

THE CHAPEL CONUNDRUM

Spike in Sangha Enrollment Raises Questions

By **CHRISTIAN CARSON '18**

The numbers don't lie: this year is the first where sangha attendance has surpassed that of chapel, and no one is quite sure why. According to registration sheets, the number of students attending the Buddhist sangha service has increased more than 300 percent in the past three years from 34 to 104. Meanwhile, chapel attendance is at a historic low; only five Second Formers, for example, attend the service this year. What gives?

Part of this shift may be due to the new process for selecting a religious commitment. Previously, new students were enrolled in chapel by default—those who wanted to switch had to converse with their advisor and parents. This year, new students were given a month to experience the different services before settling into one for the year. The theory, according to Chaplain Danielle Tumminio, is to allow spiritually-unsure students to try the different services offered and find the one that best addresses them personally.

This new registration format may have had a role in exposing students to new services, including sangha, but does not explain why they chose to switch. In order to determine this, a survey was conducted



The drastic increase in the number of students attending Sangha have led people to wonder what has caused the shift.

J. SAUNDERS '16 FOR *THE CIRCLE VOICE*

of 73 sangha participants asking their principle reason for attendance. Of these, only 10 percent reported that their primary reason for attendance was interest in or adherence to Buddhism. 30 percent said that their choice to attend was based on a perception of a more relaxed atmosphere. The other most common responses were lack of religious belief (20 percent) and stress relief

provided by meditation (16 percent).

Some students' attendance for relaxation, according to sangha leader Monika Andersson, is not a bad thing. "I don't expect teenagers to have a strong set of beliefs yet," she says, "though some of them may. In my experience it is through living our life that we search and find our beliefs, and I don't think

belief is a rigid thing that we are born with or taught. I trust the students' instincts to know what is right for them. Whether that includes Buddhism or not doesn't matter."

Opinions are mixed on the attendance size changes in both chapel and sangha. "The lack of solidarity among members of our community has gravely affected the chapel experience, making it less en-

joyable for all involved," says chapel prefect Angus Warren '16 of the drop in attendance. Dr. Tumminio, however, believes that the size of the service is not important. "To my mind," she says, "it's no different to spiritually welcome and nurture a single person than it is to spiritually welcome and nurture a thousand."

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Restoration in the Gardner Room

By **ELLA ANDERSON '17**

Over the course of the past several weeks, the Gardner Room has received a much needed facelift. At the end of the cleaning process, a secret chamber was discovered behind the shelves. For those cleaning the Gardner Room

in the future, it may be worth keeping an eye out for an adjacent pocket tucked subtly away.

The Gardner Room is home to the most interesting books Groton has in its collection, almost all of which belonged to Mr. William Amory Gardner, a classics teacher and core figure during Groton's

early days.

Mr. Luke Pontifell, this year's Mudge Fellow and the founder of Thornwillow Press in New York, orchestrated the operation. Early in his residency, he visited the room and realized what a poor state the books were in because no one knew how to properly care

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Wes Moore Visits the Circle

By **LILIAS KIM '18**

In 2013, author Wes Moore introduced himself to the Groton community through his bestselling book "The Other Wes Moore," the 2013 all-school read. In commemoration of Martin Luther King Jr. Day this year, Groton invited

Moore to the Circle, where he reiterated his heartfelt message of empowerment and the blessing of opportunities.

Moore warmed the hearts of the Groton community, delivering the talk with conviction and passion. He reminded the community of the vitality of making lasting change in

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DEAR GROTON

A People’s Response To The Anonymous Letter

By CHRIS YE ‘17

“If we can be more mindful, more honest, and more empathetic as a community for just a single day, then We’d consider this message a success.”

On the morning of January 12th, students and faculty members walked into the Schoolhouse after chapel to find that an anonymous letter containing this line had been distributed throughout the building. In equivocal terms, the letter writer expressed his discomfort with the Groton School administration’s regulations and authoritative measures and his hopes for fair treatment in disciplinary action, regardless of who the offender happens be.

The letter writer also alluded to tensions that have been built up between certain groups in the student body. The general reaction of the Groton community was one of confusion, mostly due to the vagueness of

“...a schism and a divide, an ‘us vs. them’ mentality...”

the wording. Most letters were discarded or torn down, and some were even scribbled on. When asked, the anonymous writer explained that the letter was “an outcry of frustration and misunderstanding” and “a message for the community as a whole to change.”

The fact is that the letter’s message split the school in half, polarizing the population into two opposing factions: some who favored the letters and others who did not. Therein lies its greatest flaw. In a time more than any other, when our community must come together, this letter created a schism and a divide, an “us versus them” mentality for many members of the community that only serves to intensify the anger caused by recent disciplinary actions in Upper School.

That being said, the letter made valid points, and served to bring awareness to issues otherwise unspoken. The school can not simply impose change top-

down, and it is “counterintuitive to silence ‘a perceived majority’ in order to express a yearning to change.” In this aspect, the letter almost proved its own point when some faculty openly admitted – even took pride in – tearing down the posters.

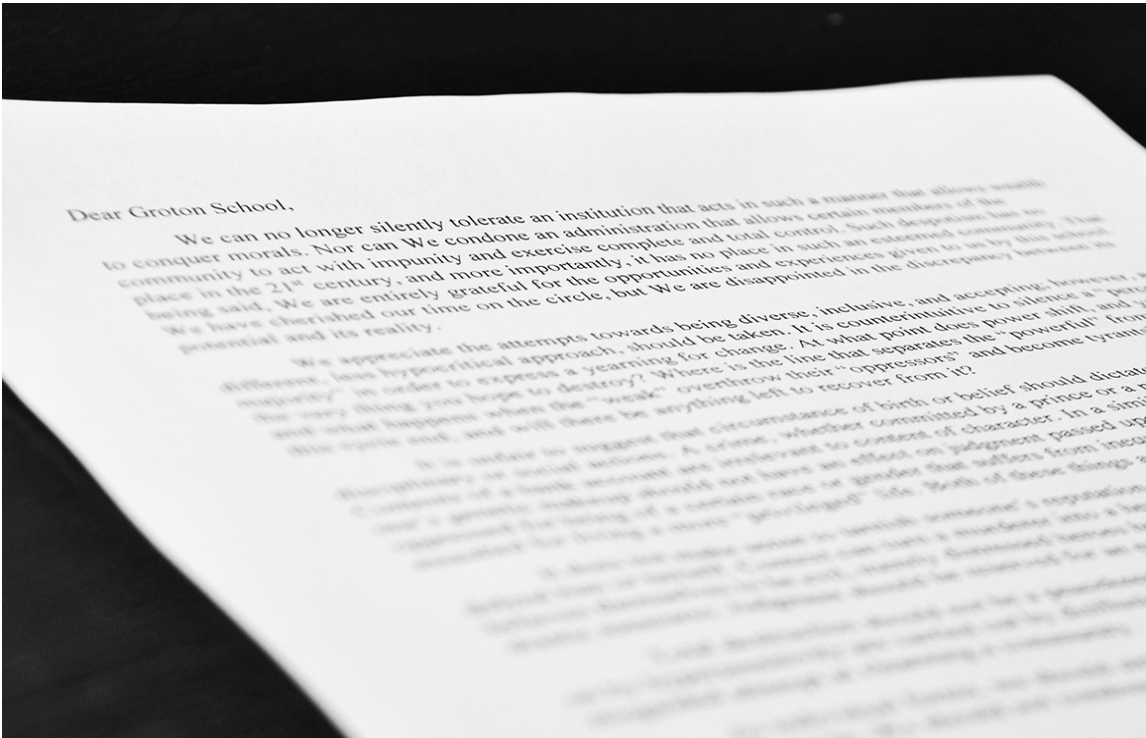
When compared to the school’s previous response to students tearing down posters and the idea that all should be able to freely express their opinions, does this not raise questions to the method in which we deal with opposing ideals? Nevertheless, the delivery – plastering the walls of the Schoolhouse with hundreds of prints – could hardly have been more obnoxious. Furthermore, when anyone expresses as strong of an opinion as this one – especially one in which the author has clearly put in so much thought and effort – there is no reason to not sign it. Anonymity implies fear of backlash, backlash from others the author should be more than willing to face. There shouldn’t be, and isn’t any room for disciplinary action. Consequently, there is no reason for the author to remain anonymous.

In addition to a lack of coherence and unwarranted exaggeration, the letter “succeeded in exposing a lack of maturity

“...they cannot communicate because they are separated.”

in both the author and the administration,” says Marco McGavick ’17.

Yet while it does acknowledge issues that need solutions, the letter fails to provide any. Yes, change can’t simply be instituted by a new rule or a letter to the school. We can’t be together if we don’t trust each other. To trust, we have to know and understand each other. It has to be a collective effort, starting from the ground up, in which everybody takes part. As Rand Hough ’17 puts it, let’s “care about the opposite gender for the other six days of the week.” Gender relations have regrettably been a longstanding issue for the Fifth Formers.



The anonymous letter appeared on the walls of the Schoolhouse.

As supposed role models for the school and future prefects, that’s not the example we want to set for underclassmen and future generations. Everybody needs to be a little friendlier, a little more outgoing. It’s as easy as sitting at different tables at dinner, just a friendly passing conversation in the hallway, or maybe a little favor here or there. If we all made a conscious attempt to be nicer, there’s no telling what even the smallest acts of kindness could do. Sometimes just showing other people you care about them is more than enough.

“Men often hate each other because they fear each other; they fear each other because they don’t know each other; they don’t know each other because they cannot communicate; they cannot communicate because they are separated,”

“Part of the process rests on forgiveness, and a willingness to accept that maybe a mistake was made.”

stated MLK. Only through community, through friendship can we come together and rise above the issues that have

torn the Fifth Form apart since Third Form. Instead, the letter splits us apart, forcing people to choose sides and stubbornly cling to their positions instead of finding a common ground,

“...these same people are the ones who will define our Groton experience.”

a solution that can work for everyone.

Part of the process rests on forgiveness, and a willingness to accept that maybe a mistake was made. Although both sides can remain adamant that they – and only they – are right, the truth is more often than not somewhere in the middle. From one angle, there are some things that should never be said: there simply is not good enough reason to use such antagonistic and derogatory language in almost any circumstance. It’s common courtesy and kindness. Indeed, there is no need to senselessly upset others when there are equally effective but far more peaceful methods to get your point across.

However, there is also a very real and present issue with taking the resultant backlash too far. Given that we live together

for an overwhelming majority of the year, someone sometime is going to say something that they regret, make a mistake they wish they didn’t. Everyone makes mistakes; we can’t avoid that. But what we can do is look past them, and not define others by actions they regret themselves.

Every little disagreement can and will flare into a major conflict if we keep saying stupid things or making mountains out of molehills. But if we trust each other, if we forgive each other, those are the first – and arguably greatest – steps we will take towards being a more cohesive form.

It’s Fifth Form winter, and we’re all stressed out. But we’re still stuck together, so we can either spend the next year and a half hating each other or trying to make amends and forging friendships that will last long after we have left the Circle. At the end of the day, these same people are the ones who will define our Groton experience. Even more pressing, in eight months we’ll be running the school. What kind of example do we want to be, what precedent do we hope to set? It’s up to us to decide and to carry through. It’s up to us to come together and resolve our differences. It’s in everybody’s best interest.

M. YOU ‘16 FOR THE CIRCLE VOICE



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It's Okay Not To Be Happy



Hannotations

A Column by
Hanna Kim '17

Please feel free to peel your smile from your mouth and rub the sleep back into your eyes for a little while. You don't need to cry into your pillow every night or listen to "Marvin's Room" alone in your room while your roommate is at late practice. And you don't have to answer my "how are you?" with a "good, thanks, and you?" if that's not how you really are.

It's okay not to be happy here at Groton. Although there is an expectation for us to look put together and perfect at every hour of our lives, it is not a requirement. It might be more convenient to bottle up our emotions and hide them in the secret cabinets of our minds, but when this cabinet is discovered, wouldn't you rather it be empty than filled to the brim with hidden pain?

This happens rarely, but sometimes I wake up worried on a cold winter's morning after not getting enough sleep and can barely lift my eyelids off of my eyeballs. All I want to do is stay in bed and wallow in my half-awake state. I don't want to talk to anyone, I don't want to sit alert through my classes, and I don't feel like engaging in normal human activities.

Yet I force myself to roll out of bed and resist the temptation to show up to chapel in my pajamas. I blearily slap my contacts onto my eyes, slowly brush my teeth, put on mildly presentable, probably dirty clothes, and shake out my hair. Perhaps my logic behind this is that if I look okay on the outside, I'll be okay on the inside.

But all the little troubles in my mind splash against the sides, and it's almost too painful to bear. When someone asks me how I am, I automatically say, "I'm good, and how are you?" I smile at everyone whom I walk past, and I happily greet anyone who greets me. But inside, I'm still overwhelmed by the waves of worries.

I used to try to dam up everything I felt inside. I used to suppress all my emotions and pretend I was feeling great. Everyone else looked perfectly happy, so I was under the impression that I should too.

But one day, I decided to answer a friend's "how are you doing?" with an "I'm really not doing so well." To my surprise, she said, "Hey, me neither" and sat down next to me and told me that she often has a very strong desire to get up on her chair in the middle of class and scream. And then she asked me if I wanted to talk about anything. And yet again, to my surprise, I did.

I realized then that even the most orderly, composed look-

ing people might actually not be as orderly and composed as they look, and that if I let my guard down a little, people might be willing to let down theirs too. Maybe we're putting on airs and shows and masks to play our respective roles in what we believe to be an at least superficially functional social institution. But how can this be if inside we're all actually not happy?

If this is of any comfort to you, I for one am definitely not always happy at Groton. In fact, I don't think anyone at Groton loves it unconditionally. Sometimes I am unbelievably, ridiculously happy here, but occasionally all I want to do is leave campus and never come back. I've gotten a lot better at talking to people; however, I'm still reluctant to talk about myself, but just because I don't doesn't mean I'm not struggling here with you.

According to the Child Mind Institute's Children's Mental Health Report, in 2015 17.1 million out of the 74.5 million children under eighteen have or have had a diagnosable psychiatric disorder, which is about 23.9 percent of American youths. A study released in January 2010 led by Jean Twenge, who analyzed the responses of over 77,000 students who took the Minnesota Multiphasic Personality Inventory from 1937 through 2007, found that five times as many high school

and college students are dealing with anxiety and other mental health issues as those during the Great Depression. I am unsure of whether we have become so accustomed to lying to ourselves or whether standards have become too unattainable.

At the same time, it seems that society is telling us to suppress all of our emotions. We have to put on a façade to avoid seeming soft or weak as if those make us less worthwhile as human beings. And so when we internalize all of our pain because we have been conditioned to think that pain is wrong. I think, however, that it is not the pain itself that is wrong but rather whatever it is that forces

us to pretend that everything is okay, because everything might actually not be okay. And that's okay.

We're so busy here that sometimes we forget to take care of ourselves, physically and mentally. We are always being chased by major commitments, deadlines, buses to sports games, college, college counselors, embarrassing middle school photos, Ollie the dog and all the other relentless dynamics of Groton. But honestly, look around yourself. I can't speak on their behalves, but I am always here for anyone who wants to talk. It's okay not to be happy, and it's okay to want to be.



A.KONG '17 FOR THE CIRCLE VOICE

The Conservative Case for Bernie Sanders

"All accumulation, therefore, of personal property, beyond what a man's own hands produce, is derived to him by living in society; and he owes on every principle of justice, of gratitude, and of civilization, a part of that accumulation back again to society from whence the whole came."

-Thomas Paine



Rand's Rants

A Column by
Rand Hough '17

For just a moment, tear your gaze from Donald Trump, and look across the aisle at the other 2016 candidate from Brooklyn: he has wildly unique hair, uses the word "uge" in nearly every speech, and denounces the skewed concentration of wealth in the United States with vigor. And compared to Donald Trump, self-described "democratic socialist" Senator Bernie Sanders is looking increasingly alluring to *actual* conservatives. It is an aberration that *The Atlantic*, among other publications, has noticed. Bernard has some mysterious appeal to disgruntled Republicans.

One cause of that appeal must be his sincerity. Bernie Sanders is astonishingly consistent; his position on nearly every issue has not wavered since he last brushed his hair decades ago. His few shifts, as with guns, have only occurred after massive and coordinated assaults from the Clinton camp. And his years of representing a rural, pro-Second Amendment state like Vermont is highly reassuring to conservatives

despite that shift. Sanders is one of the last American politicians at his level of power to possess that mysterious quality known as "authenticity." It is a force that Ronald Reagan, with his confident denunciations of Soviet aggression and Federal governmental expansion, channeled into acquiring broad, bipartisan appeal. Is it so unimaginable that Sanders might be able to pull off the same feat?

But wait, you may say, Bernie Sanders is a democratic socialist. How could any self-respecting "conservative" ever support him? It's a fair point. But it rests on a faulty definition of conservatism.

Though "right-wing" is often used interchangeably with conservatism, they are in fact distinct labels. While right-wing political movements have effected radical, even tyrannical, changes in government, conservatism at its purest merely seeks the preservation of existing or previous states of being. In America, conservatives wish to maintain and protect the independence of the people against their governments, and of the states against the national government. They idealize the pioneer spirit of past Americans, and revere the Founding Fathers for their understanding of the importance of liberty (even if

that right was extended to only a few).

Herein lies the key to Bernie Sanders' conservative appeal: liberty. Those who brought about and executed the Revolution—from its famed leaders to the lowly farmer with musket in hand—understood the almighty power of property. Their ideas of self-governance were rooted in the Enlightenment, with its radical concept of "natural rights." And property was the ultimate guard against the tyrannical erosion of those rights. With productive property, a citizen could be independent of a feudal lord or the state. Without, he was reduced to such a state of dependence as to make democracy a farcical exercise. In the face of a widening wealth gap, perpetual government entitlements have become a tool for controlling and subverting democracy by making the citizenry ever-more dependent on their rulers. And since the Ford Administration, the United States has witnessed a dramatic concentration of wealth and income at the highest levels of society. The Walton family alone (descendants of Walmart founder Sam Walton) have more wealth than *the bottom 41 percent* of Americans. And even if conservatives have no ethical or moral qualms about that inequality (which seems odd given the importance of

Christianity to most conservatives), we must recognize the existential threat it poses to liberty. For with the increasingly thin-spread nature of property for the overwhelming majority of our citizens, democracy becomes a dangerous exercise. The immortal author and thinker T-Paine advocated a universal minimum income for this reason. Inequality breeds Trumps. It encourages sitting US presidents to try to pack the Supreme Court. And at its worse, inequality can spawn a revolution. If the threats of dictatorship, violation of separation of powers, and proletariat uprising do not scare you, you are certainly not a "conservative."

Bernie Sanders may have several positions simply horrifying to conservatives, and he may seek more spending than is either necessary or proper for democratically reducing inequality. He may not readily admit that the federal government's incessant expansion into every aspect of its citizenry's lives is not just a burden, but a danger. But that's why we have the separation of powers. Congress and a currently-conservative-leaning-SCOTUS will keep Bernie in check should he win. But the overall tone and message set by the election of Senator Sanders is what really matters if we are to prevent

the violent and destabilizing corrections of undemocratic wealth redistribution. And we know what Sanders is selling. Donald Trump is not so. Donald Trump is fueled by a crowd of bitter and resource-deprived citizens reminiscent of *Doctor Zhivago's* out-of-tune mobs.

So in light of the increasingly-lopsided distribution of wealth in this country, a distribution often exacerbated by Big Government, and given the terrifyingly angry tone Trump's base has taken on, conservatives and moderates alike face a monumental decision: should we bite the bullet and allow Sanders to take steps to rectify the situation both parties have led us into, or will we be so unyielding as to martyr ourselves and our divinely-blessed nation? To be conservative is to try to stop harmful deviations from the status quo, to fight against government overreach, and both of these are inevitable if we don't do something about inequality soon. It's an unfortunate fact, but a fact nonetheless.

So I urge those who are not textbook New England Progressive Liberals to simply *consider* giving your vote to Bernie, not to destroy the America that we know and love, the one Ronald Reagan so inspired, but to save it from the forces of popular despotism. And that, I think, is textbook conservatism.

Groton Celebrates MLK Day

Wes Moore Asks: “Whom Do You Fight For?”

Continued from Front Page

communities. He said, “After college, no one’s going to ask you what you majored in at college. That’s all gone. Faded. What’s really important is the question: ‘Who did you choose to fight for?’”

Moore went on to highlight briefly the key points of “The Other Wes Moore.” He emphasized that the story is not about two boys living in the same district with the same name, but rather the variance of decisions and choices one can make in a given surrounding.

Moore’s energizing ideas and intensity inspired many Groton students. “Like both Weses, I grew up below the poverty line. Like him, I’ve achieved what I have thanks to the support of those around me,” said Macy Lipkin ‘18.

“Not everything is about you. The fact that society is full of others—you couldn’t have gotten here by yourself without people loving and supporting you,” said Moore. “When I went off to military academy, I wanted to go back home so badly. I called my mom and told her that I was ready to go back, but then I realized that too many people sacrificed too much for this opportunity.”

Moore further challenged the Groton community to find the “others,” or outcasts, and to accept them. He said, “Voices

“You couldn’t have gotten here by yourself without people loving and supporting you.”

are completely forgotten about in our conversations until their voices are loud enough that they cannot be ignored.”

Moore’s mission in his work is to inform and “encourage

people to think and not tell them what to think.” Dashy Rodriguez ‘19 asked the author a simple but jarring question: “I want to help, but where do I begin?” Moore’s response was simply stated: there’s no single answer or solution. Furthermore, he dug deeper into the analogy of educating a child. “Every child is different. Opportunity is not prevalent either. Education is not about a single piece of paper. It’s not about selfish needs or satisfaction. It’s about challenge, push, determination. How do you make higher education impact the world? Education needs to change the individual first,” said Moore. Moore suggested a solution in combatting racial bias: time and exposure.

“There’s one sentence toward the end of Moore’s book that I haven’t forgotten, said Macy Lipkin ‘18. “He talks about the luck involved in his admission to Johns Hopkins, and he mentions how pure circumstance kept people from similar backgrounds from the opportunities he was given. He writes, ‘For the rest of us—those who snuck in despite coming from the margins—the mission has to be to pull up others behind us.’ I understand that I wouldn’t be at Groton without sheer good luck, and one of my big goals in life is to help kids who grew up poor like me get what they deserve.”

For others, such as Frances McCreery ‘17, the questions Moore answered stayed with her the most. The overall consensus was that Wes’ solutions weren’t overreached; they were overall pragmatic, yet impactful. Moore invited the Groton community to discover and find something that made each individual’s heart beat a little bit faster—something that makes a person get excited and passion-

ate. “When he said that there wasn’t only one way to serve but that for each person is was different and how you should just do whatever makes your heart beat a little faster,” said McCreery ‘17 when asked what she thought the highlight was.

“everyone has the potential, but not everyone has the opportunity,” said Nicholas Steinert ‘19. “That’s hard to think about, really when you’re given so many opportunities especially at a school like this.”

Moore’s message not only



Author Wes Moore engages the school during his lecture.

COURTESY OF CHRIS TEMERSON

Moore drove the talk home by introducing the idea that people are a product of their environments. The expectations that are held in one surrounding are different from those in another. Both Wes Moores met their environmental expectations. “It was mind blowing for someone to come and tell you that you are a product of your environment and its expectations. I wonder where or who I would have been had I lived in another place or born in a completely different family,” said Matt Efros ‘15.

“I remember when he said something along the lines of

touched the hearts of many, but also presented solutions by which Grotonians could make change in their own communities. “People won’t fight because they are afraid of the consequences. Because it’s more fun to live what way. But the right thing to do is to genuinely impact and change your community because really that’s more interesting,” said Moore.

We will all eventually leave this earth someday. And we all want to be remembered one way or another. Why not effect change by fighting for something? Whom will you fight for?

MLK Day Activities

By NINA NORTON ‘18

In honor of Martin Luther King, Jr. Day, the Groton community spent the weekend honoring Martin Luther King Jr. and his mission.

On Monday morning, two outside speakers visited our campus. In chapel, Kenyan scholar and preacher Elizabeth Siwo-Okundi spoke about students having responsibilities to their communities. This was followed by a moving talk delivered by author Wes Moore.

The rest of the afternoon was spent in discussion groups led by the members of the Diversity and Inclusion committee. Discussion there ranged from the two talks, race, Martin Luther King Jr.’s mission, and the context of those things at Groton.

Students believe that while discussions are necessary, they could be improved. Hadley Callaway ‘17 said, “There needs to be a better way to provoke thoughtful and productive discussion amongst students. All that said, I admire the efforts that the Diversity and Inclusion committee and the Cultural Alliance are making to create a community more welcoming to all.”

These groups are an example of the strides the community has made in only the past few years. In one group, a teacher mentioned that the idea of diversity and inclusion had not been something people at Groton considered about even only five years ago.

Overall, the events surrounding MLK day moved the community in the right direction. The discussion groups, though not perfect, provided a way for our community to hear everyone’s voice, from second to Sixth Formers. This year’s MLK Day events provided an invaluable learning experience, showing what to change, what to keep, and what to add for coming years.

WHEN DR. KING VISITED THE CIRCLE

By ZARA ALI ‘18 and MIN SHIN ‘18

On February 4, 1963, the entire student body sat in the Hall, listening to Martin Luther King Jr.’s soothing yet powerful Southern drawl resounding through the room. This is the day when Martin Luther King Jr. stepped foot on the Circle and delivered a hypnotizing speech on the injustices embroiling America that inspired many Grotonians for years to come.

According to the Groton School Quarterly of Winter 2013, the headmaster at the time, Jack Crocker, who accepted the first black student nearly a decade before Dr. King would come to speak at Groton, was considered an avant-garde on the civil rights issues.

Dr. Crocker invited neighbor-

ing schools such as Lawrence Academy, Middlesex School, and Concord Academy, along with many other local students to listen to Dr. King’s lecture.

Dr. King’s two-day visit consisted of an incredibly passionate lecture and engagement with students. Edward Childs ‘67 told the Groton School Quarterly, “He spoke with a rhetorical style of a minister from the South. He spoke in these long eloquent phrases full of metaphors.”

Two students covertly recorded the speech, which remained forgotten for decades until it was turned over to the Groton archives. It was played for the student body in 2013 on MLK Day.

Dr. King spoke of conflict and change, of the dream which America has yet to realize. Once introduced by the headmaster, Dr. King begins by

saying, “I have looked forward to this privilege and this opportunity with great and eager anticipation, and so I can assure you that it is a real pleasure to see you.” His warm greeting was followed by an immediate confrontation of the issues that loomed over America.

He compared the civil rights issues to that of the meta-

phorical American Dream. Dr. King noted that “America is essentially a dream. A dream yet unfulfilled. This is a dream so eloquently expressed in the Declaration of Independence.”

“America is essentially a dream. A dream yet unfulfilled.”

He continued to extrapolate against herself. Slavery and racial segregation have always been strange paradoxes in a nation that has been formed on the principle that all men are created equal.” He encouraged the bright minds of the

next generation to lend a voice and to rise to the challenge of inequality.

Dr. King stated that other nations were looking towards America as a model to solve this problem; other nations couldn’t and wouldn’t respect a country that imposed unfair principles on the basis of skin color, race, and religion.

Six weeks after his visit, he was arrested in Birmingham, Alabama. Following his “Letter from A Birmingham Jail,” Dr. King rose even further to prominence and became a sensational voice for not only America, but also for the entire world. He delivered his “I Have A Dream” speech just several months later and the rest is history.

The dream that Dr. King envisioned for future generations is still relevant today—in terms of racism and other social injustices.

Groton Students Take Yale



Groton's Model UN team on the last day of YMUN.

COURTESY OF YMUN STAFF

By MILLIE KIM '17

"Learn Today. Lead Tomorrow." Over the course of four days, ten Groton students explored the world of debate and diplomacy at the 42nd Yale Model United Nations (YMUN) conference in New Haven, Connecticut.

The event invited 1,500 delegates from around the globe to discuss global issues specific to each committee. Students debated a variety of topics, ranging from racial and ethnic conflict in refugee camps to the lack of childhood education.

As the Yale MUN Committee states, "by engaging in topics concerning security, economic development, and social progress, delegates learn to navigate the complexities of international negotiation and teamwork, adopt new perspectives and develop comprehensive resolutions to pressing global issues."

Attendees are provided with the opportunity to get a taste of what working for the United Nations is like. The conference expects students to be well informed about their country's policies and ready to present

their views.

The conference was introduced to students through Groton's MUN club, which is a new club on campus this year.

Groton students were assigned the country Lithuania for the General Assemblies and Economic and Social Councils and Sierra Leone for the African Union Regional Body. In preparation for the event, Groton students spent time researching their countries' points of view under the guidance of advisor Tom Lamont.

The conference was a success for Groton delegates. Jack Wilmerding '19 received the Outstanding Award as Sierra Leone in the African Union, and all delegates managed to submit clauses for the resolution. Wilmerding, as well as the other delegates, found the experience to be both instructive and enjoyable.

Wilmerding said about the event, "The large size provided me with ample opportunity to befriend not only those I attended the conference with, but also those in other delegations."

Groton MUN students hope that more students will take part in this activity next year.

Characterizing the Chapel Conundrum

Continued from Front Page



Students attending Buddhist Sangha.

J. SAUNDERS '16 FOR THE CIRCLE VOICE

Meanwhile, other concerns exist about the growing size of sangha. Sangha prefect Zhamoyani McMillan '16 said, "Buddhist sangha's size is too large. Many can be disrespectful by going on their phones, laughing with friends, sitting a mile away from Monika..."

Ms. Andersson also believes that the feel of the group has shifted, but not necessarily in a negative direction. "It is no longer possible," she says, "to ask a question that every person in the group can take their time to answer... On the other hand, there is something dynamic

about having a large group of people meeting together. It has its own sense of order and beauty."

Despite the smaller numbers in chapel this year, Dr. Tumminio is still excited to be part of such a spiritual community, and is working on creating a welcoming and introspective space.

"Whether you go to Catholic Mass or to Shabbat or to sangha or to chapel," she says, "students here are given an opportunity that few others get as part of their education. That's a pretty incredible thing."

Tidying Up the Gardner Room With Mr. Pontifell

Continued from Front Page

for them. He knew immediately that something had to be done, and drafted Mr. Capen to help organize a group of student volunteers to help with the project.

The first meeting of Mr. Capen's hand-picked students (and some faculty members as well) was an overview about what the project would entail. Mr. Pontifell showcased some of the rarest and most spectacular books in the collection while plucking old conference cookies and paper cups from the shelves, proving his point that these priceless volumes were seriously neglected.

Most of the student body has no idea how remarkable the books that the collection houses are. There are works printed by Aldus Manutius in the early sixteenth century, set in exquisite Greek and Latin type with intricate leather bindings, which complement numerous beautiful editions of "Don Quixote," Dante, and Chaucer, to name a few.

The room also houses slightly more contemporary works,

books memorialize the relationship Mr. Gardner had with the school."

This outlook for once again turning toward the school's impressive print volumes for use in class was exemplified by his work with Mr. Bannard's Latin sections this winter. The Latin 3 students had to recite the first section of Cicero's "Catilinarian Orations," so Mr. Pontifell pulled various copies from the Gardner room, showing the differences in the speech over five hundred years of printing.

The room also serves as a history of Groton and of Mr. Gardner himself. Hidden among the books is various detritus. According to Angus Warren '16, who headed the project after Mr. Pontifell's residency came to an end, the assortment of this hodgepodge included "a calling card belonging to Mr. Gardner himself, a poem transcribed by an old Groton Boy, and a piece of stationery belonging to a former master," among other things.

The books themselves also

by subject and Dewey Decimal, a formal library like that in the Gardner Room is arranged only roughly by subject (i.e., a shelf of mostly French books or a case full of Classics) and then by size, giving each shelf a more graceful and elegant appearance. Moreover, simply shifting books to the front of the shelf instead of pushing them against the back wall has noticeably brightened the room; spaces that were previously shadowy are now filled in with books."

The books were all dusted off carefully and the shelves thoroughly scrubbed, all to prevent the many years' worth of accumulated dust from further damaging the volumes. They have also all been properly placed standing up on the shelves to ensure that bindings do not become more misshapen than they already have, especially those made of vellum, which tend to deform when stored at awkward leaning angles.

This phase of the restoration is now over, but Mr. Pontifell



One interesting find was Mr. Gardner's own nameplate.

H. CALLAWAY '17 FOR THE CIRCLE VOICE



Restoration of the Gardner Room has been in the works since the beginning of Winter Term.

I. SMALLWOOD '16 FOR THE CIRCLE VOICE

such as first editions of Willa Cather, early editions of Jane Austen, and the complete works of Anthony Trollop. One of Mr. Pontifell's personal favorites is a seventeenth century book on how to identify witches and what to do once one is in custody.

Mr. Pontifell's wish to restore the room comes from his firm opinion that the community should actually put these historic books to use, thus ensuring that they will be around for the school to use for years to come. He says, "In this age of disposable and intangible information, it becomes relevant to have tangible objects so that you can literally touch history." The book printer believes that "objects have souls. When books memorialize ideals, they memorialize a relationship for the future... and Groton's

hold bits of collected history in addition to their texts. Angus found a genealogy of pagan gods in a volume of Greek poetry, most likely written in by Mr. Gardner in the early 1900s, and Mr. Harmon found a "very humorous" note written by Mr. Gardner in his old trigonometry textbook. Perhaps one of the most interesting bits found in a book is a signature believed to be that of a young Anna Eleanor Roosevelt accompanied by a note reading "given by Mrs. Roosevelt" in Mr. Gardner's scrawl.

The restoration itself, quickly opened up to anyone on campus with a particular interest in the project, included the reorganization of books according to subject and the physical cleaning of books and shelves. As Angus says, "Whereas a conventional library is arranged

hopes that students will continue to take care of this valuable collection.

Each book should be properly handled and stored, which includes always standing books upright and using bookends if need be, never pulling books from the top of the spine, and not keeping them in glass cases. The heat from such a case, Mr. Pontifell explained, causes spines and pages to shift out of proper shape.

The next step in the ultimate restoration project is to re-catalogue the entire collection, because the last catalogue was done sometime in the sixties or seventies.

Mr. Pontifell also hopes that eventually an Archive Prefect position will be added so that a student has a specific job of making sure the volumes do not go to waste.

Paul Barrett Triggers Thoughtful Discussion on Gun Control

By JACK McLAUGHLIN '17

Paul M. Barrett, author of "New York Times" bestseller "Glock: The Rise of America's Gun," led a discussion January 10 on the use and control of guns in America. The event was hosted by Groton's Young Democrats and Young Republicans clubs.

Barrett last visited the Circle in 2013, when he delivered a lecture about gun control following the shooting at Sandy Hook Elementary. With gun control resurfacing as a hot topic and with President Obama recently unveiling executive orders regarding background checks, Barrett's discussion came at a pivotal time.

The writer, an assistant managing editor and senior writer at Bloomberg Businessweek, explained that he prefers to approach the topic from a commercial, rather than legal, perspective.

"Glock: The Rise of America's Gun" explores the now-standard pistol and includes background on the Glock's invention, its rise to prominence, and its place in American culture.

"I look at the gun issue through the prism of the companies and the people who manufacture firearms," Barrett said. "I ask, 'How does the operation of the business affect the larger debate?'"

The discussion drew about twenty students, who posed

questions about gun control in the United States. Barrett responded by providing facts, statistics, and insights that might assist listeners in drawing their own conclusions about gun control.

Luke Holey '16 asked the writer whether it makes sense to compare gun legislation of other countries to that of the United States, citing the example of Australia, where the government enacted a massive buyback of firearms.

In his response, Barrett referenced the fact that countries like Australia lack anything similar to the Second Amendment. Additionally, gun ownership in these countries was much lower than in the U.S. even before more stringent

laws were put in place.

Thus, Barrett suggested that bold moves to take guns out of citizens' hands would not be feasible. "Gun ownership has been symbolically more important in this country than it has been in other countries," he said.

Adam Hauke '16 asked how stricter gun control might affect those who use guns primarily for hunting, and Albert Zhu '16 asked whether implementing new technology in guns, such as fingerprint scanners, might reduce guns' misuse.

In his answers to questions like these, Barrett referred to the gun industry and the place of guns in American culture as well as the symbolism of the gun in America.



Students gather around Paul Barret to discuss U.S. gun policy.

M. YOU '16 FOR THE CIRCLE VOICE

Sports Supplements: Get Swole

By EUNICE CHO '20

A sports drink may technically be a supplement, as are multi-vitamins. Drinks such as Monster, Red Bull, and NOS are also used as supplements. However, Mr. Cheeks suggests consuming supplements through healthy eating. Here are some of the best ones and where you can find them:

1. Protein – Protein is the most important nutrient you need to boost athletic performance. It is essential for recovery and can help muscle growth. Some sources for protein are milk, protein shakes, egg whites, and soy.

2. Amino acids – Amino acids are important for bodybuilders and strength trainers since they support muscle building. Some sources are glutamine and taurine, found in Red Bull.

3. Caffeine – Caffeine is efficient when you need to improve your endurance. However, too much caffeine can cause trouble sleeping, headaches, and dehydration.

4. Creatine – Creatine is useful when doing intense activities. It is found naturally in meat, so vegetarians must get the needed creatine from supplements.

5. Omega-3 – Omega-3 provides several health benefits. It can build, relieve, and maintain muscles, and is proven to prevent various illnesses. A good source of Omega-3 is fish.

According to Mr. Cheeks, if you eat and hydrate well, then there is little need for extra supplements because you are already providing enough nutrients and energy for your body. It is crucial that individuals educate themselves prior to taking anything. Research is required before taking them since there are many false claims and illegal substances. Therefore, Cheeks does not recommend any sports supplements for Grotonians.

Scudder's Reopens After Extended Closure

By VICTOR LIU '17

During the first half of this school year, a longtime fixture on the Circle was missing: Scudder's Grill.

Over the years, students have spent countless nights in the popular grill filled with the sounds of music, chatter, and laughter. Scudder's offers a wide array of food options, ranging from pizza to burgers, from chicken fingers to the legendary "Z-Bomb."

An increasing number of students were curious this fall about the reasons for Scudder's extended closure. Brent Chung '17 said, "I was really upset that Scudder's was never open. My friends and I always went to chill there at night, so we had to find a new hangout spot."

Scudder's shutdown was in part due to the leadership of the grill. Originally, Scudder's faculty advisor and student heads had intended to resume



Since January, business at Scudder's has been booming.

I. SMALLWOOD '16 FOR THE CIRCLE VOICE

operations this year after the opening of the Schoolhouse cafe. But since the cafe opened later than expected, Scudder's heads changed their plan and decided to reopen the grill right away.

However, the Student Center

experienced a sizable ceiling leak that infiltrated Scudder's with dirty water from the Dining Hall, rendering it temporarily unable to function. According to Jack Fitzpatrick '16, one of the Scudder's heads, the renovations took nearly one

month to complete.

At last, Scudder's resumed operations on the night of this year's Lip Sync. Right away, the eatery buzzed with activity, providing yummy snacks for students who had long awaited them.

No significant changes were made, nor are any in store. However, Scudder's leadership has promised to be attentive to the voices of its customers. Fitzpatrick '16 said, "As always, students are welcome to make suggestions for us to consider." Lizzie Tobeason '16, another Scudder's head, re-

"I was really upset that Scudder's was never open. My friends and I always went to chill there at night."

marked, "We are always trying to be as inclusive as possible."

Regardless of the direction Scudder's takes going forward, the student body is undoubtedly glad that the grill is back in business.

THE SAUDI EXECUTIONS

By **ALY MANJEE '18**

On January 2nd of 2016, while people around the country were enjoying the last few days of holidays, on the other corner of the world Saudi Arabia carried out the largest mass execution in the country since 1980. According to the Saudi state, the 47 people executed were all convicted on terrorism charges and most were members of Al-Qaeda. Among those executed were at least four Saudi Shia men, including Sheikh Nimr al-Nimr, a prominent Shia cleric sentenced to death in 2014 after a Saudi court convicted him on a host of vague charges apparently based largely on his peaceful criticism of Saudi officials. The 47 executions were carried out inside prisons across 12 different provinces in Saudi Arabia. In each prison, the men were beheaded except for four that used firing squads. “Saudi Arabia had a shameful start to 2016, executing 47

people in a day, after a year with one of the highest execution rates in its recent history,” said Sarah Leah Whitson via “Human Rights Watch.” “The death penalty is never the answer to crimes, and executing prisoners en masse further stains Saudi Arabia’s troubling human rights record.” The immediate consequence of the executions was a burst of hostility between Saudi Arabia and Iran. The two rivals are already backing opposite sides in civil wars in Syria and Yemen. Iranians infuriated by the killing of a revered cleric promptly ransacked and set fire to the Saudi Embassy in Tehran. Though Iranian leaders condemned the action and arrested protesters, Saudi Arabia and its Sunni-led allies in Bahrain, Sudan and the United Arab Emirates were quick to cut or curtail ties with Iran. That in turn promised to set back international efforts to resolve the wars in Syria and Yemen and to combat the Islamic State. Just weeks before

the executions, a series of talks led by the United States and Russia including the Saudi and the Iranian foreign ministers brought rival powers to the table to discuss a road map for peace in Syria. However, the executions were not out of character for Saudi Arabia. The country has a dismal human rights record with its application of stern Islamic law and its repression of women and practitioners of religious traditions other than Sunni Islam. The regime has become only more repressive in the years since the Arab Spring. According to “Human Rights Watch,” the mass execution that weekend followed a year in which 158 people were executed, the most in recent history, largely based on vague laws and dubious trials. Sheikh Nimr was a vocal critic of the regime and champion of the rights of the Shiite minority in the Eastern Province of Saudi Arabia, but not an advocate of violent action. Saudi Arabia systematically discriminates against its Shia citizens, who constitute ten to fifteen percent of the population. This discrimination reduces Shias’ access to public education and government employment. They do not receive equal treatment under the justice system and the government impairs their ability to practice their religion freely, rarely providing permission for Shia citizens to build mosques. “Saudi Arabia’s execution of a prominent Shia cleric following an unfair trial only adds to the existing sectarian discord and unrest,” Sarah Leah Whitson said via “Human Rights Watch.” “Saudi Arabia’s path to stability in the Eastern Province lies in ending systematic discrimination against Shia citizens, not in executions.”



Street art depicting the Saudi Arabian Executions. FROM NEWS MEDIA LIVE



Alyce Jones Lee '77 working for Village in Focus. FROM THE CIRCLE VOICE FILES

Firsts at Groton

By **HADLEY CALLAWAY '17**

**FIRST AFRICAN-AMERICAN
Roscoe Lewis III '56
Amherst '60**

Hailing from Washington, D.C., Roscoe Lewis III was the first African-American applicant to be accepted to Groton. He joined Groton’s Third Form in the fall of 1952. From there, he joined the Debating Society, was a part of the school band, played football, became president of the Missionary Society, and was a Senior Prefect. He went on to graduate from Amherst in 1960. Mr. Lewis passed away December 12, 2015.

**FIRST ASIAN
Kimball Chen '69
Harvard '73**

New Yorker Kimball Chen came in the fall of '64 as a member of one the last First Forms. While at Groton he played tennis and varsity basketball, was a member of the Chess Club, and sang in the choir and the Glee Club. He attended Harvard and graduated in 1973.

**FIRST WOMAN
Catherine Camp '77**

In 1975, Groton became coeducational. The first out of the fifteen women to receive

a Groton diploma two years later was Catherine “Caty” Camp. At that time, diplomas without honors were awarded first, and Ms. Camp’s last name put her in the front of the line. During her two years at Groton, Caty danced and played on the lacrosse team. The 1977 yearbook mentions she and three friends held a grape eating context their senior year.

**FIRST AFRICAN-AMERICAN
WOMAN
Alyce Jones '77
Wellesley '81**

The first African-American woman to graduate from Groton was Alyce Jones, who also came in the fifth form in 1975. Her work chairing Village in Focus, which improves services in rural Uganda, earned her Groton’s Cui Servire Award in 2012. Now Alyce Jones Lee, she returned to the Circle to give a chapel talk on October 6, 2014.

**FIRST ASIAN WOMAN
Nora Chang '80**

Nora Chang came to the Circle in the fall of 1977 as a new Fourth Former. By the time she graduated in 1980, she worked as the yearbook writing editor and photographer. Sourced from the Groton School Archives.

BEHIND THE SCENES OF THE DC

By **ROHAN VARKEY '18**

It’s probably best to know about Groton’s Disciplinary Committee, or DC, as a student here, but many people do not know exactly how it works. Mr. O’Donnell, dean of students, explained that if a student commits an infraction that warrants a form of punishment, the infraction is sent to the deans. The deans meet with the student who committed the infraction, as well as his or

her advisor, and piece together what exactly happened. After meeting with the student, the deans decide whether a DC is the best form of punishment, or if a warning will suffice. If the deans view a DC as the best form of deciding punishment, a date is set for the DC. On the night of a DC, the Disciplinary Committee gathers: the Senior Prefects, the two Fifth Form officers, one member of the Sixth Form selected by the headmaster, and a few of the faculty members who sit on

the DC. The deans give this committee a brief rundown of what occurred. The student then comes in with their advisor, and the process begins. The student then tells his or her side of the story. This part of the process aims to hear all parts of the incident. Then, the student’s advisor discusses the student as a member of the community and addresses their reaction in the wake of the infraction. Then the student leaves, and the committee talks about what

they think: whether they have any questions to ask, and how they feel about the incident. If the committee has more questions, they may invite the student back in at this time to gain insight on the situation. After this questions period, the committee discusses amongst themselves what punishment to recommend to the headmaster. These punishments vary from case to case, depending on particular circumstances. After a consensus is met, the DC adjourns. After

the DC adjourns, the chair of the committee and a dean go to the headmaster to report the recommendation. The headmaster, having received the DC’s recommendation, weighs it against his views on how the situation should be handled. The headmaster can either agree with the DC’s view, or he, having veto power, can decide another punishment. As Zahin Das '16, a member of this year’s Disciplinary Committee, said, “The work we do is difficult, but important.”



Anna Thorndike '16, Jack Fitzpatrick '16, Andy Anderson, Martha Gracey, and Zahin Das '16 are members of the Disciplinary Committee. FROM THE CIRCLE VOICE FILES

ATHLETE OF THE ISSUE

Sammy Johnson '16

By ANNIE

COLLOREDO-MANSFELD '18

Sammy Johnson '16 is a tri-varsity athlete and has been playing sports for as long as she can remember. Her hockey career began at the age of eight, when she competed in the "Mighty Mightys" league, while she began competing in club lacrosse in sixth grade.

Sammy has continued her strong involvement with sports during her time at Groton. "Athletics have been a big part of my experience," she said. "After playing a sport every season—I can't imagine my life here without practice every day with my teammates."

Since coming to Groton in Fourth Form, she has played varsity field hockey, ice hockey, and lacrosse. This year, she is a captain of both the ice hockey and lacrosse teams. She starts as goalie for the Girls' Varsity Hockey team, a position that she has played since she was twelve.

At Groton, Sammy has developed close relationships with her coaches. Girls' Hockey coach Randi Dumont said, "As a coach, being able to work with such a grounded, reflective, competitive young individual is quite rewarding. Sammy is a kid you can speak candidly with, and she brings a mature mindset to each and every one of her interactions with her coaches—she's great



Sammy makes the save in net.

at engaging in difficult dialogue as a result."

Sammy was recently awarded "Athlete of the Week" for her impressive performance against Milton, against whom she deflected 28 shots. When reflecting on that game, Sammy said, "We beat Milton 1-0, and it was a feat. The game was a benchmark for our team. It was a long fought battle to the very last seconds of the game, and no one on the whole team gave up. It was incredible to see the team grow from my Fourth

Form year when we didn't win a single game, and now we have beaten one of the most competitive teams in the ISL."

In addition to the time-consuming practices and games at Groton, Sammy continues to participate in her club league as a member of the "The Islanders." Recently she experienced one of the most successful games of her club career, explaining, "My team beat Assabet Valley, and they go to Nationals every year. My whole life, growing up, we

A. BANKS '16 FOR THE CIRCLE VOICE

would lose to them by a ton, and this year we beat them in the state playoffs."

Sammy's athletic prowess is evident in more than just hockey: she is also a prominent field hockey and lacrosse athlete. Though she only started playing field hockey when she arrived at preseason in Fourth Form, she made the varsity Field Hockey team that year and quickly grew into a valuable player. Field Hockey coach Kathy Leggat said, "You see her have 'Aha' moments on the

field. She is a good athlete with quick reflexes, and she has developed very strong skills in her three years here." In one game against Cushing Academy, Sammy famously scored five goals, proving her capability as a top scorer on the team. With her extraordinary skill set, she intends to continue playing hockey and club lacrosse in college.

Sammy's journey as an athlete has not come without setbacks. In a hockey game against Nobles during her Fourth Form year, she slipped and fell backwards while attempting to make a save. The fall caused a subluxation to her knee cap, and she tore her MCL.

Though determination, skill, and hard work are necessary to success in any sport, Sammy also carries the spirit of the team with her outstanding attitude and encouragement towards teammates. Field Hockey coach Sally Klose said of Sammy, "She kept her teammates' spirits high during practices and in games, and was always mindful of the team's goals over her own."

Groton is lucky to have such a dedicated athlete. Sammy says her athletic experience at Groton has "connected me to friends across all Gorms, and given me the opportunity to create lasting friendships that wouldn't have been made otherwise." She is a powerful influence on all three of her teams, and her motivation and spirit will be greatly missed.

Jog!

The Alumni Basketball Game

By WESTBY CASPERSEN '17

The Alumni Basketball Game is a recent tradition at Groton, and is one of the season's highlights for both current and former Boys' Varsity Basketball players. While the game is played with some seriousness, it is a time when

players can show their skills and have a fun time.

This year, faculty member and assistant Boys' Varsity Basketball coach Ronald Dixon joined the alumni team, as they were short on players. This was not the first time he had played against Groton, as he went to Brooks for highschool and frequently played against the

Zebras. Mr. Dixon later went on to play for Dartmouth, and his skills were evident in all facets of the game, from shooting three pointers to dishing out assists.

However, despite all of the losses it has suffered, the team continues to both work hard and enjoy themselves. Both of these qualities were seen in the alum-

ni game, as the players hustled while recognizing that the game was a lighthearted tradition. "It was a lot of fun," starting center John Cecil '17 said. "The alumni were hilarious and told great stories about when they were on the team. They were excited to be back on campus and playing on the same court that they had success on during high school."

Starting point guard Aram Moossavi also had a great time playing and said, "They were surprisingly good." Both John and Aram said they would definitely consider playing in the game as alumni in the future, and that they hoped that the tradition would continue.

Apart from Mr. Dixon, this year's alumni team consisted of Stephen Hill, Ben Niles, Eddie Thompson, and Justin Ifill. Ben Niles, who had the task of guarding John Cecil, rowed crew at Harvard. He told John that he had an extremely positive experience playing for Groton, and was overjoyed to be back out on the courts.

The alumni ended up winning

the game by ten points. The game was high scoring and featured many great highlights. At one point, Mr. Dixon took flight and almost slammed in a one-handed dunk over Noah Aaron, but barely missed as the ball ended up flying off of the back of the rim. He later made Nick David '18 stumble across the court with a sharp cross-over, and followed that move up by sinking a long jump-shot.

Joe Collins was able to avenge his teammate later in the game by not only hitting multiple three pointers, but also using his ball handling skills to make one of the alumni crash to the gym's floor.

The alumni promptly switched to guarding another player while joking about how his ankles were broken. More pranks were played throughout the game such as Ben Niles untying a confused John Cecil's shoelaces, and other alumni committing egregious fouls. Whether for the players on court or the fans in the audience, the game was a terrific experience for all involved.



The current players and the alumni.

FROM THE CIRCLE VOICE FILES

The Price is Right: MLB Offseason

By **ARTHUR JELIN '16** and
DJ JELIN '19

The MLB offseason period is usually a wild ride with lots of unexpected twists and turns, and so far this year it has been no disappointment. After a July 31 trade deadline left some teams wanting more, general managers wasted no time getting to the phones and striking deals once the postseason ended. The 2015 to 16 offseason has also included several debatably over-the-top contracts as teams have scrambled to fill their needs with the best possible options. Below are a few of the biggest moves so far:

Lefty ace David Price received a seven-year, \$217 million deal with the pitcher-needy Boston Red Sox. The Red Sox are lucky to land Price, a familiar face in the batter-friendly American League East. After a couple of big-name free agent busts demoralized the Red Sox this past season, they are hoping that Price lives up to the hype. In addition, new GM Dave Dombrowski traded three prospects for former Atlanta and San Diego closer Craig Kimbrel. Kimbrel, like Price, is a major upgrade to a pitching staff that struggled mightily in 2015.

The New York Yankees matched their hated rivals by trading for 100 mph-throwing



Price is introduced as a member of the Red Sox.

Aroldis Chapman. The dominance of Chapman should create a menacing back end of the Yankees bullpen, as he is set to join young studs Dellin Betances and Andrew Miller. However, barring this trade, the Yankees have had an uncharacteristically quiet offseason.

Reigning National League Cy Young runner up Zack Greinke landed a hefty six-year, \$206.5 million deal with the Arizona Diamondbacks. The Greinke signing was the first of a flurry of moves made by General Manager Dave Stewart, who also made a controversial trade for former Braves' starter

Shelby Miller.

2015 World Series Champion Johnny Cueto left the Royals in favor of a seven-year, \$130 million deal with the San Francisco Giants. Along with Cueto, San Francisco signed Jeff Samardzija, a hard-throwing sinkerballer who solidifies a pitching staff that already includes bonafide ace Madison Bumgarner.

Former Washington Nationals ace Jordan Zimmerman signed a five-year, \$110 million deal with the Detroit Tigers. Zimmerman will join a rotation with big names such as Justin Verlander and Anibal Sanchez,

trying to help the Tigers climb back into contention in the American League.

The Chicago Cubs, famous for their current 108-year World Series Championship drought, may be on the cusp of breaking that streak. General Manager Theo Epstein, who pulled the Red Sox out of their World Series curse, and Manager Joe Maddon have backed up the Cubs' successful 2015 campaign with a monster offseason. The Cubs signed elite utility-man and all-around player Ben Zobrist, bolstered their already solid rotation with the always competitive John

Lackey, and, most notably, took star outfielder Jason Heyward right out of the rival Cardinals' hands. Between the young talent in players like Kris Bryant, Addison Russell and Kyle Schwarber, 2015 NL Cy Young winner Jake Arrieta, and a rejuvenated bullpen, expectations are sky-high for the Cubs.

After a drawn out and rather frustrating set of negotiations, Yoenis Cespedes took a discount and remained with the 2015 NL Champion New York Mets. After holding out for two months, the stingy Wilpon ownership group finally inked the Cuban star, who received many offers from other teams hoping to snatch his formidable power and arm. Alongside one of the best young pitching staffs in recent memory, the Mets should be looking forward to another run at the World Series.

The Tigers also inked another marquee free agent in outfielder Justin Upton. Having bounced around in the past couple seasons, Upton should stay put with his six-year, \$132 million contract. Tigers fans will enjoy the idea Upton batting in the same lineup as Miguel Cabrera in the coming years.

Chris Davis, one of the premier power hitters in the American League, stayed in Baltimore with a seven-year, \$161 million deal. The Orioles need Davis' usual production to compete in the AL East.

Specialization in Failure

Sports Specialization and Supplements at Groton

By **HADLEY CALLAWAY '17**

The desire to compete at the collegiate level has pressured kids across the country into specializing in a single sport and taking supplements of questionable quality. This dangerous combination has serious consequences that extend even into the Circle.

Discussion about the hazards of specialization and supplements was sparked after three instructors of orthopedics and sports medicine came to speak on January 5 about the consequences of such actions.

The panel was the first step in trying to educate students about the benefits of cross training while still young. As Assistant Athletic Director Harold Francis said, certain sports assist other ones, and so it can be beneficial for athletes to participate in more than one. He also felt the lecture was relevant for those students taking supplements without understanding what they're putting into their bodies.

Mr. Francis and Head Athletic Trainer Art Cheeks both agreed that students at Groton typically specialize outside of school though elite teams. Mr. Cheeks also commented that specialization at Groton is focused more in some sports than others.

According to the athletic department, the number of athletes who play varsity sports year-round has dropped significantly. Because the school has a small student body, this specialization has ramifications on numbers. As students branch out less, Thirds teams are dwindling. This past fall, there were too few players to make up a Thirds Field Hockey team.

Often having a steady player on the team is the difference between winning the game or not, even if he or she doesn't score any goals. Mr. Francis emphasized the importance of being an impact player scoring goals in one sport versus a role player in another one, saying that such variety makes for better overall athletes.

The athletic world has been hotly debating the pros and cons of early sports specialization for a while now. Earlier this month, the Huffington Post published an article about the topic. It examined a study conducted at Loyola University, which found that specialized participants "were 70 to 93 percent more likely to be injured than children who played multiple sports."

The intensely competitive college recruiting process is a major factor driving young athletes to reach for such impossible heights. Students who wish to play at the highest levels

of their sport feel they have to limit their scope. However, Mr. Francis said, many college coaches are beginning to look for more multitasking athletes.

The popularity of specialization is founded in some fact – there is a short-term advantage to it. But at some point, other players begin to catch up and factors like natural skill become much more relevant. The question is not whether or not to specialize, but when to specialize. Many push for waiting until after puberty because of health concerns. As Mr. Francis said, "Malcolm Gladwell's 10,000 hours make sense only after adolescence, once the body has fully developed."

The greatest difficulty Groton faces is how to go about monitoring such specialization. Mr. Francis remarked on the difficulty of avoiding stifling students' passions while preserving their health. Many specialized students do work within the school's athletic requirements, leaving no reason for intervention by the school.

The school is also struggling with the league-driven pressure to have more games. The time demands on tri-varsity athletes are enormous, between extended practices and numerous games throughout the season. Compared to its peer schools, Groton has fewer games, but that number has risen signifi-



The panel and Mr. Cheeks.

I. SMALLWOOD '16 FOR THE CIRCLE VOICE

cantly in the last twenty to thirty years.

Mr. Cheeks does see more overuse injuries, especially back injuries, than he did five years ago, which he attributes to specialization. The rise in number isn't extreme, but the one or two additional injuries a season adds up. Often these students are injured while playing for club teams over the weekend.

And as for supplement use at Groton, Mr. Cheeks said he has noticed it growing mainly in the male population. Many of these products are not FDA-approved and try to dupe consumers with false claims in order to turn a profit. More often than not, such supplements are redundant because the body can only process so much of them.

The Athletic Department recently began to provide Gatorade's equivalent to chocolate milk, a protein boost for post-activity recovery. "If we

can provide a safe alternative to all the junk that is out there," Mr. Cheeks said, "then perhaps we would see less in the form of the 'GNC' variety supplement. Those supplements are not FDA approved and are often manufactured in less than sterile labs and facilities." The Gatorade products provided at Groton are lab-tested, quality-controlled, and free of unnecessary products and any foreign materials that may harm students.

Since Mr. Francis arrived on the Circle three years ago, there hasn't been an issue with a student overindulging in supplements. But, like everyone who works at Groton, he is concerned about the wellbeing of the student population. "It's about helping kids know what to take and how much of it," he said. "We can't stop people from buying supplements, but we can help instruct students about what is valuable."

Artist in Residence Luke Pontifell

By ELLA CAPEN '17

Each year, Groton invites an artist from outside the community to share his or her artwork with the school. The visiting artists are honored as Mudge Fellows, or people brought to the school by a fellowship in name of the Mudge family. The program is designed to introduce the Groton community to inspirational artists.

This year, between Thanksgiving and Christmas break, Mr. Luke Pontifell came from Newburgh, New York to spend two weeks at Groton as a Mudge Fellow, offering different workshops like printmaking and bookbinding. It was an honor to have him around the Circle, sharing the art of the press.

Mr. Pontifell started his printmaking business when he was only sixteen years old, after being inspired by a letterpress printing course at the Center for Book Arts in New York. Although life gets busier as people grow older, college did not hinder Mr. Pontifell's budding passion, and he continued to make books every summer throughout his college career. As he so perfectly puts it, "what started as a hobby had become a little business."

Mr. Pontifell thrived in his bookmaking pursuits, and he crafted books with William L. Shirer, Arthur Schlesinger, Walter Cronkite, and Helmut Kohl. While working with these fellow artists, many of the books he made were inspired



Mr. Pontifell with a student.

FROM THE CIRCLE VOICE FILES

from historical books from the nearby Houghton Library – the rare book library at Harvard – where he would read for hours on end, observing and exploring the nuances of the written word and the craft of the paper.

The inspiration from which his ideas grew enabled Mr. Pontifell to pursue his passion for the press, and in 1992, he travelled to the Czech Republic, where he set the basis for a paper mill and wrote papers for companies such as Montblanc, Cartier, Ralph Lauren, and Van Cleef.

Encouraged by the great companies and people with whom he worked, Mr. Pontifell worked enthusiastically with his own company, and just ten years ago made the move to

Newburgh, New York, where Thornwillow Press is currently based.

The Thornwillow factory, named after his family's eighteenth century farm house in western Massachusetts, has now collected over thirty-two historic printmaking machines and prints everything from books to calendars to wedding invitations to White House information cards. Along with managing his hobby, Mr. Pontifell founded the Thornwillow Institute to "teach and perpetuate the related arts and crafts of the written word" by means of fellowships, internships, exhibitions, supporting publications, and artists in residence.

It was a privilege to learn from Mr. Pontifell and the

art behind printmaking and book-binding, as he offered a printmaking class one Sunday and attended many art classes to teach students about the art behind the written word. Mr. Pontifell's goal throughout the Mudge Fellow process at Groton was to bring back to light the importance and value of tangible print. As he states, "in this age of disposable and intangible communications when we delete correspondence, store memories in a cloud, and literally turn books on and off with a switch, I believe the book – the handwritten note – things that you keep, touch, interact with are more relevant than ever."

It is his hope that even in our ever-changing world, with the evolution of technology, we can

better understand and recognize the beauty of paper and the meaning behind printed words. "We are committed to making things that are beautiful," said Mr. Pontifell, speaking for his company, "that last and enhance the relationship between the reader and the written word, that memorialize moments and ideas."

Some of the most special and impressive books Mr. Pontifell has printed are history books by Edmund Morris, William Vanden Heuvel, Barack Obama, and the 1963 March on Washington by Harry Belafonte, fiction novels by John Updike, J.P. Donleavy, and Louis Auchincloss, and poetry by James Merrill and Mark Strand.

When Mr. Pontifell came to visit Groton, he brought beautiful prints of poems, books hundreds of years old, and crisp white stock cards with royal blue engravings of the White House etched on their fronts, which the President signs and the White House hands out when people visit. Thornwillow Press has successfully printed every one of these cards since President George H.W. Bush was in office and recently, Thornwillow printed an order for Michelle Obama.

The Thornwillow Press' factory is held in a large, beautiful, old brick building on a side-street in the charming town of Newburgh. Inside, the smell of fresh paper and ink cuts through the air as the immense steel machines create the carefully crafted letters from which knowledge is gained.

Music for Your Mid-Teen Crisis New Releases by Adele and Sivan

By BECKY ZHANG '18 and
ROSELLE LOVELL-SMITH '18

You're walking alone around the wintry Circle. All your friends have early practice, but you have late. The Dining Hall is serving root beer pork for dinner. The world has never been more desolate. You turn to your Walkman for some smooth tunes, but all you have is Kidz Bop.

What do you do? The answer is simple. DJs Beckybeckyhi and Rizzle Lizzle-Smizzle are here to help you embrace your mid-teen crisis with two fresh and angst-ridden albums.

25

Adele's newest album, "25," will help you whether you are fifteen or fifty (faculty, we're here for you too). Say goodbye to all your problems and "Hello" to someone who truly gets you. For four years we have all impatiently awaited the release of her new album, and we were not disappointed. Adele's album is filled with classic and relatable tear-jerkers similar to the sepia-filtered "Hello" music video that we all know and love.

"Hello" was the first single released in preparation for the "25." Rich and smooth,



FROM WIKIPEDIA

Adele's vocals are flawless and nonpareil.

Do you want to get out of your rut and into a groove? The second song in her album takes you on a fast-paced journey with a groovy drumbeat. Upbeat and funky, Adele's "Send My Love (To Your New Lover)" is described by Alex Waxman '18: "My favorite song from the album is 'Send My Love' It's so good that I started thinking, 'This is ridiculous; I'm tying this song to relationships from over three years ago.'"

Zara Ali '18, avid Adele rocker, says, "I think Adele's new album is fitting for people who are in the feels of winter

term. It's great music to listen to when you're trying to come to an understanding and accept all that's going on in your life. The song "Send My Love" raises your spirits in these dark dreary times. Sometimes I like to dance to these songs in my room. I sing my roommate to sleep."

One of the most popular songs on "25," titled "When We Were Young," can easily be related to because we are young. Adele's rich and mellifluous voice fills the listener with both nostalgia and comfort.

Blue Neighborhood

Troye Sivan's new release, "Blue Neighbourhood," is the perfect remedy for winter-term blues. The twenty year-old from Australia, who gained his following through YouTube, released his album last December to much fanfare.

The full album is an hour long – the perfect amount of time to calm your raging hormones and soothe the sting of social interaction. Every song title in the album is in all-caps, adding to its angst, "I'm Not Like Other Kids" vibe. Sivan's unique voice is both effortless

and captivating.

Feeling "WILD?" Like most Groton students, Sivan understands that "there's still too long to the weekend." "Wild" is fun, upbeat, and makes you want to get up and dance.

In "EASE," Sivan sings about the want for a simple life. In collaboration with Broods, a New Zealand music duo made up of a brother and sister, this song blends the singers' voices together in perfect harmony.

With a universal message, "EASE" is a quiet day tune ideal for handling stress. Langa Chinyoka '17 admits, "I was skeptical at first, but after hearing 'EASE' I was hooked. Even songs I didn't like as much at first are now some of my favorites. Definitely an album to play on repeat. Angry, nostalgic, the chilliest vibes, it's not even just an album at this point; it's a lifestyle."

In "YOUTH," Sivan sings about memories about your first love and growing up.

One of the most popular tracks on the album, "SUBURBIA" is all about remembering your childhood. "It seems I'm never letting go of Suburbia," he sings, evoking the bitter-sweet nature of getting older

and moving away from home. "SUBURBIA" is perfect for leaning your head against a window and pretending you're in a music video. With its calming tune, "SUBURBIA" encapsulates Blue Neighbourhood's essence as an album.

Though Adele and Sivan are artists from two separate genres, their albums are both raw and heartfelt, bringing back memories and encouraging the listener to learn and move on from past mistakes. If you're looking for new music, both "25" and "Blue Neighbourhood" are perfect for both quiet reminiscing and hopeful encouragement.

Let the vocals of these two fresh and distinguished artists smooth your angst as you make your way through this winter term.



FROM CULTURED VULTURES

ARTIST OF THE ISSUE

Allie Banks '16

By ELLA ANDERSON '17

Allie Banks '16, a photography and singing tour de force, brings a distinct energy and passion to this issue's artist feature. An excellent conversationalist and interviewee, Allie is prominently featured on the Circle, from her eye-catching photo on the cover of "The Grotonian" last spring and her recent publication in the latest issue of "The Marble Collection" to her onstage performances at various school concerts.

Surprisingly, Allie has not been taking photographs for very long. She started when she was fifteen, with her first digital camera which was partly a present from her parents and partly purchased using money saved up from previous summer jobs. In the beginning, she shot haphazardly but earnestly, quickly falling in love with being behind the lens.

Her summers on Martha's Vineyard presented Allie with the opportunity to work with Peter Simon, a world-renowned photographer who has shot everything from old Grateful Dead concerts to sunsets in Menemsha.

Allie's timing was perfect; she happened to go out on their first shoot shortly after Mr. Simon's assistant left, and he asked her on the spot to fill the position. Since then, Allie has spent the past three summers working with him, helping out when he does commissioned family portraits and going out on spontaneous excursions.

"I'll get a call from Peter at five in the morning asking if I want to go shoot at Lucy Vincent, which is a beach on the Vineyard," Allie explains, "and I'll just say 'sure' and go along with it. It's pretty unstructured because that's just who he is –



Allie in action.

M. MARQUEZ '16 FOR THE CIRCLE VOICE

sort of a hippie."

These trips prove to be the most instructional for Allie; she has taken Photo 1 and 2 but enjoys the freeform tutoring from Mr. Simon, which allows her to learn in a more organic setting.

Allie's favorite subject to shoot is wildlife – she particularly enjoys going off on her own with just her camera. Her love for this subject was always present, but was aided by taking ecology last year, where she was put in even closer contact with wildlife on a regular basis due to various lab activities.

Her best shots are also of this subject matter. One of her favorites, a photo shot in Tanzania of birds with iridescent blue feathers, was featured in the Camden Gallery in London, England after she submitted it to a contest, and her Instagram is filled with other remarkable

shots of insects, sunsets, flowers, and just about any other natural subject you can think of.

Her inspiration comes mostly from reading "National Geographic," and she especially likes the work of photographer Joel Sartore, who takes pictures of endangered animals to raise the general public's awareness on issues such as conservation and extinction, topics which she has an acute interest in.

She photographs people too, but doesn't enjoy it quite as much, saying that "it requires an immediacy" that is often less preferable to the quiet, observational photos she takes of wildlife. Her work for "The Circle Voice" and the yearbook primarily involves taking pictures of people, so it "seems more 'professional' and requires less creativity," but is nonetheless important in

improving her skill.

Having "commissioned" photographs also motivates her to pull out her camera – though she loves it, it is often easy to let it sit on the shelf for weeks on end because of the pull of other work.

Allie claims to not have started out as the fantastic photographer she is today, however. She quotes Henri Cartier-Bresson, who said that "your first 10,000 photographs are your worst." It was difficult, she says, to learn that she had to take a lot of bad pictures before she could take take good ones. "The main challenge is to make the camera see exactly what you are seeing, because the scopes of perception are so different," she explains. That being said, she is a firm believer that there are no bad aspects of photography. There are so many opportuni-

ties to get the right shot, so it's a very malleable and forgiving form of art.

Less forgiving, she says, is singing. It requires endless practice to make each note sound just right, because even a slight difference at any point can throw an entire song off. Allie is a co-head of the Grotones, combining her love of singing and organizing into one extracurricular. She started singing when she scored the coveted role of a munchkin in "The Wizard of Oz" in third grade, but hated being in front of a crowd so stopped publicly performing until coming to Groton in Third Form.

She was at dinner one night in fall term when the conversation turned to that night's upcoming Grotones auditions, and made the spur of the moment decision to audition. She always has loved a capella music, citing The Vineyard Sound – Martha's Vineyard's much-adored summertime college group – as her favorite group, so she resolved to take the risk and go for it. Her audition song was "Southern Cross" (a Vineyard Sound classic), with which she came full circle this past fall, singing the solo during the Grotones' Parents' Weekend performance.

Her musical pursuits fall mainly into the category of a capella, although she was in choir in Fourth Form. "The music itself has such a different feel from music the Grotones sing," she says comparing the two groups.

For those who have not already heard Allie Banks sing with the Grotones or seen some of her photography, she is undoubtedly one of the biggest forces in the arts department on the Circle. The community looks forward to seeing what she does for the rest of her time at Groton and beyond.

Bowie's Swan Song, Song by Song

By MICHAEL SENKO '18

David Bowie's 26th and final studio album, "Blackstar," was released just two days before his untimely passing. In that short period of time, the album was heralded as one of his best, reinvigorating Bowie in a new light as he drifted towards his last. And, when all was revealed, "Blackstar" became an entirely new beast. Bowie had been battling cancer while he was writing the album; he faced his own mortality and designed "Blackstar" as a swan song. Every song is charged with meaning, soul, and electricity – Bowie at his most open and honest.

Despite this, the actual music contained in the album is unlikely to please the masses. Bowie's strained upper tenor eerily floats over experimental jazz, with no real structure or points of interest. The album is cohesive, which works with the overall theme, but creates

a sort of haze that the songs themselves aren't punctual enough to escape. Bowie, being as talented as he is, likely designed it to be this way. The sound is fresh, but it certainly will not resonate with everyone.

Lazarus

The third track on the album, "Lazarus" is definitely a high point. This song most blatantly concerns his impending passing. He speaks of the effects medicine has had on his body and how nobody (before his death) knows who he really is.

He's got "drama, can't be stolen / Everybody knows me now." He seems to reference Charles Bukowski's poem "Bluebird," saying that he'll "be free / Just like that bluebird / Now, ain't that just like me?" Bukowski's "Bluebird" references a bluebird in a man's heart that he won't let anybody see because he is too stubborn to allow it to freely fly.

"Lazarus" clearly references

the raising of the dead back to life, which can be interpreted as him saying that this album will truly show the world the man David Bowie is. Musically, "Lazarus" has a killer guitar riff throughout the song and a rather powerful bridge section.

Blackstar

The title track of the album, "Blackstar," thematically ties the whole thing together while being a mishmash of oddly Gregorian-sounding crooning and somewhat traditional Bowie.

The song has a quick, almost erratic, drum beat for the first four of its ten minutes. Around the four-and-a-half-minute mark, the song heralds back to a more pop-oriented Bowie, before quickly cooling into a slower chant for the rest of the song. The song carries a feeling of dread as Bowie sings about his death, "Something happened on the day he died / spirit rose a meter then stepped aside / Somebody else took

his place, and bravely cried / I'm a blackstar." The lyrics are sensational and very hard to understand, but clearly carry a theme of death as the music builds dread leading up to that death.

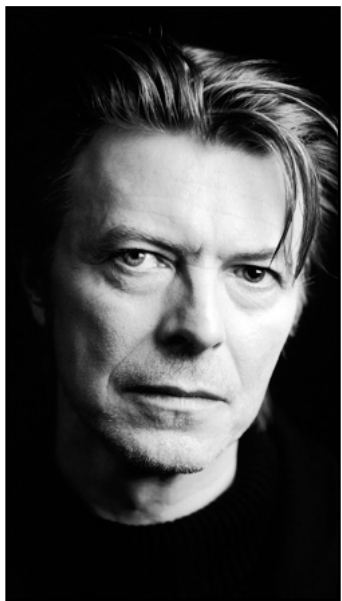
Jon Lamson '18, when asked about his thoughts on the album, said: "At its best, it's decent elevator music." This scathing remark carries some truth, and is likely the reaction of the Groton and regular population that listen to it.

The meaning of the album is harrowing; the music is experimental but flat. Although "Blackstar" received wide critical acclaim, I speculate that most critics positively reviewed it for the meaning and significance, not necessarily for the music itself. "Blackstar" means a lot, but the songs muddle the tremendous swan song Bowie's last album should have been.

He made what he wanted to make, whether or not we enjoy it.



FROM WIKIPEDIA



FROM THE ODYSSEY ONLINE

An Ode to the Student Center

By DEB

Student center, O, student center,
Why are you locked?
I miss you
As a man misses his underwear
After a long day of
Not wearing underwear.
O, how I miss your stained red couches,
So polka-dotted with white.
Why won't you let me in, dear student center?
I only want to have fun
Playing "Dance Dance Revolution"
And bumper pool on tables
That
Are
Broken.
Broken like a twig in a forest on a calm, winter's
night.
Student center, O, student center,
I shall cry till thou art open once more.

Dictionary of Dreyes

By BECKY ZHANG '18

"Everyone has peculiarities of diction," says Dr. Reyes. But they are seldom as unique and witty as those of Dr. Reyes. So take these terms, use them with your roommate, and recite them until they become vernacular.

Dinning Hall
noun /'di niŋ 'həl/
The dining hall, which dins with the voices of students and faculty children

Senior Perfect (Anna Thorndike)
noun /'sin yər 'pər fɛkt/
A senior prefect, most often also a perfect senior.

Ka-chunk
noun /'ka 'tʃʌŋk/
The sound in Dr. Reyes's head of a penny falling into a slot machine while he thinks

Birdcage
noun /'bɜrd keyj/
An anagram of Cambridge, Massachusetts with a silent "m"

Grssk
noun, adj /grssk/
Greek – in the 2002 film "My Big Fat Greek Wedding", "Greek" is misspelled as the letter sigma (S) is used for "e" instead of epsilon (E)"

Clashroom
noun /'klæʃ rum/
The classroom, a room in which we clash

To turn on the windows
verb /'tʊ 'tɜrn 'ɒn 'ðə 'wɪn dʊz/
"If doors can be alarmed, then why can't windows be excited?"

Spiritual Week
noun /'spɪr ɪ tʃu əl 'wɪk/
An alternative Spirit Week where dress-up themes would be spiritual e.g. Nun Day or Monk Day "We can all get dressed up as nuns... so good!"

Lesions and Corals
noun /'li zənz 'ən 'kær əlz/
Lessons and Carols

Circular Vice
noun /'sɜr kyə lər 'vɔɪs/
The Circle Voice

Deanery
noun /'di nə ri/
Where the Deans live

Black Marks
noun /'blæk 'marks/
What demerits were called when Dr. Reyes attended Groton

Yarvard
noun /'yar vɜrd/
Harvard University, or "the college located in birdcage"



"You check out my mixtape, fam?"

