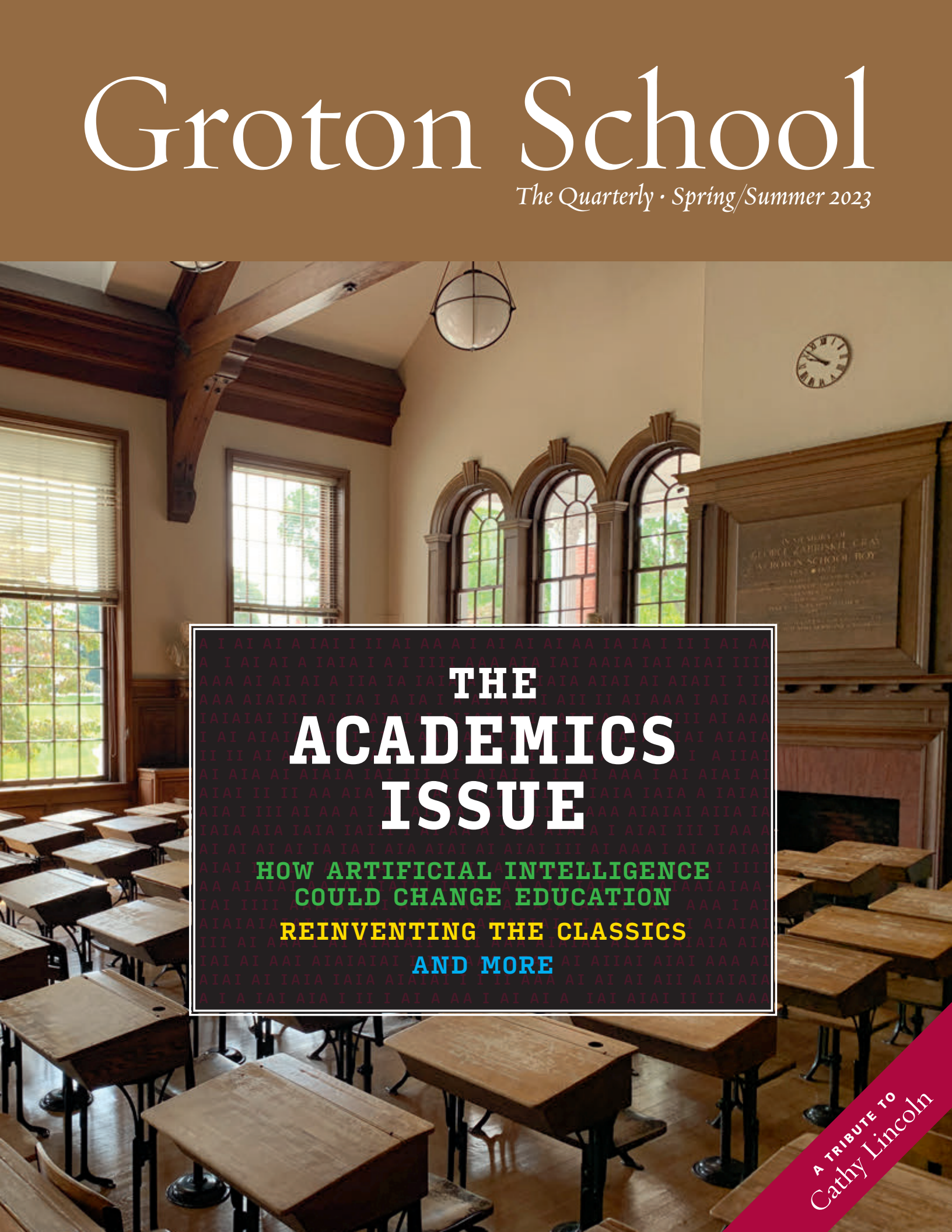


Groton School

The Quarterly • Spring/Summer 2023



THE ACADEMICS ISSUE

HOW ARTIFICIAL INTELLIGENCE
COULD CHANGE EDUCATION

REINVENTING THE CLASSICS

AND MORE

A TRIBUTE TO
Cathy Lincoln



Groton School

The Quarterly

Spring/Summer 2023 • Volume LXXXIV, No. 2

Future Shock

Thanks to ChatGPT, artificial intelligence is no longer the stuff of science fiction. Is it just another tool for students and teachers to improve learning, or will AI change education as we know it forever?

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Modern Classics

How Groton transformed its Classics Department and revived Latin for a new generation of learners.

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Retirements

Saluting Cathy Lincoln on her retirement after 43 years on the Circle. Plus, fond farewells to three other retirees who left their marks.

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Mich Weiss

Message from the Headmaster

IT'S 9:00 A.M. sharp on July 1, 2013, and I had just reported for duty when the phone in my new office in the Schoolhouse began to ring. Our sixth headmaster, Bill Polk, was calling to offer a warm welcome and our first taste of a Groton embrace. I remember that first call on my first day on the Circle like it was yesterday, so it's a little hard to believe that, this summer, Vuyelwa and I mark our mini milestone of a decade at Groton.

Today, after ten years and countless more Groton embraces, Vuyelwa and I are proud to report that the kids are all right.

At its best, Groton respects and maintains its history while forging forward to adapt, innovate, and lead in the here and now. Our enrollment remains roughly the same as when Vuyelwa and I started, at 380 students, but our programs have expanded to meet the needs of this increasingly diverse and talented student body, including the addition of such new standalone courses as Computer Science, Linear Algebra, Organic Chemistry, and Biochemistry, to name a few.

Honored traditions such as chapel, Saturday classes, Parlor, sit-down dinners, Surprise Holidays, nightly check-ins, and Lessons & Carols continue. At the same time, we have reimagined and tweaked how we look at inclusion, affordability, and belonging. As more and more headlines tell stories of inclusion under attack, it continues to be the number-one priority of the Board of Trustees, embodied in GRAIN (Groton Affordability and INclusion) and cemented in the Strategic Framework 2030.

Like the centerpiece of our campus, GRAIN is an open and inviting circle for all students. By directing generous gifts and endowment dollars toward expanding affordability, we have gone from a tuition highest among forty peers—and climbing at an unsustainable pace—to lowest. When we intentionally go from being the most expensive to the most affordable, we open ourselves up to young scholars for whom Groton was previously unimaginable.

Furthermore, as all students are now subsidized by some form of financial aid, we remove the strata that—explicitly or implicitly—may have divided us in the past. This enhances the plank of inclusion on which we all stand. In turn, our

student body is more diverse and our community strong.

Twinned at the hip with GRAIN is the GRACE (Groton Accelerate Challenge Enrich) Scholars program—an optional summer enrichment and acceleration session for rising Fourth Formers. Started eight years ago, GRACE was prescient. While many in education are only now moving to address the learning loss exacerbated by the pandemic, GRACE has provided us with a home-grown, mature solution to this crisis, as well as a way to address the preparation gap we sometimes see in our incoming classes. Along the way, it has more than doubled in size and transformed lives beyond access to success.

The dual GRAIN-GRACE initiative should be something of which we can all be proud. The \$85 million in gifts and pledges to these two student-facing programs (\$75 million of which is already received) has allowed Groton to challenge the traditional norms of boarding school access while remaining among the most selective independent secondary schools in the world.

Because if that isn't our charge, then what is? By breaking down financial barriers of entry, by striving for inclusion and belonging in action and not just words, by pursuing the best students regardless of where they come from, we enhance our elite standing while casting off the stigma of elitism.

Looking back over our first ten years at Groton—some challenging, all glorious—Vuyelwa and I are humbled by the generosity we have received as a school to support these efforts. Groton continues to show up, and we are grateful!

Still, our work is not over. May we continue to be leaders in affordability and inclusion. May we embrace innovation. And may we always remember where we came from, and where we can all go together.

Temba Maqubela
Headmaster

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\$2 Million Gift Honors Maqubela Legacy and Pushes Groton School Track and Fields Project Over Fundraising Goal

An anonymous \$2 million gift in honor of Temba and Vuyelwa Maqubela this past January pushed fundraising for a new track and playing fields over its \$8.7 million goal after just four months and added to Groton School's ongoing work of inclusion and tuition containment through the GRAIN (Groton Affordability and Inclusion) initiative.

Construction for the track—to be named after the Maqubelas—broke ground this spring and is scheduled to be completed and ready for use by Spring 2024.

In September 2022, Groton received an anonymous challenge gift to honor the Maqubelas' tenth year on the Circle and take on the school's strategic goal of creating a more inclusive campus by kickstarting funding for construction of a new track. Trustee William Gray P'15, a lead supporter of both the track and fields project and GRAIN, said the outstanding response to the challenge was a testament to the Maqubelas' legacy of leadership and inclusion.

"Vuyelwa and Temba have so beautifully embodied the potential for transformative impact through embracing difference, and demonstrating the power of addition rather than exclusion," said Mr. Gray. "I hope the naming of the track will serve to enhance the rich history of Groton School, and the teaching that can come from it, by embedding their story within it."

The Maqubela Track and Field will include an eight-lane track that can accommodate every event in high school competition, including shot put, discus, javelin, long jump, triple jump, high jump, and pole vault. A natural grass soccer/lacrosse field will sit in the infield.

Groton's Strategic Framework 2030 focuses on inclusion, belonging, and student well-being. As a global sport that requires little prior experience, track and field represents an opportunity for students of all backgrounds to compete in rewarding physical activity that contributes to each of those three goals. And track and field is already one of the fastest-growing sports at Groton, with

participation increasing 44 percent from 2014 to 2022—despite the fact that Groton runners, throwers, and jumpers cannot compete on campus and have to travel to a facility in a neighboring town just to practice.

"I think the most important part of Groton is its people, particularly the students," said Mr. Gray. "Building the very best student body is core to achieving our mission as a school, and investing in that can pay huge dividends. I believe the track is a very cost-effective way of helping us build the best student body possible."

In addition, a new artificial turf field for soccer and baseball will be constructed alongside the Field of Inclusion on lower campus, and lights will be installed at the track and the Field of Inclusion to allow nighttime competition.

Half of the recent \$2 million gift will go toward GRAIN 2.0, in honor of Mrs. Maqubela's steadfast dedication to teaching, coaching, and advising, and the profound influence she has had on her students since arriving on the Circle.

GROTON WELCOMES ACCEPTED STUDENTS TO EXPERIENCE LIFE ON THE CIRCLE

Groton School welcomed its biggest group of newly accepted students and their families to campus on March 30 and 31 to see for themselves the many things that set the Groton experience apart.

The event kicked off on Thursday evening with greetings and dessert in the Hundred House Reading Room. Accepted students then attended Parlor, where Groton student prefects introduced themselves and explained why the tradition of Parlor is so important.

Friday morning began with a welcome breakfast in the Sackett Forum, followed by chapel. Parents spent the morning at panel discussions with Groton faculty and current parents and a residential life presentation with dormitory heads and prefects, while accepted students started a day with their Groton guides by attending class and seeing first-hand what a day on the Circle is like.

Later in the morning, the Forum hosted a student “Minute to Win It” trivia competition and then gave way to a co-curricular open house with leaders from varsity sports, theater, dance, music, and student clubs.

After lunch, families were invited to attend class or meet representatives of Global Education Opportunities, health and wellness, college counseling, GRACE, and academics before concluding the formal program in the Headmaster’s House. The campus was open for further exploration throughout the afternoon.

A second event with accepted students and their families was held on April 5 and 6.

Photos by Christopher Temerson



Newly accepted students and their families visited campus in late March and early April, where they toured campus, heard from Headmaster Temba Maqubela, current students, and parents, and enjoyed a host of activities and events.



Pictured from left, back row: Matthew Sennelius '25, Alexander Newman '25, Eric Ge '24, Julie Xie '23, and Amanda Chang '26. From left, front row: Brittany Deng '24, Georgia Martin '24, Olivia Ding '26, and Mary Ann Lanier.

GROTON MUSICIANS SHINE AT CENTRAL MASSACHUSETTS MUSIC EDUCATORS ASSOCIATION FESTIVAL CONCERT

Nine Groton students performed in the sixty-sixth annual senior high school festival concert presented by Central Massachusetts Music Educators Association in Mechanics Hall, Worcester, MA.

Having earned the opportunity through competitive auditions, these instrumentalists and one singer attended two six-hour rehearsals on January 11 and 13 and a four-hour dress rehearsal on January 14.

Four ensembles—symphonic band, orchestra, jazz band, and chorus—performed in the concert. Amanda Chang, flute; Brittany Deng, cello; Olivia Ding, viola; Eric Ge, violin; Georgia Martin, violin; Alexander Newman, clarinet; Matthew Sennelius, violin; and Julie Xie, cello, performed as part of the orchestra. Brenda Li, soprano, performed in the chorus.

The packed house met each ensemble’s outstanding performance with enthusiastic applause and standing ovations.

— Mary Ann Lanier

GROTON MODEL UN CLUB PERSEVERES AT HARVARD MODEL UNITED NATIONS

Twelve Groton School students traveled to Boston to attend Harvard Model United Nations (HMUN) over the last weekend of January. Throughout four full and busy days, the students made use of their extensive pre-conference preparation and engaged in several hours-long committee meetings on topics ranging from cybersecurity to climate change.

Harvard Model United Nations is perhaps the world's largest Model UN conference for high schoolers, and the more than 3,000 students in attendance this year included delegations from more than one hundred schools comprising more than fifty different countries.

Ten members of Groton's delegation to HMUN represented India in the United Nations' General Assembly and Economic and Social Council (ECOSOC), and on a Futuristic UN Security Council. Two students participated in two different historical simulations: Fifth Former Agathe Robert portrayed the legendary early 18th century female pirate Anne Bonny in a simulation of an imagined pirate confederacy in the Caribbean. And Sixth Former Zhining Zhao portrayed the Chinese revolutionary Song Jiaoren in a simulation of the Republic of China's Provisional Government of 1912.

Groton's delegates fared very well. Sixth Formers Amy Ma and Rowen Hildreth earned Outstanding Delegate awards on the UN High Commissioner for Refugees committee on ECOSOC. Sixth Former Robbie Trowbridge won a commendation for his patient and



Above: Groton School students attending Harvard Model United Nations. From left, back: Rowen Hildreth '23, Agathe Robert '24, Sophia Bay '23, Zhining Zhao '23, Robbie Trowbridge '23, Robert Hong '23, Alice Liu '23, and Tommy Lamont. Front: Sophie Zhu '25, Aimee Zheng '23, Tsion Shamsu '24, and Amy Ma '23. Above left: Zhining Zhao '23.

productive work on the ECOSOC Special Summit on Globalization. And Zhining won a commendation for faring better than the historical figure he portrayed. Unlike Song, who was murdered by his political enemies in 1913, Zhining persevered and managed to gain complete power.

—Tommy Lamont

COLLABORATION AND POWER PLAYS, AS GROTON ATTENDS HARVARD MODEL CONGRESS



Left: Jessica Lee '24 approaches the dais. Right: Griffin Gura '24 crafts legislation.

Chuck Schumer had a busy weekend in Boston this past February. Senate Majority Leader Schumer—or rather his stand-in at Harvard Model Congress, Fifth Former Griffin Gura—helped draft legislation in the first meeting of the Senate Homeland Security and Government Affairs Committee. Over four days, Griffin and eleven other Groton students joined roughly 1,500 students from around the country to participate in one of the best simulations for high schoolers of the United States federal government.

Fourth Formers Sagata Das and Alex Newman patiently collaborated across the aisle in the Senate Finance Committee as Maria Cantwell (D-WA) and Richard Burr (R-NC) respectively. Sixth Former Zola Sayers-Fay portrayed Rahul Gupta, President Biden's director of National Drug Control, on a simulation of the United States National Security Council. Julia Landau '25 worked tirelessly to promote the Republican National Committee's agenda as the RNC campaign committee chair. Amelia Barnum '24 was awarded "Best Delegate" for her effective work on the Senate Energy and Natural Resources Committee as John Hoeven (R-ND).

Other members of Groton's delegation acquitted themselves very well, making good use of the many hours of preparation they put in before attending the conference. They came away better informed about how Congress and the other branches of the federal government work, and perhaps more optimistic about the efficacy and importance of our democratic system.



Groton Answers the Rev. Dr. Martin Luther King Jr.'s Call for Community

Nearly sixty years after the Rev. Dr. Martin Luther King Jr.'s visit to Groton School, students, faculty, and staff celebrated MLK Day by examining the challenges in King's teachings and exploring ways to make his vision of a Beloved Community come alive in the Circle.

In many ways, the themes of Dr. King's February 1963 Groton address are echoed in the historic "I Have a Dream" speech he gave later that year in Washington: The strength of nonviolent resistance. Love's redemptive power over hate. The promise of an American Dream for all.

So, when planning the weekend's slate of events, Associate Director of Admission and Director of Inclusion Outreach Carolyn Chica sought to spotlight the depth and range of Dr. King's philosophy by going well beyond the overused sound bites too often thrown around on his holiday. At Groton, pursuing Dr. King's Beloved Community would be a true community effort.

A keynote speaker and alumni Q&A panel were set up. The student Cultural Alliance was asked to help design and lead workshops. Beyond Sunday's Episcopal service, which featured a portion of the 1963 Groton speech, Spiritual Life found ways to weave an interfaith examination of Dr. King's teachings into Friday's Hindu,

Muslim, Jewish, and Christian student group meetings and Sunday's Roman Catholic and Buddhist gatherings.

"Even the planning of a day like this needs to involve the very principles of diversity, inclusion, and belonging that we're promoting," said the Rev. Allison Read, Groton chaplain. "It's very much about partnership. Martin Luther King Jr. was not a one-man show."

DISCOVERING 'DR. KING MOMENTS'

As he took the stage at the Campbell Performing Arts Center (CPAC), Monday morning's keynote speaker, best-selling author, activist, and rower Arshay Cooper, admitted he felt pressure following in Dr. King's footsteps at Groton, even decades later.

"I never thought I would speak at the same place as Dr. King," he said. "If you just knew my life then and see me now, man, you'd know God is real."

Mr. Cooper grew up in a broken home on the West Side of Chicago, a neighborhood where, he said, "you're skipping over pools of blood and you lose friends, literally here today and gone tomorrow. I ran for my life and heard gunshots when I slept. I grew up where Dr. King's dream existed everywhere except for my community."



Photos by Christopher Temerson



By the time he got to high school, he was ready to leave behind the shackles of his childhood and seize his opportunity. A white woman and two men—one Black and one Jewish—came to the lunchroom one day looking for kids to try out a new sport: crew. Despite it being the first boat he'd ever seen, Mr. Cooper was curious. "I think, honestly, that diversity in the leadership helped me to make my decision that maybe I would try it out."

Rowing did not come easy to a team of young Black men, few of whom had ever been on the water or worked as a team. When they weren't ignored by the fancy white teams at the boat house, they were ridiculed. Mr. Cooper began to lose some hope when a coach noticed him stepping over a pile of trash on the boat house floor.

"My coach said, 'Leave the boat house better than you found it, even if you didn't make the mess. It makes it easier for the next group,'" Mr. Cooper explained. "Eventually, I realized that, if I could just leave the boat house, the classroom, the school, the community, the country, better than I found it, even if I didn't make the mess, it would make it easier for the next generation."

Mr. Cooper went on to captain his crew, the first all-Black high school rowing team in America. He's since worked as a coach and counselor, and helped create the same kind of rowing programs that changed his life in other low-income communities across the country.

Near the end of his talk, Mr. Cooper asked Groton student-athletes to stand and say what they've learned from their coaches in one word. After going around the

auditorium, he pointed to a singular truth about all the answers.

"You have spent hours and hours and hours working on your craft, your sport," he said, "and not one person said kicking, jumping, shooting, pitching. Why? Because it's so much more than sports. Connection, determination, grit, trust, accountability. Those are the very words that are going to change the culture of your school, the culture of your team. Hang on to that word, represent that word, because that's the word that changes lives."

Students received copies of Mr. Cooper's award-winning memoir, *A Most Beautiful Thing*, and he signed books following his talk. A recent film adaptation of the book was screened over the weekend in the Schoolhouse's Sackett Forum.

'DON'T BE AFRAID TO BE THE ONLY PERSON'

Following the keynote, Varsity Tennis Captain Lawrence Li '23 led a conversation in the Webb Marshall Room about the intersection of identity and athletics with two alumni former rowers: Trustee Kevin Griffith '80, a four-year varsity coxswain (and 2014 Groton Athletic Hall of Fame inductee) and basketball player who went on to coxswain at Yale and is now president of Glenmore Capital Group in Chicago, and Nailah-Imani Pierce '18, a four-year varsity rower and basketball player who competed at UMass-Amherst for three years and was named to the Atlantic 10 All-Academic team in 2021. She currently lives in Brooklyn and works at Goldman Sachs as an equity derivatives trader.

Both Ms. Pierce and Mr. Griffith talked

about how they discovered love of rowing at Groton, how it humbles you with self-challenge while forcing you to work together with your teammates ("You win as a community," Ms. Pierce said), and what it was like being Black in a predominantly white sport.

"There were probably people who wondered why I was there. There were probably people who made comments," said Mr. Griffith. "It's nice to see more inclusion in the sport, because it's a sport that I clearly love."

"Don't be afraid to be the only person," added Ms. Pierce. "A lot of really cool experiences have happened in my life

because I decided I was OK with being a little different or doing something I didn't see other people around me doing."

BUILDING A BELOVED COMMUNITY

Monday's activities concluded with a series of workshops for students and faculty designed to dig deeper into Dr. King's beliefs and how they intersect with Groton's mission, particularly regarding diversity and inclusion.

"More recently, I've been thinking about the importance of highlighting how multifaceted MLK's vision was," Ms. Chica explained. "He had strong opinions about economic equality, and so the prompts within the student workshops found ways to touch upon that."

Faculty members gathered in the Chapel and listened to sections of Dr. King's Groton speech before splitting up into small groups to reflect on what fueled their passion to pursue justice, how the relationship between time and distance changed since 1963, and how the school's D&I current efforts match up to the challenges Dr. King issued sixty years ago.

"Groton School has been undertaking very deliberate and intentional efforts toward diversity, inclusion, and belonging," Rev. Read said. "This event is yet another occasion for us to reflect on those efforts and those initiatives in relation to the urgings of Dr. King himself, one of the greatest prophets of modern times."

For a longer version of this story, please visit the News page at groton.org.

GROTON GLOBAL EDUCATION OPPORTUNITIES RETURN TO INDIA AND INDONESIA FOR THE FIRST TIME IN THREE YEARS

Groton School students traveled to India and Indonesia over March break for the first Global Education Opportunities (GEOs) in three years.

A key part of the Groton mission is to help its students become true citizens of the world. Each GEO is built around experiential scholarship, immersing the students in local cultures and traditions as they learn about new countries from the people who know them best.

Each cohort kept online journals during their trip, providing first-hand accounts of their experiences in India and Indonesia. An Instagram account, @grotongeos, also shared photographs and videos.

Groton's GEOs are accessible to all students, and generous financial aid is provided.

Scenes from the India and Indonesia GEOs.

Top left: Students on the Indonesia GEO hike Mount Batur.

Far left: A monkey encountered on the hike up Mount Batur.

Left: Amber Gumira '23 on the India GEO.

Below: Inga Bartsch '24, Michaela Hanson '24, and Sheena Bakare '24 in Old Delhi, India.

Students and faculty on the India GEO, at the Taj Mahal. From left: Amber Gumira '23, Inga Bartsch '24, Sheena Bakare '24, Christina Chen '23, Lang Burgess '23, Kaiden Thomas '23, Michaela Hanson '24, Tea Austin '26, Timothy Hebard '24, Lizzie Phan, Holly Bradsher '26, Claire Hawkins, and Max Fan '25.



AFTER A YEARLONG WAIT, ARTIST AND OUTLIER MARC BAMUTHI JOSEPH VISITS THE CIRCLE

On the evening of its first day back from March break, the Groton School student body shuffled into the Campbell Performing Arts Center for the spring Circle Talk. Waiting for them was artist Marc Bamuthi Joseph, who explained from the start that they had every right to be suspicious.

"I think it's within your rights to be suspicious of anybody your institution would bring to talk to you," he said. "In balance with that suspicion, I invite you into the shared space of the outlier."

Mr. Joseph is a multi-platform performer who's as comfortable delivering spoken-word poetry as he is writing opera. He's a social activist who is dedicated to sharing about Black art and anti-racism. He's a 2017 TED Global Fellow, an inaugural recipient of the Guggenheim Social Practice initiative, and an honoree of the United States Artists Rockefeller Fellowship. And on top of all this, he still finds time to serve as vice president and artistic director of Social Impact at the John F. Kennedy Center for the Performing Arts in Washington, D.C.

Originally scheduled to appear on campus in April 2022, Mr. Joseph's visit

was shifted to a virtual talk out of COVID-related precautions. Head of the Speakers Committee Tommy Lamont said she and committee member Laurie Sales agreed his message would be more effective in person, so Bamuthi was invited back to the CPAC stage for something more intimate.

It was worth the wait.

In a wide-ranging discussion that bounced between frank talk and masterfully phrased rhymes, Mr. Joseph explored his twin themes—the potential for a transformative future and the currencies of redemption—by weaving current events with poetry and philosophy.

On Breonna Taylor: "Give us this day a shot a peace/A day we don't have to function knowing the night before a young woman was state-sanctioned murdered in her sleep."

On the recent controversy in Florida over Michelangelo's David: "We are in a potent moment of explosively distorted histories, of cultural erasure."

On watching the January 6 Capitol insurrection from his tenth floor apartment in Washington: "That day I watched and paced my space like an animal./That day I watched

the lie become its own malignant mass of class anger./In fact, a lie became an animal."

As the program drew to a close, Mr. Joseph took some questions from students. One asked if he ever doubted his impact as an artist.

"No poem I write is going to end the patriarchy, or eradicate white supremacy, or abolish heterosexism. But somebody in here is a world changer. And somebody will take the idea of public healing or hear a particular couplet and that will contribute to that person's overall algorithm around world changing. The thing that you have to have confidence in is that, even when you doubt yourself, we all impact each other, even in small ways."



EARTH WEEK

Earth Week 2023 featured five fun days of activities and awareness building. Students took part in trivia and Bingo, plant pot painting, a scavenger hunt, and an activism gathering where they could write to elected officials and petition their support for the environment.



A photograph of three students, two boys and one girl, looking at a large artwork on a wall. The artwork depicts two hands, one light-skinned and one dark-skinned, holding a thick rope. The students are standing in a gallery-like setting with other art pieces visible in the background.

MUDGE FELLOW TRANSFORMS BEAUTY AND PAIN INTO ART

Some artists work with brush and canvas, or chisel and stone. For Boston-based visual and street artist Cedric Douglas, this year's Mudge Fellow, his medium is whatever tells his message best, whether that's a roll of police tape, a battered tambourine, or a rose.

Groton's Mudge Fellowship was established by the Mudge Foundation in 1992 to enhance students' exposure to the arts. To that end, Mr. Douglas was on campus for a week in January, working with Third Formers in their art classes and meeting with other students and faculty more informally. He walked community members through the background and inspiration for each piece in his de Menil Gallery exhibition during a reception on Tuesday, and gave a brief talk in the Schoolhouse's Sackett Forum on Thursday.

"When I look at the world, there's not just beauty, there's also pain," Mr. Douglas explained at the reception. "A lot of this work came out of looking at my environment and talking about things that made me mad. When I get mad about something, I think of it as an opportunity to create art.

Instead of talking about it or complaining on social media, art is an opportunity to get people to see the world differently."

In Kristen Donovan's Third Form art class, Mr. Douglas shared how, as an introspective kid growing up in Roxbury, Massachusetts, he longed to be like his artist uncle.

"I was a quiet kid. I had all these ideas and thoughts but I didn't know how to share them because I was afraid people would make fun of me," he said. "My uncle was the opposite: He had this amazing personality. If you met him once you were his friend. I wanted to be like that."

His uncle taught him some graffiti skills and the young Mr. Douglas set off inscribing his artistic name, "Vise1"—it stands for Visually Intercepting Society's Emotions—on neglected surfaces throughout the city. After tagging a rundown basketball court got him arrested, he decided to find ways to better harness his creativity.

Mr. Douglas eventually enrolled in the graphic design program at the Massachusetts College of Art and Design in Boston and began to see his craft as creating truth as much as beauty.

"Design can be a tool to change the world," he explained. "A lot of my work is more about the idea and the message and less about the aesthetics and how it looks."

CREATING AND HAVING FUN

Much of Mr. Douglas' work involves memorializing victims of violence whose names have been forgotten. He hung public art designed to look like street signs at the locations where young Black men and women were murdered. He customized rolls of yellow police tape with the last words of murder victims—"Don't shoot" or "I can't breathe"—to be handed out at protests. He transferred the faces of the nine people shot dead during Bible study at a Charleston, South Carolina, church in 2015 onto tambourines (an instrument often played at Southern religious services). And he passed out 400 roses in Boston Common, each tagged with the photograph and biography of a Black man killed by police.

To the untrained eye, Mr. Douglas' creative process can resemble the ramblings of a conspiracy theorist. ("It's abstract, weird,

and crazy, and I'm very comfortable with that.") He starts with a core idea and puts an image—be it a photograph, sketch, whatever—on a bulletin board. Then he riffs, adding things that are related to the core (or not) around it, making connections with red string. Translating everything into something visual is key, he says: "By putting everything on a wall, all your thoughts, you can see connections to things."

Armed with a new way of thinking, students broke off from the group to work on their own mini "mind maps," drawing on pieces of paper. Music played, Mr. Douglas

walked from table to table, nurturing more than supervising.

"This process is fun," he said. "Talk to each other. When you're creating and having fun, when you're not thinking so structured, that's when the good ideas come."

This idea of collaboration is central to Mr. Douglas' work. He's not an artist you'll often find huddled alone in his studio.

"I like to ask people what they think," he said. "Creating visual art to just look at and walk away, to me, is very passive. I want people to connect with my art. I want them to feel it."

Mudge Fellow and Boston-based visual and street artist Cedric Douglas spent a week working with Third Formers in their art classes. At the opening of his exhibit in the de Menil Gallery, he spoke about how his work tries to memorialize victims of violence whose names are too often forgotten, including one piece that tagged roses with the photograph and name of a Black man killed by police.

Photos by Christopher Temerson



GIRLS HOCKEY TEAM COMPLETES HISTORIC SEASON

After several up-and-down years, the Groton girls hockey team entered the 2022–23 postseason as the top seed in its division and the winningest squad in program history.

It was a young team—with just two seniors on the roster—but one with depth and a single-minded belief in itself that third-year Coach Tim LeRoy points to as a difference in this special season.

"I knew we had a lot of strong kids coming back, but the issue was they were young," says Mr. LeRoy. "In this league, those older, established programs are the ones who usually find success year in and year out."

The 2021–22 season saw the Zebras finish 8-5-5, just one game outside the playoffs. Still, Fifth Form Captain Keira Ley says she could see the start of something in the team's young core.

"Last year was a big building year for this team," she says. "We only graduated two seniors, and we had a lot of freshmen and eighth graders who were very competitive and wanted the team to be as successful as the older girls did."

"This year, we got another group of freshmen who are a big part of our team," Keira adds. "Our first game was a scrimmage against an East Coast Wizards junior (club) team that was a 7-1 win. So, right from the beginning, we saw the talent that we had on the team, but also the drive and

the work ethic that everyone wanted to bring to it."

After winning its first three games, Groton faced traditional powerhouse Tabor, currently a top-three team in New England. The Zebras fell, 2-0, but Mr. LeRoy says the team showed confidence and resolve beyond its years.

"While it was our first setback, it was a really great learning opportunity for us," he says. "That led us into our holiday tournament down in Portsmouth Abbey. We won our first two games and in our third game, the championship game, we were down 2-0 late in the second period and we scored four unanswered goals to come back to win it."

"We had to deal with some adversity but we also won a tournament, we met our expectations," adds Mr. LeRoy. "So we headed into the Christmas break feeling pretty positive. At that point, I was thinking if we could stay hot, we could play some really good hockey going forward. And that continued pretty much through all of January and February."

GOING FROM GOOD TO GREAT

Groton finished the season 17-3-4, the most wins in program history. They earned a No. 1 seed in the New England Preparatory School Athletic Council (NEPSAC) Dorothy Howard Small School Tournament and a first-round bye.

Mr. LeRoy says the close call with Tabor,

and the ensuing belief that they could compete with some of New England's hockey powerhouses, set the table for a shift in the team's mindset.

"Tabor is such a strong team, but they scored their second goal with three or four minutes left in the game. So we were there with them the entire time. And that gave us the confidence to know we could play with some of the best teams. Now, how do we translate that into being one of those great teams?"

"That's a motto we've been talking about," says Mr. LeRoy. "We know we're a very good team. It's about trying to continue to find ways to be a great team. It's a really good challenge, and this is a really good group to face that adversity and take advantage of this opportunity."



Sixth Form Captain Karenn Beckstein—who, like most of her teammates, found herself playing in her first Groton playoff game in any sport—says the entire team, young and old, cares and supports each other, on and off the ice.

"When everyone cares as much as everyone does on the team, I feel like we're bound to have success," she says. "It's really great that everyone feels the same way, and that we all have the same goals. That really has led to a lot of our success: How much we care."

'WE ALL WANT TO WIN'

Both coach and captains hope this season is more of a launching-off point than lightning in a bottle.

"Being the first seed, there's been a lot of attention on us this past week," says Mr. LeRoy. "So our name's being mixed in there with St. Paul's and Williston (Northampton) School. That's great to see. That's a huge stepping stone, not only for the program, but it gives the school that much more exposure. It's showing people that Groton is a really good opportunity."

While playing in the spotlight might be tough at times, LeRoy says it's also an opportunity for his Groton skaters to catch the eye of coaches at the next level.

"It's opening up a lot of doors for this group," he explains. "Their hard work and success has brought exposure and attention. As I said, it's good for the big picture but, for these kids, college coaches are coming to our games and wanting to talk to them. It's a huge change from years past."

Keira says the team still had something to prove.

"We all want to win, to make it as far as we can, and show people that Groton's not just an academic school. We have a great team and great athletes here, too."

Mr. LeRoy agrees.

"Playoffs around here are hard to come by," he says. "We've had conversations about how sometimes that mediocrity, that feeling of, 'You did well this year' used to be good enough. These kids want to win, they don't just want to do well."

The team won the semifinal matchup against Millbrook School 4-0, which earned them a spot in the championship game against New Hampton. Unfortunately, the team settled for a 3-1 loss. The team has a great deal to be proud of in this historic season, finishing with an 18-4-4 overall record, the winningest season for the girls hockey program.



FIFTH FORM FAMILIES BEGIN COLLEGE APPLICATION JOURNEY WITH KICKOFF TO COLLEGE COUNSELING EVENT

The College Counseling Office hosted parents of the Form of 2024 for its first in-person Kickoff to College Counseling event in three years on February 3-4.

The annual event marks the informal start of the college application process for Groton Fifth Formers. More than 125 parents representing 70 families attended the event, which included workshops and panel discussions, a keynote speaker, and lunch with Headmaster Temba Maqubela.

"It's a great opportunity for parents to hear from experienced professionals in college admissions from different institutions all in one place," said Director of College Counseling Peter Newcomb. "At the same time, they get to hear from me and my staff about our particular process in working with their students, and have the chance to schedule individual meetings while they're here. So they can get the lay of the land, they can get some useful advice from college admissions people, and they can also get to know our process better."

Groton students meet with the College Counseling Office in the spring of their Fourth Form year to look ahead at courses they might want to take, but the college application process begins in earnest with the Fifth Form. After the Kickoff event, counselors will have regular meetings throughout the rest of the year to get to know students better, learn what they're looking for in a college, and start building an initial list of potential targets.

The support follows through to Sixth Form, as students complete their

applications and start thinking about things like early decision and financial aid.

Hearing from the Experts

The Kickoff event featured college admission staff from the University of Chicago, Brown University, Boston College, Holy Cross College, and Worcester Polytechnic Institute, sharing insight on such topics as "Making the Most of the College Visit" and "Putting Together an Application." In addition, there were workshops focusing on writing a great application essay, the distinctive elements of the admissions process for applicants interested in engineering, and the financial aid process.

A roundtable with current Groton Sixth Formers who candidly discussed their experiences with the college admissions process—including things they would do differently and advice they would give to parents and students—was particularly well received, Newcomb said.

Friday's keynote speaker was Peter Wilson, assistant vice president and executive director of undergraduate admissions at the University of Chicago. He said that, when making a list of potential schools, fit should come first, even if it means skipping family alma maters or some prestigious options.

"Trust your college counselors," Wilson added. "They're going to say things that you're not going to like, that you're not going to want to hear. Their job is for your student to be successful going through this process. One-hundred percent of their applicants go to college each year. Clearly they know what they're doing. But you have to let them help your student."



Christopher Temerson

WINTER RUNNING STEPS UP TO TAKE ON A HALF MARATHON

Groton winter running capped off its season on February 22 with a half marathon and ten-kilometer race around the Circle and throughout the greater Groton community.

Unlike last year's unseasonably warm raceday, February 22 was cloudy and in the high 30s with a light wind. Runners gathered at a makeshift start/finish line at the west end of the Circle, most dressed in

sweatshirts and tights, but a few brave souls in split shorts or tank tops.

After some last-minute instructions and directional reminders from coaches Louisa Ebby, Claire Hawkins, and Dylan Madden, Ms. Hawkins gave a countdown and they were off.

Student runners chose between a ten-kilometer (6.2 miles) run and a half marathon (13.1 miles). The half was the

overwhelming choice, with fifteen of the sixteen runners electing to run that distance. Of that number, eleven were doing their first half marathon.

"It's been a good season," said Mr. Madden. "Everyone realized how empowering it is to sign up for a half marathon, and to try it."

The runners trained four days a week, starting at three or four miles and building up through January to a long run of ten miles on the nearby Nashua River Rail Trail.

In the past, the winter running team's season concluded with participation in the Hyannis half marathon. When that race was canceled due to COVID-19, the team moved the race onto campus and surrounding roads. A return to Hyannis was considered this year, but organizers there shifted to a new date that's during Spring Break, so the event was held on the Circle once again.

As runners crossed the finish line, they were greeted by coaches and fellow students, traded their reflective vests for medals and a Gatorade or banana, and shared stories in the cold for as long as their tired legs would allow.

A SPECIAL WEEK OF SUPPORTING SPIRITUAL LIFE ON THE CIRCLE

April is a busy month at Groton School and Spiritual Life was no exception, with observances of Easter, Passover, and Ramadan all intersecting in the same week.

"This is who people are," said the Rev. Allison Read, Groton's chaplain. "These are not activities. These are human beings in the world, and this is their worldview. This is who they understand themselves to be in the world. So to create space and support them allows them to be fully who they are. That's really important."

Chaplain Read said that balancing a student's spiritual needs away from home during intensified times of observance require a focus on coordination and support.

The Spiritual Life team includes a group of faculty—Monika Andersson, Celene Ibrahim, Dan Moriarty, Eric Spierer, Rebecca Stanton, and Fanny Vera de Viacava—charged with overseeing different faith groups. Registrar Christina Corcoran and a group of non-faculty members—a



Christopher Temerson

Hindu life leader, a Catholic priest, and two evangelical Christians—also work with the team.

As major observances come up, each faith leader will reach out to Chaplain Read with their needs. For anything requiring special food, such as pre- and post-fasting meals during Ramadan or Friday's Passover seder, Dining Hall Director Jed Coughlin is brought into the mix.

"We communicate with other offices on campus, whether that's academic deans,

the Deans' Office, the Health Center, advisors, coaches, to make people aware that a student is going to be participating in observance, what are their particular needs, and how do we support them?" she explained. "There's a lot of coordination that goes on behind the scenes."

While April is a particularly busy time for Spiritual Life—with Muslim, Jewish, and four Christian services to balance—they also support students of other faiths, including Hinduism and Buddhism, throughout the year.

David Colon '92

A Cultural Roadmap



For **David Colon '92**, new to rural Massachusetts as an Oliver Scholar from Brooklyn, Groton was a landscape without a roadmap. The wide expanse of land, farmhouse after farmhouse with not a skyscraper in sight, was a cognitive overload that left him exhausted and sleeping long hours. His parents had emigrated from Puerto Rico, and it was no more familiar to them. He was one of a handful of Latinx students in his form, and recalls it as the first time he was aware of being a person of color in an institution.

"It was like a green screen was put on my world, no more concrete or chain link fences. I'd never seen a salad bar like that, and had to ask what half the things were," he recalled. "I didn't know schools like that existed. I had no frame of reference."

David is now a college literature professor in Texas, where the majority of young people are Latinx, but most of their teachers are not. As the founder and former head

of the Latinx Studies Department at Texas Christian University, he was asked to help the school system of Fort Worth with a first-of-its-kind project: creating a Latinx K-12 curriculum guidebook. It would be a cultural roadmap of sorts to guide teachers with an overlay of Latinx studies on top of existing social studies curriculum.

"The school system in Fort Worth had hired consultants to create an African-American and Africana Studies curriculum, and were looking for someone to do one in Latinx Studies. I recognized that this was very important," David says. While Texas is to a large extent rooted in Latinx culture, its students—and school systems—don't offer any historical context to understand it. To submit a proposal, he pulled together a group of professors and graduate students involved with him in forming TCU's Comparative Race and Ethnic Studies Department. The book was published in December with his 26,000-word introduction, and has already piqued interest beyond Texas.

"When students aren't having the success they should, a lot of that has to do with the material, and with being dispossessed and disconnected from that history," he said. "There is a need for a major revision in education—a need for education to be educated."

He'd felt the same way about the curriculum at TCU, where he teaches interdisciplinary classes as well as English, and finds students have little grounding in Latinx context.

"You have students who have no idea why all the streets in their home community in California have Spanish names. It doesn't occur to them how the West was won, that there was a Spanish America, and people owned deeds to property that just vanished. They don't really get that background," he said. "So I know that when I'm teaching, it's valuable information, and the skills that they wind up developing offer an understanding of the complexities of history and how communities have migrated. What has been the fallout of demographic changes to an area, and how fair has it been?"

One of the things David enjoys most about teaching is helping shape the way students handle new information about social justice with sophistication. "Can they include



» “At Groton I was among smart people who were as good as it gets, and that gave me the conviction to know what’s right is right, what’s wrong is wrong, and to pursue the right thing even if it’s dangerous.”

it properly in discourse in a manner that’s productive? It’s something that I think does build skills. So it’s exciting for me, because I can see students change.”

David’s education in literature continued after Groton at Brooklyn College, then Stanford for his PhD, and Berkeley for his post-doctoral work. Yet the basis of the excitement he has for education and for teaching is something he traces to Groton, and the inspiring faculty he found.

“I was really interested in liberal arts, and attuned to all the arts. I think I was the only guy in upper school dance. I did all the electives in English classes that I could,” he remembers. The faculty members most influential on him—Elson Harmon, Warren Meyers, Peter Camp, and Hugh Sackett—were those who fostered his interests and shared his growing pleasure in genuine intellectual pursuits. “They really did shape me away from thinking that it wasn’t very plausible to live a life of the mind for the rest

of my life. I do think Groton has an environment and culture that produces intellectuals, and that had a very profound effect on me. You know, hello, getting to study Greek in a class of three kids with someone who holds a PhD from Berkeley? The value of that kind of experience when you’re 15 years old is hard to quantify.”

Another unquantifiable value, for David, was the confidence gained from working alongside top-shelf minds his own age. Being in class and in dialogue with these fellow students—learning from them, and seeing that they learned from him, too—built more than just academic chops. It built faith in the legitimacy of his interests, and opinions.

“At Groton I was among smart people who were as good as it gets, and that gave me the conviction to know what’s right is right, what’s wrong is wrong, and to pursue the right thing even if it’s dangerous,” he says. “That holds a seat in the table of your mind.”

And it builds the confidence to do unpopular things. Like creating an ethnic studies curriculum in Texas, when the political winds aren’t always blowing favorably. Or, say, creating a comparative race department at a university where one of the trustees wrote SB4, the controversial Texas Senate bill that empowers local municipalities to do the work of ICE.

He notes that there might have been higher-profile universities where he might have gained tenure, but that his work might not have had the same impact. And that sense of impact has been satisfying.

“I’ve been able to hire a lot of people who have helped create a more equitable environment, and a less harmful environment for students of color,” he says. “Empowering people who are disempowered and don’t deserve to be feels a little bit of the *cui servire est regnare*. You hear the motto enough, and it sticks.”

—Níchole Bernier

Drew Oliver '88

Uncommonly Cute

Drew Oliver '88 has been interested in small things since he was a boy.

"Children are small, so I think it is natural that they are interested in other small things," he says. "But in addition, I always found it intriguing to think about the hidden worlds inhabited by creatures very different from ourselves."

While studying philosophy at Harvard, Drew realized that, philosophically speaking, one of those hidden worlds is the human body—which is made up of a community of tiny microbes who have agreed, over eons, to live together constructively.

"It's true that the lives of cells are a bit confined. Their material needs are completely satisfied, but they have virtually no freedom. However, when certain free-wheeling microbes join the community, chaos ensues. Still, it seems more fun to be an individual, so the tension between the community and the individual has always interested me."

When he was in law school at the University of Chicago, these philosophical speculations germinated into a business idea. Germs were in the news: Zika, Mad Cow, SARS. Clearly it was important that small children (and everyone else) wash their hands to avoid microscopic encounters. But there was a fine line between motivating children and frightening them. His solution was to speak their language, the language of stuffed animals. Or, in his case, stuffed microbes.

"The original business idea was to teach children about washing their hands," Drew explains. "The whole premise was to find a way to talk about things that can be scary."

Stuffed versions of illnesses, he believed, could help children understand that getting sick was not an emotion, like being sad, but a physical process over which they had some control. By encouraging hygiene, he could empower them and help them to tamp down on anxiety.

But having an idea and starting a business are two different things. Some of Drew's fellow Grotonians helped bridge the gap.

"My brother Dan (Groton '91) was very enthusiastic



about the idea. If it hadn't been for his encouragement, I don't know if I would have gotten it off the ground. And once it was up and running, Charles Foster (also Groton '88) worked with me and was instrumental in making it a success."

GIANTmicrobes launched in 2002 (Drew's first and only year working as a venture capital lawyer at Kirkland and Ellis) with cuddly, plush versions of the common cold, stomach ache, sore throat, and flu.

"The common cold was my first design, so it holds a special place in my heart."

Each microbe is dolled up with friendly eyes and whimsical features that give a clever wink to the malady: coquettish eyelashes for the kissing disease ("mono"); a tiny knife and fork sewn on the chest of the flesh-eating bacteria. Because they're designed to spread knowledge instead of disease, each one comes with an easy-to-digest information card about the microbes' characteristics and, if possible, advice on how to avoid contagion.

GIANTmicrobes soon became a media darling.

appealing on many fronts. First and foremost, GIANT-microbes succeeded in addressing kids' fear of germs, which made them a popular topic for *Today*, CNN, and the early so-called Mommy Bloggers. But they also provided a way to talk about dry or uncomfortable things, express empathy, or find a little humor in health challenges. Unsurprisingly, they were a hit on quirky holiday gift lists. What better present for your history-buff hypochondriac than a collection of plush plagues?

"I hadn't really foreseen all the adult things GIANTmicrobes could move into," Drew says. "They can relate to physical health, but they can also speak about mental health and a whole range of other things. So it grew into a much larger project than I first envisioned."

The brand now includes soft fuzzy representations of ADHD, insomnia, anxiety, irritable bowel syndrome, hip replacement, and of course COVID, among many others.

And the target audience keeps growing. The promotional card that accompanies Monkeypox—a round brown simian-like creature with a beaky yellow face—includes a far broader list of recipients than he ever expected: family, friends, scientists, educators, public health professionals, and anyone with a healthy sense of humor.

At Groton, Drew studied physics with Bill Hrasky and chemistry with Don Lea, but he never studied biology. In fact, his primary love was the classics, which he studied with Warren Myers, and philosophy, which he studied with John Tyler.

"Classics are a sort of hidden world, but hidden in time rather than place. And a lot of what you read in the classics is philosophy."

But he also had an early appreciation for abstract things in physical form. He studied archaeology with Hugh Sackett, which presented history in the form of collected objects. The beauty of Groton's classical buildings

and chapel were also a source of inspiration. In fact, he built a bell into his own house in Greenwich, Connecticut, an echo of both the Groton bell and those of the National Cathedral in Washington, D.C., up the hill from his childhood home.

"Growing up with beauty makes material things speak to you. Groton is one of the most beautiful schools I've ever seen. I loved learning in such a beautiful place," Drew says. "When you're studying the classics it can be quite abstract because you're reading it in books. But I think one of the reasons those books have survived for millennia is because they relate to fundamental matters and are connected to a tangible physical world that you can still go visit."

Drew is a maker at heart, so a Groton regret is not having taken shop class with Doug Brown. He remembers seeing the "amazing" projects made in Groton's wood shop—the soaring grandfather clocks and stoic bureaus. But there was never enough time.

"I took as many classes as I could every semester, but you can't do all that plus choir plus sports plus shop—plus playing the harpsichord, which my Dad gave to the school," Drew recalls. "Also, there's a worry about what you'll do in college and how you'll make a living. Our culture places a great deal of economic value on abstract work. The path for an artist is less certain. But I always wanted to make things."

GIANTmicrobes capture an abstract experience that is rooted in physical reality—and in Drew's interpretation, they take their form in a way that's accessible, amusing, and clever. In fact, they draw on the same part of his personality that allowed him to become an editor of the *Harvard Lampoon* humor magazine, known for its parodies and satire.

"It's always hard to remember the germ of an idea many years later. Education was certainly part of it. But GIANTmicrobes were always meant to be entertaining as well. A spoonful of humor definitely helps the medicine go down."

—Nichole Bernier



FUTURE SHOCK

**THANKS TO CHATGPT,
ARTIFICIAL INTELLIGENCE IS
NO LONGER THE STUFF OF
SCIENCE FICTION. IS IT JUST
ANOTHER TOOL FOR STUDENTS AND
TEACHERS TO IMPROVE LEARNING,
OR WILL AI CHANGE EDUCATION
AS WE KNOW IT FOREVER?**

BY SEAN KERRIGAN

Write an introductory paragraph for a magazine story on how artificial intelligence might affect education and academics.

ChatGPT:

In an era dominated by groundbreaking technological advancements, the intersection of artificial intelligence and education promises to reshape the very foundations of academia. From virtual classrooms to personalized learning experiences, the integration of AI into educational systems holds the potential to revolutionize the way we teach and learn. As this technology continues to advance at a rapid pace, educators and experts alike are grappling with the transformative implications it brings to traditional educational models, raising crucial questions about the role of AI in shaping the future of education and its impact on students, teachers, and the pursuit of knowledge itself.



The problem with writing a story about how fast artificial intelligence is advancing is that, by the time you're done writing, it's almost certain that the story will be outdated.

Since its release in November 2022, use of and debate over OpenAI's ChatGPT has exploded, causing a ripple effect that's spread well beyond the high-tech world. It's consumed headlines and reshaped how people think about content creation.

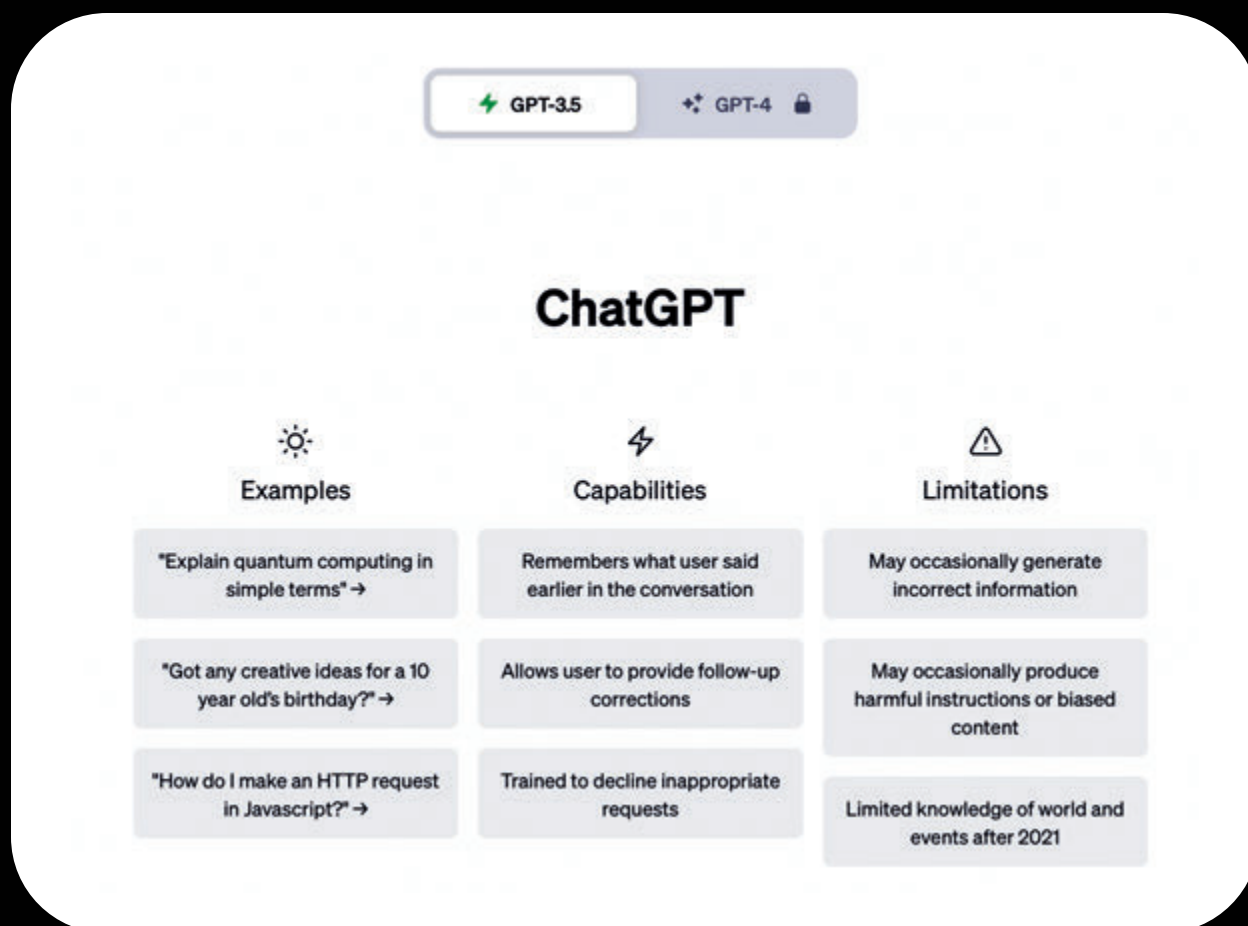
In simple terms, ChatGPT is a type of artificial intelligence (AI) based on what's called a large language model (LLM) that can use massive amounts of data to predict, summarize, and produce content. Basically, you give it a prompt—as I did at the start of this story—and it mines its data to come up with a detailed response. The more you hone the prompt, ChatGPT—the GPT stands for Generative Pre-training Transformer—hones its response.

In a sense, it's learning based on your feedback. As OpenAI puts it, "The dialogue format makes it possible for ChatGPT to answer followup questions, admit its mistakes, challenge incorrect premises, and reject inappropriate requests."

Like much about the technology, how much ChatGPT admits mistakes or challenges incorrect premises is up for debate. Having gmail suggest a salutation for your next email is one thing. Unleashing artificial intelligence that is growing at a rate that surprises even experts in the field is something else.

How fast? Whereas TikTok reached 100 million users in nine months, ChatGPT hit that number in just two.

The media has tried to keep up, to varying degrees of success. In the *New York Times* alone, the chatbot beat has produced daily headlines ranging from the curious and hopeful—HOW DOES CHATGPT REALLY WORK?; 35 WAYS REAL PEOPLE ARE USING A.I. RIGHT NOW; HOW CHATGPT AND BARD PERFORMED AS MY EXECUTIVE ASSISTANTS—to the somewhat less enthusiastic—THE CHATGPT KING ISN'T WORRIED, BUT HE KNOWS YOU MIGHT BE; 'THE GODFATHER OF A.I.' LEAVES GOOGLE



ChatGPT is a chatbot powered by artificial intelligence that allows users to create content based on prompts. How it's used in schools is currently a topic of debate among educators.

AND WARNS OF DANGER AHEAD; A.I. IS MASTERING LANGUAGE. SHOULD WE TRUST WHAT IT SAYS?

And it's not just language. Chatbots can do aspects of math and science and coding, even generate art and images.

There have been calls for regulation, or at least hitting a pause. Recognizing the temptation it could bring to students, some schools have banned the technology outright.

At Groton School, rumblings about the technology began to surface near the end of 2022, as faculty members started informally sharing popular news stories. It was eventually brought to the attention of the Curriculum Working Group and the Information Technology Department for research, in the hopes of developing some kind of policy.

"I believe to tame any 'beast,' you need to know its traits and functions," says Groton Headmaster Temba Maqubela. "The onus is on us to be true lifelong learners, in a dynamic rather than static manner."

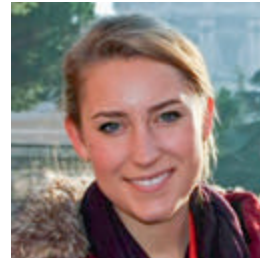
But how does a school apply one set of rules to technology that could be seen both as the next evolution of the calculator and also something that could erode a student's writing and reasoning skills just as they're developing into maturity?

"There are moral and ethical issues involved. Real pedagogical and philosophical issues involved. Who are we teaching? What kind of graduate are we producing? How are we getting them ready for the world?" says English Department Head and Dean of Diversity, Inclusion, and Belonging Sravani Sen-Das, one of the faculty members leading the study into AI at Groton. "I do think that educators are going to have to ask themselves some really hard questions about what we are trying to do in the classroom and come to some consensus. Otherwise we are going to be undercutting each other and confusing students."

Write a paragraph about what computer science experts are saying about the dangers and potential of ChatGPT and artificial intelligence.



Computer science experts are engaging in extensive discussions regarding the dangers and potential of ChatGPT and artificial intelligence (AI). On one hand, they acknowledge the remarkable advancements in natural language processing achieved by models like ChatGPT, which can engage in human-like conversations and assist users in a wide range of tasks. They recognize its potential to revolutionize customer service, education, and various industries. However, experts also express concerns about the potential dangers associated with AI. They highlight issues such as the spread of misinformation, algorithmic bias, privacy concerns, and the potential for AI systems to be manipulated for malicious purposes. The ethical implications of AI development and deployment are being closely examined, with researchers and policymakers working to establish frameworks and guidelines to ensure responsible and safe use of AI technology. Overall, computer science experts emphasize the importance of addressing these challenges while embracing the vast potential that AI holds for the future.



Jocelyn Hickcox '11 is the tech lead for child safety at Twitter and a machine learning engineer. She earned her undergraduate degree in Symbolic Systems from Stanford and stayed on for her master's in Computer Science, with a concentration in Artificial Intelligence. She says the recent strides in large language models are intriguing, in that they're synthesizing knowledge in a way that AI has never been able to do before.

"When I was in school, AI was at an inflection point and deep learning was just starting to be used in the industry widely. The two hot topics in Silicon Valley were artificial intelligence and virtual reality. I remember someone asking me, do you think artificial intelligence is just a fad? And I said, absolutely not."

Still, she says, reports of AI becoming sentient and thinking for itself are absurd. What's more concerning—especially for someone like Hickcox, who works in online content moderation—is how people would use the technology in ways that could be harmful.

"What makes me worried is the ability for people to do things like impersonation, that kind of misinformation," says Hickcox. "It makes it easier for non-humans to appear human, which makes it much more difficult to achieve trusted interactions online. And just knowing who you're talking to and that you're talking to a person with the motivations that you assume they have, basically just validity and authenticity online is I think kind of the major dilemma."

Philip Levis '95 went to Brown with the intention of studying biology.

"I discovered computer science my sophomore year," he explains. "I said, 'This is amazing.' I did it for three years and felt, gosh, I really should know a lot more."

And so he did. After a double bachelor's degree in Science and Biology, Levis went on to the University of Colorado for his master's degree before earning a PhD in Computer Science at the University of California, Berkeley. He's been a professor at Stanford since 2005, and is currently on leave working in the research group at Google.

Levis says he becomes cynical whenever someone pitches technology as a path to a more perfect society.

"The techno utopia people are



people trying to sell you something. They say, 'This is going to solve the world's problems. Here, will you buy my company?'"

He's also worried about the breakneck speed at which chatbots like ChatGPT are growing.

"I have no doubt that, if we do this right in the end, this technology is amazingly powerful and we'll use it for amazing good. I just don't think we can be assured we're going to do that right now. It's just too hot to handle. It's moving too fast. And when that happens, people push the boundaries.

"I think the particulars of right now, with the breakneck pace of ChatGPT for the past few months, I totally agree with the argument that we should pause for six months. Because we have no idea how to wrap our heads around this. But also, it's tough to stop progress, right?"



For Jenna Hong '15, her interest in artificial intelligence has always gone beyond computer science.

"I kind of fell into the AI space. It wasn't planned or what I thought I would do after Groton at all, but I went to MIT having a really good experience with both science and the humanities classes that I took at Groton. Because of that multifaceted background, I was very interested in studying something interdisciplinary."

At MIT, that meant a major in Brain and Cognitive Science, which Hong did alongside Computer Science. She stayed at MIT for her master's in Engineering, focusing on AI, and now works at Microsoft.

"I thought a lot about people and how humans think," she explains. "I really value the way that it became more of a multidisciplinary field for me. And now that AI has this new hype and craze, I appreciate that it's no longer just a tech area and more something that pertains to everyone and affects a lot of different fields and industries."

Still, Hong says that she's balancing the ease of working with ChatGPT and other AI with the often staggering pace.

"The pace is so real," she says. "I can tell you that, as someone who works on an AI team, it still feels really overwhelming. And it feels like there's stuff slipping through our fingers every day."

...

All three alumni see potential and concern in the newest generation of AI with regard to education.

"Not to be too dramatic, but an analogous situation might be the invention of the calculator," says Hickcox. "In

teaching arithmetic in a way that involves take-home assignments, if you're asking a child to do arithmetic unsupervised, they're going to use a calculator. Does that mean we can't teach math? No, it just means we teach it differently.

"These models aren't good enough for Groton's level of writing. Will they be good enough eventually? I'm not really convinced. I think it'll get better for sure, but it'll never get that good."

Levis echoes the analogy, but points to ChatGPT's eagerness to respond to prompts as a differentiator from previous tools.

"It's a pneumatic press. It's a super calculator. The challenge with that, and the reason why I think people are a little cagier there, is that with a calculator I really can limit it—I know very precisely what it's limited to do. And it's also deterministic and it's correct. Unlike ChatGPT, where you can ask it the same thing twice, it gives you two different answers. Sometimes it's right, sometimes it's wrong."

As an educator, Levis says the technology is bringing bigger questions to the forefront.

"We're really trying to rethink what does education mean and what does learning mean, and what does scholarship mean, in the context of these huge amounts of information. It used to be about what was out there that somebody could search, but now you can start asking it to generate new content for you. It's not just, 'Can I find an analysis of the social interactions between Turing and Wittgenstein?' but, 'Can I ask [a chatbot] to tell me about it?'"

Hong agrees that, despite recent advances, machine intelligence will always have flaws, and adds that effective policy or regulation of technology should put humans first.

"I think a lot of people need to be at the discussion of where AI goes and how it's being used in society," she says. "Part of that is in policy, and part of that is in regulation. So I totally believe in things like responsible AI. And there's a real balance there, making sure that it's built in a responsible way, and that you think about things like bias and fairness."

Write a paragraph about how high school educators can best deal with artificial intelligence in the classroom.



In order to effectively incorporate artificial intelligence (AI) in the classroom, high school educators should adopt a proactive and comprehensive approach. Firstly, educators should familiarize themselves with the basic concepts and applications of AI, allowing them to grasp its potential benefits and limitations. By staying up-to-date with the latest developments in AI, educators can better understand how to integrate it into their curriculum in a meaningful and relevant way. Additionally, educators should promote critical thinking skills and ethical discussions surrounding AI, encouraging students to analyze its societal impact and ethical considerations. Creating a supportive and inclusive learning environment is vital, where students feel comfortable exploring AI and asking questions. Educators can provide hands-on experiences with AI tools, allowing students to engage in practical activities and collaborate on AI-related projects. Lastly, educators should continuously evaluate the effectiveness of AI integration, seeking feedback from students and adapting their teaching strategies accordingly. By adopting these approaches, high school educators can empower students to navigate the world of AI confidently and responsibly, preparing them for the opportunities and challenges of the future.

When Michael Gnozzio '03 was studying computer science at Williams, he proposed writing a thesis on artificial neural networks. His advisor pointed out that, at the time, the limitations on such technology made any discussions on the subject theoretical at best. Obviously, Gnozzio says now, times have changed.

"None of this technology is really that new," he says. "Most of what they're doing is based on research that was done in the seventies and eighties. And the problem with artificial neural networks has always been that they are extremely slow to train. So they sort of fell out of fashion in the nineties and early two-thousands."

"We've known for a long time that, if you have enough data and enough time, you can get [the technology] to do pretty amazing things. The thing that's surprising and remarkable is how quickly in the last few years the people have been able to scale up the processing speed and the amount of data that's been available in order to actually get the results that we're seeing now. So it's not surprising theoretically, but that it happened practically so quickly is something that I think is remarkable."

Following some time working in high tech in Boston, Gnozzio returned to the Circle, where he's now co-head of the Mathematics and Computer Science Department. He's working closely with Sen-Das on Groton's approach to AI.

"It's not going away," says Gnozzio. "It's only going to get better. How quickly it gets better, I think there's an open question. We know that students are already using it. So the real question is around how do we educate students about how to use it well in a way that's consistent with Groton's core values and their educational development?"

One problem inherent in addressing AI and education stems from the fact that the technology can do so much. What might be a helpful tool in some subjects could be ineffective in



Mathematics and Computer
Science Department
Co-Head Michael Gnozzio

“While it’s true that the technology is always changing, Groton’s core values are not changing, and the ways that you teach students to think and be critical problem-solvers is also not really changing.



Tom Kates

“There are moral and ethical issues involved. Real pedagogical and philosophical issues involved. Who are we teaching? What kind of graduate are we producing? How are we getting them ready for the world?”

others and a potential threat to students’ long-term development in others. Instead of focusing on writing more punitive policies, Sen-Das and Gnozzio are asking department heads to work with their teams and develop value statements specific to AI and their fields, so that something overarching might be agreed upon.

“I’ve been trying to push department heads to talk,” says Sen-Das. “But the issue is classics and world languages, they don’t really see it as an issue because the translation stuff is not good. Math has said they always have dealt with it, and I think science is kind of excited.

“So I think the next step is we need to get a value statement from every department. Sit down and say where it might be problematic if you tell your kids in writing a science report that you can use AI to polish the writing when in other places we have said, no, you can’t use AI. We are all feeling like we need to come up with some acceptable use consensus and while respecting each other’s goals and allowing people to use it in creative ways.”

Maqubela agrees.

“Cross-departmental collaboration will inform and enrich how we teach,” he said. “The ‘what’ can still remain as the province of each department. This is an evolutionary, somewhat gradual approach rather than a revolutionary, knee-jerk one.”

...

As academic technology and systems coordinator at Groton and also a former teacher, Seth Battis is playing a key role in supporting faculty and staff as they come to terms with the new reality of AI. He says shortcuts in learning have always been a temptation, and that keeping a focus on learning over results—regardless of the technology available—is paramount.

“The reason students take any shortcut is because they can,” he says. “They’re stressed out, they’ve got too many things to do. They don’t choose to do it because they’re bad. They choose to do it because it saves time. And because the students are novices in whatever discipline they’re studying, whatever shortcut they take is going to be at best ill considered. So I think that, from our standpoint as teachers, we would hope that a senior in the spring of the Sixth Form year would be able to interact reasonably well with AI in at least a few constructive areas.

“From my perspective as a teacher, my goal has always been for my students to leave my classroom more able to learn how to use new tools and

new techniques. I want them to be learners when they leave.”

Battis has been sharing as many resources as he can with curious faculty, and is looking forward to seeing what department heads come up with in terms of how AI affects them.

“It is challenging where, for example, the History Department sees great potential in having students receive initial AI feedback on mechanics so that they can focus on construction of arguments and perspective-taking in their research papers. Whereas English is looking to help students develop those skills that history is reliant on. So some of this is putting some tension on traditional relationships where we have delegated different parts of the student’s instruction to different departments, and it’s a real question about how do we cooperate on this to both continue to educate students well, but also to do this without undermining each other’s work?”

“The way I’ve characterized this to folks outside the school is that there are two camps right now: The people who view this as tearing down the pillars of civilization and people who see it as a fantastic assistive supportive learning tool. And I’m kind of stuck in the middle.”



Write a closing paragraph about what the future holds for artificial intelligence and education.



The future holds immense potential for the integration of artificial intelligence (AI) in education, revolutionizing the way we learn and acquire knowledge. AI-powered systems will personalize education, adapting to individual student needs and learning styles, providing tailored content and feedback. Intelligent tutoring systems will offer interactive and dynamic learning experiences, capable of identifying areas of difficulty and offering targeted support. AI algorithms will analyze vast amounts of educational data to gain insights into student performance, curriculum effectiveness, and teaching methodologies. Additionally, virtual reality and augmented reality technologies will enhance immersive and experiential learning, enabling students to explore virtual environments and simulations. As AI continues to advance, it will collaborate with human educators, serving as a valuable tool to augment their expertise and creativity rather than replacing them. The future of AI in education is one of boundless opportunities, fostering a lifelong learning culture and empowering individuals to thrive in an ever-evolving world.

As a graduate student, Hong worked with middle and high school students, doing research on their fears and biases about AI. She says even younger students, having grown up in a world of technology, are better equipped to handle any challenge than some might think.

"We would do these week-long, sometimes month-long discussions where we would ramp them up on what data is or what these more scientific terms were. But a lot of the core and interesting moments for me was around how they would discuss amongst themselves. So if we gave them a very open question about, oh, if AI creates this piece of artwork, is it stealing, or these very social questions that don't really have an answer, listening to them debate, 'Oh, but it used this style,' or seeing them work through those complexities was really, really cool.

"I'm just thinking about what my Groton experience would've been like had I had this. English was one of my favorite subjects, and I totally see the value in the way that a Groton education helps develop the skills that I know all of the alumni really value. Looking back to the ways that we talked about AI when we did the school workshops, it was based on helping the students develop a language around these new technologies and making sure that they felt ready to be social citizens in this new, very digital AI-based world."

Hong hopes educators make sure students maintain a healthy relationship around technology, and a better understanding of how it works, not just what it can do.

"I wonder if there's a way for us to guide students to have a healthier understanding: If you have an output that was generated by AI, what do you do with it? How do you make sense of it? And also what fundamentally is it? It's based on the Internet, it predicts new words. So it's not the developing brain of a 16-year-old Groton student. Helping them form that understanding, I think, would be helpful.

"We don't have all the answers. We might use AI and it might be wrong, it might be biased, and it might have misrepresentations, but how we're going to react to and navigate that when there's going to be so much of that created—so much of that misrepresentation created—I think is a core skill that people are going to need. So that position of being open to being wrong, but also adaptive to change. This might not be the whole story, but it is the story today, and it might be different tomorrow, but we're thinking about it, and I think that's great."

Hickcox says adapting to the disruption caused by AI will be a challenge for educators.

"I imagine education might shift more toward, given this tool, what can you use it to do? Can you use it to draw some further insight? Can you create your own style using it? I think it's going to be very difficult for a while. People are very creative in the ways that they use ChatGPT to do new things and to get around its own safety mechanisms. So I definitely don't envy the teachers trying to figure this out, but I do feel like eventually it'll become another tool in the arsenal."

Levis says that, while students looking for a leg up might view ChatGPT and the like as fair game, educators need to continue to keep process ahead of results.

"It's clear this is a technology that can be tremendously valuable and can do tremendous good, but then how do we think about it and frame it and regulate it or limit it to ensure that we use it for good and not for bad?"

"I think students who come to Stanford have been on the academic treadmill for so long that, for some of them, the ends justify the means. 'There's a tool, why shouldn't I use it?' And there's a good fraction of students—maybe a third or so—who are entirely grade driven rather than learning driven, at which point then it is a constant battle. I think just the question is, going forward, what is an education about and what is it that students are supposed to be learning?"

“It’s clear this is a technology that can be tremendously valuable and can do tremendous good, but then how do we think about it and frame it and regulate it or limit it to ensure that we use it for good and not for bad?”

Sen-Das knows Groton isn't alone in dealing with AI. Still, she says, what educators do next will play a huge role in how artificial intelligence affects education as a whole.

"This is a critical time," she says. "Emails are already finishing off your sentences. We are trying to tell kids what is a sentence and why, in writing, some things work and some things don't. But when AI finishes off your work for you, they are going to accept those changes. You as an adult will say, 'No, that doesn't work.' Students don't have that foundation first. They're too busy and they don't even know what the rules of grammar are. So how are they going to accept or refuse changes? They're just going to start writing in a way where they don't know their own voice."

"They don't know the nuances of that. So I feel worried that it is strongly interfering with their acquisition of knowledge about writing and finding their own voice—this is the time they should be learning it. These are crucial years for them to learn grammar and mechanics and to find their own voice."

Gnozzio says that, this fall, his department is bringing back Advanced Math Topics classes on machine learning and theory of computation as electives,

and that the AP computer science class will have more of an emphasis on text generation and on statistical models of data processing. Regardless of where the technology is now, in the fall, or beyond, he says Groton must continue to focus on what makes its educational experience different.

"While it's true that the technology is always changing, Groton's core values are not changing, and the ways that you teach students to think and be critical problem-solvers is also not really changing," he says. "And so I think that once we understand more where the direction of the technology is going, it's not like this is going to fundamentally alter the one-on-one interactions we're having with students, which I think are still the bedrock of a Groton education."

"If students are blindly using the tools to get good grades and are not developing underlying skills that we value, then while they might be successful at Groton, they're setting themselves up for failure going forward. So really getting people to understand how this interacts with our overall reason for being here is, I think, essential to continuing to make Groton an academic community that thrives and produces students who are going to be impactful in the world."



Classics Teacher
Preston Bannard '01

MODERN CLASSICS

How Groton transformed its Classics Department and revived Latin for a new generation of learners

by Sean Kerrigan

IN THE MIDDLE of the COVID-19 pandemic, Groton's Classics Department found itself staring at what appeared to be a dead end.

The traditional two-year Latin requirement for all students was shifting and, in the 2020–21 school year, new Third Form students were allowed to choose the language they'd study. The great majority went with something other than Latin.

"COVID happened, and everything changed," says Classics Department Head Amy Martin-Nelson. "When you're giving people options and they're coming from all over the world or places that don't offer Latin, they have no idea what it is. So, they go with the familiar."

It was just the latest challenge facing the field of Classics—described at Groton as the study of all aspects of the Greek and Roman world. Acknowledging that, if unaddressed, this challenge could call into question the utility and relevance of the field itself, department

leaders galvanized efforts to transform the department and embraced introspection, inclusion, and flexibility. They proposed sweeping changes to curriculum, both in terms of content and classes, and turned their potential dead end into a leaping off point.

First, Headmaster Temba Maqubela instituted a one-year Latin requirement for all students, giving students equal exposure to the subject and allowing them to make informed decisions about their studies going forward.

“That gives everyone a chance to at least experience it and decide if they like it or not,” says Martin-Nelson. “We have so many students who had never heard of Latin and they get here and they say, ‘I really like this. This is the language I want to take.’ So the one-year requirement has been wonderful.”

Just as important, however, was the decision to change the way the Classics are taught at Groton, showing how they can be a bridge to fields like coding and computer science and using thousands-year-old texts to shine light on the modern experience, including everything from social and racial justice to adolescent mental health.

‘WE KNEW THAT WE HAD TO INNOVATE’

Preston Bannard ’01 grew up the child of Groton faculty and learned the Classics here before going on to continue his studies at Princeton and the University of Virginia. He returned to campus as a faculty member in 2014 and says a larger assault on the Classics has been building up nationally for several years.

“All over the country, as teachers, we know that we’re fighting to maintain the strength of our discipline. Because the humanities are not doing great in terms of college major numbers, nationally, and Latin is certainly one of the things that is most frequently on the chopping block. So we had a very fortunate position here, but we knew that we had to innovate and to stay on top of things, not only to maintain our numbers, but in order to maintain our relevance at the school and in modern education generally.”

Bannard says he’s still finding new things in the texts he studied in high school, so shifting the way he teaches has become a natural evolution of the overall learning experience.

“I’m certainly still learning about elements of the classical world that I didn’t necessarily learn about when I was a student here or a student in college or a student in grad school,” he says. “My understanding of it has expanded significantly in the last six or seven years. That

has been something that I think has been happening across the department and that we’ve been trying to work into classes more and more.”

LEARNING TO LEARN

Why study a so-called dead language anyway? Besides being the foundation for many other languages, the larger lessons learned from Latin go well beyond the spoken and written word, argue Martin-Nelson and Bannard.

“There are skills the platform is very good at teaching, including memorization, close reading, and careful attention to detail and things like that, which are extremely important as you go through sentences and learn how to translate,” says Bannard. “And then as you reach the higher levels, you’re looking at things word by word, line by line, and thinking about things with a lot of depth and close analysis. I’m not going to say you can’t find it elsewhere, but we do a lot of it, and probably a lot more than you might see in other places.”

Latin at Groton is positioned as an intellectual bridge between the humanities in general and math and English in specific. As a language, it shares skills such as grammar, syntax, vocabulary, and reading with other languages. But, because Latin has no structured word order, it’s necessary to memorize word endings to know things like whether a word is acting like a direct object or a subject. Developing that kind of analytical thinking can help students in subjects such as math and science—even computer coding.

“We spend a lot of time helping them learn how to think,” says Martin-Nelson. “We’re teaching analytical thought and problem-solving, but we’re doing it by telling stories. They don’t even realize it. They’re reading the story from the *Aeneid*, but we’re building these computational skills: If this is this, then this has to be this. It’s very analytical, and it’s heavy on memorization and critical analysis. The new term for the kind of thinking that is done is computational thinking; it’s the same thinking used for coding.”

Martin-Nelson tells the story of a former advisee who studied Latin and Greek at Groton and was planning on majoring in the Classics at Columbia until the student took a summer coding class to see what it was like, only to discover it was very much like something she knew and loved already.

“She said, ‘Oh my God, this is like Latin and Greek, but it pays, and I feel like this is more for me now. In high school I was really into Latin and Greek, but now, I feel like this is something for me.’ We see a lot of that, students who can do both.”

ENGAGING 'RES DIFFICILES'

Teaching a subject that dates back thousands of years might not seem like the best way to look at current events, but both Martin-Nelson and Bannard agree the vast scope and timelessness of the Classics allow them to be a vehicle for studying some of today's sensitive issues.

"There are a few elements that I think are very attractive about Classics," says Bannard. "One is that it actually covers a lot of different areas. We can read history and oratory and letters and epic poetry and love poetry and philosophy. There are a lot of different places that it touches, looking at daily life, and at big political movements, and a lot of different issues along those lines.

"But I think one of the other interesting pieces is that it's really something that we can study that is settled, that none of the kids in this room, when I teach them, have a stake in what's going on. And so it's something where everyone can come in sort of fresh, and we can discuss the ways that race worked differently in the ancient world, the way that slavery worked in the ancient world, issues of gender in the ancient world. It's not anything that anyone has a personal stake in because it happened 2,000 years ago. So everyone can come to it equally."

Besides the pandemic, the summer of 2020 brought with it a national reckoning of social justice regarding race.

"The death of George Floyd brought a lot of things to the forefront," says Martin-Nelson. "One, we looked at the way we teach. We call it *res difficiles*, which means difficult matters. We realized that we could do a better job talking about some issues that students want to talk about in our Latin I classes.

"Issues of race, we talk about that in the classroom. What would race mean to ancient Romans? Not the same thing at all. And we start in Latin I with just a little bit, enough for the understanding. Then we will get into deeper conversations as we go through. We find that those conversations help kids belong. If anyone knows anything about Classics, they may think it's a very white discipline, and it's not here. It's not."

Bannard says having frank discussions about the diversity of ancient Rome can help dispel any myths about the culture too often spread by groups looking to misappropriate history for their own use.

"One of the things that I certainly try to emphasize early on is that there is this sort of sense that Western civilization—Europe and America, the U.S.—is the inheritance of ancient Rome, and that's false, right? This was a multicultural empire that stretched across many different areas that a lot of these ideas that we might have about it would've been completely foreign to the people themselves.

"So there's a lot of ways in which Classics has been misused over the years in service to, for example, white supremacy, in service to fascism, in service to any number of other things like that," he continues. "But it's a misuse of it, and I think it's really interesting to expose students to that, and to say, 'Look, this is people from Africa and people from Turkey and people from Egypt and people from Britain and people from France, and all these countries obviously are all part of this empire. There's all sorts of ways in which there's prejudice in the world, but it's very different from the ways that we have constructed systems of prejudice now.' So I think it can be really interesting to investigate that with them."

'WE HAVE TO GO BEYOND THE STORY'

Race isn't the only issue getting a closer look.

"The students read about a suicide, and it's a famous suicide of Dido, the queen of Carthage," says Martin-Nelson. "We went back and thought, 'We can't just teach this anymore.' With mental health issues, when we teach the death of Dido, we have to go beyond the story and the Latin. We have to make sure that students are in a place where they can hear this story and they can learn from it: Where do we get help? We don't have big conversations, but we do talk about it in ways that we never did before."

If that seems like a lot of potentially sensitive ground to cover, it is. Martin-Nelson says the department realizes this and has looked at what other classicists are doing in the space, with the idea of creating support materials to help teachers responsibly address subjects that might've been glossed over in the past.

"It's hard," she says. "I'm not saying we do a lot, but anything like that now, we discuss it. The relationship between Achilles and Patroclus in the *Iliad*: They were Greek, and most people consider them lovers. We talk a little bit about that. We talk about Greek sexuality a little bit. We don't do a whole lot, because they're in Third Form. That's later.

"In Latin 2, there are a series of rapes that happen [in the texts], and we talk about it. There was a time when people would say, 'I'm not going to teach that. I don't want to teach about rape.' We read an article by a classicist who was also a survivor of sexual assault, and she said, 'You have to talk about it. People need to talk about this, but you need to do it in a certain way now.' So, we're much better and we're sensitive in talking about sensitive issues. Now, classicists in general are much more sensitive to those kinds of issues."

A woman with long brown hair and glasses, wearing a yellow sleeveless top with a white scarf, is sitting at a wooden desk. She is smiling and looking towards the camera. On the desk in front of her are several books, a blue folder, and a silver water bottle. The background shows a wooden wall and a window.

“We realized that we could do a better job talking about some issues that students want to talk about.”

Tom Kates

Classics Department Head
Amy Martin-Nelson

A SHARED JOURNEY OF MANY PATHS

Another key change involved making it easier for students of all backgrounds to enjoy the same experience in the Classics curriculum. A bridge class—Latin 2.5, a combination of Latin 2 and Latin 3—was created to allow students who didn’t study Latin in middle school or were unable to attend Groton’s summer enrichment program, GRACE, to reach the Advanced Placement level in three years.

“That was in direct response to many, many factors coming out of COVID,” says Martin-Nelson. “So, we started this new class. That was one of the big changes, because it’s a hard class, but it’s added a lot of interesting movement through the curriculum. It’s now a key class to have.”

As evidence that the change is working, Martin-Nelson says, this past year’s AP Latin class had students from all five different tracks through the curriculum. And they continue to perform at high levels, with

82 percent of the 161 Groton students who took the National Latin Exam (and nine of eleven who took the Greek exam) earning honors, including three with perfect scores.

As department head, Martin-Nelson is optimistic about the Classics’ future.

“Absolutely. Our department said, ‘We need to change. We need to open ourselves up to make sure everyone feels like they can be a part of our department.’ It’s been great, it’s been received well, and students like our classes and want to continue to take our classes.

“We’re teaching the same method,” she adds. “We’re just having a different mindset that there’s more going on than just teaching Latin in our classrooms, and we’re trying to make sure we’re meeting their academic needs through study skills, their mental health needs as we read stuff that may be challenging to them and working with them on that, or helping them with anxiety in terms of taking tests, and building a strong student and a student who can handle hard work, can handle memorizing, can handle the stress of a test. I’m really pleased.”

'Because I care'

Retiring Math Teacher
Cathy Lincoln looks back on
forty-three years of service
on the Circle



Cathy Lincoln P'07, '10 came to Groton School in 1980 as a teaching intern in the Math Department. In the forty-three years since, she's added coach, advisor, and dorm head to her job description, as well as volunteer firefighter and EMT for the town of Groton. More important, she's been a colleague and friend to generations who have passed through the Circle. As her retirement from Groton fast approached, we sat down with Ms. Lincoln to talk about her time at Groton, what she considers her legacy, and what she'll miss most when September rolls around.

If you don't mind going back to the beginning, what brought you to Groton?

I wanted to teach. I got a teaching degree and then I decided I wanted to coach. And the only way you could do that is to work at private schools. A friend from Andover said, "Wow, Groton School has an opening," and I said, "What the hell's that?" So I came up and interviewed, and they were desperate for a woman in the Math Department. I came as an intern. They call them fellows now.

Was this right out of college?

Yes, right out of college. I had never heard of Groton School. Never heard of boarding schools, actually. I went to a private day school.

What did you want to coach?

Crew. But I was told I was going to coach field hockey and, when I arrived, the athletic director said, "Oh, we have somebody else. Here's a book on soccer." So I learned how

to play soccer. I did basketball as well that first year.

Was there something about math that attracted you? Was that another thing they just needed somebody?

Looking back, I figured anybody could teach math. Silly me. It was a one-year thing, so it was an experiment. My first class was a very large class of mostly seniors who considered themselves completely incompetent in math, and I taught them trigonometry. I had the best time ever. I loved trig because of that. So I just fell in love with teaching and with trig. My department was so supportive. Jon Choate was the department chair, and it was just such a unified department.

That fellow year, you couldn't have thought you were going to be here forty-three years. Was there a plan?

No. No plan. But my life has changed over those years.

How so?

Well, I got into a dorm my second year, which I was very excited about. I moved to another dorm. I got married, I had two children. I got unmarried. I've been in two of the big houses and then moved back into the dorms for the last ten. So my life has changed over the course of the years. Plus, I've also been involved with the fire department for thirty years.

Let's jump ahead to the fire department then. Is that something that you find complements your work here, or is that just another passion that you like being able to have time with?

It was another passion and it morphed into, over the years, a really important part of my being here so that I could go—if there's an emergency, if a kid needs an ambulance—I can go with them to the hospital, so there's a familiar face.

What has changed the most over your time here?

Actually, I've been thinking about this a little bit. When I arrived, we didn't have any janitorial staff. There were janitors for the Schoolhouse, and that's it. There was nothing for the dorms. So we vacuumed. I taught my kids how to clean toilets. We cleaned everything. Fifth Form's job was to wash dishes in the Dining Hall. It wasn't punitive. It was just something everybody did. And it was cool because it didn't matter whether you were scholarship or full pay. Everybody's doing it. I have to wonder if that gave the kids a better sense of ownership of the property.

Touching on the coach and the dorm and the teacher and the EMT: You wear a lot of hats. Is that something you enjoy doing?

I also ran the Spring Fling for probably thirty years, and that was tremendously time consuming. I have enjoyed it. I've also—in retrospect, looking back right now, and talking

Cathy Lincoln with former advisees John Cecil '17, Lyle Prockop '17, and Ali Lamson '16.

to my kids—realized that I probably went overboard and I should've spent more time on my family, for instance. But I love doing this stuff. I like working with the kids. I like being busy. But, look, I'm in a kind of a funny place now. Because I'm not sure it was good for my kids all the time that I was always somewhere else. Anyway, once the decision was made, it's become really clear. This is absolutely the right time for me.

At the Reunion, there was a special lunch for you and I saw you got to catch up with some former advisees. Do you keep in touch with a lot of kids?

There's one group of advisees I had, they graduated five or six years ago, who surprised me with a dinner in Ayer. So I've got some advisees I keep up with. I'll see them when they come back for reunions.

What are you going to miss the most?

Right now, I'm focused on no Saturday classes. [Laughs] I'm going to miss the kids. I really enjoy working with kids. My strength, I feel, is working with kids who struggle in math.

Why do you think that is?

Because I struggled in math in high school, and I know what it's like. My first rule in my classroom is you can't use the word easy, you can't say, "That's easy." Because somebody says that and another kid might think, "I'm a dope." I got a letter from an

alum that was very nice and talked about how he is now a math teacher, and he appreciated the fact that I tried to find different ways to say the same things. So I didn't just keep repeating myself, but tried other ways to reach students. I was blown away by it.

How would you like to be remembered?

I care deeply. I care deeply about the kids. I care deeply about the school. Kids think I do things because I'm mean—when I tell them to walk on the right side of the road or don't swim in the river or whatever. But it's because I care.

So have you thought about September and how it's going to be different?

[Laughs] I'm going to be on the beach on Labor Day, thinking highly of all my colleagues back here. Right after I leave, I'm going to Georgia to see my daughter. I have a trailer, so this is a long trip to see if this is actually something I like doing. I've gone to New York, but never that far. I'll be on the Cape for the rest of the summer. And then, I don't know. I have thought about the possibility of tutoring. I really like the idea that it's virtual now, so I can tutor anybody as long as I have the Internet. But [former headmaster] Bill Polk's wife told me the best advice he got was don't agree to anything for six months. So I don't know.



We asked former students and colleagues of Cathy Lincoln to mark her retirement by sharing their memories and well wishes.

I WAS scared of Cathy Lincoln. For no more reason than her intense stare she gave when speaking in public. However, once I took AP Calculus and learned from her, I realized how silly it was for me to be afraid. She was patient. She was friendly. She presented concepts clearly, and linked them to topics we had learned in previous classes. She allowed me to discover these relationships by directing me to them but not explicitly telling me about them, which is such a fantastic skill for a teacher to possess.

If I needed help—if any of her students needed help—Ms. Lincoln opened her apartment to us at night after check in and hosted study sessions, which were casual yet professional. All questions were answered and work got done. I always left those sessions feeling satisfied. With Ms. Lincoln as your teacher, you became more confident in your abilities as a student.

I've taught math for the past twenty years and can say that my ability to individually help students with math questions—my skill in making connections between their interests and the material—is a direct result from how Ms. Lincoln helped me. She is a fantastic teacher and I wish her the absolute best for her retirement.

—Allan Chandler '89

AS MY advisor, thirds soccer coach, math teacher, and dorm affiliate, Ms. Lincoln was someone I could always count on for support when I needed it. She was also great at reminding me when to laugh and not take things so seriously! One morning I accidentally slept through the beginning of math class and arrived late in a panic. To make matters worse, when I got there the whole class was silently working away on a test, one that I hadn't even remembered. After a few anxious moments, Ms. Lincoln started laughing, and I realized she had orchestrated the whole thing as a prank! I have always looked back fondly on Ms. Lincoln's humor, warmth, and guidance throughout my time at Groton, and know my experience would not have been the same without her. Congratulations on a well-deserved retirement!

—Elizabeth Kachavos '09

I HAD Ms. Lincoln for two out of my four years at Groton. She is one of the kindest, funniest, and most caring teachers I have ever had. Her class was always so positive and such a happy environment. Whenever I saw her in the hallway, she waved hello and smiled. I always loved being in her class! Thank you so much, Ms. Lincoln, for everything you have done!

—Yeabsira Gugssa '22

CATHY LINCOLN was one of the kindest and most consistent people of my young adult life. I had a tough time during Sixth Form, and I can say from the bottom of my heart that without her compassion and generosity I would not be here today. I will always be grateful for the effect she had on my life, and wish her every happiness in her next chapter.

—Susan M. Mullaney '06

MS. LINCOLN is and always will be a trusted advisor, teacher, but, more importantly, friend. She went to every single home basketball game, would take me out to Tiny's for breakfast when I was going through difficult moments, and let me hang out on her couch and gossip for hours. She means the absolute world to me and my family, and we are eternally grateful for her. Thank you, Ms. Lincoln, for being the absolute best, and taking care of me and my brothers!

—John Cecil '17

EVERY TIME I pass by her office on my way out of English class, she always shares a nice greeting with me, even though we have never been in the same class or dorm or sport. It was always nice to have someone greet you at the start of your day. Thank you, Ms. Lincoln, and I hope you have a great time after leaving the Circle.

—Kogouniwa Bennsion '24

MS. LINCOLN was my math teacher in Second and Fifth Form, as well as my brother's advisor. I really appreciate her and hope she has an amazing retirement!

—Emelie Engstrom '24

♦ ♦ ♦

I GIVE thanks for Ms. Lincoln's service as a skillful emergency care provider. Surely goodness and mercy shall follow her all of her days!

—*Chaplain Allison Read*

♦ ♦ ♦

MANY GREAT morning and afternoon meetings behind Hundred House to run our dogs. She was always kind and welcoming to me and my family as we adjusted to life on the Circle and I appreciated her no-nonsense approach to working with students and colleagues.

—*Joe Martinez, English faculty*

♦ ♦ ♦

WHEN YOU see Cathy running down the hallway, you know someone is in trouble, but when Cathy responds to an emergency on campus, you know our community is in good hands. Cathy is a true guardian angel on this campus who has watched over us and kept us safe.

—*Ali Hamlin, Science faculty*

♦ ♦ ♦

CATHY, WISHING you a long and happy retirement! Every day is now a vacation day for you—enjoy!

—*Mitch Breen, Campus Safety officer*

♦ ♦ ♦

CATHY HAS always been a big support for everyone on campus, student or faculty. Whenever someone is injured or just needs a supportive shoulder to lean on, she is the first to respond. She is the level head in any crisis, staying composed and focused on what is best for everyone. Her care and compassion is shared with all faculty as she teaches us all CPR and first aid (if needed). I will personally miss her immensely.

—*Sandy Kelly, Science faculty*

♦ ♦ ♦

THE TRADITIONAL triple threat of the residential school teacher job description includes two seasons of coaching, and I faked it for a few decades before I was asked to time winter season games, first JV ice hockey and then JV basketball. This last assignment posted me on the court adjacent to where Cathy was, well, holding court, as the maestro of the varsity basketball scoring table. She is the only person that I know who handles both the game clock and the shot clock on her own, calm in the midst of this highly emotional and fast-paced sport, joking with the refs, smiling at enraged coaches, enjoying home team victories and empathetic when Groton athletes come in second. This is how Cathy has carried herself in all of her roles as teacher and coach and dorm head and colleague—alert, poised, setting high standards but understanding that it may take multiple attempts to achieve them. Cathy's calling has been to help teenagers grow up, and the joy that it brings her has been palpable to generations of students, teachers, and staff. It is a tough act to follow and I am NOT a candidate to replace her at the scoring table.

—*Stephen Belsky P'12 '12, '15, Science Department Head*

♦ ♦ ♦

AS A mentor to me when I began teaching at Groton, Cathy was wise, patient, and supportive. She provided just the right combination of encouragement and gentle nudging, always with a sense of humor. I'll forever be grateful.

—*Julie Keeling P'17, Mathematics faculty*

♦ ♦ ♦

MY STRONGEST memory of Cathy is her work to make sure that our students from NYC and other urban areas could swim and

ride bikes, removing some of the barriers between them and their more privileged peers. Cathy is more than deserving of the LuAnn Polk Coeducation Chair.

—*Mary Dupuis, former World Language faculty*

♦ ♦ ♦

CATHY IS a remarkable colleague. I loved working with her throughout my time at Groton. She is direct and scathingly funny. Sitting next to her in a faculty meeting was always a treat. However, my favorite memory of Cathy never happened. It is linked to her commitment to fire safety and the Groton Volunteer Fire Company. The memory spawned in milliseconds in my imagination on a cold post-Christmas night. There was snow on the ground and we had just taken down our seemingly healthy fresh Christmas tree. "Let's light it on fire in the backyard, see how long it takes to burn." Carefully placing the tree in a "safe" place—the nearest tree branch was a good thirty feet up, deep snow on the ground, cold night—what could go wrong? With a single match we unleashed a thirty-five-foot fireball. The heat was so hot, the fire went so high and all I could think about was having to explain myself to Cathy Lincoln—nothing else crossed my mind. Just as quickly as it started, it was over, no catastrophe—no come-to-Cathy moment. All good. It was the last live Christmas tree I have allowed in my house. So every year, when we put up our various artificial trees, I think of Cathy and the conversation we didn't have. Godspeed. Well done. Thank you for your grace, goodwill, and humor.

—*Julia Alling P'20, former director of Parent Programs*

♦ ♦ ♦

THE BONFIRES with Maxie in the yard, eating brownies in the middle of math class, and talking with you during conference over donuts are all memories I will cherish and remember forever!

—*Pauline McAndrew '26*

♦ ♦ ♦

SOME THINGS I'll always remember: Second Form advisory at Johnson's, bonfires with Max in the yard, eating brownies in math class, donuts with the honorary advisory in the forum, and dinners at Tiny's—thank you for all of it!

—*Isabel Holcomb '26*

♦ ♦ ♦

CATHY, YOU'RE an integral part of Groton's history! Congratulations on forty-three impactful years. I enjoyed working with you during my time on the Circle—especially our two successful years coaching girls' JV soccer together. I wish you a long and very happy retirement.

—*Arthur Díaz, former chief financial officer*

♦ ♦ ♦

CATHY IS a remarkable human being and teacher as well. She cares deeply about everyone, inside her classroom and outside in the community! What a blessing it has been to have had Cathy in my life. Especially when I was in need of medical help. I wish her all the best and hope our paths will cross again!

—*Maria Vallier,
former Modern Language faculty*

♦ ♦ ♦

MY FIRST exposure to Cathy Lincoln was just before the start of my first year here. A faculty member collapsed at the faculty party and immediately she and Art Cheeks intervened and it was clear to everyone that the situation was

under control. That scenario was replayed time after time with the lead character changing, but Cathy always was a calm presence, turning up just when she was needed most. The feeling of relief that washed over me (and I assume others) in those situations when she arrived, caring and capable, able to unburden whichever faculty member had been first on the scene, as they tried to recall steps to progress through in a crisis.

I also loved working with Cathy when she was running the Choices program. I think it was a valuable program for Fourth Formers; I know it was a valuable program to those of us who led groups. As a new faculty member, it was a great way to really get to know some of the students and the campus issues that were central concerns of theirs. Cathy had a great way of making the sessions both productive and social and the faculty debriefs afterward had the same dual impact of deepening our knowledge of issues on campus and establishing or strengthening social ties among adult community members.

I have enjoyed sharing my time here with Cathy and will miss her presence here in the future. Maybe we can impose on her to leave the Cape periodically to offer refreshers in CPR—I know I am due before the fall term!

—*Jamie Funnell P'13, Director of Admission*

♦ ♦ ♦

RIDING IN the ambulance with me to the hospital after my concussion, making sure I was fine. I'm thankful for her accompaniment, which made me feel more at ease. Thank you!

—*Miles Zhang '26*

♦ ♦ ♦

IN THE warm summer of July 1999, I found myself joining the Mathematics Department at Groton. It was Cathy, along with Jon Choate, who extended her hand in warm welcome, both figuratively and literally, as our department chairs. One of my earliest memories is of Cathy inviting us to her home before the term had even begun, and I met other members of the Groton faculty for the first time. Her hospitality, coupled with a genuine willingness to guide us, made the challenging process of settling into a new school that much easier.

Cathy was a terrific department chair. She was the meticulous engine to Choate's idea factory, ensuring everything moved like clockwork. I was later honored to work more intimately with her. As we ventured into the early 2000s, Cathy and I assumed the shared responsibility of co-department chairs. Together, we strove to optimize the mathematics placement test, a challenge made more manageable through Cathy's insightful understanding of the difficulties students encounter upon their entry into the Groton math program. Collaborating with her in such proximity was not only a learning opportunity but a broadening experience. As a seasoned faculty member, Cathy shared her wisdom about various aspects of school life, always approaching matters with an infectious sense of enjoyment.

As I reflect on the nearly twenty-five years that have passed since I first met Cathy, I am struck by the constancy of her energetic enthusiasm. She has been our steady hand in crisis management, and her energy and vigor are undiminished by the passing years. The tasks that she took up with such fervor all those years ago, she continues to

perform with an enthusiasm that is truly admirable. It has been a privilege knowing Cathy, and her departure will be a great loss for the school.

—Nishad Das P'16, '19, '23,
Dean of Globalism and Experiential Learning

♦ ♦ ♦

CATHY LINCOLN was an established figure when I arrived on the Circle, perhaps only by a couple of years, but she was a math teacher, a dorm head, a varsity soccer coach, as well as involved in the myriad responsibilities of any faculty member. Looking for ways to grow, in fairly short order over the coming years, she took on roles aimed at keeping all of us, but especially students, safe, whether from risky behaviors, medical emergencies, or fire—safety in general. Her shoes, in those areas, will be very hard to fill.

—Kathy Leggat, *Academic Dean*

♦ ♦ ♦

LITTLE DID I know when I helped hire Cathy in 1980 what an impact she would have. In her 43 years she coached soccer and crew, taught math and served as co-department head, ran a dorm, served on the Core committee—a group that kept an eye out for students having behavioral problems—and served as an EMT, helping students with any emergency health problems. She also served as the person in charge of making sure the school responded quickly to any threats of violence from outside sources. She was a great friend who helped me get through some rough times in my life. She will be remembered as someone who loved working both with colleagues and students and who could always be counted on to do whatever she was asked to do very well.

—Jonathan Choate '60 P'85, '88, '88,
former Mathematics Department head

A fond farewell to three longtime staff

GROTON SCHOOL also thanks three devoted staff members for their long service on the Circle.

Retiring this year are Peggy Duffy, who spent twenty-four years in the school store; Peggy Gelina, a steady presence in the Alumni Office for twenty-two years; and Al McKie, a twenty-nine-year veteran of the Buildings and Grounds Department.

Best wishes from everyone at Groton to Peggy, Peggy, and Al for a happy and healthy retirement!



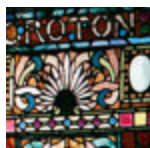
PEGGY DUFFY



PEGGY GELINA



AL MCKIE



A CHAPEL TALK
by Lars Fritze '23
February 9, 2023

Making the most of a second chance



Dear Mr. and Mrs. Fritze,

As you know, this year has been a struggle for Lars. When I see him around other students, he is easily distracted, is frequently disruptive, and is seemingly more interested in his phone and music than his studies.

My advisor's letter was not the only negative part of my Second Form transcript. Take Mrs. Maqubela's comment, for example: *He started the term off referencing later events in the story, sometimes inaccurately. He would then get hung up on a detail and miss the larger point altogether, he was a distraction to others and I would also reinforce that he improves his classroom demeanor, sitting up straight in his seat rather than slouching carelessly.*

You would think that's as bad as it gets, but no. I even managed to get a bad comment from one of the nicest teachers in the school, Ms. Lincoln. It went as follows: *Lars did not give himself a chance to be successful in Algebra 1. He was often unprepared for class, and he did not pay attention when he was in class. In fact, he was a distraction to the other students in the class as well as a distraction to himself.*

I ended my Second Form year with an average of 73 percent in all my classes. Yes, 73 percent. So here is a kid who is doing horrifically in school, can't get above an 80 in any class, and distracts his classmates from learning. You might be wondering, how am I even here right now, standing before you in this pulpit? Well that's what I am going to talk to you all about. Because those Second Form comments from Mrs. Maqubela and Mrs. Lincoln have been transformed. Now, toward the end of my Groton career, I have managed to achieve grades that my Second Form self could have never envisioned and, well, you can see for yourself what the comments look like:

It's been four-plus years since Second Form. Lars at his core is still Lars, and I say that in the most positive of ways. He has become

The most vital component I have learnt in my five years at Groton is the importance of having good relationships with teachers.

a scholar. He listens to others, and his classmates accord him the same respect and attention.

Here is another:

Lars has grown into a fine student. He thinks carefully about the various issues that we are looking at, and he shares his thoughts with his peers, often making for very interesting conversations. I am thrilled to have the opportunity to be working with Lars in the classroom again.

I want to remind you that these are the same two teachers that hammered me in my Second Form year. So what changed? How did I manage to go from the deepest darkest hole of the Groton grade book to doing relatively well academically and being committed to the school of my dreams? Well it was a number of things. To be more specific, I think there were three different components to my success at Groton.

First was having an older kid to look up to.

For me that was Sebastian El Hadj, or Sebas as everyone called him. Sebas is an interesting kid to say the least. When you think of Sebas you probably think of the corny Instagram posts he has of himself on the beach or the fact that he never forgot to tell you that he was a junior Olympian swimmer, whatever that means. However, since the very beginning of my Second Form year, when he was a Third Former, Sebas has always looked out for me and I have always looked up to him.

Take, for example, this time when I was sitting in the library during study hall. A bunch of my friends and I were playing *Asphalt 8*, a video game where you raced cars. We were obsessed with this game and often got a little too competitive when racing each other. It was the night before a physics test, and as many of you might know you *have* to study for a Mr. Prockop test. But I had no motivation to go and study. That was until Sebas came over. He shouted, “Yo Fritze, you’ve been doing jack all tonight and we both have this physics test tomorrow.” At first I dismissed him, but I suddenly realized that I had made a

grave mistake. He proceeded to literally pick me up and carry me over to the study room. He didn’t really leave me with much choice.

As much as Sebas was sometimes a pain in my butt, having a caring relationship with someone who had experienced the school for a longer period of time was a relief. He was able to give me advice from his past experiences and, by listening to the advice he gave me, I learned how to navigate my way through Groton.

The second component that changed me as a student might surprise you. I have had many people come up to me and say, “Anyone who says they like rowing is lying.” And, to be honest with you, I have to agree. I feel like death every time I get off that erg. But I still go back to it, everyday, without fail. I don’t go back to it because I enjoy pain but because of what crew does for me. I honestly believe that rowing is one of the few things that saved me from totally dropping the ball in my academics. Every spring I get out on the glassy water. The yellow carbon-fiber shell cuts seamlessly through the river. The only sound is the catch of all four oars plopping into the Nash. Beyond that, the gray heron always sweeps over us giving us our daily welcome to his river. It is in this moment where it is just me and four other people in a tiny boat, that the world seems to stop rotating. Time comes to a standstill and all pressure and stress escapes my body.

Finding a passion where the world and time seems to stop is vital. Here at Groton our minds are always racing at 100 miles an hour. And the weekends are hardly ever relaxing, as we usually spend them getting ahead on work for the upcoming week. When time seems to stop, all stress evaporates from your body. Even though I might not be physically refreshed after rowing, I’m mentally refreshed and this allows me to come back to academic challenges with renewed vigor.

No matter whether you are an athlete or not, I believe that anyone can find a passion that accomplishes what crew has done for me. If you haven’t found one yet, keep searching, because you will be amazed at how love for a passion can totally affect your school life.

Last but not least, the most vital component I have learnt in my five years at Groton is the importance of having good relationships with teachers. I know it’s hard to see your teachers as people who support you; after all, the final grade you get in a class ultimately falls with them, and that can make them slightly intimidating. And I’m not saying you must have a good relationship with every teacher in the school—but find a couple teachers who you know you can turn to if you ever need help. For me it was



Clockwise, from above:
Lars with his sister Gaia and father Jan '89.

Lars with his father Jan '89 and brother Jasper.

Stanley Spence '22, Wally Capen '22,
Jared Gura '22, and Lars.

Lars rowing with the Groton crew team.



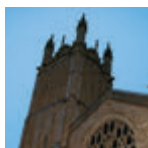
Mrs. Petroskey, Mr. Maq, and Mrs. Maq. You're probably thinking that is quite possibly the worst combination of teachers you can have, as they are all terrifying. And to be honest with you, that is exactly how I saw them at first. However, over the years, without fail, these three individuals have always been in my corner, rooting for me.

This October when I committed for crew, the first person I went to was Mrs. Petroskey. She has been by my side, encouraging me without fail for these past five years and our congratulatory hug meant the world to me.

Similarly, Mr. and Mrs. Maq have been something of a mother and father to me since the day I started Groton. When I was struggling in Second Form, they made me come to their house with a few other kids every Sunday to do homework under their supervision. I'm not going to lie, my relationship with the Maqs has not always been

positive—when I screwed up, they let me know that they were disappointed in me—but that only motivated me to work harder. Now that I have finally become a mature student, I am always going to Mr. Maq's office to speak with him about how poorly Chelsea have been performing this season, or just checking in with him to see how things are going.

The relationships I created with these three teachers is what turned me around and transformed me into the student I am today. We will all face adversity while we are here—no matter how smart you think you are, there will be a point in your Groton life where all you need is someone to be there for you, to comfort you, to give you advice, to be in your corner whenever you need help. You can look for them if you haven't found them because, I promise you, they're here.



A CHAPEL TALK

by David Porter '72, P'20, '24, Trustee
April 21, 2023

Following the sign



David and Dana Porter with their son David '24

We all come to this community for part of our life for different reasons and by different paths. But in almost all cases we come to Groton by design. Some come from across town or across the world because of the school's reputation, some are here because you had relatives who preceded you, and some are actively recruited as athletes, Inclusion Scholars, or even headmasters.

I first came to Groton not by design but by a sign...

When my mother and I set out from Bath, Maine, early on an autumn morning in 1967 for a five-hour drive to tour another school in western Massachusetts, I had never heard of Groton. We got down to 495 South around ten o'clock and it was then that we saw a sign in the sky, not a heavenly sign exactly... a highway sign for Exit 80 quietly announcing "Littleton Groton."

Now for most people passing through, then as now, that green and white sign commands little notice. But to my mother, an avid reader who lived through the Depression and World War II, it could well have been a brown and white sign heralding a historic landmark. She knew that this little school in Groton had produced Franklin Roosevelt, Dean Acheson, noted business leaders, writers, and journalists and suggested we make an unscheduled history detour to see it. We had an extra hour, it was free, and before smartphones this is how some people entertained themselves.

We pulled onto campus, parked in front of the Schoolhouse, and soon entered its great hallway. Immediately the history we sought presented itself in the framed collection of presidential photographs and letters which then lined the hall. We saw the handwritten note from Teddy Roosevelt to his college friend, starting "Dear Peabody," the warm letter from Franklin Roosevelt

Right: Parlor at the O'Brien's in the mid 1960s (Photo that prompted Porter's application)

Below: David Porter as a photographer at Groton



“As we got in the car and drove west to our intended destination, I began reading the application material. I was intrigued by this little school of 200 students I had never heard of an hour before.

to his former headmaster, and the then contemporary letters from Presidents Kennedy and Johnson praising the school's graduates who served with them.

While perusing these, a faculty member walked by and kindly inquired, “Are you here for an interview?” I answered, “No, just looking. Thank you.” He responded, “Well you’re dressed for an interview, let me take you to the Admissions Office if you have a few moments.”

So, we walked a few doors down the hall. Now the Admissions Office then had no grand waiting room with multiple families in queue because, unlike today, there was nobody waiting. Applications then were a small fraction of what they are today. Consequently, when we were introduced to David Rogerson and Charlie Alexander, they were both available to spend twenty minutes in an impromptu interview with this walk-in from Maine.

Perhaps they were below their quota of applications

that month, or maybe, as I later learned, they were seeking more public-school applicants, but in any case, they encouraged me to apply and gave me the School catalog and application materials on our way out. As we got in the car and drove west to our intended destination, I began reading the application material. I was intrigued by this little school of 200 students I had never heard of an hour before.

As I read, I learned about something called “cubicles,” the family-style sit-down dinners and the spectacular chapel. I liked how intimate the school was, as it was less than a quarter the size of some of the larger, older and more famous schools I was applying to. The much larger schools had college-sized campuses and broader academic programs, but Groton offered something different. My decision to apply became final when I saw a photo of a Groton tradition called “Parlor,” where students played

// This soft curriculum, this invisible architecture, which included a focus on diversity and inclusion, beginning at that time, was and is what makes Groton unusual and compelling.

games every Wednesday night at faculty homes.

I came back with my father for a proper interview and full tour several months later. During our second visit we walked the Circle for the first time and visited not only the Schoolhouse but the Chapel, the Dining Hall, the dorms, and the gym. I later came to experience each of these as key components of Groton's soft curriculum.

Though all the schools had gyms and athletic fields, Groton seemed very focused on making athleticism, practice, resilience, teamwork, and stamina life traits for all its students even after they hung up their uniforms. Similarly, all the other schools had dorms, but few were organized with cubicles like Groton, which made everyone in the dorm effectively a roommate. Other schools had chapels, but Groton's felt more central to its mission. Other schools had dining halls, but many of the larger schools had given up assigned-seating dinners in favor of cafeteria-style meals. Other schools had headmasters' and faculty houses, but few had the intimacy of a communal family home or the regular visits and get-togethers for students, including Parlor, as Groton did. Indeed, even the shape of the campus around the Circle seemed to give more equal prominence to the integrated role all these buildings played in the daily life of the school.

The unique social architecture of Groton was designed by its founders to create bonds, build character, resilience, spirit, and purpose in addition to providing a first-class formal education. This soft curriculum, this invisible architecture, which included a focus on diversity and inclusion, beginning at that time, was and is what makes Groton unusual and compelling.

The small size of the school makes it possible for almost any student to try their hand at any sport or activity and develop skills and confidence that might not get realized in a larger school. It also makes it possible to

know virtually everyone to some degree. And nothing did more to build and nurture these bonds than the sit-down dinners, which meant that every two weeks we rotated to a different assigned table hosted by different faculty and sitting with other randomly assigned students from all forms, all backgrounds and all interests. In this way, we learned a modicum of manners, but more importantly got to know and learn from people outside of our form or friend group we would not have sat with in cafeteria-style meals. The poets sat with the star quarterback, the green Second Formers got to know the sage Sixth Formers, the student from Spanish Harlem or Bath, Maine, shared their travels with the diplomat's son, and all of us shared these meals with different faculty and spouses who had a lot to teach us outside of class. There is no better way to build community-wide relationships and bonds of inclusion and belonging for all the members of our school than by breaking bread and sharing an assigned table. There is no better way of being broadly known by, and knowing of, other students and faculty at the school.

In conclusion, I came to Groton because of a sign. Not a heavenly sign but a blessing, nonetheless. Fifty years on, it is the school's soft curriculum, its intentional social architecture, for which I am most grateful. People have strong friendships at high schools and boarding schools everywhere, but the breadth and depth of friendships formed here is extraordinary. I learned as much about character, friendship, excellence, perseverance, critical thinking, and purpose in my dorms, in a boat on the river, at Parlor, listening in Chapel, and conversing at family-style dinners in the Dining Hall as in the Schoolhouse.

To paraphrase Robert Frost:

Two roads diverged on 495, and I—

Took the one less traveled by,

And that unplanned detour has made all the difference.

I hope the enduring soft curriculum values of Groton will continue to distinguish it and make "all the difference" in your lives and careers as they have in mine. And I encourage each of you when choosing a college, a career, where to work, or what city to live in, to not simply default to the largest or most famous, but to keep your eyes open for a sign and consider taking the road less traveled.



A CHAPEL TALK

by Abigail Hunnewell '23

January 23, 2022

Being herself

*Once upon a time, Abigail Welles Hunnewell said,
“I felt like a traffic camera.”*

*In response, her teacher said, “Do you feel like that a lot?”
“I don’t know. What’s that supposed to mean?”*

I still don’t know what it was supposed to mean. I do know that I am not a traffic camera, obviously. They have a fixed point of view, one perspective. That might not be true. Honestly, I didn’t want to google that and be proven wrong but it’s important to the metaphorical symbolism. Now I believe that humans are complex creatures with any number of different perspectives inside each of us, but in myself I find that I have experienced two distinct points of view while navigating through life. One where the world saw me as a man, and now, another, where only about 48 percent of the world sees me as a man.

I think the most jarring thing that I went through within all the paperwork of coming out as trans was signing my name. Not any of the hoops I needed to jump through in order to change my name or my gender marker or even my email signature. Just signing my name. I am still not really used to it, nor do I have a signature with which I’m happy. It’s not my first name that makes it difficult, that part was something to which I never felt a strong connection. It was the suffix. Three lines after my last name—which means, for those of you who don’t know, that your parents ran out of ideas. That little mark at the end of my name amassed a meaning for some reason.

Perhaps it’s the loss of connection with my family. I am the only one in my family to come out as anything, and I have an enormous family. Seriously, it’s too large to keep track of everyone. My cousin once forgot he had met

and subsequently introduced himself to another one of my cousins. It was at a family Christmas party. Being the third “man” in my line to carry the same name gave me a link to my relatives, some also sharing my first or middle names.

More likely, however, the loss of my suffix affected me so because it represented the male-privilege security blanket I clutched to all my life. Unfortunately for me, I went to an all-boys middle school. I know what you’re thinking: Yes, it smelled. It was rather strange to be in an environment that confined me to a box of which I had no business being inside. I never made real friends there, because I wasn’t really myself. Being perceived as a man, I had the privilege they had, but I didn’t have the internal sense of security that men have in their personhood as it pertains to their gender.

On my first day as a new Groton student, I began to notice things around campus. So many people and buildings seemed familiar. There were teachers who knew me, knew my father, and my cousins. As many of my friends know, the first time my father met one of my teachers, their mother was breastfeeding them. One teacher told the rest of my class to “watch out” because “they [had] a fourth-generation legacy on their hands.” I guess I should tell you all to watch out. You’ve been warned. Walking around campus, I recognized the people whose names were on plaques in the Schoolroom, and carved into bricks in the Chapel. They were somehow connected to me, a cousin, an ancestor, an ancestor’s friend, a father’s dorm parent’s breastfeeding baby. We were all connected. Groton School was made for people like me. It was made for privileged, white men, who had suffixes at the end of their names. I should have belonged on the circle before I ever set foot here. But I didn’t. I didn’t belong in a boy’s

“Recently, for the first time in a very long time, I saw myself in my reflection. Not just my eyes, but everything, my whole self. And I liked her. But more than that, I was happy with her.”



dorm, on a boy's sports team, or in a boy's bathroom. I was a square peg in a round hole for the longest time.

The nature of how I experienced the world before I came out versus after I came out was terrifying. Before coming out, I had never been dress-coded. I had not been a target of discrimination based on my gender. My comments were different, too. Criticisms on my report cards turned from “quiet,” or even “slightly unengaged in discussion,” to “loud” or “distracting.” I started getting dress-coded. I was told that I needed to “cover up.” I was “making people uncomfortable.” Groton School was made for who I thought I was, but not for who I am today. For a while, I resigned myself to the confines of this truth. I didn't fit. I even started to believe that somehow, I was wrong, that if only I hadn't been different than what I was supposed to be, I'd be happier.

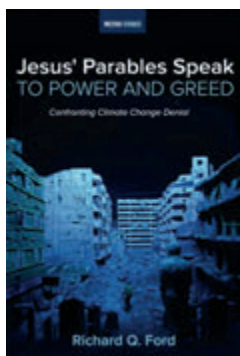
A lifetime ago, I played little league soccer, but in Boston, so it was actual soccer. I wasn't the best player, if you didn't already guess, but I wasn't the worst. I was average. One of the soccer games I was forced to play in as part of the program has become one of my favorite memories. Everybody on my team was cheering and running and, well, they were soccer-ing... It's been a while, OK? Well, while they were being athletic, I went to the sidelines and began to walk as far away from the ball as possible. The field was next to a hill, a hill that I climbed



Above: Abigail with her mother Jennifer, brother Charlie, and father Tom. Left: Abigail and Charlie.

until, much like Ferdinand, I sat down in the grass to look at flowers. It was almost exactly between seasons, and so some of the flowers were wilting and some were still alive and well. I thought it was so cool to see yellow and gray dandelions in the same patch of grass. My coach did not find it so amusing. I don't remember him yelling at me, or my teammates laughing or any of the yelling and cheering from those on the field still playing. I remember my father, staring at me and being not angry, or amused, but proud. He was proud that I liked flowers, proud that I'd rather sit on a hill and watch soccer than play, proud that I wasn't afraid to be myself. Ever since then I knew it was OK for me to be different, even without knowing how the future would unfold.

Recently, for the first time in a very long time, I saw myself in my reflection. Not just my eyes, but everything, my whole self. And I liked her. But more than that, I was happy with her. I was happy about being myself. I know I sound as if I am about to say, “Do justice. Love mercy,” but, my point is that living is so much more enjoyable when it's done authentically. It's difficult. It is so very difficult. There are many people in this world who try to force people into boxes. I have encountered so much hate over the course of my life, and it makes me so sad, and so angry. But over the past four years on the Circle, I have learned to be comfortable in my own skin. I am a woman. I can be loud and distracting. I can also be passionate and interesting. I can even be funny on occasion. I don't have a suffix at the end of my name, and I don't need it anymore. So talk how you want to talk. Dress how you want to dress. Sit on hills when you should be playing soccer. Pick dandelions.



**Richard Q Ford '54 and
Karen Ford '88**

Jesus' Parables Speak to Power and Greed: Confronting Climate Change Denial

The psychological process of denial involves refusing to see what is in front of us, and for some time we have been struggling to shape master narratives to encompass climate breakdown. Jesus' longer parables offer insight into the possibilities that are hidden within the hierarchies of power. Through the work of understanding the experiences of all the parable actors, we are invited to practice the empathy required to face the global challenges of the twenty-first century.

...

Elliot Bostwick Davis '80

Edward Hopper & Cape Ann: Illuminating an American Landscape

Published in conjunction with the Cape Ann Museum's exhibition of the critically acclaimed American artist Edward Hopper during a turning point in his life and career, this 224-page catalog tells the largely ignored but significant origin



story of Hopper's years in and around Gloucester, Massachusetts—a period and place that imbued Hopper's paintings with a clarity and purpose that had eluded his earlier work.

The catalog and exhibition are the first dedicated to Hopper's formative development on Cape Ann, marking the pivotal summer of 1923 when Hopper and his future wife, Josephine "Jo" Nivison, visited Gloucester. "Edward Hopper & Cape Ann" opens on Hopper's birthday, July 22, runs through October 16, 2023, and is presented in collaboration with the Whitney Museum of American Art, the major repository of the Hoppers' work.

...

Curtis Sittenfeld '93

Romantic Comedy

Sally Milz is a sketch writer for the Night Owls, a late-night live comedy show that airs every Saturday. With a couple of heartbreaks under her belt, she's long abandoned the search for love, settling instead for the occasional hook-up, career success, and a close relationship with her stepfather to round out a satisfying life.



But when Sally's friend and fellow writer Danny Horst begins dating Annabel, a glamorous actress who guest-hosted the show, he joins the not-so-exclusive group of talented but average-looking and even dorky men at the show—and in society at large—who've gotten romantically involved with incredibly beautiful and accomplished women. Sally channels her annoyance into a sketch called the Danny Horst Rule, poking fun at this phenomenon while underscoring how unlikely it is that the reverse would ever happen for a woman.

Enter Noah Brewster, a pop music sensation with a reputation for dating models, who signed on as both host and musical guest for this week's show. Dazzled by his charms, Sally hits it off with Noah instantly, and as they collaborate on one sketch after another, she begins to wonder if there might actually be sparks flying. But this isn't a romantic comedy—it's real life. And in real life, someone like him would never date someone like her ... right?

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



Boys basketball 4–15

The 2022–23 basketball season was one of perseverance for the team. We began with high aspirations and earned big wins against Holderness, BBN, and Roxbury Latin. These were schools that Groton has not beaten in a long period. Though we were competitive in numerous games, we unfortunately couldn't accumulate the amount of wins that we had hoped for. However, the boys would be quick to tell you that wins and losses do not define our season. Our morale was extremely high throughout the season. The team learned that we do not always need to play the perfect basketball game to win. If we just competed harder than our opponents every game, we would give ourselves an opportunity to win and would never leave the court with our heads down. We grew as a program this winter in many ways, and I am excited to continue working with these young men next season.

—Coach Harold Francis

Girls basketball 8–14

Expectations were high for the girls basketball team after reaching the NEPSAC tournament for five consecutive seasons. Unfortunately, a lot of injuries played a big part in ending that impressive streak.

The team had a good start to the season, beating St. Paul's 55–39 in our opener, beating local rival Lawrence Academy 67–50 in a very exciting Saturday evening home game, and going 2–1 in our annual holiday tournament. Sandwiched between those four wins were three losses to Class A or above teams, resulting in a 4–3 record heading into the long holiday break.

Upon return from break the injuries started to pile up, as did the losses, resulting in a tough 2–9 stretch. The effort was there and the girls remained in many of those games, but they simply ran out of gas at times. The final four games of the season showed the heart and toughness of each and every player. After losing back-to-back games in the final seconds, to teams they typically defeat, the girls could have easily shut down. Instead, they were determined to turn things around and end the season on a high note. They finished the year by beating Class A Milton Academy 60–49 and for the eighth year in a row beat longtime rival St. Mark's 55–35!

—Coach Joe Crail



Boys squash 10–3

Following some key graduations, this year's team was not expected to be as strong as last year's. It seems that the 2022–23 players never got that message. They came into the winter having already improved a great deal in the offseason and ready to work hard to achieve further gains.

The first promising signs came in December with a strong showing at the all-ISL Jackson Tournament and a decisive 7–0 win over Exeter. That sweep included good wins by our two captains, Ronin Kaplan '23 and Will Vratatos '23, but we didn't make too much of that early team score since we expected that we would

later see other teams much deeper than Exeter. We did, but our team was up to those later tests. As we got into the heart of the season in January, things started to really come together and the strength of this Groton lineup became apparent. Week by week, the team practiced with spirit, improved steadily, and competed extremely well. With five Sixth Formers among the eight varsity players, it was a mature and determined group and those qualities were on full display in one close match after another. Even hampered by occasional illnesses and minor injuries, we achieved a regular-season record of 10–3, always relying on Charlie Weisberg '23, Carter Lightburn '25, and Jack Lionette '23, who

combined for records of 10–3 and 12–1 at the Nos. 6 and 7 spots, respectively. The team's record included an incredibly narrow 3–4 loss to Belmont Hill and a narrow 4–3 win over Tabor to seal our position as second in the ISL.

Then we were off to two tournaments in a row. In the New England at Exeter, we scored solid wins in our first two matches before Choate nipped us 3–4 in a long, close Class B final. The following weekend, we stepped onto the big stage in Philadelphia to compete in Division II (of seven) of the high school nationals. That weekend was filled with thrilling team matches and heroic individual performances. First we took out Tabor 4–3 again, with Kevin Cai '26 coming



Adam Richins



through in a must-win fifth game. Then we narrowly lost 3–4 to eventual division champions Pingry, with Evan Khym '24 and Charlie Weisberg '23 scoring terrific wins to make it close. Next up came a shot at revenge against Choate in a match that featured a number of different pairings from the previous weekend. This round was every bit as close and well played as the first but this time, Groton scored the final point to win 4–3 thanks to a sensational turning of the tables by Tyler Santana '23. Our final match of the season, the last one in a Groton uniform for our five Sixth Formers, turned out to be another barn burner, this one against Hopkins. After Carter Lightburn and Charlie Weisberg put their usual points

on the board, Will Vratto pulled out a terrific win, 11–8 in the fifth game. Hopkins was too strong at the other positions so it all came down to Jack Lionette. Having trained all season for a moment like this, Lionette rose to the occasion and, after going down 1–2 to a strong opponent, took complete control of his fourth and fifth games to bring the team one last, hard-earned victory.

—Coach Dave Prockop

Girls squash 8–4

Groton School's varsity squash team had an exceptional season, finishing with an

impressive record of 8–4 and demonstrating great resilience and mental strength in their hard-fought matches. Win or lose, the players demonstrated tremendous heart, persistence, and sportsmanship throughout the season. In spite of some close, disappointing losses, overall in the ISL, the team secured thrilling victories against formidable opponents, including St. George's (4–3) and Nobles (4–3), and ultimately finished the season third overall.

Newcomers Chloe McAuliffe '26 (No. 3) and Sunny Sun '27 (No. 2) strengthened the team, along with Caiyu Yang '25 (No. 7), who moved up from last year's JV squad. Returning players included Natalie Sun '25 (No. 1), Kayla Zheng '26 (No. 4),



and captains Riya Varkey '23 (No. 9) and Elizabeth Wolfram '23 (No. 5). Other team members included Aimee Zheng '23 (No. 8), Sara Agrawal '25 (No. 6), Eleanor Taggart '24 (No. 11), and Ava Bridges '24 (No. 10).

In the end-of-season tournaments, the team's performances were outstanding. In the New England Championships, Groton was ranked seventh and finished fourth. Chloe McAuliffe finished fourth in Division II, Kayla Zheng finished third in Division IV, Sara Agrawal finished fourth in Division VI, and Caiyu Yang finished third in Division VII. The team saved their best performance for the final tournament of the year, where they were ranked tenth in Division II Nationals

and finished sixth. This included a nail-biting 4–3 win against Spence and an equally thrilling 4–3 win against Exeter.

Caiyu Yang and Chloe McAuliffe both received NEPSAC All-New England honors, while Natalie Sun and Chloe McAuliffe were awarded ISL Honorable Mention honors. Also, for NEPSAC, Sara Agrawal and Kayla Zheng were awarded New England Honorable Mention. Looking ahead, the future of the team is in good hands with captains-elect Eleanor Taggart and Ava Bridges. The Groton School varsity squash team has showcased tremendous potential this season, setting the stage for even greater success in the coming years.

—Coach Nishad Das

Boys hockey 6–14–5

During our pre-season meetings, the boys varsity hockey team worked on establishing a wonderful team culture by setting several team goals. The focus was on being a family, being positive, holding each other accountable, “buying in,” and perhaps most important, having fun. I could not be more proud of the boys for succeeding wildly in all of these areas. The team compiled eleven wins and ties this season—nearly four times the total from the previous season. We were the youngest team in the ISL and progressed in so many ways throughout the season.

Once again in late November, the Zebras took part in the St. Paul's Jamboree, where



Adam Richins

the boys squared off against Tabor, Taft, and St. Paul's. All three of these games were scrimmages, but it allowed our younger guys to get a sense of the fierce competition they would be facing this winter. We ended the weekend in good form with a 3–2 win against the host school. Our first regular season game gave us early success when we earned a solid 4–1 road win in Maine against North Yarmouth Academy. Next up was a 5–1 loss to the perennial Founders League powerhouse Deerfield, but we then salvaged a 1–1 tie against Roxbury Latin to wrap up our first full week of competition.

The remaining four games in December were tough losses as we battled Rivers, Andover, Thayer, and Proctor. Despite the

adversity, the boys maintained a positive attitude and focused their efforts. They ended the brief streak of losses with a 2–2 tie against last year's NEPSAC Small School Champions: Pomfret. It was a total team effort and a fine way to finish the forty-eighth annual Groton/Lawrence Holiday Hockey Tournament.

Our Groton Zebras returned to action after the New Year with a match against Exeter and came up short in a 3–1 tilt at home. We then dropped another game to a talented playoff-bound Brooks team. So the following 5–1 win over Hebron came at just the right time and gave the boys more confidence throughout January—when they earned wins against Pingree, Roxbury Latin,

and BB&N. We also settled for a 1–1 tie against a strong playoff bound Governor's Academy. We finished the month of January with a 4–4–1 record—excited about the team we were becoming.

The recap in February included a tough, but hard fought overtime loss to a talented Rivers team, ties against both Brooks and BB&N, and a terrific 5–3 victory over Middlesex.

The Groton BVH team will greatly miss the graduating Sixth Formers: Brayden Haggerty, Henry Pomeroy, Theo Koukopoulos, and Michael Pelletier all left an indelible mark on the program. While we will miss these graduating Sixth Formers, we are also excited about the future of the program.

—Coach Bill Riley



Girls hockey 18–4–4

The girls varsity hockey team had a historic winter season. The team ended with an 18–4–4 overall record, the winningest season of all time for the girls hockey program. Their hard work earned them the number-one seed in the NEPSAC Playoffs in the Dorothy Howard Tournament (Small School), and their first trip back to playoffs in more than fifteen years. The GVH team won their semifinal matchup against Millbrook School 4–0 in the O’Brien Rink, which earned them a spot in the championship game against an older New Hampton team. Unfortunately, the girls settled for a 3–1 loss, but have a lot to be

proud of from this past season.

Some of the most notable highlights from the season came from a strong start before the Christmas vacation. The team headed into the seventh annual Portsmouth Abbey Holiday Tournament with a 3–1 record and had hopes of winning all three games against three tough opponents. The Zebras knocked off Pomfret 4–2, Brewster 4–0, and beat tournament host, PAS, 4–2 in the championship game. The girls found themselves down 2–0 late in the second period and battled back, scoring four unanswered goals to claim the championship. It was a major turning point to the season—as it gave them belief in how successful this group could

be with one another. They continued to roll throughout the final two months of the regular season—compiling an 11–2–4 record.

With only losing two Sixth Formers to graduation, the core of the team will be returning next season to the ice. The girls are focused, determined, and excited to get back together on the O’Brien next winter. Although they fell a bit short on Championship Sunday, the future looks strong for the GVH program.

—Coach Tim LeRoy and
Coach Jacquie Diffley

Swimming

The Groton swim team had many monumental firsts this season. The season started with a significant number of swimmers trying out for a spot on the team, the largest numbers the team has ever seen. After earning their spots, swimmers hit the ground (or should we say pool) running, with yardage increases and significant stroke development work to set the groundwork for the rest of the season. This period of hard work in the pool built the base the team needed to begin the competitive dual-meet season.

The dual-meet season began with a legendary girls team win against Milton Academy. The team as a whole took this opportunity to debut individual speed and team-wide growth in the pool. Channeling the momentum from the girls team win, the boys team had a memorable first-ever

win over Thayer Academy. These significant early season dual-meet wins set the tone for a prosperous swim season.

To conclude this trailblazing season, a select number of swimmers attended the New England Prep School Division 3 swimming championships held in Hartford, Connecticut. Swimmers Brianna Zhang '23, Christopher Hovet '25, and Callum Musto '26 attended this trials/finals format swim meet. All Groton swimmers finished in the top seven in all of their events. This meet exemplified Groton's growth in the pool and was an enjoyable team travel meet experience. The team is looking forward to attending next year with even more swimmers competing.

To finalize a historic year, the team managed to rewrite the record board with six new school records: Brianna Zhang, girls 100 breaststroke (1:14.88); Callum Musto, boys 50 freestyle (23.46) and boys 100

freestyle (52.69), Christopher Hovet, boys 500 freestyle (5:38.74); Caroline Creasy '25, Olivia Fayemi '23, Brianna Zhang, and Paopao Zhang '24, girls 400 freestyle relay (4:11.91); and Caroline Creasy, Brianna Zhang, Paopao Zhang, and Olivia Fayemi, girls 200 medley relay (2:06.81).

Looking forward to another great season!

—Coach Katherine O'Shea



Follow Groton Athletics
on Twitter:
@GrotonZebras

BOYS VARSITY BASKETBALL

Coaches' Award
Henry Haskell '23
Zidane Martinez '23

Most Improved Player
Jaden Adinkrah '23

All-ISL Honorable Mentions
Henry Haskell '23
Zidane Martinez '23

Captains-Elect
Sean Greene '24
Griffin Gura '24
Duncan Wijnberg '24

GIRLS VARSITY BASKETBALL

ISL Team Sportsmanship Award

Most Valuable Player
Jojo Sulmasy '23

Defensive Most Valuable Player
Maddie St. Clair '24

Coaches' Award
Grace Janusz '24

All-ISL
Ava Dwyer '26

All-ISL Honorable Mention
Jojo Sulmasy '23

NEPSAC Class B Honorable Mention
Ava Dwyer '26

All-NEPSGBA Class B East All Star
Ava Dwyer '26

All-NEPSGBA Class B East All Star Alternate
Jojo Sulmasy '23

Captains-Elect
Male Montero '25
Grace Janusz '24
Maddie St. Clair '24

BOYS VARSITY ICE HOCKEY

Team ISL Sportsmanship Award

Most Valuable Player
Ethan Ramonetti '24

Coaches' Award
Brayden Haggerty '23
Mike Pelletier '23

Most Improved Player
Forrest Nelson '24

All-ISL
Zach Baker '25
Ethan Ramonetti '24

ISL Honorable Mentions
Allen Fang '24
Alejandro Hassan '26

GIRLS VARSITY ICE HOCKEY

Most Valuable Player
Keira Ley '24

Coaches' Award
Karenn Beckstein '23

Most Improved Player
Colby Gund '24

Captains-Elect
Veronika Hadamovsky '24
Keira Ley '24

Alternate Captains-Elect
Colby Gund '24
Lulu Jerrett '24

BOYS VARSITY SQUASH

Most Valuable Player
Ronin Kaplan '23

Coaches' Award
William Vratatos '23

Most Improved Player
Carter Lightburn '25

All-ISL
Ronin Kaplan '23

All-ISL Honorable Mention
Evan Khym '24
William Vratatos '23

All-New England
Ronin Kaplan '23

All-New England Honorable Mention
Evan Khym '24
William Vratatos '23

Captain-Elect
Evan Khym '24

GIRLS VARSITY SQUASH

Coaches' Awards
Riya Varkey '23
Elizabeth Wolfram '23

Most Improved Player
Caiyu Yang '25

ISL Honorable Mention
Chloe McAuliffe '26
Natalie Sun '25

All-New England
Chloe McAuliffe '26
Caiyu Yang '25

All-ISL Honorable Mention
Sara Agrawal '25
Kayla Zheng '26

Captains-Elect
Ava Bridges '24
Eleanor Taggart '24

VARSITY SWIMMING

Most Valuable Swimmers
Callum Musto '26
Brianna Zhang '23

Coaches' Awards
Christopher Hovet '25
Paopao Zhang '24

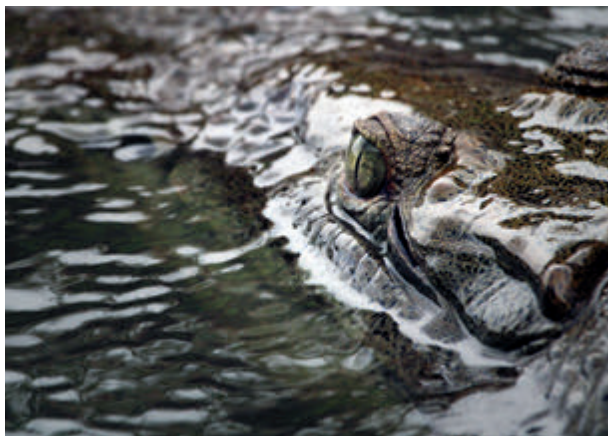
Most Improved Swimmer
Feranmi Adelakin '27
Carina Li '27

Captains-Elect
Eric Ge '24
Christopher Hovet '25
Georgia Martin '24
Paopao Zhang '24

SCHOLASTIC AWARDS SPOTLIGHT GROTON ARTISTS



1



2

FORTY-SIX GROTON students won ninety-six Scholastic Art and Writing awards this year, including twenty-two gold keys, the highest regional honor.

Colin Kim '23 won a gold key for his mixed media work, "Pandora's Box—Euljiro," one of nine awards he earned in total. Colin also received silver keys in drawing and illustration for "Creasing" and "Fishbowl," in mixed media for "Tensegrity," and in architecture and industrial design for "Seven Sins." In addition, Colin received honorable mentions in painting, in architecture and industrial design, and for his art portfolio "Rudiments."

Four students earned recognition in both visual arts and writing: Alisa Gulyansky '24 (short story, critical essays, and film and animation), Cam Cunningham '24 (photography and critical essay), Amy Ma '23 (mixed media and personal essay and memoir), and Mei Matsui '23 (painting and essay).

In addition, Amy won one of the highest awards in Scholastics—a gold key for art portfolio—for "The State of Consumption."

For more coverage of this year's Scholastic Arts winners, visit the News page at groton.org.



3

1. Zimo Liu '24

Oppression/Freedom: Let Me Out, Gold Key

2. Cam Cunningham '24

Lurking in Shallow Waters, Gold Key

3. Paopao Zhang '24

A Slice of Life, Gold Key

4. Olivia Engstrom '26

Sea Slugs, Silver Key



4



HOUSE OF BLUES

GROTONIANA

For the first time since January 2020, Soul Sauce—Groton's Jazz Ensemble—and other jazz combos traveled into Boston for a performance at a music club, the House of Blues. Groton students, faculty, parents, and alumni enjoyed tasty refreshments and spirited jazz performances of such tunes as Ellington's "Caravan" and Gershwin's "S'Wonderful."

From top: Tommy Zhang '24; Anjanette Lin '25 and Alexander Newman '25; Bensen Han '23.



Photographs by Adam Richins



URINETOWN

THE MUSICAL

Inspired by the works of Bertolt Brecht and Kurt Weill, *Urinetown: The Musical*, by Greg Kotis and Mark Hoffman, brought a hilarious musical takedown of everything from environmental collapse to musical theater itself to Campbell Performing Arts Center in February. Set in a dystopian future where drought has led to a government ban on private toilets, one hero decides they've had enough and plans a revolution that will lead his people to freedom!

1. Daniel Mao '26 and Maya Luthi '23
2. Abi Hunnewell '23
3. Sam Winkler '23
4. Maya Luthi '23 (front) and cast
5. Ebun Lawore '24 (front) and cast



3
4



5



de Menil Gallery
SPRING EXHIBIT

The de Menil Gallery
is open 9:00 a.m.
to 3:00 p.m. on weekdays
(except Wednesdays) and
11:00 a.m. to 4:00 p.m.
on weekends (except
school holidays). It is free
and open to the public.

Cirque du LaPierre: The Circus In The Palm Of Your Hand

Paintings by Stephen LaPierre
April 1–June 2, 2023



Christopher Temerson

The de Menil Gallery's spring exhibit featured oil painter Stephen LaPierre, currently a member of the Rocky Neck Art Colony in Gloucester, MA. LaPierre began his career painting the mills, streets, and shadows of his hometown, Haverhill, MA, on the banks of the Merrimack River.

A self-taught painter "from the school of hard knocks," LaPierre was first encouraged to paint by an art teacher at Haverhill High School in the late 1970's, when he quickly found himself inspired by the likes of Pablo Picasso, Vincent Van Gogh, and Salvador Dali. A decade later, LaPierre left his energy conservation career, successfully bartered a mural of downtown Haverhill for a semester's tuition at Northern Essex Community College, and began life as a full-time working artist.



The Patriot Act



The Bull Fight



Balloon Dog Wedding Dance



Balancing Your Social Network



*The Elephant and Donkey Show
(The Political Clown Revolution)*

Mark Jacobson '79

April 7, 1961 – April 27, 2023

by David R. Wilmerding '79



Our universally beloved formmate, Mark Alan Jacobson, succumbed to his battle with cancer on April 27. Upon his initial diagnosis, Mark was given one to five years by his doctors at the Mayo Clinic. The cancer, however, didn't know that Mark viewed the world with resolute optimism, and that he lived every day as though there was no such thing as a "bad" day. So it wasn't a surprise to any of us that Mark turned that life expectancy projection on its head—living for another 10 years. Mark was 62 years old.

Mark came to Groton School via a scholarship offered by the *Minneapolis Tribune*. He arrived as a Second Former, bowlegged and wiry, ready for the opportunity that Groton gave him. I can only imagine what the Groton School admissions person was thinking on the return flight from Minneapolis after interviewing Mark—like the baseball scout who stumbles upon a great prospect!

As those of us at Groton knew, Mark was an extraordinary individual. He possessed talents and skills that instantly put him near or at the top of our class in almost every measurable category. He was a top student and athlete—football, squash, and baseball (captain)—and he immersed himself in the choir, yearbook and as a Second Form prefect. But it was his immeasurables that made him truly extraordinary. He was kind, humble, and friendly, and his concern and respect for others was genuine. At a stage in life when most of us had some sort of insecurity or hang-up, Mark did not.

I met Mark when I was a new Third Former and our cubicles adjoined each other in an annex in Brooks House. We went on to room together in Fourth and Fifth Form, and shared Second Form prefecting duties our Sixth Form year. Mark was as comfortable in his own skin as anybody I had ever met, and in the best kind of way. Mark had no ego, he never judged, he greeted everyone with equal enthusiasm, and he was an astute listener. I remember asking myself, how could he be so capable and be so good? He just was. As one of our classmates described him in a recent email to me, Mark was a "gentle and beautiful soul."

We will remember his signature smile and laugh, his twirling of his watchband as he gently corrected someone's adolescent barb with, "Well, that's not exactly true." Mark was a leader and, whether we were aware of it or not at the time, he was showing us a better way.

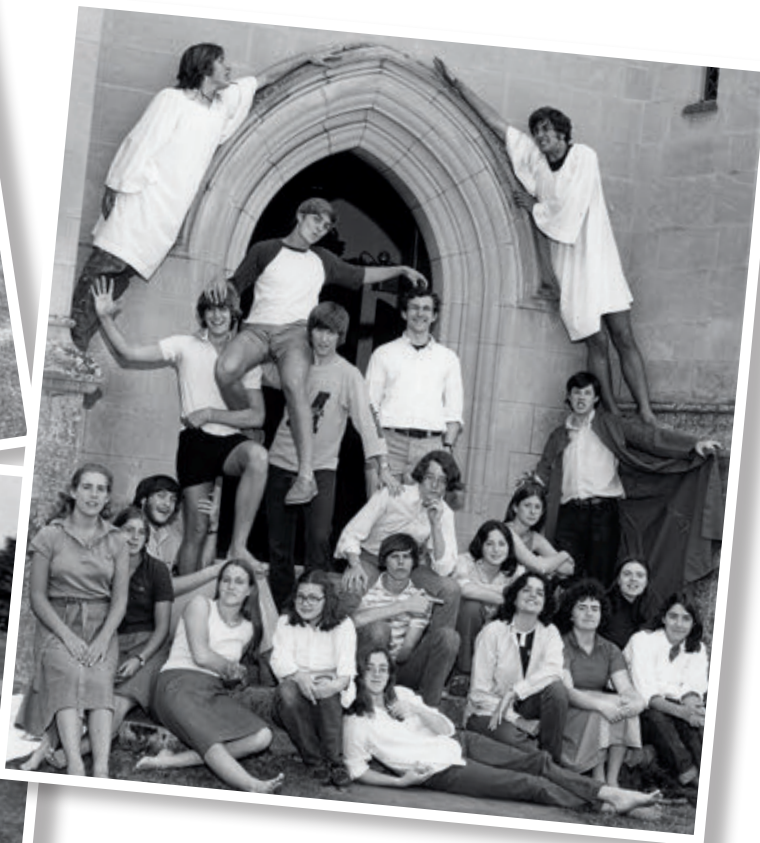
Harvard and Yale wanted him, but Mark chose to take advantage of the Morehead Scholarship offered to him by the University of North Carolina. At UNC, he was



a member of the Clef Hangers *a cappella* group. After college, Mark received his JD from the University of Minnesota and went on to pursue a successful career as an antitrust litigator in Minneapolis. Mark served as a board member for the Center for Victims of Torture, provided pro bono work for asylum seekers and those who suffered human rights violations, and was an active member of his church. And nothing made Mark happier or mattered more than being with his wife, Jill, and daughters, Katie and Megan. Whether teaching Katie



Photos of Mark on the Circle
collected by friends and classmates.



Mark had no ego, he never judged, he greeted everyone with equal enthusiasm, and he was an astute listener. I remember asking myself, how could he be so capable and be so good? He just was.

and Megan how to throw a lure or helping them with math homework, Mark was never more in his element.

There was a calmness that enveloped Mark in his final few years. He had come to terms with his illness and the possibility that his life was going to be cut short. But he had that same indomitable optimism and right to the end hoped that he would defy the odds one more time.

Our periodic phone conversations almost always touched on ice fishing. Mark loved to fish but was particularly passionate about ice fishing. Inevitably during these calls, I would challenge him on the appeal of sitting over a hole on a frozen lake in the middle of winter in Minnesota. Mark's response was that ice fishing was cathartic—a chance to get away from the bustle of the world and reflect. He added that it was time with friends and family, which he cherished. Mark would always conclude our discussion with an open invitation to come and give ice fishing a try. I never did ... lesson learned. When somebody about whom you care asks you to go ice fishing—just go.

John Higginson '56

May 2, 1939 – February 13, 2023

by Emory Clark '56

I didn't get in a rowing boat with Hig until our Sixth Form year, when we went undefeated (if you don't count a scrimmage with Exeter before the season began).

While I went on to Yale, Hig—instead of going to college—sailed around the world on the *Yankee Clipper*. It was on this trip that one of his favorite memories occurred, as he and his crew members helped to raise the anchor of the HMS *Bounty* from the Pacific Ocean floor off Pitcairn Island.

On his return, Hig went on to Harvard, following in his grandfather's footsteps, rowing three years on the varsity crew, of which he was captain his senior year. In his sophomore year, 1960, I was captain of the Yale crew which, much to my chagrin, Hig's crew beat by some two lengths in the four-mile race at New London. For such a firm friend as Hig, this race was bittersweet, but Harvard doesn't race Yale to lose if it can help it.

Following his Harvard graduation, Hig continued his rowing career as coach of the Harvard lightweights for a highly successful stretch from 1972 through 1976. As alumni, those lightweights remained loyal and stayed in contact with Hig until shortly before his death. When it was announced the Harvard Rowing Center would be undergoing renovation, his devoted oarsmen honored their coach by raising money for the purpose of naming the lightweight section after "John Higginson."

In addition to his stint coaching the Harvard



lightweights, Hig joined up again in the early '80s with me, one other Yale oarsman, a German oar, and a Yale coxswain, and raced in a veterans four somewhere around the world for some twenty years in what we called the Compote Rowing Association (named after a mixture of fruits and nuts in a sauce). We won far more than we lost and enjoyed ourselves hugely.

Hig lived in Islesboro, Maine, most summers, and in Scottsdale, Arizona, during the winters. He did more than row. Wherever he lived he was an avid tennis player, wielding his racket in both locations.

Hig's marriage to Lindsey in 1999 resulted in years of happiness. Both loved to travel, and their favorite trips took them to Mexico to see the Monarch butterflies, on tours of the Galapagos Islands, and on a small-plane tour of Australia. And, of course, to veterans rowing events around the world, from Europe to Australia and back again, for more than two decades.

Hig is survived by his daughter from a previous marriage, Hadley, and his wife, Lindsey.



From left, Jimmy White, Sam Lambert, Emory Clark, and John Higginson, all members of the Form of 1956.

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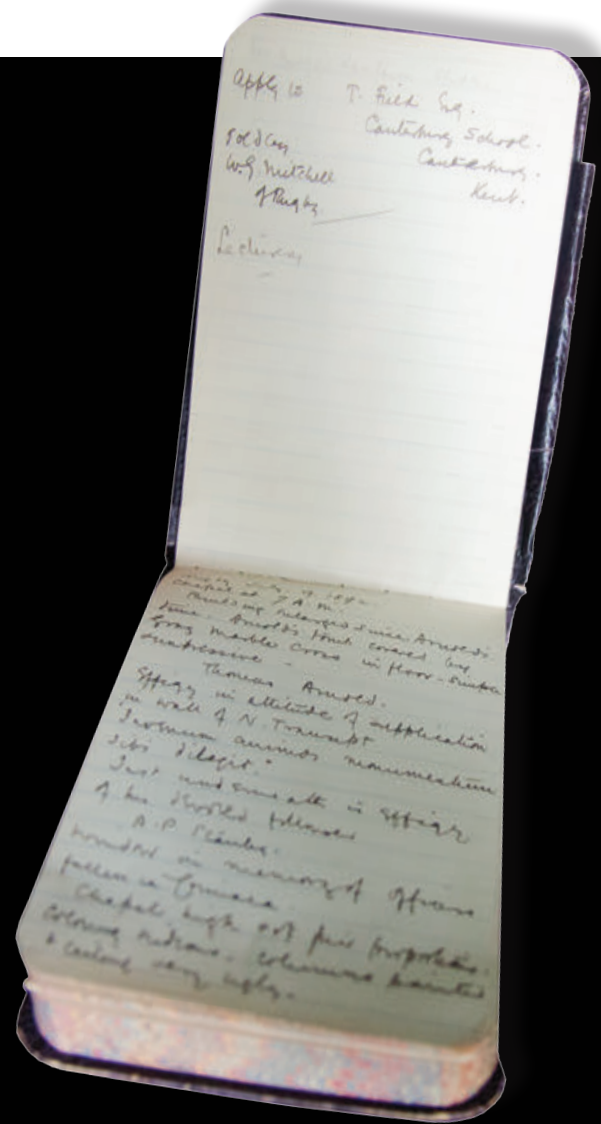


Photos by Christopher Tamerson



THIS DIARY is a travel journal recording the Reverend Endicott Peabody's trip to England in the summer of 1892. During these weeks, Peabody kept an active schedule of school visits (including Rugby, Harrow, Eton, and Cheltenham), cultural events, shopping, and conversational time with friends and

relatives. It is clear from its context that Peabody's main purpose was to see and evaluate first-hand the education of boys at England's prestigious boarding schools, at a time when Groton was in its formative years. He was a keen observer (and candid critic) of daily routines, building structure and décor, curriculum, and the demeanor of boys and their teachers. Admiring Rugby's library, an extension of its Art School and Museum, he wrote: "We must have one soon at Groton. It is civilizing. Lindsay [head of Art School and Museum] told me boys v[ery] proud of it."



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