the “public nuisance” of creating a risk to children in their homes. “Lead poisoning is very serious, and it doesn’t take much for children to be poisoned—like a tip-of-the-fingernail-sized chip. Lead paint companies advertised their products as safe and appropriate for

Leslie Yuan



Rebecca with
her children,
Leila and Isaac

homes—‘brighten up your nursery with a fresh coat of paint.’ And they knew how bad it was, long before it was outlawed in 1978,” she explained. “The lead paint industry spent a lot of time lobbying against any regulation, even though they knew for decades

unique position in a public health role, able to go out to homes and see the source, the peeling windows and doors. So the decision was made to help the kids, a recognition that these companies really haven’t done their part.”

» “The lead paint industry spent a lot of time lobbying against any regulation ... they are still marketing and producing these products overseas, where they haven’t been regulated yet.”

that this was dangerous. I know from one of my experts in environmental health work that they are still marketing and producing these products overseas, where they haven’t been regulated yet.”

The case went on for thirteen more years before Rebecca’s team won a judgment of \$1.15 billion (as well as the esteemed title of Trial Lawyers of the Year from the advocacy organization Public Justice), though it was appealed and ultimately settled for \$305 million. In California, tens of thousands of children each year have blood lead levels that exceed the normal threshold, many from low-income families who live in older homes with lead paint. The money will go into an abatement fund run by the state to pay for inspections and lead removal.

“It’s about the children, honestly,” said the mother of two. “We’re in a

These days, Rebecca focuses mostly on property tax law. One case, for example, centers on whether taxes should be lowered for a duty-free shop at the airport due to the exclusive nature of its lease. Another case involves the purchase of a house by a company controlled by Facebook’s Mark Zuckerberg; it paid \$14 million, even though the house’s market value was \$4 million, because a developer was considering construction next door that would peer down into Zuckerberg’s master bedroom. The complex case involves the purchase of four properties and the transfer of tax loopholes for the couple who sold the house.

While taxes might not be the sexiest area of law, Rebecca likes the unique kind of problem-solving it demands. “It’s puzzle-like, a lot of logic and solutions. You have to figure out ways to get the right results, and

it has to be more collaborative than a lot of other litigation because you see a lot of the same players again and again,” she said. “And government work is more flexible. Sometimes I’m helping them see that there’s a non-legal answer, whereas in private practice you tend toward more legally driven litigious solutions.”

Rebecca enjoys not just the range of her cases, but the role she plays for the community, and she credits Groton, and its *cui servire* motto, with instilling an early sense of dedication to the public good. “We’re protecting taxpayers in the greater-good sense, in that the tax money we secure provides health services and funds schools, infrastructure, the whole gamut of public services people aren’t often aware of. And at the same time we’re holding taxpayers—the big corporations in the county—accountable. We want to make sure

they pay their fair share, because ultimately it’s the public good that suffers.”

Memories of Rebecca’s Groton days are vivid: being taught to drive by her French teacher Micheline Myers, swing dancing with science teacher Steve Belsky at Groton’s hundredth anniversary gala, playing goalie for the hockey team.

“I loved, loved, loved ice hockey. What you see in the NHL isn’t representative at all. It’s such a graceful sport that requires skill and good stick handling, not brute strength,” she said. Saturday nights she’d sneak into the rink with her friends (“it wasn’t really breaking in; Gene, the Zamboni guy, would leave the door unlocked”), suit up, and defend against aggressive attacks on goal.

In hindsight, not bad training for being a public advocacy lawyer.

—Níchole Bernier

World War II is now known as “the Good War,” a conflict that united Americans in a righteous crusade to save humanity from tyranny and destruction. Often forgotten is that support for United States involvement was low until the attack on Pearl Harbor on December 7, 1941.

By September of that year, the war had raged in Europe for more than two years and in China for five. In the U.S., Americans who observed the carnage overseas engaged in fierce debates about the conflicts’ causes and consequences. By December, much of America was debating the wisdom of American intervention.

Groton School played a crucial role in these debates—and not only because President Franklin Roosevelt was a graduate (1900). Many Groton alumni had outsized influence on U.S. policy, including Assistant Secretary of State Dean Acheson (1911) and U.S. Ambassador to Japan Joseph Grew (1898). Their voices helped shape U.S. foreign policy at this critical moment.



Dean Acheson 1911, Assistant Secretary of State during the war



Ambassador to Japan Joseph Grew 1898

Uncommon Impact

FDR was not the only graduate who made significant decisions affecting the war.

BY EDWARD C. GREEN '63 AND HELENA MEYER-KNAPP

CONSIDER THESE intriguing questions: Was the United States impelled to go to war with Japan in 1941? Had the U.S. stayed out of World War II, would Britain have fallen to Hitler? Had Britain fallen, would the U.S. have been able to stand free and democratic against the realigned British, French, and Dutch empires dominated by Germany and Japan?

Equally intriguing: could key decisions by graduates of Groton School have prevented the war?

One alumnus in particular, the U.S. Ambassador to

Japan, Joseph Grew (Form of 1898), believed until the day he died that war could have been avoided without sacrificing any U.S. or Allied principles or interests, especially if one particular meeting between President Franklin D. Roosevelt (Groton 1900) and Japan's Prime Minister Fumimaro Konoye had not been aborted.¹

In at least one other key moment, a Groton graduate determined the war/peace outcome—Assistant Secretary of State Dean Acheson, Form

¹ Robert Fearey '37, Grew's personal assistant, described this lost opportunity in a 1994 *Quarterly* article, "Might the Pacific War Have Been Avoided?"



Sumner Welles 1910



Marshall Green '35



Robert Fearey '37

Ambassador Grew, with the help of his personal assistants — first Marshall Green '35 and then Robert Fearey '37 — worked tirelessly to prevent war.

of 1911, in FDR's absence from Washington and without his prior consent, in 1941 put into effect a comprehensive embargo on Japan, including a ban on oil sales. It was widely believed that an embargo would make war inevitable, and it proved true.

Because of their common Groton and Harvard (and Harvard Fly Club) backgrounds, President Roosevelt is said to have trusted Ambassador Grew, two forms ahead of him at Groton, more than he trusted his own secretary of state, Cordell Hull, though Hull too was not opposed to continuing peace with Japan. Grew, with the help of his personal assistants—first Marshall Green '35 and then Robert Fearey '37—worked tirelessly to prevent war. The undersecretary of state and core FDR advisor Sumner Welles (Groton 1910), and more notably FDR himself, spoke publicly about how peace enabled U.S. Allies in Australia and Britain to keep essential war resources flowing. Grotonians taking the opposing position included journalist Joseph Alsop (Form of 1928), a highly visible advisor to the anti-Japan, pro-China lobby, and even more importantly, Acheson.

Hindsight examinations of World War II make it easy to ignore how deeply divided Americans were in 1941 over the U.S. joining the war, despite the idealized image of consensus about a "Good War." Likewise in Japan, government elites were divided; it took the



When Ambassador Grew needed a personal secretary he could trust, he asked Endicott Peabody to recommend a Groton graduate and Ivy Leaguer of the highest integrity. Marshall Green '35 served first (above, pictured with his wife, Lisa), followed by Robert Fearey '37 (at left).

militarists until late 1941 to bring down Prime Minister Konoye's government, which had been negotiating with the U.S.

As 1941 progressed, leaders in both Japan and the U.S. engaged in intense debate, and more than one strategic option for U.S.-Japan relations was actively in play. That World War II would have ended differently had the trans-Pacific war been avoided is certain: Pearl Harbor transformed the war between Japan and China, which began in 1931, and the war centered in Europe, which began in 1939, into a single, unified World War.

Teetering Between War and Peace

Tensions were already visible between Japan and the U.S. by the late 1930s. The majority of Americans were isolationist, yet a growing and increasingly vocal minority was urging the U.S. to stand up to Japan. With Germany invading the Soviet Union in June 1941, it was hoped that the two nations would neutralize each other's power, allowing the U.S. to remain on the sidelines. Japan had conquered parts of China, and U.S. elites feared the Japanese newcomers would increasingly interfere with American commercial and missionary activities. Furthermore, media coverage of Japanese troops brutally massacring civilians and POWs in and around Nanking (1937–38)



Ambassador Grew and Marshall Green in Tokyo, 1940

turned many ordinary Americans against the country. In the U.S. Embassy in Tokyo, those who wished America to confront and defeat Japan sooner rather than later sparred with those who supported a diplomatic solution.

For most of 1941, war seemed possible but not certain. At the embassy in Tokyo, Ambassador Grew had heard about a specific military threat against the U.S.: his third ranking officer, First Secretary Edward S. Crocker, a distant cousin of then new Groton Headmaster John Crocker 1918, in January 1941 passed along a tip that Japan was planning to sink the U.S. Pacific fleet at Pearl Harbor. In another version of events, the embassy's third secretary, Max Bishop, reported first on the planned attack.

Crocker (or Bishop) passed this information on to Grew, who cabled Secretary of State Hull, who in turn shared it with U.S. Naval Intelligence. State and Naval intelligence concluded that "no move against Pearl Harbor appears imminent or planned for the foreseeable future," as Gordon W. Prange wrote in *At Dawn We Slept*.

Grew was not sanguine. A month earlier he had written to his school friend Roosevelt (as documented in Grew's published diary, *Ten Years in Japan*): "It seems to me to be increasingly clear that we are bound to have a showdown someday, and the principal question at issue is whether it is to our advantage to have that showdown sooner or to have it later."

Early in the fall of 1941, Grew actively worked in

support of Japanese Prime Minister Konoye's proposal for a top-level meeting with FDR in Honolulu.

FDR, initially favorable to the idea, cited problems about distance, proposing Juneau, Alaska, instead. Konoye was agreeable. Then FDR insisted on having representatives from U.S. allies Britain, Holland, and China at the meeting. The Japanese were concerned that leaks could make the prime minister and Japan look weak and ultimately lead to the collapse of the Konoye government. Ambassador Grew urged Secretary Hull to accept the meeting without some of the preconditions, promising that the Emperor as well as top Japanese civilian and military leaders would be willing to reverse Japan's expansionist trends and that it would not look like an act of appeasement on either side. The U.S. then demanded, as a precondition to the meeting, that Japan withdraw completely from China and Indochina—renounce the Axis pact it had recently joined—and adopt friendly trade pacts. Grew and Fearey feared these terms were far too exacting, but in November 1941 Japan was still seriously considering withdrawing from China and Indochina if its access to oil were restored and war with the U.S. avoided, according to Japanese special envoy Saburo Karyusu's account in *The Desperate Diplomat*.

In the U.S., Japanese special envoy Karyusu and Ambassador Admiral Kichisaburo Nomura were likewise trying to avoid the outbreak of war. Both the ambassador and the special envoy were actively negotiating terms for the Konoye meeting, namely the

withdrawal of Japanese forces from Southeast Asia and China in return for a steady supply for Japan of oil and other raw materials. Both men claimed throughout their lives that they had no warning whatsoever that the militarists in Tokyo had prevailed in December—that war had indeed begun.

Prior to Pearl Harbor, pressures urging the U.S. to join the wider war came from Americans colloquially known as the China Lobby. One prominent voice was Henry Luce, born of a missionary family in China and founder of *Time* magazine. Another was Pearl Buck, also born in China of missionary parents. Her novel *The Good Earth*, along with its 1937 movie version, left Americans with visions of noble Chinese peasants struggling against poverty and the rising Communist threat, just waiting to be converted to Christianity and Americanized. Joined by Chinese leader Chiang Kai-Shek's family, the China Lobby pressured Washington politicians and crisscrossed America with speeches about the brave nationalist army holding back Japanese attacks. These partisans urged the U.S. to impose sanctions and embargoes on American oil and steel to force the Japanese war machine to grind to a halt. Journalist and Grotonian Joseph Alsop was an important mouthpiece for the China Lobby.

There was no Japanese equivalent of the China Lobby spreading propaganda in the U.S., although sample pamphlets arguing Japan's position, published in English, French, and Spanish, are available in the E.S. Crocker archive at the Library of Congress. They reveal Japan's argument as simply: Why were only Caucasians to have empires in Asia? Why not the Japanese? Wouldn't other Asian countries benefit under the rapidly modernizing and industrializing Japanese?

According to Iris Chang's *The Rape of Nanking* and James Bradley's *The Imperial Cruise*, Japan had developed a mighty military over the previous half-century and believed its master-race ideology, equivalent to Nazi Aryan race beliefs, would allow it to lead all of Asia into a modern future.

FDR had been emotionally steeped in Chinese lore. His mother's father, Warren Delano, made fortunes in the China trade, which in his particular case meant the opium trade. Young Franklin heard tales of mysterious old China and later formed a warm friendship with a Chinese fellow student at Harvard, disposing him to like Chinese people in general. In a historical parallel, Theodore Roosevelt developed a close friendship with a Japanese fellow student at Harvard at a time when there was considerable racism against Asians in the U.S., leading to Teddy's lauding the Japanese as the "honorary Aryans of Asia" and supporting (if not always publicly or with Congressional approval) Japan's expansionism by conquest in Asia and its war with Russia.

The Oil Embargo and Pearl Harbor

In the months and weeks before December 7, 1941, nothing was certain: both in Washington and Tokyo, officials were repeatedly negotiating, planning, and reexamining options for U.S.-Japan relations. This was no inexorable march toward war—until Acheson implemented the fateful oil embargo, despite extensive

rhetoric against it by Marshall Green '35, FDR, and others.

As early as 1939, Green, later an ambassador himself, expressed concern that "the very effectiveness of arms and oil embargoes will inevitably plunge us all into war," as he recounted in his book, *Pacific Encounters*. As Grew's diary puts it, "My recommendations

have consistently

been of the 'red light' variety (as in 'Stop! Let's not go down this road'), advocating not 'appeasement' but constructive statesmanship through conciliatory methods and the avoidance of coercive measures." Still, in the fall of 1940, the U.S. imposed an embargo on the importation of scrap metal, which Japan needed for its machinery and weaponry. Japan had been importing about 90 percent of these materials from the U.S.

On July 24, 1941, two days before imposing a freeze on Japanese and Chinese assets in the U.S., President Roosevelt made a public speech arguing that



Whatever the reason, Acheson, a 1911 alumnus, made a profound change in U.S. policy and Roosevelt, a 1900 alumnus, chose not to reverse it.

a full oil embargo would be a mistake. But in August 1941, FDR and Cordell Hull were both gone from Washington, DC—FDR was with advisor Sumner Welles in Newfoundland for a secret rendezvous with Winston Churchill, while Hull was on an extended vacation in West Virginia for health problems. In their absence, Acheson, without higher authority, issued an order transforming the freeze on Japanese assets into a complete ban on the export of U.S. oil to Japan.

President Roosevelt's response? Some say he was focused on Europe and the Atlantic Charter and unaware of the serious consequences. Some say he always intended this outcome and was glad someone else had pulled the critical lever. And others argue that he did not want the U.S. to appear inconsistent by reversing Acheson. Perhaps all of these are true. Whatever the reason, Acheson, a 1911 alumnus, made a profound change in U.S. policy and Roosevelt, a 1900 alumnus, chose not to reverse it.

Within weeks of the embargo, the government of Prince Konoye had fallen, replaced by General Hideki Tojo, a man whose name would, for Americans, become synonymous with Japanese aggression. Ambassador Grew would write about this turn of events: "After eight years of effort to build up something permanently constructive in American-Japanese relations, I find that... our work has been swept away as if by a typhoon, with little or nothing remaining to show for it."

A Pearl Harbor Surprise?

On December 7 at 2:00 p.m., Japanese special envoy Kurusu and Ambassador (and ex-Foreign Minister) Admiral Nomura had requested a meeting with Hull at the State Department. They didn't know at the time that he had just seen a bulletin saying Pearl Harbor had been attacked that morning at 7:35 a.m. Hawaiian time. Hull was said to have cursed out the Japanese diplomats, who had been unaware of the attack. Like Grew, they had been trying to negotiate

a way to avoid war. Nomura would later comment wistfully: "Working for peace is not as simple as starting a war." Grew referred to Kurusu as a fellow peace-seeker who "tried to reverse the engine, and tried hard and courageously."

After the American Embassy staff learned about Japan's attack on the U.S. naval base at Pearl Harbor, in Hawaii, Grew asked his first secretary, Crocker, to receive the official declaration of war from Japan. Crocker's unpublished diary quotes the euphemistic diplomatic language of the declaration:

December 8, 1941

Excellency:

I have the honor to inform your Excellency that there has arisen a state of war between your Excellency's country and Japan beginning today. I avail myself of this opportunity to renew to your Excellency the assurances of my highest consideration.

—Shigenori Togo

Minister for Foreign Affairs

To his Excellency Joseph Clark Grew,
Ambassador Extraordinary and Plenipotentiary

There followed eight more orders from the Japanese government, including those forbidding U.S. Embassy activity, phone calls, cables, and communication with the outside world. All shortwave radios were confiscated. The outer gate to the embassy was locked. Throughout that day, files were burned, just as would later happen in the U.S. Embassy in Tehran in 1979.

This was the beginning of a six-month internment of Grew and the pared-down embassy staff, mostly in the embassy compound, where people shared space and food as best they could. There was little or no planning for this on the Japanese side. Crocker's diary describes how the staff ran out of food and snacks, then had to implore the Foreign Ministry to let a Japanese employee of the embassy fetch carry-out food for the group. Grew's diary comments on the good luck (or planning?) that a substantial consignment of canned goods from America had recently arrived.

As the internment wore on, Grew and his staff kept their morale high, amusing themselves with bridge and other games. They even built a crude golf course on the embassy grounds, which they dubbed the Greater Black Sulphur Co-Prosperity Golf Course, mocking the "co-prosperity" euphemism used by Japan to explain its expansion into Asia and alluding to the town in West



Staff of the U.S. Embassy in Japan in 1941; many, including Ambassador Grew, were interned there for six months.

“They will fight for their Emperor and country, to the last ditch if necessary, but they did not want this war and it was not they who began it.”

Virginia where the Japanese delegation was interned, White Sulphur Springs (at the same hotel where Hull was recuperating in July 1941 while Acheson cut off Japan’s oil and financial assets).

Grew explained declining an offer to play golf on a public course: “Were I to accept an invitation to play golf, publicity would be given to it as an indication of how well the Americans are being treated ... Yet our treatment has been very far from considerate and at the beginning it was contrary to all concepts of international usage. We were treated not only as prisoners but as *criminal* prisoners; throughout our internment, we have been subjected to repeated indignities and humiliations by the police.”

Ambassador Grew finally returned to Washington in the summer of 1942. Invited to speak by CBS that August, he said of his Japanese friends: “They are not the people who brought on this war. As patriots they will fight for their Emperor and country, to the last ditch if necessary, but they did not want this war and it was not they who began it.”

The Groton Connection

Why is this story so full of Groton boys (and Edward S. Crocker from rival St. Mark’s), especially considering the small size of the school? Acheson and Alsop may have been on the more hawkish side, with Grew, Welles, and FDR himself on the more cautious side, but all played key roles.

In the first half of the twentieth century, indeed until the Vietnam era, careers in public service, including the Foreign Service, were as commonplace as careers in finance or the law for the graduates of America’s elite prep schools. Salaries at the Foreign Service were not adequate to cover the costs for officers hosting the dinners and cocktail parties where much informal diplomacy took place, but Groton boys were assumed to have the family resources to function as needed and expected. As a result, Foreign Service officers were drawn disproportionately from men from privileged backgrounds, WASPs, the Protestant Establishment.

When Ambassador Marshall Green² was promoted to Assistant Secretary for East Asia and Pacific affairs in 1969, about 25 percent of his immediate predecessors, including Averill Harriman 1909 and William Bundy 1935, came from the very same Groton network. Harvard connections aside, the three requirements for joining the old Foreign Service were half-seriously said to be, “Yale, pale, and male.” A Groton education didn’t hurt either.

² Father of co-author Edward Green ’63



A CHAPEL TALK

by Lwazi A. Bululu '20
September 13, 2019

VOICES

Estrangement from Myself

Adam Richins



Lwazi Bululu '20, center, and the boys cross country team

"She walks into the kitchen, pours herself a glass of water, and then leaves it on the table, untouched. Back in the living room, she stares at the Benin mask, copper-colored, its abstract features too big. Her neighbors call it 'noble,' because of it, the couple two houses down have started collecting African art, and they, too, have settled for good imitations, although they enjoy talking about how impossible it is to find originals."

"Imitation" from *The Thing Around Your Neck*
by Chimamanda Ngozi Adichie

Terror and splendor: the wonderful dichotomy of the chapel talk. At this terrific and terrifying moment, I am aware of how much it is my privilege to have you as an audience, to be gifted your time and be lent your ears. In fact, on such an occasion I am compelled to consider the blessings that have led me to this point. The privilege of learning and growing alongside fantastic formmates, under the supervision of outstanding teachers; the privilege of a family whose love for me is inexhaustible and unconditional; the privilege of being able to drink in the wonderful air, of being black, Xhosa, male ... I do not need to continue; you get the point.

Clockwise from below: Prefects Lwazi Bululu, Eliza Powers, Marc Borghi, and Grace Mastroianni with Headmaster Maqubela on Surprise Holiday; Lwazi with his sister, Hlumokuhle, and mother, Sindiswa, on a beach in Port Elizabeth, South Africa; and Vuyelwa and Temba Maqubela with Sipho Maqubela, Jiyana Maqubela, Lubabalo Bululu, and Natalie LaSala, during a 2018 visit to Groton



And yes, these are all great, and I am grateful, but there is one thing that troubles me. That is for all I have, it is hard of late to think when I had the privilege to just be.

Well, what do I mean by that? What I mean is: do you ever feel like you are struggling, struggling against a tendency (of the world, your environment, even the voices around you) to try to take away something from you, something that is you, that is deemed, as John Stuart Mill put it, “out of harmony with its ways”? I feel life is this struggle. We are the marble block upon which the world lays its chisel to slowly chip away at us. It is painful and inescapable. And like it or not, I have had to come to accept that living is not about being but about becoming—that is why we are all here after all. But the question that bothers me is how much of a choice we have in that becoming. Will there be a day when you look in the mirror and take stock of it all, what fate has given and snatched, and realize that you have lost yourself on the way, that the individual looking at you is a stranger?

Today, I would like to speak about how I was an unwitting passenger of my own becoming—how I developed estrangement with myself and, consequently,

everyone and everything that I loved.

Let me transport you to four years ago, to a day I remember extremely vividly: my first day in the United States. Mr. Maqubela had come to pick me up at the airport. I remember the red Groton athletics cap, gray Groton sweatshirt, and khaki pants Mr. Maqubela wore when I saw him waiting for me in the arrivals area. I think back on the wave of wonder that washed through my body as I emerged from the Ted Williams Tunnel and into the light of this new world, my new adventure. On the ride to campus, Mr. Maqubela played a CD by a South African artist, Caiphus Semenya. I recall thinking at the time, how outside that car, the meaning of the words of Nomalanga would be lost upon everyone. The Xhosa words and the African beat felt out of harmony with the rhythm of the surroundings. It was then that I truly understood the magnitude of the task I had taken up. I was going from a place where everyone understood the meaning of “*ndiqhele uceba ixhego inqayi*” to one where that was gibberish; from a place where everyone knew everything about me and I knew I was loved, to one where I was unknown. I realized I was going from community to anonymity. I was out of harmony.

“She could tell me the truth: whether the Lwazi she knew and she raised was different from the Lwazi she saw at Groton.

That being the case, I was forced to try to rediscover that sense of being and belonging. Thankfully, I was surrounded by people who were always willing to turn towards my bids for connection. It was the little things, like Joey asking if I wanted to go to dinner with someone, telling someone how I had a good day at school, smiles, nods ... All these are simple actions but are so powerful. For at the heart of these gestures and cues are important questions: “Can I trust you?” “Will you be there for me?” “Do you value me?” Soon enough, I settled in. And eventually, I came to be shaped by this place and these people. And at last, I came to believe that I was at harmony with my environment.

Until one fateful day. The choir was on a GEO to South Africa performing at Mr. and Mrs. Maquebela’s son’s wedding in Port Elizabeth, where I lived. I had the rare and exciting chance of seeing people from school at home. It was in conversation that Matthew Higgins, my Third Form prefect at the time, said how he saw me across the room but didn’t think it was me. He added, “I don’t know why, but it’s like you are a lot cooler in South Africa.” I was hurt. Was I not cool at Groton? Was I unrecognizable just because of the fact we were in another country? I shrugged this off, assuming what he must’ve meant was I looked cooler in the traditional Xhosa clothes I was wearing rather than the clothes I wore at school.

However, a year later, I had a similar interaction. But this time with my great uncle, who had spent some time visiting Groton. We were all together (aunts, uncles, cousins, grandparents), and, inevitably, we were all laughing. Then suddenly, he turned to me and said it was good to see me like myself again, unlike when he saw me here at school. Again, I was shaken. It was the second time I had heard something like this and I grew a little concerned. I did not, at least consciously, make an effort to change my behavior or attitude when I left home to go to school. Who were these two divergent individuals, sharing

both body and name, yet who were not the same?

These interactions bugged me more and more—until one day at home, this past summer, I decided to ask my mom. Since she had watched me all my life, and observed me at Groton, she could tell me the truth: whether the Lwazi she knew and she raised was different from the Lwazi she saw at Groton. I posed my question and waited. And as she was about to answer, I saw, in her face and her eyes, a reluctance born out of all the empathy, love, and compassion a mother’s heart can muster. And before she could utter the words, I knew the answer. And it hurt. The overarching emotion I felt at the time was shame. Shame that I felt a need to alter myself, as if to perform on stage. Shame that I felt who I was, the skin I wore, the skin of my kin, and one of the few pieces of home I carried with me were disposable. I thought of the awkwardness of the first moments I tried to speak Xhosa when I got home, the estrangement with people. For the first few days, each situation would be like trying on an old unused outfit, seeing if it still fit.

It is difficult to describe the feeling, that of estrangement with yourself. The only thing I can think of is that instant when you wake up and realize that you were sleepwalking. It is a sense of harrowing fright—realizing that the unconscious and subconscious mind snatched the controls and dictated actions in the physical world.

All this time I was unaware of this presence of two me’s: one confined to the Circle, the other to Cacadu. In all honesty, I cannot blame anyone or any place for this phenomenon. It was my own fears and insecurities, that belief that I was always going to be out of harmony as I was. It is incredibly easy to feel that way. It is incredibly easy to feel everyone here is smart and you are not. It is incredibly easy to feel that everyone here is talented at so many things and you are not. It is incredibly easy to feel that everyone else belongs here and you do not. This feeling can be so strong as to make one believe that they do not even belong in their own self.

Now, I am aware. Now I realize that there have always been people who would love.

To close, I am called to remember some words that Mr. Maqubela said to me before the start of this year: “Embrace it.” It gives me so much pride to stand in front of each and every one of you this morning, all assuming a place that is yours and yours alone. Embrace it. Embrace your place here. And finally, embrace yourself.



A CHAPEL TALK

by Thomas Varkey P'15, '18, '22, '23, Trustee
November 8, 2019

American Dreamer

Maya '22, Tom, Suneeta, and Riya '23 Varkey



A few weeks ago my daughter Riya called me and said, “Dad, I hear you are giving the chapel talk during Trustees’ Weekend. Please do not embarrass me. You have to be funny as Maya and I have four years left to live in this school. If your speech is boring we will have to transfer to St. Mark’s.” Best of luck at St. Mark’s!

Looking out at all of you today, I remember being your age and I have one distinct memory in particular. It was 1982, and I was fifteen years old in the ninth grade living in India. One of my cousins came to spend a few days at our home, since he had just been admitted to a university in America and he needed to apply for that “elusive” U.S. student visa. The U.S. Embassy was fifteen minutes from my house and my house was considered the “lucky” house as everyone who had stayed with us and applied to get a U.S. visa always got it, even though statistically one had a less than 5 percent chance of getting the visa. As you can imagine, we were constantly hosting students applying for their U.S. visas.

The U.S. Embassy had a rule in those days that they would only evaluate the application materials of the first one hundred people in line each day. Pretty soon, the visa line started forming the previous afternoon for anyone who wanted to have any shot at being in the first one hundred. Then, the local cab drivers realized that these one hundred spots were prized possessions, and they decided it was more lucrative for them to stand in line overnight than to drive their cabs around all night. I was excited to wait in line with my cousin as I knew once I was in the embassy I would be able to get a real Coca-Cola. The U.S. Embassy was one of the only places in India in those days where you could get a Coke. We got in line by 5:00 p.m. one day and the embassy doors would open at 8:00 a.m.

the next morning. It was going to be a long and hot wait. The line formed on the pavement outside the embassy walls and there was no shade or cover for security reasons. We brought giant bottles of water and an umbrella to shield us from the unrelenting sun and took our position in line alongside our fellow dreamers.

As 8:00 a.m. approached, I saw a line of fancy cars drive up to the front of the visa line. Rich kids would step outside of the cars, hand a wad of cash over to the cab driver in line, and then step into the line ahead of people like us who had been waiting for over fifteen hours. For some of us it had been a long night and, as you would expect, some started to protest about this unfair situation. My cousin started yelling at one person who bought his spot, saying it was unfair and that he should move to the back of the line. I will always remember the response he got. The young man turned around and said, "I can't believe that you are standing in line to get a visa to the greatest capitalist country in the world and you would have a problem with supply and demand." That was the day I realized something really important about myself. The idea of free markets resonated with me in some way. His logic made complete sense to me and I now had to find a way to get to America.

Ever since then, it was my lifelong dream to come here to America. My family did not have the money to pay for a U.S. education and I knew I would have to get a full scholarship to come here. My father was insistent that I do my CPA first, which would qualify me to become a Chartered Accountant in India. He was concerned that if I weren't a doctor, accountant, or engineer I would never be able to find myself a suitable bride! I think I still managed to do pretty well, as you can see. I had no interest in accounting but my father refused to give me any money for university applications unless I completed my CPA. I quietly borrowed \$400 from an aunt and told my father I was preparing for the CPA exam but spent my time secretly studying for the GRE to get into a graduate school in America. I spent three months preparing for the exam, waking up every day at 3 a.m. to do a practice test before I went to work at an accounting firm. I also committed to learning thirty new English words and doing thirty new math problems each day. I had never worked so hard on anything.

I finally took the GRE exam in October of that year and sent out ten applications to universities in the U.S. A month later, I received a letter stating that the GRE scores from India were canceled as the test had leaked. I retook the exam in November and sent out another five applications. A month later, I got another letter from the GRE administrators informing me that the scores were canceled again for the same reason. By this time, all fifteen universities had rejected my application, as it was considered incomplete without a GRE score.

I took the exam again for the third time in January. At this point I had only \$50 left. I combed through all the applications at the U.S. Embassy (with my genuine

Coca-Cola in hand!) looking for any school that had only a \$50 application fee. Only Tufts University fit the bill. I applied to Tufts with my last \$50, and, unbelievably, the exams were canceled yet again. By this time, I had no GRE score and my colleagues at work were convinced I was a complete idiot as they assumed I must have failed my CPA exams even though I did not take the exam. It was one of the lowest points in my life.

Still, undeterred, I picked up the phone and called all the schools I had applied to, begging them to review my application without a GRE score. Tufts was the only school that agreed to do it and accepted me with a full scholarship covering tuition and living expenses. This small leap of faith that Tufts University took transformed my life and opened up a world to me that I never thought was possible. I am forever grateful to Tufts for that.

When I finally got to Tufts, as an international student arriving on campus (fresh off the boat, as they say), it was not easy to integrate culturally. As I think back to my first week on campus, I am reminded of three things I had to learn very quickly.

1. People don't always mean what they say.
2. Always read signs carefully.
3. It's important to manage expectations.

My first day on campus, as I walked up to the economics department from my room, everyone I passed would say, "How's it going?" And I assumed they were actually interested in how I was doing. So, I would stop and tell them everything that was going on and how my day was really going—so much so that I noticed people would avoid me and not make eye contact! Finally, one of my American classmates pulled me aside and said when someone in America says, "How's it going?" that it was just a greeting and I was not meant to actually answer them. I was confused and asked him what I was supposed to respond with. He said just say, "Good, good, good, good, and you?" So that was Lesson 1: People don't always mean what they say.

Also on my first day I walked into the Tufts campus cafeteria with my life savings of \$35 that was supposed to last me until I received my first scholarship check. I looked around trying to find the cheapest thing to eat. I kept converting all the prices to Indian rupees and felt like I was never going to be able to afford anything. And just when I was ready to walk away thinking I should just skip dinner, I saw a sign at the salad bar that read \$1.29. I couldn't believe it and I loaded up my plate. At the cash register, I soon realized that it was \$1.29 per pound and not \$1.29 per plate. Since I had poured copious amounts of salad dressing over my gigantic salad I was now officially committed to that plate. That was the most expensive meal I ate during my two years at Tufts. And that was Lesson #2: Always read signs carefully. My American dream wasn't going too well so far.

Finally, as a teaching assistant in the economics



The Varkeys: Maya '22, Rohan '18, Tom, Suneeta, Riya '23, and Layla '15

“Access to quality education transforms lives, and initiatives like the GRAIN program here at Groton create opportunities that will be life-changing over generations.

department at Tufts, I had three sections of undergraduates to teach. As the faculty here know, the first classes you teach are extremely stressful as you are terrified to stand in front of so many smart students and teach. I remember my first session vividly. I had prepared for six hours to be able to teach for fifty minutes.

I started the class and I could hear my students laughing at my accent and pronunciation. The more they laughed, the more nervous I got, and the whole session was a disaster. I still had two more sessions to go, and I was traumatized. I decided to change my approach; I went into the second section and upfront told the class that I spoke four Indian languages fluently, but English was new to me.

I told them that I had only started learning English just a year earlier, and that I had done that by reading back issues of *Time* and *Life* magazines. Which wasn't true. I actually have spoken English most of my life. I taught the class and it went extraordinarily well, and at the end I got a standing ovation from my students, who could not get over how well I spoke English despite only having learned English for one year! It was my best class and I am still friends with some of the students from that section. And that was Lesson #3: It's important to manage expectations.

I am sure there are many of you here at Groton who are on some sort of financial aid or scholarship. There are also many of you here that have the good fortune of coming from families that can afford a school like this. Regardless, all of you are incredibly lucky and blessed to be sitting here at Groton today, getting a world-class education that most kids around the world would die for. Just look around you at the friends that you have made, this beautiful campus where you get to spend your high school years, and the teachers who have dedicated their lives to building and molding your intellect and character. It's not just your ability to do so, but also your duty to give back to places like Groton that will impact your path in life.

The scholarship I received from Tufts changed the trajectory of my life and transformed not just my life but also the lives of my parents, siblings, and my four children, all of whom, because of that scholarship I received, have been able to experience a Groton education. Access to quality education transforms lives, and initiatives like the GRAIN program here at Groton create opportunities that will be life-changing over generations. I hope all of you will one day be able to make a difference in someone else's life by supporting initiatives that help kids have access to this incredible education irrespective of their families' financial situations.

I am reminded of a lesson that one of my professors at Tufts loved to teach. He would tell us to imagine an asteroid hurling on a collision path towards earth. He went on to say that it would theoretically be possible, if you were far enough away from Earth, to just lightly touch the asteroid such that its path were altered ever so lightly. But given its distance from Earth, the asteroid's path would be forever changed, and it would pass by the Earth harmlessly. It was an analogy he used to remind us how even the smallest alterations can change the path of one's life, and the earlier you do it the less effort is required to reach your goals. It was a powerful message to me, as you can imagine—I still remember it thirty years later.

There probably is a kid somewhere out there sitting on a pavement in front of a U.S. Embassy dreaming of one day experiencing what some of you here probably take for granted. So I hope that the “light touch” your Groton education is giving you may inspire you to pass on that momentum, and to give someone else that small push to change the path of their lives as well.



A CHAPEL TALK

by Tommy Lamont P'09, '12, '15
September 20, 2019

A Trans-Continental Road Trip

"Travel is fatal to prejudice, bigotry, and narrow-mindedness, and many of our people need it sorely on these accounts. Broad, wholesome, charitable views of men and things cannot be acquired by vegetating in one little corner of the earth all one's lifetime."

—Mark Twain, *Innocents Abroad*

I love that quote about travel by Mark Twain, the brilliant and beloved nineteenth-century American author and traveler. Here is a lesser known and slightly edited excerpt from that same book of his: *"The gentle reader will never know what a consummate [fool] he can become until he goes abroad."*

For those of you who do not know me, I am Ms. Tommy Lamont, and I am excited to be back on the Circle for my twenty-third year at Groton School. I teach history in room 110. If you would like to find me during the school day, just walk through the door that separates Barack Obama and Donald Trump.

While I was away last year on sabbatical, I missed seeing friendly faces, eating in the Dining Hall, sleeping in my own bed, and doing what I enjoy doing for a living—teaching. Of course, I also appreciated having a year off from work. I especially enjoyed being able to travel for an extended period. Traveling is one of my favorite things to do because it affords me the opportunity to grow and to learn, often with a hint of adventure. As this year's prefects have emphasized in their excellent chapel talks, getting out of your comfort zone can be tremendously exciting and empowering. And for me, travel has always been one way to do that.

Two years ago, I went on a GEO (Groton Educational Opportunity) trip to India with fourteen Groton students, as well as with Ms. Anderson and Mr. O'Rourke. While in India I told the students to call me "T." One day our amazing Indian guide, Shantum, explained to us that in Hindi the suffix *jee* is often attached at the end of a person's name as a sign of respect. Hence, many Indians refer to Gandhi as Gandhijee. Immediately, one of the Third Formers on our trip announced with a big smile that she would henceforth call me *T-jee*. I almost burst out laughing because this student had unknowingly just "outed" me. You see, "TG" has long been shorthand for transgender, and I am transgender.

By the way, if you misgender me, don't worry. I won't be offended. I know that it can be hard to remember that I am a woman, especially if you have known me for a few years or more. In fact, I misgender myself sometimes. Why, downstairs in the Schoolhouse earlier this week I walked right into the wrong bathroom. Change can be hard, even if it is what we desire or what we need.

Speaking of bathrooms, they were very much on my mind this past winter while I was on a fifteen-thousand-mile road trip across the southern United States. As I drove into North Carolina near the start of this five-month, cross-country odyssey, or should I say trans-country odyssey, I began to wish that that I had given more thought to the matter of where to go to the bathroom. I realized that I had neglected to research the law on bathroom use in North Carolina. But, then again, unless we're going camping, how many of us really think about such things?

My interest in this trip began to take shape last September when former Groton faculty members Fred

“I was humbled by the basic goodness of the people I saw, and I was increasingly embarrassed by my own cowardice and prejudices.

and Cindy Beams invited me to join them at the Camden International Film Festival in mid-coast Maine. There I watched a film that inspired me to travel to places where I had never been, or that I had not seen in more than thirty years, when I was just out of college.

The film that I watched, a documentary titled *The Gospel of Eureka*, is essentially a love story set in a town nestled in a narrow valley in the heart of the Ozark Mountains. The town of Eureka Springs, Arkansas, now home to about 2,000 souls, was established in the 1890s when a few folks in the area successfully marketed the supposed healing powers of the region's natural springs. By the mid-twentieth century, a promise of a different kind of healing led to the construction of a Christian theme park punctuated by a hundred-foot-tall statue of Jesus Christ, which came to be called “Christ of the Ozarks.” Since then, Eureka Springs has attracted millions of devout Christians and curious people from America's Bible Belt, a region that encompasses much of the upper South and lower Midwest. They have traveled to this otherwise unremarkable town to view “Christ of the Ozarks,” to walk the streets of “old” Jerusalem and “old” Bethlehem, and, when darkness descends, to watch a live performance of *The Passion Play*, the depiction of Christ's crucifixion and resurrection.

Now, anyone with a rudimentary grasp of United States history or even a casual observer of American society during the past four years knows that evangelical Christians are perhaps this country's most vehement critics of the LGBTQ community. So, why would I, a transgender woman and secular humanist, want to visit Eureka Springs? Well, *The Gospel of Eureka* implies that for the past decade the town has been much more than just some sort of Christian Disneyworld. According to the film, Eureka Springs is a remarkably LGBTQ-friendly town. It is the Provincetown of the Bible Belt. While it may seem implausible that evangelicals and people who identify as LGBTQ can co-exist, this is exactly what *The Gospel of Eureka* suggests. I had to see for myself whether this uplifting documentary was fact or fiction.

When I reached Eureka Springs in mid-March, I discovered that *The Gospel of Eureka* could not be more true. On a steep hill on the edge of town I found “Christ of the Ozarks” and the Great Passion Play Theme Park. And in

the town below, businesses flew rainbow flags, or had signs that proclaimed, “All are welcome.” A bar on South Main street advertised a drag show and inside displayed a sign that declared itself a “Judgment Day Free Zone.”

So, how do two seemingly antagonistic communities co-exist? Well, I don't want to spoil the film for you. But I can tell you that what moved Eureka Springs forward into the twenty-first century took decades of patience, careful listening, and lots of love and hard work, mostly on the part of two older men who grew up in the town and just happened to be Christian and gay. Since roughly 2010, LGBTQ people living in the Bible Belt have found their way to Eureka Springs to revel in the relative openness and tolerance of a community where only a few decades earlier LGBTQ folks would have been ostracized and physically assaulted. Today Eureka Springs proudly hosts a Pride Parade. And crucially, in contrast to so many small towns across the South, the community is prospering like never before.

During my brief visit to Eureka Springs last winter, a few locals told me that one can still occasionally hear homophobic slurs and get hassled for being queer. Most of the haters—“the crazies,” as the locals call them—live in isolated homes in the woods and hills outside of town. When they come into town, do you suppose they do so because they are actually hoping to come out of their own closets?

Last fall, my own fears of being out of the closet took on greater urgency as I contemplated this road trip. Transgender people are statistically more likely to be murdered than almost any other category of Americans. Poor, minority transwomen are especially vulnerable. Although I am obviously not the latter, nonetheless, before leaving on my road trip, I purchased some pepper spray and on the rear bumper of my Prius placed a small sticker of an American flag, which I hoped would help ward off the “crazies.”

However, the further southward that I journeyed the more I came to understand that my fears were largely misplaced. First, using bathrooms in public spaces was less fraught than I realized; I ended up using women's restrooms without incident in hundreds of different establishments, from restaurants to museums and even the Tennessee statehouse, which is dominated by conservative Republicans. Second, my adorable Prius was not targeted for malicious destruction, except in Oakland, California, where it was broken into (though not because of its owner's gender identity). Third, most southerners are simply nice people whose upbringing emphasizes a more hospitable and genteel mindset, perhaps, than that of most northerners, certainly New Yorkers like me.

As I journeyed westward from Savannah, Georgia, across Texas and along the Mexican border to San Diego, I was humbled by the basic goodness of the people I saw, and I was increasingly embarrassed by my own cowardice and prejudices. I came to realize that I had been living in a liberal bubble far too long and that my fears had led me to make unfair and incorrect assumptions about other Americans.



Clockwise from top left: Tommy with Hardy Simes '01 in San Francisco; at the church that Endicott Peabody built in Tombstone, Arizona; with Vaughan Leatherman '04 by the Mississippi River; and with Chris Seeley '90 and family in Exton, Pennsylvania

On the journey homeward from San Francisco eastward over the Sierra Nevada and the Rocky Mountains, and then across Oklahoma, Arkansas, and Tennessee, and finally through Virginia and Central Pennsylvania, my fears subsided, my confidence increased, and my faith in Americans grew greater than ever before. Each place I visited left me impressed and heartened by the openness and thoughtfulness of Americans, especially younger Americans. In small and medium-sized cities throughout the South—such as Amarillo, Texas; Tulsa, Oklahoma; Little Rock, Arkansas; and Knoxville, Tennessee—I was surprised to find emerging communities of young people whose hard work, enthusiasm, and imaginations are reviving dilapidated city centers and urban and suburban neighborhoods.

I found more wonderful young Americans making the world a better place in the few dozen independent schools that I visited on my trip. My friends and acquaintances in the South, including former Groton colleagues, helped set up talks with students, teachers, and parents to whom

I offered myself as a resource on transgender issues. In a friend's home in a town on the Florida-Georgia line, an eighteen-year-old boy described how difficult it was to come out as gay during his senior year at the town's private high school. He is now very happily attending college in New England. At St. Anne's Belfield School in Charlottesville, Virginia, a shy senior girl, while introducing me to the student body, bravely came out as lesbian to her peers and then asked them to be discreet because she had not yet told her parents. At an Episcopal Sunday school in North Baltimore, I met an adorable and incredibly aware fifth-grade girl who asked me if, because I was returning to work as a woman, I would be paid less.

The incredible diversity of American society is a reflection of this country's extraordinary history, which I soaked in everywhere I found myself last winter. Among the highlights were: Tombstone, Arizona, where I saw the modest church that Endicott Peabody built in 1882 before returning east to found Groton School; Montpelier,



Tommy at the Woody Guthrie Center in Tulsa, Oklahoma

“Between when I was ten and fifty-four, I lived in fear of being who I always felt I should be.

president James Madison’s estate, where I learned that the hero who saved George Washington’s portrait from certain destruction at the hands of British troops during the War of 1812 was perhaps not Dolly Madison, who usually gets the accolades, but rather her slave, Paul Jennings, to whom she gave the painting with instructions that he bury it in a safe place and retrieve it at war’s end (at the time, Jennings was fourteen years old). And, finally, Jefferson’s Monticello, which would likely have fallen into utter disrepair after the death of the author of the Declaration of Independence were it not for Uriah Phillips Levy, a hero of the War of 1812 and a Jewish-American, who was so grateful for Jefferson’s insistence on securing religious liberty in the new nation that he used his small fortune to sustain Monticello, which is now one of the country’s most visited historic sites as well as a World Heritage site.

My road trip was not all serious social observation, activism, and historical learning. I had the opportunity to

see many old friends. I got to try lots of interesting food, such as pig’s snout and French toast pancakes. (That’s eggs and bacon inside two big slices of French toast in between two big pancakes.) I also brought along my acoustic guitar and played open mics wherever I could. I played a few open mics in Nashville that were fun but also intimidating because the other musicians were so much more talented than me. If you have ever been asked by a friend to perform at one of Groton School’s fabulous open mics, or if you’ve ever actually taken up the challenge and performed at a Groton open mic, perhaps you may know what it means to be intimidated.

In March 1933, Groton’s most famous graduate, Franklin D. Roosevelt, performed at a not-so-open mic, which was held on the steps of the Capitol building in Washington, D.C. I have no idea if he was as nervous as I am right now. But there, at his first of four presidential inaugural addresses, FDR uttered a short but memorable phrase that was intended to reassure Americans beleaguered by the Great Depression. He said, “The only thing we have to fear is fear itself.”

Fear is, of course, a natural, indeed a useful, emotional response. For millions of years, fear has helped humans survive by helping us avoid real danger. If we are not fearful of heights, we might walk too close to the edge of a cliff and then fall off the edge.

Yet fear—especially fear of failure—should not dictate how we live our lives. Such fear can keep us from approaching that special someone whom we have a crush on, from taking that really challenging but interesting course, or from giving a chapel talk. But where would we be if George Washington had been too afraid to fight the British Empire, if Lincoln had been too afraid to run for public office, and if in 1955 Rosa Parks had been too afraid to sit in the whites-only section of a public bus in Montgomery, Alabama? Where would we be if Churchill had been too afraid to fight the Nazis in 1940, and if Mr. and Mrs. Maqubela had been too afraid to challenge their oppressors in South Africa?

Between when I was ten and fifty-four, I lived in fear of being who I always felt I should be. Today, I stand before you far less fearful than I once was, and that is in large part because of your kindness and your patience. So thank you, and thank you to the many people who are not present in Chapel today, including the school’s trustees, the school’s incredible staff, and, of course, my family and friends who live beyond the Circle, especially my beloved children, Ben, Adam, and Johnny, and their mother, Barbara.

On an interesting and amusing side note, in the spring of 1997, when I was hired by Groton School, it was very late in the hiring process. A few years later a colleague confided to me that the reason why I was hired later than usual was because the History Department had been looking for a woman. Eureka!



Peter P. Bundy '68

An Active Hand: The Fundamentals of Restoration Forestry

With essays, reflection, and thoughtful contemplation of the forests we inherited and the forests we'll leave behind, Peter Bundy explores restoration forestry through the lens of beautiful Esden Lake, Minnesota, evaluating the legacies of our country's forestland. Against a backdrop of a changing climate, competing priorities, and emerging threats, this book, inspired in part by the writing of ecologist Aldo Leopold, will resonate with foresters, landowners, and policymakers.



Alice L. Kassens '93

Intemperate Spirits: Economic Adaptation During Prohibition

Using the basic economic principle of a cost-benefit framework, *Intemperate*

Spirits uncovers how various groups responded to incentives provided by Prohibition legislation. Using this calculus, even criminals become rational characters, responding to incentives and opportunities provided by the 18th Amendment and the Volstead Act.

The book begins with a broad look at the adaptations of the law's targets: the wine, beer, and liquor industries. It then turns to specific people (violators, line tip-toers, enablers, and hypocrites), sharing stories of adaptation that bring economic lessons to life.



Kin Carmody '64

The Cinderella Coin: A Beginner's Guide for Treasure Hunting on the Internet

The Cinderella Coin is the true story of Kin's real-life treasure hunt for an exceptionally rare nineteenth-century silver half-dollar, interwoven with flashbacks that helped solve this mystery. Along the way, he shares tips to inspire anyone to become a treasure hunter online.

In the past, treasure hunting was a dangerous adventure that demanded Indiana Jones-like courage and perseverance, and it promised riches if you survived. Now, with the Internet as a tool, Kin believes that anyone can do it.

The book shares some childhood memories as well, and Kin reports that he "arrived at Groton in a truck and watched with shock and awe as fellow First Formers showed up in

chauffeur-driven limousines." He remembers being needed as a soprano in choir, but being told to "never let a sound pass your lips." This good-humored treasure hunter says he invented lip sync.



Caroline McF. Cunningham '88

Meaning Train: Essays on Religion and Politics

Meaning Train promotes human rights in the realms of race, Judaism, Christianity, Islam, America, and ecumenism. Based on books and interviews, it counters the divisive practice of subjugating others, intertwining the author's story of becoming a Christian and helping others via love and nonviolence.

Inspiring the book was the idea of a beloved community, honed during the civil rights movement, that guided leaders like Martin Luther King Jr., John Lewis, and Fannie Lou Hammer. Together, with love and care in their hearts, they worked to end the segregation laws of Jim Crow and black disenfranchisement.

Meaning Train includes essays on the struggle for racial equality in America and South Africa, the agony of the Holocaust, the battle for peace among Israelis and Palestinians, the lives of Mary Magdalene and Jesus Christ and Christian feminist theology, and the fight against Islamophobia.

The book aims to quell human discord and embrace the human spirit.

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





FALL SPORTS

Far left, Obinna Nwaokoro '21;
above, co-captain Matt Kandel '20

Football 5-2

After back-to-back 4-4 seasons, the 2019 Groton football squad posted its first winning season in several years.

Groton began the season with two very competitive scrimmages against Dexter-Southfield and St. Paul's, two schools that would later meet at Gillette Stadium to decide the NEPSAC Division 1 title. After a Week 1 bye, the Zebras lost to Brooks School at home 20-7 in the 2019 curtain-raiser. Still, the team realized that if it continued to compete hard, it could have a successful season and surprise people in the ISL.

After the loss, with solid leadership from the Sixth Form quintet of co-captains Caleb Coleman and Matt Kandel, three-year starter Teddy Carlin, returning starter Jed Rainey, and Doug Altschuler, the Zebras went on a four-game winning streak.

The Zebras broke the ice with a hard fought 16-7 win at Roxbury Latin, highlighted by an outstanding defensive performance by Caleb and Fifth Formers Wilson Thors, Anthony Romano, and Obinna Nwaokoro, while quarterback Robbie Long '21 and receiver Kandel combined for a back-breaking long touchdown pass.

A week later, the Zebras would win one of the most thrilling games in the long and storied history of Groton football, as Caleb hit Anthony with a Hail Mary bomb in the final eight seconds to conclude a 38-34 thriller over rival Middlesex School.

A trip to Rhode Island resulted in win #3, with the Zebras pulling away from a gritty St. George's squad for a 42-20 result. Win #4, on the last Friday night of October, under the lights at home, may go down as one of the greatest performances by a Groton player. With a great crowd on hand, Caleb rushed for seven touchdowns, often behind the stellar play of pulling guards Teddy and Doug, resulting in a 55-30 victory that drew the attention of Boston's Channel 5 and legendary sportscaster Mike Lynch, who featured Caleb, the Zebras, and Groton School in his weekly "High 5" segment.

A tough Thayer squad ended the win streak, but the Zebras answered with a 46-0 whitewashing of rival St. Mark's in Southborough. The team went to St. Mark's with a purpose and were able to break open a tight game with three big plays late in the first



period (a touchdown run by Caleb, a pick-six by Matt, and a tremendous fumble strip and long run by Anthony to set up a touchdown for Wilson). I'm very proud of everyone on the team—the players, coaches, and managers—who truly stuck together and made it a season to remember.

—Coach Jamie Lamoreaux

Volleyball 2–8

Varsity volleyball, the newest athletic program on campus, completed its third season this fall. As the second youngest team in the ISL, we were up against strong competition—but we welcomed that challenge.

The coaches were particularly proud

of the team's victory in straight sets over last year's NEPSAC champions and cross-town rivals, Lawrence Academy. And we were even prouder of being co-awarded league Sportsmanship Awards, both of the ISL (shared with Brooks) and all of NEPSAC (shared with Middlesex), in recognition of our players' integrity and hospitality.

Although we did not have a winning record this season, most of our losses were in very close matches. Four of our losses went to the wire in five sets. Moreover, if you add the totals of those long contests, we outscored our opponents three out of four times. In fact, we outscored our opponents by an average of eight points—a lot more than we lost the fifth set by, which was an average margin of only 3.5 points.

In other words, we just needed to score the right points at the right time in the right set—details! We'll work on that.

Best of all, our team built up incredible camaraderie over the course of the season under co-captains Rachel McMenemy '20 and Chioma Ilozor '20, and we are eager to get back on the court next year under an outstanding trio of captains: Annabel Lee '21, Leah Pothel '21, and Madelyn Son '21. If the size of our junior varsity program is any indication—sixteen this year!—we will continue to thrive. Thank you to the growing number of fans who joined us for our home matches. We are excited to bring a whole new level of competitive volleyball to the Circle.

—Coach Jennifer Wallace



Opposite page,
Alicia Guo '24, boys
cross country, and
Grace Mumford '21

This page, top, Hannah
Wise '21; bottom,
Cara Chang '20,
Katie Reveno '20,
Sophia Wu '21, and girls
cross country runners;
Jack Goodrich '20



Field Hockey 2-11-3

A tough record hides the tremendous growth of this year's field hockey squad over the course of the season. Several weeks into the season, the girls had a sit-down to decide exactly what they wanted to accomplish this fall and how they were going to do it. The difference at practice was then notable. Day in and day out, every girl was utterly present, worked hard, and shouted constant support to teammates. Skills improved, the team dynamic was strong, and steadily the girls played a better game. The ISL is a fiercely competitive league, so the results were not immediately apparent if one were not on the side of the field, but the coaches saw marked improvement. Close losses to

Rivers and Governor's, the eventual two teams in the finals of the Class B NEPSAC tournament, a tie with Middlesex, and a win over Thayer showed the progress the team was making.

The final two games of the season were highlights, with both going into overtime. On the last day at St. Mark's, the game was exciting and a full-team effort. Groton scored first and stayed on top for another thirty minutes. St. Mark's evened the score toward the end of the game. After regulation time, two tired teams sent seven players each to the field for a ten-minute, sudden-victory overtime. After the sixth minute, the Lions found the back of the Groton net, ending the season in a disappointing way, but the Groton girls left the field with the

knowledge that they had played hard and come a very long way this season.

The penultimate game, against cross-town rival Lawrence Academy, was especially fun. The game was played under the lights on the turf at home. Boys soccer had played first, the Dining Hall served dinner beside the field, and there were loads of fans cheering loudly for some of the impressive skills the girls exhibited. Lawrence scored the first goal, Groton tied with less than two minutes to play, and the OT went the full distance with the game ending as a tie.

Though we will miss departing Sixth Formers Anna Copeland, Eleanor Dunn, Eliza Turner, and Caroline Wilcox, those last two games give a taste of what might come next year, with a very solid core of ten current

This page, clockwise from top, football defense; Kate Clark '21; Caroline Locke '20, Sophia Deng '22, and Yeabsira Gugssa '22

Opposite page, clockwise from top, Eleanor Dunn '20, Max Strong '20, and Aidan Armaly '22



Fifth Formers, two Fourth Formers, and one Second Former (who played nearly all of every game!).

—Coach Kathy Leggat

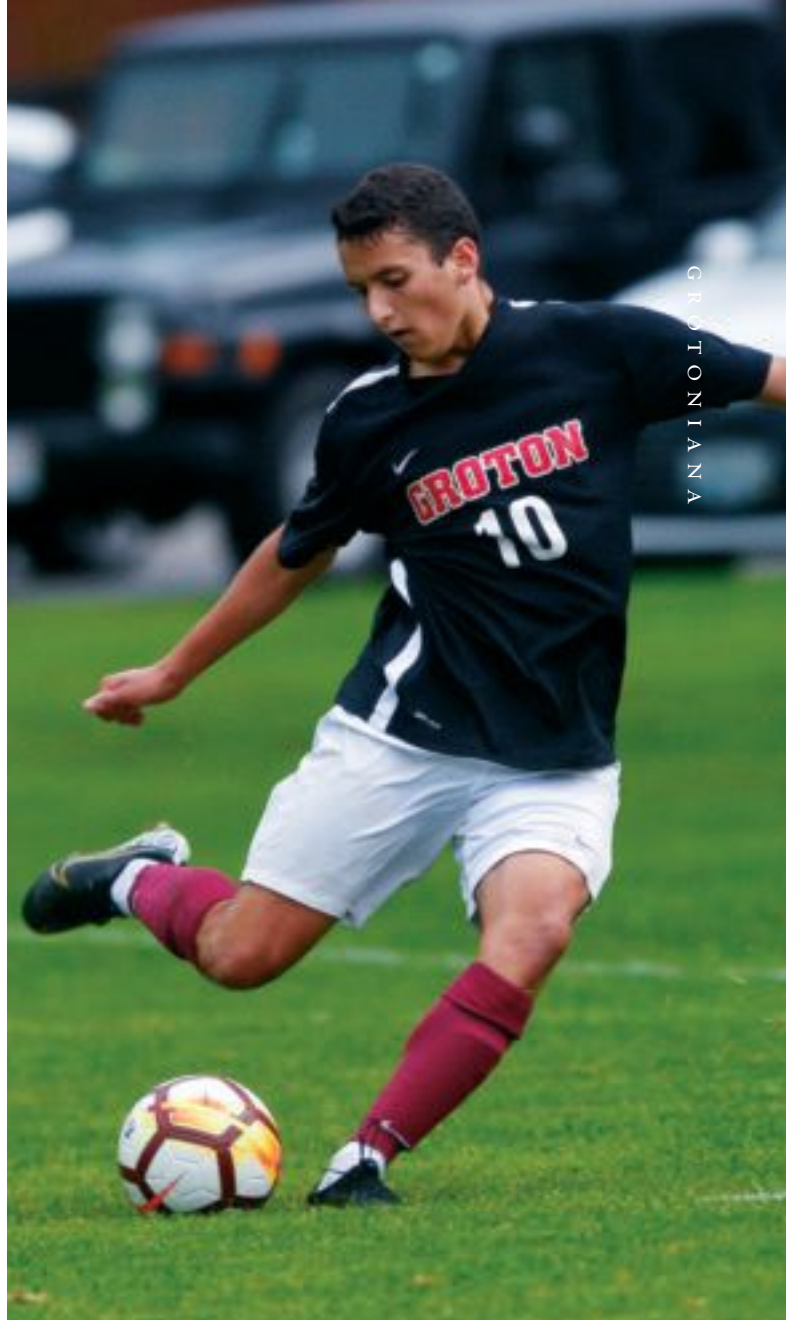
Girls Cross Country 10–4

When the girls cross country team first gathered in September, we knew this would be a season of both challenge and promise. After graduating our third, fourth, and fifth runners from a tightly spaced varsity pack, we were looking at a significant gap that we needed to close if we wanted to be in the top third of our league. We had high hopes for some new arrivals, but we also knew we needed returning runners to step up and do their best running.

As we looked at our racing season, we anticipated that the outcomes of the first three meets would be fairly clear-cut, and so we pushed hard to build strength through the month of September with weekly excursions to Bancroft's Castle for hill repeats. We expected that our October meets would all be hard fought, and our race at St. George's with Milton Academy, Rivers, and Portsmouth Abbey was our first peak of the season. The girls rose to the occasion and earned a four-team sweep, including a very narrow win over a strong Milton Academy squad that came down to key contributions from Third Former Amy Sharma, who executed a brilliant race and passed Milton's top runner in the hilliest portion of the third mile, and our fifth, sixth, and seventh

runners—Brianna Zhang '23, captain Cara Chang '20, and Sophia Wu '21—who outpaced Milton's fifth runner to secure the win, 27–30.

The next week, we dropped a tough meet to a very strong Middlesex team, but Amy once again turned in an outstanding personal performance, outlasting a very talented and experienced top runner from Middlesex to earn her fourth individual win of the season. Amy then ran a blistering 19:29 at Tabor to earn her fifth win in six chances. In that same meet, the girls extended their regular-season winning streak over St. Mark's. The Lions had one of their strongest teams in recent memory, including a formidable top three, and so a victory required strong performances from



our full varsity. Wren Fortunoff '22 had her finest race of the season to finish second overall, and Katie Reveno '20 and Aisling O'Connell '21 bested the third runner from St. Mark's to guarantee the win, 23–33.

Because of an injury, Amy missed a chance to challenge the current school record in the final regular-season race, and the team faced the difficult task of going into a big Parents Weekend race without its top runner. We dropped races to eventual league champion Thayer Academy, and lost a tough, close contest with BB&N, but secured a convincing win over Governor's Academy to finish the regular season 10–4 before finishing fifth at ISLs and eighth at New Englands. In those meets, Amy finished third and second overall, respectively,

capping a remarkable rookie season and earning all-ISL and all-NEPSTA honors. Wren was recognized by the ISL coaches with an all-league honorable mention. We are grateful for the contributions of our Sixth Formers—captains Cara Chang and Caroline Locke, Katie Reveno, Lucy Anderson, and Elizabeth Girian—and we look forward to seeing what our strong core of returning runners can do next season.

—Coach Michael O'Donnell

Boys Cross Country 12–5

Boys cross country had another fun and fast season. A pack of us kicked off our training together again in Maine, where we hit the trails around Acadia National Park on Mount

Desert Island before coasting back down on Labor Day in time to return to campus for pre-season. This year we capped off our half-marathon run on the Around Mountain trail with a lobster bake on “the quiet side” of the island and then watched “Without Limits,” a biographical film about Olympic runner Steve Prefontaine.

We were in full force with thirty-six runners on our roster this fall, and our strength in numbers gave us more momentum as we pulled our times down. Highlights included beating Belmont Hill on their course (coming in first through seventh in the JV race), winning our race during Parents Weekend (coming in first through eleventh in the JV race), and gathering at the Guos' house for a post-ISL Championship

Right, Caleb Coleman '20 and Wren Fortunoff '22. Below, Vivan Das '23; Amelia Lee '22, Maddy Son '21, and Chioma Ilozor '20



Follow Groton Athletics on Twitter:

@GrotonZebras

party. Varsity won twelve races and lost five (11–4 within the ISL), placed fourth in the ISL Championship, and fifth in the New England Championship. Our JV squad, our strongest in years, placed second in both the ISLs and New Englands.

—Coach John Capen

Girls Soccer 4–11–1

With a mix of experienced returning players and talented newcomers, the Groton girls soccer team began to build confidence by late September. After losses to Andover and St. Paul's, we reeled off three straight victories against NEPSAC Class B rivals St. George's, Pomfret, and Brooks, scoring ten goals and giving up none during that span.

Unfortunately, critical injuries and the brutal ISL schedule slowed down the Zebras in the middle of the season. After a tie against Middlesex, we lost five straight matches heading into the final week of the season. While a group of a lesser athletes might have folded, the Groton girls continued to compete and remained supportive of and committed to one another. In our final home match, we hosted Lawrence Academy in an exciting night game on the turf, losing 4–3 despite a tremendous effort.

Finally, we traveled to Southborough for St. Mark's Day. After taking an early lead on a penalty kick, we gave up the tying goal and went to halftime with the game knotted at 1–1. With less than five minutes left in

the second half, Groton scored the go-ahead goal and then held on for the magnificent victory.

Exhausted from the physical demands of the match and hoarse from singing the entire bus ride back to Groton, the girls relished their cart ride around the Circle and the chance to see Sixth Formers Josephine Alling Graney, Maddie Culcasi, Sofia Dieppa, Annie Fey, Katie Stovall, and Liv Ting tossed in the air at the bonfire.

While the victory did not erase some of the season's disappointments, it was a just reward for this group's positive attitude and resilience.

—Coach Ryan Spring

Boys Soccer 6–7–2

If your first step isn't quite right, it can take some time to recover from the stumble, and that's what happened to the boys soccer team this fall. With a senior-heavy squad and an injury-free preseason, the team started the new campaign with confidence and high expectations.

Despite having a particularly talented group, we opened with a loss to St. George's even though we dominated the game. This left the team off-kilter heading into difficult matches with perennial powers Belmont Hill and Brooks, and both games ended as disappointing losses. At this point, the season might have collapsed, but the boys rallied, and in a cold rain on the turf at

Milton (eventual ISL Champion and New England Class A Finalist), Groton played their best game and tied 1–1. Another 1–1 tie at Rivers (another strong team) suggested Groton had found its way, but then the team was hit with injury after injury. Despite such adversity, the team was able to turn things around and finish the season on a five-game winning streak, arguably leaving their best till last—recording twenty goals while giving up only three and capping off the season with an 8–0 victory on St. Mark's Day.

The Sixth Formers made a mark in that final game in Southborough: Mark Reiss (one goal), Henry Hodde (one goal), Luke Beckstein (two goals), Russell Thorndike '21 (okay, more of an honorary senior, with

one goal), and Max Strong (with a hat trick) overwhelmed St. Mark's to bring the Fritz Wiedergot Cup home for the fourth consecutive year. Jack Pedreschi '21 and Alden Alijani '20 combined in net to earn the shutout. Only Jack Goodrich '20, sidelined post-surgery, didn't get onto the field (though he did manage to serve a few balls in soccer tennis the night before, and some would argue that is more meaningful).

Finishing the season with five consecutive wins was gratifying for a team that faced down adversity unlike any we've seen in the past. This has been a truly wonderful group to work with, and we couldn't be prouder of the way they have responded this season!

—Coaches Ted Goodrich and David Pedreschi

BOYS CROSS COUNTRY

Most Valuable Runner
Derek Chang '20

Most Improved Runner
Andrew Mazza '20

Coaches' Award
Joshua Guo '20

All-ISL
Jack Lionette '23

All-ISL Honorable Mention
Derek Chang '20
Andrew Mazza '20

Captains-Elect
Noah Bay '21
Aroon Sankoh '21

GIRLS CROSS COUNTRY

Most Valuable Runner
Amy Sharma '23

Most Improved Runner
Cara Chang '20

Coaches' Award
Katie Reveno '20

All-NEPSTA
Amy Sharma '23

All-ISL
Amy Sharma '23

All-ISL Honorable Mention
Wren Fortunoff '22

Captains-Elect
Aisling O'Connell '21
Sophia Wu '21

FIELD HOCKEY

Most Improved Player
Margaret Ferris '21

Coaches' Award
Eleanor Dunn '20

Unsung Hero
Eliza Turner '20

All-ISL
Cassidy Thibodeau '21

All-ISL Honorable Mention
Anna Copeland '20

Captains-Elect
Neve Ley '21
Christina Oelhafen '21
Cassidy Thibodeau '21

VOLLEYBALL

Most Valuable Player
Chioma Ilozor '20

Most Improved Player
Naomi-Erin Boateng '22

Coaches' Award
Maddy Son '21

All-ISL
Chioma Ilozor '20

NEPSAC Honorable Mention
Chioma Ilozor '20

Captains-Elect
Annabel Lee '21
Leah Pothel '21
Maddy Son '21

FOOTBALL

Coaches' Award
Matt Kandel '20

**Charles Alexander Award,
Darren D. Gallup Award & ISL MVP**
Caleb Coleman '20

All-ISL
Teddy Carlin '20
Matt Kandel '20
Anthony Romano '21
Wilson Thors '21

All-ISL Honorable Mention
Robbie Long '21
Obinna Nwaokoro '21
Jed Rainey '20
Patrick Eldredge '22

Captains-Elect
Anthony Romano '21
Obinna Nwaokoro '21
Robbie Long '21
Wilson Thors '21

All Class B NE 1st Team
Caleb Coleman '20
Matt Kandel '20

All Class B NE Honorable Mention
Anthony Romano '21
Obinna Nwaokoro '21

**Boston Globe and Boston Herald
All Scholastic**
Caleb Coleman '20

MHSFCA All-State Team
Caleb Coleman '20

BOYS SOCCER

Most Valuable Player
Patrick Kenyon '20

Most Improved Player
Nathan Zhang '21

Coaches' Award
Luke Beckstein '20

All-ISL
Jack Goodrich '20
Patrick Kenyon '20

All-ISL Honorable Mention
Gil Canca '20
Jack Pedreschi '21

**NEPSSA Senior All-Star and
Cliff Goodband Award**
Jack Goodrich '20

Captains-Elect
Nathan Zhang '21
Jack Pedreschi '21

GIRLS SOCCER

Coaches' Award
Zoe Colloredo-Mansfeld '21

Sixth Form Awards
Katie Stovall '20
Liv Ting '20

All-ISL
Grace Travis '21

All-ISL Honorable Mention
Maddie Culcasi '20

All-NEPSAC
Grace Travis '21

Captains-Elect
Kate Clark '21
Zoe Colloredo-Mansfeld '21
Grace Mumford '21
Grace Travis '21

Groton's Theater Department staged an unusual adaptation of Sophocles' Greek tragedy, *Antigone* in November. Adapted by student actors based on various translations, the result was too avant-garde to be called *Antigone*. The adopted name was apt: *We Can't Call It Antigone*.

ANTIGONE



Edwina Polynice '21, Griffin Elliott '22, Creed Bellamy '22, Tommy Hunnewell '23, and (standing) Jacinta Lopez Guzman '22 and Eliza Powers '20; bottom left, Griffin and Jacinta; bottom right, Derek Hu '21, Colin Rosato '22, Michelle Kim '23, and Kellen O'Donnell '22





Clockwise from left:
Michelle Kim '23 and Colin
Rosato '22; Tai Campbell '21
as Antigone; Eliza Powers '20;
Caroline Drapeau '21; Griffin
Elliott '22; Beatrice Agbi '21,
Edwina Polynice '21, Eliza,
Alexandra Kirchner '22, and
Tommy Hunnewell '23; Jacinta
Lopez Guzman '22, Janice
Zhai '21, Creed Bellamy '22,
and Tommy; Edwina; and
Mikayla Murrin '21 (center)



G R O T O N I A N A



Climate Theater

Groton joined an international movement that raised environmental awareness on stage.

Photos by Gail Friedman



Participating in Climate Change Theater Action: Anuj Agarwal '21, Alex Brown '21, John Capen (faculty), Lilly Gordon '21, Yeabsira Gugssa '22, Nicole Lee Heberling '21, Mikayla Murrin '21, Edwina Polynice '21, Ellen Rennard (faculty), Caroline Wilcox '20, and Janice Zhai '21

Groton's Theater Department, on December 11, participated in Climate Change Theater Action, an international showcase of short plays timed to coincide with a United Nations climate change conference.

"We as artists have the opportunity to explore issues that are important to our society in a way that is also entertaining and might have you hear information in a new way," said Theater Program Director Laurie Sales, who learned about Climate Change Theater Action when she attended a conference



on theater and social justice.

The organization solicited plays of ten minutes or less from playwrights all over the world and chose fifty. Groton's student directors read the fifty plays and each chose one, then proceeded to cast and direct their choice. The actors included students—some who had never stepped on stage before—and two faculty members.

Zoe Park '21 directed *Steamy Session in a Singapore Spa* by Damon Chua, an intense, dark glimpse at a human—more like a human lab rat—who succumbs to rising temperatures. Yeabsira Gugssa '22 was the scientist observing a withering John Capen, a Groton English teacher. "I wanted it to be

stressful throughout the play. The horror slowly creeps in on you," said Zoe, her observation equally applicable to the climate crisis.

Sammy Agrawal '21 directed *The Donation* by Jordan Hall, featuring

Nicole Lee Heberling '21 and Anuj Agarwal '21. *The Donation* assesses the value of life and examines the motives of a young man who wants to sacrifice his life to save the environment. Angela Wei '21 directed *Six Polar Bears Fell Out of the Sky This Morning* by Alister Emerson, a climate

warning involving politics, media, and deception, featuring Mikayla Murrin '21, Alex Brown '21, Edwina Polynice '21, and Janice Zhai '21.

Eliza Powers '20 directed *A Dog Loves Mango* by Georgina Escobar, featuring Caroline Wilcox '20, Lilly Gordon '21, and English teacher Ellen Rennard. It comically introduces a woman stopped by airport TSA officers after security dogs are attracted to her shoes, which are made of mango leather.

After the performances, audience members discussed the plays and asked the directors questions. "Each play has an interesting power dynamic at play," Ms. Sales observed. The ultimate power in all four plays, however, lies with the warming planet and its increasingly dramatic impact on every character—and on all of us.



"The Carnival at the End of the World"

Photographs by Nicholas Kahn and Richard Selesnick
Through March 3, 2020



"Augury Engine"



"Dust Bowl"



"A Jolly Company"

Nicholas Kahn and Richard Selesnick work primarily in the fields of photography and installation art, specializing in fictitious histories set in the past or future. Their winter exhibit features a fictitious cabaret troupe, the Truppe Fledermaus, who travel the countryside staging absurd and inscrutable performances in the abandoned landscapes beyond the town's edge. To create this "Theater of Memory," the Truppe are as apt to commemorate the passing of an unusual cloud as they are to be found documenting their own attempts to flee the rising waters of a warming planet, or using black humor to comment upon the mass extinction of bats and other animals.

The original "Theater of Memory," as conceived by Italian philosopher Giulio Camillo, reduces the audience of the drama to a single member, using the performance taking place there as a mnemonic device to deconstruct the world around us. In addition

to using this concept to address ecological themes, Kahn and Selesnick use it as a metaphor for how seemingly inexhaustible quantities of information are disseminated to us in the modern world. Apocalyptic weather is documented to the point of extinction; we are bombarded by endless images of our own virtual lives, constantly rebroadcast to us over our various devices. The artists present their own version of this pictorial feed in the form of "100 views of the Drowning World," a play on Japanese Ukiyo-e prints, in which the central concept, of a floating world of pleasure and beauty, is inverted to become one that is in fact sinking into the marsh, a place where there are no famous scenes or actors, and one viewpoint becomes interchangeable with any other.

The Truppe travel on, performing for nobody, advertising their performances through posters and handbills—performances that never happened, an endless

preview reel for a mock-life that never was, for a film that does not exist. Within this nonexistent documentary, the viewer might glimpse the collaborators' working life and neuroses—all presented as an incomplete novel-in-progress, perhaps found in the attic of the Memory Theater itself.

Kahn and Selesnick have been working together since they attended art school at Washington University in St. Louis in the early 1980s. They have participated in more than one hundred exhibitions worldwide and have work in more than twenty collections, including at the Brooklyn Museum of Art, the Philadelphia Museum of Art, the Houston Museum of Art, the Los Angeles County Museum of Art, and the Smithsonian Institution. In addition, they have published four books, *Scotlandfuturebog*, *City of Salt*, *Apollo Prophecies*, and *100 Views of the Drowning World*.

Christopher Carey Brodigan Gallery

WINTER EXHIBIT

The Brodigan Gallery, located on the Dining Hall's ground level, is open 9:00 a.m. to 5:00 p.m. on weekdays (except school holidays). It is free and open to the public.

"Effulgence"

Works on paper
Through March 6, 2020



Fred Liang's work, using traditional Chinese paper cutting (Jianzhi), intertwines Eastern and Western philosophy, art and science, and both ephemeral and concrete references to places near and far.

Some of his pieces examine the interwoven connections between Ralph Waldo Emerson's essay "Nature" and Taoist poetry, which merges the intellect and soul through their relationship with nature's forces large and small.

Liang believes that self-expression, identity, and social structure are rooted in nature's rhythms and sow the seeds for our creative and spiritual existence.

Liang shares his prints in the Brodigan Gallery, while the paper sculpture pictured hangs in the Schoolhouse's Sackett Forum.

Fred Liang worked with students as Groton's Mudge Fellow from January 13-17.



Photos by Christopher Temerson

Burch Tracy Ford P'91

November 27, 1940 – October 2, 2019

Groton Faculty 1978–1988

by The Reverend Alexandra Steinert-Evoy '82



IT WAS FORTY years ago, but I can see the scene clearly, and I think of it often. As I remember it, I would climb the Schoolhouse wooden stairs that went toward Mr. Jesdale's room, pass it and then Mr. Rasetti's, too. The hallway always seemed dimly lit and not particularly welcoming. Then I would come upon it: a small, nondescript place with a pad of paper on a clipboard hanging from a nail on the door, on which one had to place an X, to remain confidential, on a mutually free period.

This was Burch Ford's first office at Groton, her office as long as I was a student there. An office does not a person make, and Burch clearly knew that. While Burch was not the only remarkable Groton adult who had to deal with me during my adolescence, she was the one whose job description compelled her to do so with the greatest of respect, sincerity, and confidentiality. Little did she know that I would go on to walk a similar, though not exactly the same, path—in which I would have to use everything I learned from being under her care. Burch taught me how to listen with reverence, even when a teenager's pain may seem trivial; she taught me how to take control of my own reproductive rights by introducing me to Planned Parenthood; she taught me how to treat people of all ages with an assumed inherent dignity; and she taught me how to be a young woman who was navigating the world of emotions, vulnerabilities, strength, and leadership.

It strikes me now that even in the midst of Alzheimer's, Burch was still teaching me. In recent years, Burch and Brian moved to Concord, where Burch was diagnosed. Of the many blessings of my life, I count

among the most important my reconnection with the Fords in her last six months. I had not known of Burch's diagnosis until I received a handwritten response from Brian to a letter I had written Burch. I took this as a sign of sorts and asked Brian's permission to visit Burch. He welcomed me with open arms, and I visited several times until her death. These visits were for me; she did not know who I was. She was surrounded by those who may never have known her as a psychologist, teacher, wife, mother, grandmother, or head [at Miss Porter's School]; yet, sitting with her, I was taught to observe the exceptionally talented caretakers care for Burch and her companions; I was taught to embrace the silence of the uncommunicative; and I was taught to be present with love. All of these were gifts, treasures that will make me a better person—just what Burch did for all those whose lives she touched.

Many of those whom Burch touched gathered on Thursday, October 31, 2019. I attended the service of thanksgiving, lovingly crafted by Brian and their sons, to celebrate the life of Burch. Even before the service started, the deep emotions of the people gathered there were palpable. Among those attending were Burch's two granddaughters; former and current heads of schools; many teachers, retired and still practicing their craft; classes of former students; some Infidels (members of her son's motorcycle brotherhood); friends; and family. The music was mostly Bach; the hymns paid tribute to saints and God's power; and the biblical passages and words of Boethius referred to our yearning for God as well as Jesus' prophetic words, which instill in people a confidence to go on. Eulogizers remembered Burch as Bossypants,

beloved child of God, container of comfort, deep listener, one who was not “ambition-driven but who just wanted to serve.”

We remember Burch as all these and more. And so, I close this, hoping that those who knew Burch take a moment to think of what she was to you; as you do, I hope it grants you all the peace that we were granted when the Reverend Becky Gettel closed her remarks at the service by welcoming us into one of the graces the Ford family sang around their table (with a slight obvious modification!):

Evening has come.
The board is spread
Thanks be to Her
Who gave us bread.
Praise God for bread.

Praise God for Burch!



COMING TO Groton in the fall of 1978, Burch Ford established the counseling program. She did much more than that as she guided and empowered others to help people as well. Under her leadership, the Human Relations & Sexuality program was remodeled, leadership training and peer counseling programs were established, a core faculty group was created, and the Health Committee and Coeducation Committee became effective organizations. She was committed to helping people find their own self-worth and to making the community supportive of people's best impulses.

A person of great sensitivity, full humor, curiosity, and energy, Burch was a person others enjoyed being with and learning from. It was painful to see someone so vital slip into Alzheimer's. To the end of this long siege, Brian, not surprisingly, was an attentive, loving, courageous caregiver.

—William M. Polk '58, Headmaster 1978–2003

MRS. FORD seemed immovable, solid, irrevocable. She was the rock that helped me get through high school. Though often tucked up a couple of flights in a back hall, both at Groton and in my memory, she was always there. Without her, I might not have graduated. She made me feel as if my life was the most important to protect. I have a sense that many others shared that feeling.

—S. Russell Werkman '84

BURCH WAS responsible for pioneering the first Human Relations & Sexuality class at Groton. Students could volunteer to participate; it was implemented shortly after Groton became coeducational. John and I were proud to be among the early recruits to lead these small groups. Burch's vision, care, thought, and planning led to a successful program—truly one-of-a-kind at that time! Burch's laughter, humility, and deep sense of empathy remain with me today.

—Joan Ogilvy Holden, Faculty 1984–94

BURCH WAS so generous with her sense of humor, empathy, and never-ending support. She was calm, creative, and compassionate in all kinds of situations. One of the many meaningful legacies she left me was her ability to connect with anyone, from cradle to grave. I admire that, and I consider her among the best in the business.

—Hope S. Nichols Prockop '86, P'15, '17

FORM NOTES



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

GrotonConnect

We are excited to launch GrotonConnect—an online platform where our alumni can connect with each other.

GrotonConnect lets you:

- **Connect:** Find and connect with your formmates and fellow Grotonians. See what they have been up to, gather, reminisce, and stay in touch.
- **Expand:** Leverage the history you share with thousands of alumni to expand your professional networks. Meet new people and open new doors—for yourself and for others.
- **Continue the Tradition:** Explore the many opportunities to engage with Groton School and alumni who are following in your footsteps. Act as a mentor or share your experiences with younger alumni, create or join a local Groton School Alumni Association (GSAA) chapter, attend local events, or support the school's fundraising efforts.



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To register: Visit grotonalumni.network and register with your LinkedIn profile or your email address.

Once registered, check out the following features:

- *The News Feed:* Please consider posting ...
 - A photo of Groton friends
 - An article about your profession (similar to what you'd post on LinkedIn)
 - A comment or question
 - A resource for fellow alumni
- *Events:* Share an event that you plan to host or attend.
- *Jobs:* Post a job, internship, or volunteer opportunity.
- *Online Directory:* Find formmates, people in your field, and other Groton graduates.

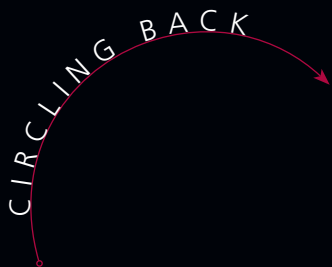
Questions? Contact Allison MacBride, Director of Alumni Engagement, at amacbride@groton.org.

Groton School

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Change Service Requested



Back in Endicott Peabody's day, minutes of meetings, transcriptions of conversations, and other documentation were often taken in shorthand—a phonetics-based system of written strokes and squiggles that was commonly used for quick note-taking. If you can tell us what these 1920s notes, from the Rector's files, mean, please email communications@groton.org.

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