

The Circle Voice

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Taking Roll: Roll Call suffers dwindling attendance

By **CHRISTIAN
CARSON '18**

The Schoolroom, in its stately timelessness, is illuminated by the Massachusetts morning sun. A bell signals the beginning of Roll Call, when all students and faculty are supposed to coalesce in the Schoolroom to hear any important announcements for the day. In theory, the room should be filled to the brim and announcements should be punctuated by thundering applause. In reality, Roll Call is entirely different: fewer students make announcements, and those who have the courage can't be heard over whispers from the corners of the Schoolroom. Even faculty announcements are often greeted with sparing applause.

Roll Call is in the midst of a significant attendance dip. In a survey conducted on the issue, two thirds of faculty and more than forty percent of students responded that they did not consistently attend. Applying these results to the campus at large paints a disheartening picture of attendance: less than two hundred and sixty of Groton's almost five hundred faculty and students are at Roll Call each morning.

Roll Call has not served its original purpose of taking student attendance for many years now. Students and facul-

ty, however, are still expected to be present; the 2016-2017 Student Parent Handbook explicitly states that students are not to use this time for working or for social activities. This does not, however, seem to be a deterrent to the large minority of students that frequently misses Roll Call. Senior Prefect Feild Gomila '17, who shares the responsibility of running Roll Call with the other Senior and House Prefects, has also noticed the drop in student presence: "When I was in Third Form, everyone

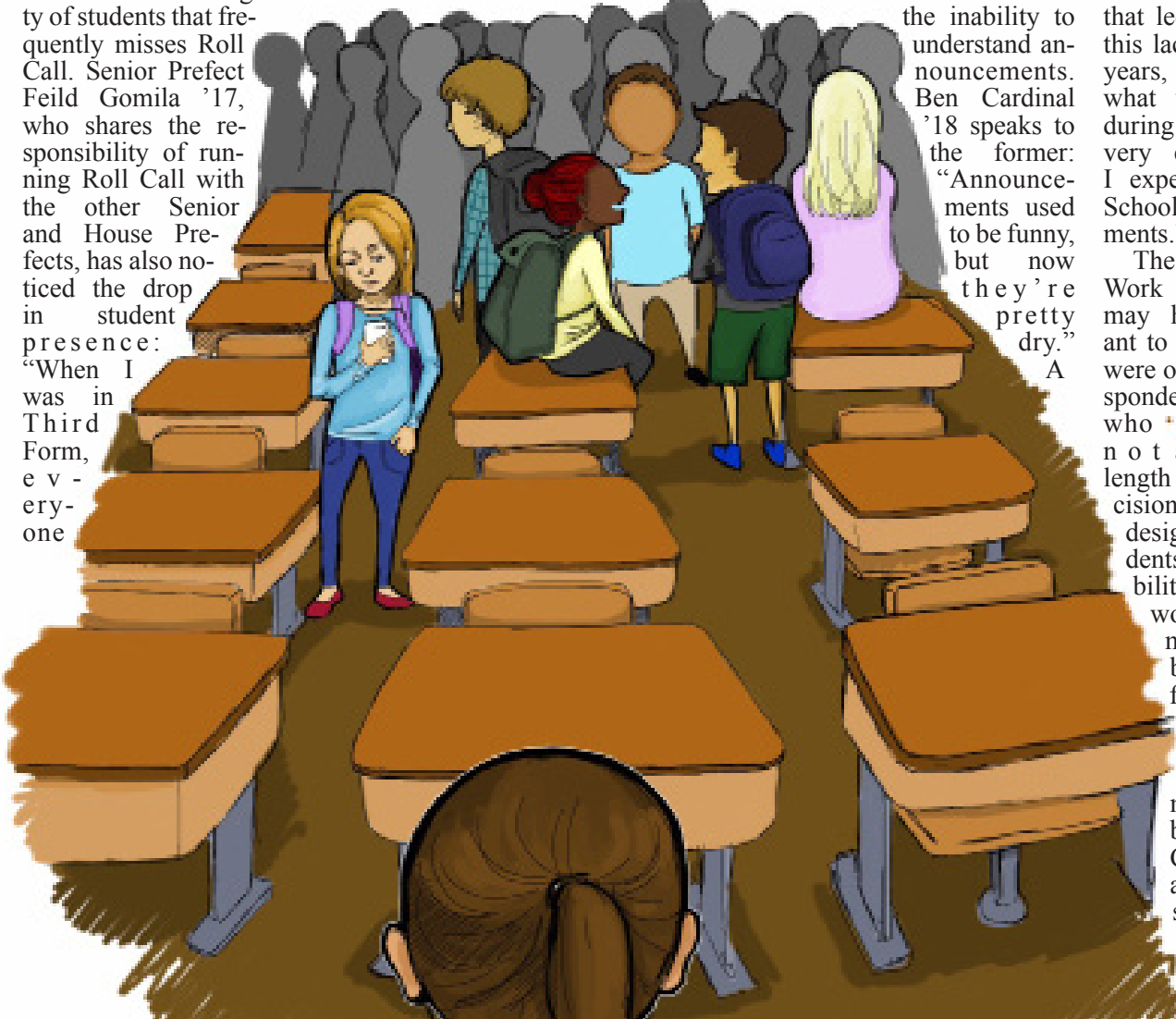
was there—it was hard to get in and out. Now when I run it on Saturdays, there's barely anyone there."

In a survey conducted of 235 Groton students and faculty, the results for student attendance were

unsurprising: forty percent admitted openly that they did not attend. Of these, more than half said that they rely on this period for work. The next two most popular reasons for students' absence are the perceived dullness of the time and the inability to understand announcements. Ben Cardinal '18 speaks to the former: "Announcements used to be funny, but now they're pretty dry." A

small number of students brought up the issue of censorship: over the past few years, certain students have been chastised or discipline for inappropriate announcements. Rand Hough '17, who witnessed such announcements that led to reproof, speaks to this lack of freedom: "In past years, you never really knew what was going to happen during Roll Call, and that was very entertaining, but now I expect nothing other than School-approved announcements."

The issues of length and Work Program, which some may have believed important to students' not attending, were of little importance to respondents. Only 11% of those who responded that they did not attend Roll Call cited length as a factor in their decision to skip. Work Program, designed to ensure that students maintained responsibility for their living and working spaces, is done by most students in the time between Chapel and the first morning class – the same time period as Roll Call. Since demerits are awarded for missing Work Program but not for missing Roll Call, this might initially appear a compelling reason for an industrious



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P. SHI '19 FOR THE CIRCLE VOICE

OPINIONS

Saturday night roaming

By **LILY CRATSLEY '19**

It is a Saturday night. The student center is full of dancing teens, dominated by the stench of hormones and sweat-soaked DIY muscle tees. Slowly, as the night progresses, groups break off and exit the dance floor. They find relief in the rush of cold air that meets their faces, but little in the row of teachers watching their departure.

This infamously awkward exit is the first sign of faculty

over watch on Saturday nights. After students leave the Dining Hall, they often encounter "roamers," faculty who are assigned to wander the campus.

Every week, faculty members on duty help with weekend activities. Some are assigned to drive "toasters" to student events off campus, others help in implementation of events, like dealing cards at Casino Night, but no matter the scheduling for the weekend, some teachers are always assigned

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Author, comic storyteller talks sexuality

By **PAUL MICHAUD '18**

On Tuesday, October 18, Ms. Cindy Pierce, a speaker, author, and educator, visited the Circle to speak to the entire student body on the topic of social pressure regarding sexuality and technology. Ms. Pierce, a self-described "social sexuality educator," hopes, in her own words, to "relieve the perceived and real social and sexual pressures from the wider culture beyond

Groton." She addressed both Lower Schoolers and Upper Schoolers in two separate sessions.

Ms. Pierce is the author of *Sex, College and Social Media and Sexploitation: Helping Kids Develop Healthy Sexuality in a Porn-Driven World*, and the co-author of *Finding the Doorbell*. She was recognized in 2012 by the Center for Women and Gender at Dartmouth College because of her work on sexual assault among college students. She has spoken at an extensive list

of schools, private and public, including Hotchkiss, Northfield Mount Hermon, Deerfield, Proctor, Springfield High School, and The Hill School.

Her perspective on these issues is different from much of the sexual education that children receive from adults in their lives in that it focuses on modern problems. Ms. Pierce's work focuses mainly on how sexuality has become far different with the advent of social media and technology

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What's Inside

Groton's sleep epidemic: curable?



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Gund '19 balances skating and school



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And years to go before we sleep



Nina's
Notes
by Nina
Norton '18

It's 10:30 at night after a long, busy Monday, and after check-in all you want to do is brush your teeth and crawl into bed. But you have an English essay due tomorrow—and you haven't even started it.

I don't care how brilliant or organized a student you are. One day—perhaps in the middle of fifth form, or during sixth form fall—this will be you. You will be this person, and you will hate yourself. You'll think of how things could've been if only you had written the outline on Saturday, the first three paragraphs on Sunday, and finally finished the last two paragraphs in the early Monday afternoon. Instead, you had a sports game on Saturday, and two tests on Monday which had to be studied for on Sunday. After school on Monday you had sports practice, sit down, and an all-school lecture which ended at 8:15. By 8:30, you were in the Schoolhouse

ready to work—which is exactly what you did—on homework that was also due tomorrow. So here you are, at 10:30 with easily two and half hours of work ahead of you—which means you'll be in bed around one, and if you get up at seven, that means you'll have six hours of sleep to run on.

Quite honestly, six hours of sleep once in a while isn't all that bad, but when you have night after night of four to six hours of sleep, your body and mind eventually become so exhausted it's impossible to function properly. While it's true that time is occasionally spent unwisely at Groton, for the most part students care enough about their studies to do their work well, and in a timely fashion. So why is everyone always tired?

Let's start with the most obvious reason: we all know that teenagers are supposed to get nine hours of sleep every night—in the Health Center there's even a notice informing students of this fact. But in upper school dorms it's actually impossible to get the nine hours of sleep every teenager is supposed to have. With check-in beginning at ten, it's unrealistic to think you can be in bed before 10:45, and because we have chapel at eight, waking up after seven infringes on breakfast time. So, even if you are the most efficient person in the entire world you can still only get 8 hours and

15 minutes of sleep every night.

Secondly, at Groton the workload can be overwhelming—occasionally bordering on ridiculous. With everything we have to do (sports, standardized testing, clubs, etc), work is often pushed into the wee hours of the morning—either by staying up late or waking up early. Groton students are not slackers, and are frequently willing to sacrifice precious hours of sleep for an A.

I don't think Groton should signifi-

“ Students
don't prioritize
sleep because teach-
ers don't prioritize
students' sleep.

cantly cut down on workload—I just think that teachers should be aware that on some nights students can't begin working until 8:30 because of an all-school lecture. Or sometimes they don't do their reading because they had two other tests to study for, and in order to get one more hour of sleep in, they made the decision to skip it. I don't think that teachers should necessarily condone this behavior—I just think that

they should understand it, and react to it appropriately.

Often, I feel that teachers exclusively blame the students for not getting enough sleep, or for inadequately prioritizing their sleep—but at the same time, students don't prioritize sleep because teachers don't prioritize students' sleep. And I really don't think that that's wrong—we all knew what we were getting ourselves into at Groton. With that being said, I also think teachers should be able to tell when it's appropriate to call a student out when it's obvious they didn't do their work, and also times when saying nothing is better. I'll admit that there have been more than a few times when I didn't do homework simply because I really didn't feel like doing homework—however, there have also been many times when I didn't do daily homework because I had an essay and a test on the same day.

So I don't think that Groton should change. Groton is Groton, and we all chose to come here for some reason or another. I do think, however, that teachers should be empathetic towards students because more often than not when students don't do homework for a class, it's not out of disrespect to the teacher—it's out of respect for the sleep their bodies so desperately need.

My only regret is that I have but one can of spray paint

By CHRISTIAN
CARSON '18

Here's a fun fact: a current United States presidential candidate has a warrant out for her arrest. To the disappointment of about fifty percent of Americans, I'm talking about Jill Stein, the Green Party's current candidate for President of the United States.

On September 7 of this year, a judge in North Dakota issued a warrant for the arrest of Jill Stein as well as the Green Party's VP candidate, Ajamu Baraka, on grounds of criminal mischief. More specifically, the pair (allegedly) committed vandalism of the currently-under-construction Dakota Access Pipeline (CBS News).

Putting aside entirely her political stances on such important issues as Wi-Fi (which she considers bad for children) and organic food (good) (Jill2016.com), hopefully Americans across the political spectrum can agree that this is absolutely hilarious. First, she (again, allegedly) wrote on a bulldozer "I approve of this message" (CBS News). The level of unfettered boldness it takes to spruce up the paint job on several tons of machinery is remarkably high. If I were running for President, my thoughts would generally lean more towards voter outreach and less towards let's-go-redecorate-some-bulldozers. It's refreshing to see a different perspective in politics.

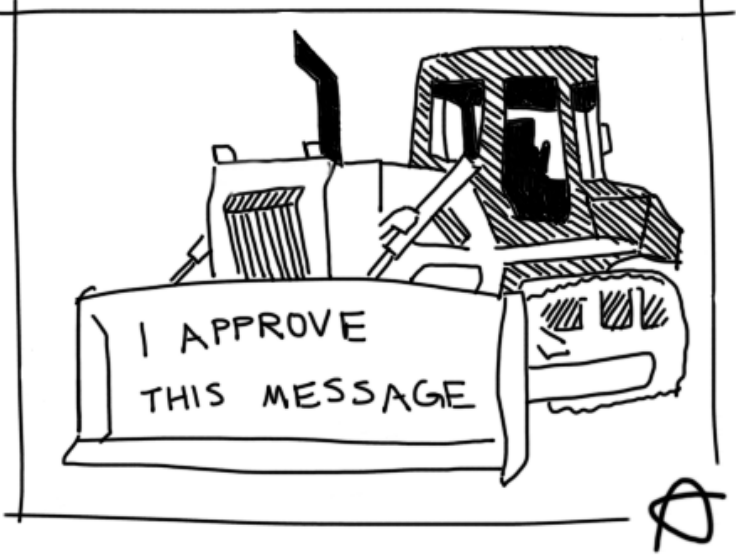
Also, this entire episode happened in North Dakota. I'm not even sure whether there are still

people in North Dakota (where, I assume, the electoral votes are allotted by a small gang of elk), which makes it all the more

amusing that Stein found herself there. One has to wonder how bad Stein's poll numbers to make her campaign decide

that, yes, a trip to North Dakota might be the very thing we need to revitalize this campaign. When *The Circle Voice* contacted Stein's Maine campaign office, Jacqui Deveneau (the director of Stein's campaign in the state) clarified that Dr. Stein's protest was a personal action and that she "took time out of her campaign" to support pipeline opponents in such a manner.

There are those who would call this behavior "immature" and "unbecoming of a Presidential candidate." I say that they're wrong—I'm looking forward to having such an inadvertently comical president in the White House. We've had too many of the same empty suits in the Oval Office for long enough. I say screw the squares—send in Stein.



A. KONG '17 FOR THE CIRCLE VOICE

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Explosion in number of clubs: a good thing?



**Vrattos’
Verdict**
by Charlie
Vrattos ‘18

Over the past two years there has been a drastic increase in the number of clubs at Groton. I’m not entirely sure what is to blame for this recent explosion in the number of clubs, but my personal theory is that it is at least in part due to the institution of Fall Jam at the beginning of the past two years. Not only has Fall Jam made school recognition of a club just one email to Mr. Leroy away, but it has also created an atmosphere in which otherwise ridiculous clubs can gain large numbers of pledged supporters who otherwise would not have dreamed of joining said club. By aggregating large numbers of students in the forum and aggressively marketing their clubs from behind tables like vendors at a street market, Fall Jam has exactly its expected result of attracting students to clubs that wouldn’t otherwise exist. I would argue, however, that this drafting of somewhat uninterested students artificially inflates the number of club members and ultimately results in wasted time and energy.

A perfect example of this type of “club drafting” is the Groton Economics Club (GEC). As a result of heavy recruiting through Group-Student emails and by word of mouth, GEC may have attracted people who were not truly interested in economics. According to Seamus McAvoy ’19, who attended the first meeting, “most people just go to the first meeting for pizza and the yearbook

photo.” To an extent, their recruiting worked extremely well, attracting an impressive 121 members, including seven so-called “officers,” who are appointed certain duties in the club. The second meeting was not as successful. According to one member, George Altshuler ’18, there were a grand total of eight members in attendance and a noticeable absence of two out of three heads. The aforementioned “officers?” George says that only a few showed up to the second meeting. While there may not be anything inherently wrong with taking a funny yearbook photo and eating some pizza, the story of GEC creates questions. Particularly, how can one determine how seriously committed a student is to a club?

As GEC club Victor Liu ’17 says, “While some may benefit in name from their ‘membership’ in our club, only the students who participate in our activities, whether it be economics discussions or mock-investment competitions, benefit in terms of skill development.”

Other examples include “Arthropod Club” and “French Club,” both of which are listed in the 2016-2017 Student Leadership document. Many students would be hard-pressed to remember any sign of life from these clubs. Oftentimes, I only learn of the existence of clubs like these when I see photos of their heads in the yearbook at the end of the year.

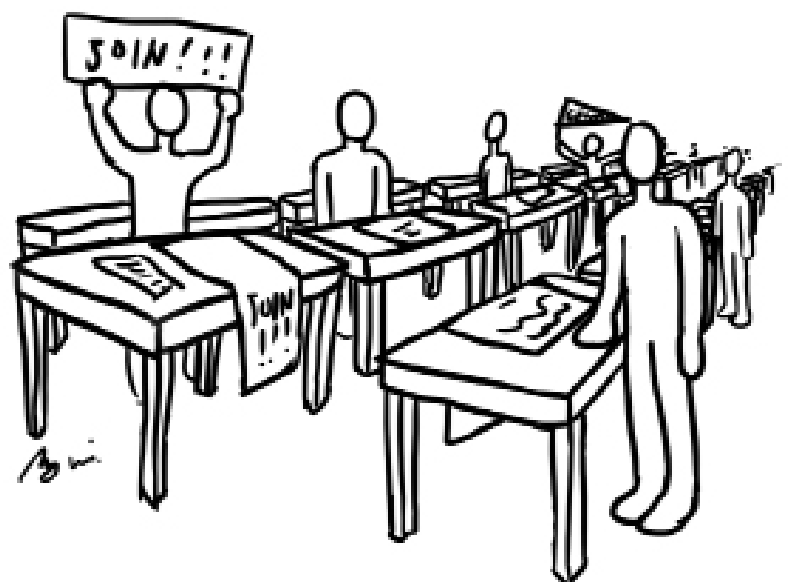
An additional contributor to the bounty of unnecessary and unattended clubs at Groton is the notion that clubs can help college admission chances. Students planning on joining several clubs with the idea that it will increase their chances of getting into the college of their choice should know that this is an absurd myth that unfortunately continues to persist at Groton. Overall, the false advertisement of clubs irritates me less than the students who have

this misconception and proceed to join ten different clubs and only attend the meetings once a term. Similarly, the students who only continue to attend a club because they believe that their extravagant title as “Associate Director of Club Operations” will look just fantastic on their college application are missing the point. I urge all students to follow your passions and participate in student organizations that interest you. Just be sure that you are working on developing your interests and not your college application.

It would be wrong not to mention some of the clubs at Groton that really do provide interesting after-school pursuits for the students who participate in them. The established Debate Society, Circle Voice, and Grotonian are all models for the dedication and tangible success that all student organizations should strive to have at Groton. The Cultural Alliance, Gender and Sexuality

Alliance, and Humanism meetings held weekly also do a great job of providing spaces for discussion and community for their large body of committed attendees. And perhaps my favorite clubs are the smaller, specialized groups like the Groton Trapshooting Club and Classics Club that, despite not attracting large numbers of participants, are really enjoyed by those who do participate.

The explosion of clubs over the past two years is a positive change as long as participation in these organizations is driven out of enjoyment and not out of obligation. Although the myth that clubs increase college admission chances remains at Groton, some clubs are not motivated by this myth, but by a legitimate passion for one area. As long as students are driven by a legitimate passion for their club, there is no student organization that shouldn’t exist at Groton.



A. WEI ’21 FOR THE CIRCLE VOICE

Not all those who roam are lost

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“roaming.” In Ted Goodrich’s words, to roam is “to be a presence.” He said in an interview, “I walk through the building and just make sure everyone’s safe and everything’s okay.”

In its current implementation, however, roaming duty does more harm than good for the community. While the necessity for faculty oversight is understandable, the current system fosters distrust between students and faculty, an amplified sense of limitation for students, and a greater urge to break those limits.

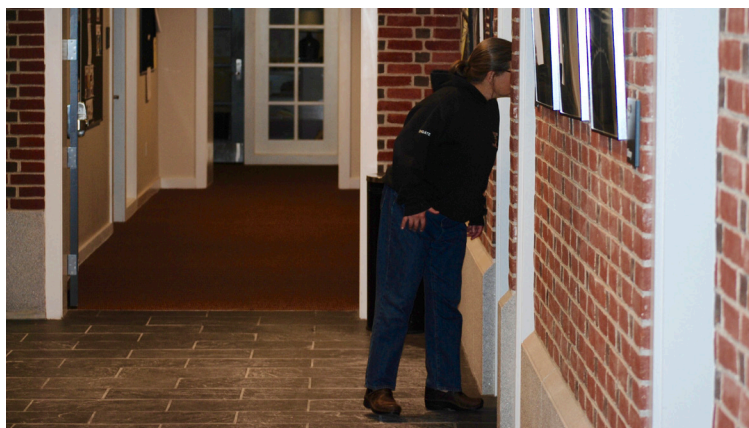
I will start with the disclaimer that I fully acknowledge the need for faculty presence. Keeping kids safe involves inhibiting dangerous behavior like substance abuse and reckless endangerment, while being a nearby resource for health emergencies. Roaming, however, has strayed from that goal.

While Mr. O’Donnell cites various other reasons for roaming, a common belief among students is that certain teachers, when on roaming duty, are surveying the campus in order to stop students from engaging in sexual activities. “Students at Groton are still trying to understand their sexuality. It is important that faculty understand this, and not shield

us from the inevitable,” said Mims Reynolds ’17. While she acknowledged the school’s responsibility to intervene in cases without consent, she believes that having a healthy relationship at Groton is only made more difficult by the feeling that being alone with a significant other is “wrong.” Madame Stanton acknowledged that

have private interactions,” she said. Of course, this can cause awkward situations for the co-inhabitants.

The most obvious frustration for students regarding these situations is the response from faculty and administration. On page thirty-seven, the Student/Parent Handbook says that when students are caught en-



Kathy Leggat checks study rooms for misbehavior.

F. LYNCH ’19 FOR THE CIRCLE VOICE

this struggle exists on campus, saying, “I think the culture allows for no real privacy.” She continued, saying that roaming duty involves monitoring public spaces. “Students should not have to feel that public places are the only place for them to

gaging in sexual behavior, or in a scenario that suggests sexual behavior has occurred, “the school will generally respond to the situation as a health issue, which may include notification of parents and, as appropriate, referral to the Health Center or

Counseling Office.” The issue here is ambiguity, highlighted by the words “generally” and “may.” Students don’t know whether their private sexual encounters will be brought to their parents or to the Health Center. When questioned about this passage, Mr. O’Donnell commented that these words are intentionally vague. “Any time you write a policy, you have to try to preserve the flexibility to handle situations in the most appropriate way possible,” he said, “otherwise you end up trapped in your own policy.” He also pointed to many situations outlined in the handbook with clear handling procedures, such as those involving behavior prohibited by law or that violates school rules. He clarified, explaining that, “no two situations are ever alike” and it is under the judgment of the deans, when brought information, whether contacting parents and/or the Health Center is appropriate. This flexibility, however, may not have its intended effect. Students are led by the ambiguous language to assume the worst, creating a deep fear of faculty roamers.

This fear and distrust acts as its own kind of pressure for students to break other school

rules. This “give us more faith” mentality, as Mr. Goodrich describes it, can escalate to a sort of personal rebellion. “They are always going to want more freedoms.” Students go to extreme extents to avoid being caught, which can lead to other disciplinary infractions such as illegal intervisitation, breaking curfew, or abusing driving permissions. “It shouldn’t have to come to that to maintain a healthy relationship,” said Lauren Kochis ’17. With a more direct communication of policy, students would feel less inclined to hide their relationships.

There is a clear sense of resentment from students and faculty alike as a result of the situations that roaming creates. Students feel faculty members are being unfair to their right for a healthy relationship and faculty feel students aren’t respecting the need for supervision. The solution to this dilemma is quite simple: communication. In its current implementation, roaming is a duty dreaded by most “roamers” and “roamed” alike. With open dialogue between students and faculty, this duty could accomplish its goal without hindering the community: keeping kids safe.

Filmmaker Holly Gordon '89 revisits campus

By **MARIANNE LU '19**

As the train horn sounded and the steel wheels came to a halt, Holly Gordon '89 listened to David, a Chinese government-sanctioned tour guide, share his truth. His truth was the story of Communist China, and Ms. Gordon listened “with [her] whole heart and [her] whole being.” While he talked about his fears for both his own future and that of the country, Ms. Gordon asked questions “that came from a place of deep empathy and a desire to understand, to find connection, to share his fears and dreams.”

Though she felt helpless to do anything for David's situation on the train that night, the experience prompted a desire to live a life that would put her out in the world. Ms. Gordon could only listen to David, but she is now able to spark monuments change within the lives of thousands with her campaign, Girl Rising. Revisiting her beginnings, Holly Gordon shared her thoughts with the Groton community on Monday, October 3.

Ms. Gordon is the founder of Girl Rising, a global campaign for girls' education and empowerment, with a mission of changing “the way the world values the girl.” She is also the executive producer of the Girl Rising film, one that tells the stories of nine girls from nine different countries. Before Girl Rising, Holly Gordon worked at the Tribeca Film Festival, and before that at ABC News, where she was a producer and booker for major news broad-

casts. The common theme that has threaded her work is, as she puts it, “the power of story to change hearts and minds” and “the importance of building strong and enduring relationships to forward progress on anything.”

In an inspiring chapel talk, Ms. Gordon '89 explained that to become an expert in anything takes 10,000 hours of practice. Girl Rising, she said, “was the culmination of 10,000 hours of doing three things”—listening, building trust and understanding, and, most importantly, sharing stories. Her first 100 hours of practice came during her time at Groton, when she visited China in her fifth form year at Groton (1988) and honed her skills as a listener.

Interestingly, Ms. Gordon was as motivated by a business challenge as she was by the moral imperative to start Girl Rising. While the data regarding the importance of girls' education was clear, girls were still facing discrimination around the world. As a journalist, she had the confidence that storytelling would stimulate change. Ms. Gordon said that the business question became: “in a very noisy world, how do you make sure that your game-changing message breaks through?” Ms. Gordon sees many challenges around the world whose solutions can be accelerated by great storytelling, and she says that “it is in that work where my enduring passions lie.”

While producing Girl Rising, Ms. Gordon and her colleagues chose the girls not because they were “extraordinary,” but instead because their lives “reflect the lives

of the 62 million girls around the world who don't have the opportunity to learn and reach their fullest potential.” As she herself said, “We are all humans. And education allows us to experience humanity more richly, deeply and productively. It is a gateway to ev-

throughout her youth, and she said, “these visits gave me a sense of belonging somewhere beyond the USA, which I think shaped my sense of being a global citizen.”

Right after college, she spent an “intense and immersive” four months travelling

ugees, particularly a woman her age named Albana, “gave me a shocking and unforgettable perspective on the fragility of ‘normal life’ and a deep conviction that we all have an obligation to help our fellow humans in times of crisis.”

On October 10th, Ms. Gordon spoke with the Groton Girls Alliance (GGA) about her experiences creating Girl Rising. She emphasized how the challenges—balancing various aspects as a student, demerits, major commitments, and college—she faced at Groton ultimately led to her being a successful reporter. GGA head Blaire Donohue '18 said, “It was really inspiring to hear her relate the trials and tribulations we experience every day at school with her future success.”

Groton has had a deep influence on Holly's life. Academically, Groton's emphasis on writing honed her ability to communicate effectively, which she points to as a crucial skill in everyday life. In addition, Ms. Gordon said, “the constant reminders... about the responsibility of each Groton student to pay the extraordinary privilege of a first-class education forward by being an engaged citizen in the world was a meaningful motivator in my life.”

Finally, the vigorous work ethic that Groton demands gave Ms. Gordon a “strong foundation for the kind of effort it takes to start something and see it through.” She has powerful advice for current Groton students: work hard, do your best, make good friends, try new things, and most of all, follow your heart and intellectual curiosity.



Ms. Gordon received the Cui Servire Award in 2014.

FROM THE CIRCLE VOICE ARCHIVES

everything else. The girls in Girl Rising know that and they just want a chance.”

Born to British parents in Kenya, Ms. Gordon acquired her international outlook through travel during both her child and adult life. She frequently went back to Kenya

around India by herself. It was in Dharamsala (home to the Dalai Lama) that she had an epiphany and decided to pursue journalism as a career. As a young producer at ABC news, she was sent to report on the Albanian refugee crisis in Kosovo. Meeting helpless ref-

Cindy Pierce confronts taboo topics

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that fosters constant contact.

Ms. Pierce has spent years interviewing teens, although that was not originally her career plan. Eventually, however, she found that young people were “desperate for a new lens.” Ms. Pierce uses humor with the goal of normalizing and furthering discussions about “sensitive and serious issues,” attributing her talks' successes with students to their “humorous and non-judgemental nature” She talks constantly to people from ages fourteen to thirty-four about sex, and includes their experiences and perspectives in her writing and speaking.

“Teenagers today,” she says, “experience significantly more intense feeling of an internal void needing to be filled. You are constantly reminded that you are not enough. The messaging from the culture gives you a steady dose of what you could be, should be and would be if you had, if you did and if you bought the things that are offered as a bottomless pit of options. It takes a conscious effort to not buy into the unrealistic expectations fueled

by marketing campaigns, Internet porn and social media.” The second part of her work that is unique is her humor, as she also is a comic storyteller. Though she identifies as an “educator first,” she says that that fact does not impede her engaging audiences with comedy.

And she lived up to her promise of comedy: the audience of students and faculty responded with laughter and tremendous applause to Ms. Pierce's modern perspective on hookup culture, body image, and other pervasive prep school issues. Peer Counselor Ben Milliken '18 said, “I felt like she was really entertaining and down-to-earth, and kept me interested throughout the talk.” She spoke highly of the idea of “social courage”, or the idea that people, especially teenagers, must develop the courage to do what is right in social situations although it may not be easy. Despite the lofty theme, she nevertheless engaged the audience as equals. Rohan Varkey '18 attested to this: “She was a good speaker to have in our community, and I really liked how she didn't talk down to us.”



Ms. Pierce captivated students and faculty with her honest conversation about hookup culture.

C. BOWMAN '17 FOR THE CIRCLE VOICE

Professor shares insight on election

By LILIAS KIM '18

In this of all years, it's difficult to find an academic understanding of political campaigns and voter behavior — the overwhelming majority of pundits have been proven wrong time and time again in both the primaries and the presidential race. And too often the mainstream media bases most of its coverage on sound bites, replaying the most controversial statement of any given debate or digging up baseless dirt from a candidate's past in an attempt to discredit them.

To provide insight into the reasoning behind both candidates' behavior in their campaigns, Dr. Douglas Kriner gave a Circle Talk on September 10th. Dr. Kriner is an as-

sociate professor of Political Science and the Director of Graduate Studies at Boston University. A graduate of MIT with degrees in both political science and history, Dr. Kriner went on to earn his doctorate in political science at Harvard University in 2006. The Harvard Graduate School of Arts & Sciences awarded him the Richard J. Herrnstein Prize for "the best dissertation that exhibits excellent scholarship, originality, breadth of thought, and a commitment to intellectual independence".

Since completing his Ph.D., Dr. Kriner's work has continued to reflect his passion for political study. He has taught numerous courses at Boston University and continues to publish scholarly works. Dr. Kriner's most recent book, *The Particularistic President: Executive Branch Politics and Political Equality*, earned the 2016 American Political Science Association's Richard E. Neustadt Book Award for the book contributing most to the study of the American presidency. His scholarly publications range in topic from partisanship to the President, although his main research interests lie in American political institutions, separation of power dynamics, and military policy.



Dr. Kriner spoke to students about the upcoming election.

A. POWER '17 FOR *THE CIRCLE VOICE*

Dr. Kriner highlighted specifically the impact of candidate endorsement in the presidential primaries. He further explained the mechanisms which differentiate static and dynamic polling models, both of which can be used to forecast the outcome of political races.

Verity Lynch '17, who met Dr. Kriner previously in Mrs. Spring's Power and Politics elective: Media and Politics, agrees that Dr. Kriner brought much-needed information amid the chaos of a turbulent election season: "He led an extremely interesting discussion in our class that catered directly to our political interests about this election which was really helpful and cool." Through the class, students were able to ask Dr. Kriner individual questions, which ranged from comparisons between the American political system and that of the United Kingdom to the impact of third parties on the race.

With less than 30 days remaining before American voters head to the polling booths, Dr. Kriner noted that, in reality, swing voters do not make up a large portion of the electorate. In this election especially, the election will tilt towards whichever candidate's party turns out the most voters on Election Day.

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Roll Call attendance drops

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student to skip Roll Call. The data tells another story: not a single respondent cited Work Program as a significant factor in their decision not to attend.

One new argument made by the students to miss Roll Call stood out as a frequent response: the café on the lower floor of the Schoolhouse. This is a factor that did not exist before last year, when the café opened and began serving coffee, tea, fruit, and bagels to students throughout the academic day. Many of the written comments received in the survey stated that the students skipped in order to beat the line for bagels and drinks.

The faculty's responses were perhaps even more surprising: only one third of the 37 faculty who responded professed to consistently attend Roll Call. Far and away the most popular reason given

for not attending was difficulty hearing announcements, a response shared by more than half of those who don't attend Roll Call. Interestingly, almost half of faculty who skip Roll Call use that time to work, suggesting that the Groton workload extends even to teachers.

Academic Dean Kathy Leggat believes that this is not, in fact, a new phenomenon: "I might say that Roll Call attendance has fluctuated over the years, rather than having been in steady decline." Back in the 1990s, she recalls, the school pushed to do away with Roll Call entirely in order to increase the amount of time available for classes to meet. "We did it," she says, "because Roll Call attendance was thin, and announcements were silly, non-existent, or tasteless." Students resisted the changes,

asserting that Roll Call both provided a much-needed break from strenuous academics and allowed students to practice public speaking. After this incident, Ms. Leggat recalls, attendance and appreciation for Roll Call grew greatly.

The two primary suggestions offered to improve both Roll Call and student attendance thereof are the use of proper diction and volume by students and the inclusion of humor in Roll Call proceedings—many of those surveyed said they only attend Roll Call during Spirit Week, when important announcements are mixed with comedic ones. Until Roll Call can make these changes, however, the school must settle for significantly reduced attendance and enthusiasm.

Welcome, parents!

By EUNICE CHO '20
and ELIZA POWER '20

On October 21st, families from around the globe gather on the Circle for Parents Weekend: new and returning parents alike come to meet with teachers, advisors, dorm heads, and other parents. They also have the opportunity to attend several events, including music recitals, athletic games, and faculty presentations. Parents Weekend helps to acquaint parents, who often live far away from the school, with the faculty members who teach, coach, and advise their children.

Starting Friday morning, families can pick up their registration packets and meet fellow parents in the Sackett Forum in the Schoolhouse. International families and faculty can also join the International Parent Luncheon at the Headmaster's House. Teachers of all subjects offer ten-minute meetings in which parents can meet them and discuss their children's performance in class.

Parents Weekend this year is followed immediately by Skip Day, a day for students to catch up on work and sleep, making this essentially a three-day weekend. Students are delighted by this general reprieve from work — Westby Caspersen '17 says, "Parents Weekend is a really chill time to just sleep and see my family." Teachers, too, enjoy the weekend. Science Teacher Brian Abrams values Parents Weekend for its capability to unite the community: "I think that it's a great thing that the school does, and I think it's also great for the school in terms of community building, bringing everybody together like that. In terms of the bigger picture in the school year, it's

one of the bigger events that I look forward to... It's fun to have everybody here: it just really creates this great sense of unity and community."

In addition to parent-teacher conferences, parents have a wide range of lectures and discussions they can attend. On Friday, Director of Wellness and Wellness Counseling Sheila Fritz-Ellis will hold a session entitled "Perfectionism: Maladaptive vs. Adaptive." On Saturday, there will be two presentations: one on Groton's Global Education program, led by math teacher and Director of Global Education Nishad Das; and one on Groton's use of technology,

music groups and the School's two acapella groups, will perform. Before departing on Sunday, families are welcome to join in Morning Prayer service at St. John's Chapel or to go into town for Catholic mass.

Wife of Headmaster Temba Maqubela and English Teacher Vuyelwa Maqubela believes that there are significant benefits of having Parents Weekend early in the school year: "I enjoy parent-teacher conferences as I get to meet the parents early on and establish a connection with them," she explains. "The business of teaching is most effective when the school, the teachers,



Mrs. McCreery, Mrs. McLaughlin, Frances McCreery '17, and Hadley Callaway '17 at the cross country races over Parents Weekend 2015.

FROM *THE CIRCLE VOICE* ARCHIVES

led by Chief Technology Officer Elizabeth Preston.

On Saturday, families can watch an open theater rehearsal in the Campbell Performing Arts Center. Headmaster Temba Maqubela will speak to parents in the Forum. Athletes in all sports will compete against various other schools in the afternoon. In the evening, the yearly Parents Weekend Concert, at which many of the school's musical organizations, including chamber

and the parents are partners. Having conferences in October encourages me to take a careful look at the student's strengths and areas of growth early so that I can share any outliers with his or her parents, coming up with an action plan early if necessary."

The Groton community welcomes both new and veteran families to the Circle.

Word on the Circle

“What is the nicest thing anyone in the Groton community has done for you?”



“My last birthday fell during exam week. But instead of shutting themselves away and saying that they didn’t have the time, my friends sacrificed a few hours of studying to celebrate with me. None of us were in the mood for anything big, but we ordered from The Cottage and watched New Girl and procrastinated and it made what I thought would be a really awful day so much better.”

- Lucy Chatfield ‘18

“The nicest thing anyone in the Groton community has done for me was when Mr. LeRoy asked me to marry him. Even though he wasn’t working at Groton when he proposed, he asked me on a walk in the woods in New Hampshire.”

- Mrs. LeRoy



“I was in study hall, and I was so hungry because Flik dining failed me. Hesitantly, I knocked on my dorm head Randi Dumont’s door. She gave me a banana and a pack of M&M’s. Hands down nicest thing anyone’s ever done for me at Groton.”

- Claudia Oei ‘18

Best bites around Groton

By ANNE COLLOREDO-MANSFELD ‘18

With Parents’ Weekend here and St. Mark’s Day soon approaching, students and parents are faced with the annual opportunity of eating off campus. Eating food other than that of the dining hall is always one of the most exciting prospects of Parents’ Weekend, and there are plenty of restaurants from Gibbet to the newly opened Point to try with your parents.

Gibbet Hill Grill

Perhaps the most popular restaurant, Gibbet is approximately a five-minute drive from campus. Gibbet’s menu boasts produce grown right from their own farm, which surrounds the restaurant. The cuisine is made up of steak, seafood, salads, and soup, all served in hearty portions that will leave you stuffed. Groups of up to forty people can reserve the upstairs section of the restaurant, called the “mezzanine,” while smaller parties of eight can reserve “the Silo,” a private room perfect for birthday dinners. Gibbet also offers several gluten-free options as well as a kid’s menu. The only downside of the restaurant--because it is so popular--is that getting a reservation is nearly impossible, especially on Parent’s Weekend, unless you book weeks in advance.

Lucia’s Tavola

Located in Ayer, Lucia’s has a seemingly endless menu of delicious Italian food. Their



Chloe White ‘19 picks up an order from the Cottage in Ayer

L. TOCE ‘19 FOR THE CIRCLE VOICE

Blackbird Cafe

If you aren’t looking for an extravagant dinner but rather a low key breakfast or lunch, Blackbird Cafe is the ideal spot. A short drive from campus, Blackbird has a delicious selection of brunch foods consisting of pancakes, omelettes, sandwiches, cookies, and eggs in any style. You pay when you order, the food is served very quickly, and you clear your own dishes when you are ready to go.

Johnson’s Restaurant and Dairy Bar

Another student favorite, Johnson’s has delicious burgers, fries, subs, ice cream and shakes that are reasonably priced and can be taken to go. Johnson’s is a necessary stop for after a sports game or before a long drive home. With fast service, cheap and tasty food, and plenty of seating options, Johnson’s is sure to satisfy.

generous portions are also perfect for large groups. “The relaxed dress code is nice because I can show up after my soccer games without changing out of my uniform,” says Addie Newsome ‘18. Although the service may be at times quite slow, the delicious cuisine is well worth the wait!

Filho’s Cucina

Filho’s is a small italian restaurant in Groton that offers both sit down meals and take out. The menu has a wide selection of delicious Italian food that is very reasonably priced. The small restaurant fills up very quickly however, and they do not accept reservations. Filho’s offers seating both outside and inside, and if the tables are filled up, you can always take out food from their huge ready-to-go bowls of pasta and salad at the register.

Boys’ dorms pop the question

By GUS VRATTOS ‘19

As Groton swings into full gear in the month of October, dorm proposals, a particularly fascinating tradition of Groton, have already taken place. Together, brother/sister dorms share feeds, communal check-ins and fun activities.

While typically a boy’s dorm proposes to girl’s dorm, dorm proposals from all are encouraged and cherished for their light-hearted humor. Light-hearted dorm proposals remind us that it’s okay to have fun. Here are some of the proposals from this fall:

Nelson’s to Dumont’s

Nelson’s dorm brought a pizza to Dumont’s check-in, and a pizza is always appreciated. Tyler Brooks ‘17 on bent knee asked Dumont’s to be their sister dorm. Although Tyler originally offered the pizza from Francis’s dorm, he quickly fixed the mistake. Nelson’s cheesy proposal received a resounding “yes” from Dumont’s Dorm.



A. WEI ‘21 FOR THE CIRCLE VOICE

Fry’s to Lincoln’s

Fry’s, proposing to Lincoln’s dorm, performed Howie Day’s classic song Collide with Liam Calder ‘18 on the guitar. Despite Lincoln’s dorm having been sprayed by a skunk and the long walk across campus, Fry’s proposed nonetheless. Such a stunning and brave performance undoubtedly gained the approval of the audience. Thus, the Lincoln’s prefects graciously accepted Fry’s re-

quest to be their sister dorm. Viacava’s and Riley’s to Spring’s

In a rare co-proposal, Viacava’s and Riley’s dorm proposed to Spring’s dorm. Viacava’s and Riley’s performed a reenactment of Harambe risking his own life to save a boy with Douglas Altshuler ‘20 starring as Harambe. After the reenactment the two dorms sang “Isn’t She Lovely,” and Spring’s accepted the proposal.

“NOT” just a history teacher

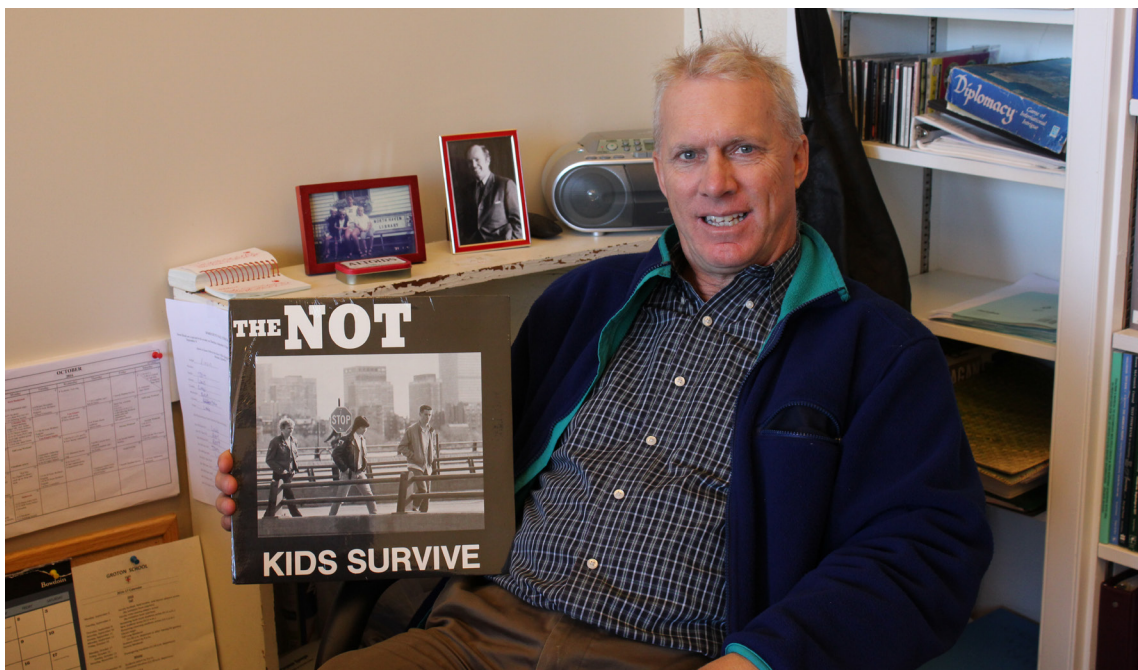
By MIN SHIN '18

He has toured around the country. His records have sold all over the world. He has also taught you the story of the thirteen colonies. History teacher Mr. Lamont reminisces about his previous career in music, its ups and downs, and the places he has played with the bands he has been a part of.

“I fell in love with rock and roll in seventh grade...we’d just moved to New York, and it was a tough time for me, I didn’t have many friends, so I listened to a lot of music, and it touched my soul,” said Mr. Lamont. Mr. Lamont played the drums before beginning to play the guitar in his senior year of high school. “I was very influenced by punk rock,” he remembers. In terms of starting his music career, he never planned on committing fully to musicianship.

Before college, Mr. Lamont was part of a few bands. Then, The NOT emerged in college, and it was active for three years, from 1983 to 1986. Mr. Lamont played full-time with the band members, who were local kids, after graduating from college. At the time, he thought to himself, “This is my passion. I’m going to give it a shot for three years, and if it doesn’t work out, I’ll do something else. I didn’t want to end up still flailing away in a rock band at forty or fifty. It’s really a young person’s game.”

Mr. Lamont also said that



Mr. Lamont shows off his band’s record.

B. CALMAS '18 FOR *THE CIRCLE VOICE*

“it was an interesting period because there was a youth music movement called Hardcore Punk. It was very interesting because a lot of people didn’t like mainstream music... All over the country there were young people who wanted music that was super loud, super fast, super angry.” The NOT had two other band members, Rob Wallace, the drummer, and Peter Patino, the bass player. Patino now plays in a salsa band that has performed at Groton School. “He was the best musician in the band,” Mr. Lamont remarks.

“We played all over the country, we toured the country four times, went to Canada twice. Our records were sold all over the world: Europe, South America, Asia. We didn’t sell a lot

of records, but we sold a good number of records, and it was fun because a lot of the songs were played on alternative radio stations and on college radio stations. We did reasonably well.” Though crowds weren’t enormous--about twenty-five to one hundred-fifty people--Mr. Lamont was content with playing his music. “The biggest show we played, we opened for some big-name punk rock band, [there were] two thousand people. But for me, it didn’t matter how many people there were. I just enjoyed playing the music. If there was one band I wanted to be in, this was it. It really felt like I was playing the music I wanted to play.”

The NOT released two records. Mr. Lamont compares

his band’s music to other bands like the Dead Kennedys and Black Flag, saying, “I never felt we were nearly as loud and fast... We were more melodic, we had harmonies, [and] we had a sense of musicality that other bands didn’t have.” The NOT performed in various places, including clubs, function rooms, bowling alleys, basements, and backyards. However, this musician’s aspirations to become a professional eventually came to a wrap.

As is the case for many people who want to play music professionally, it is difficult to achieve such a dream, especially because of the arbitrary music industry. “My dream was to become a professional musician,” Mr. Lamont said.

“But at least in the field of popular entertainment, it’s really hard, and it’s so random, there’s no logic to it...I can tell you that for every band who makes it, there are dozens of bands equally deserving, who have great songs, great musicians...but a lot of it is luck.”

This is one of the reasons why Mr. Lamont decided to shift his career from music to teaching. Furthermore, he said, “Towards the last year of the band, there were times when I got a little tired of playing the same songs, yet people want to hear the same songs. They expect to hear songs [that they know]. I think that’s why many musicians turn into actors. They make it look fresh, they make it look like they’re totally into it.” However, Mr. Lamont does mention that he does not have any regrets after leaving the band.

He still enjoys playing music as a pastime. He has even performed at an 25th alumni reunion gig here at Groton School six years ago and did a music tutorial last year with students Angus Warren '16, Parker Banks '16, and Steven Anton '16. When asked why he loves music, Mr. Lamont said, “It somehow moves your emotions, and I love playing music with young people.” Music still remains near to Mr. Lamont’s heart and is one of many aspects that makes him a unique history teacher. The next time you see him around the Circle, be sure to ask him about stories from his musical past. They are certain to fascinate you.

Fab-Lab-ulous: Groton’s own engineering hub

By ROHAN VARKEY '18

Often while walking through the Forum, people will see the Fab Lab, a space filled with mysterious machines and seemingly incomprehensible projects. Despite the great resources the Fab Lab holds, not many students besides those in Engineering tutorials and classes know exactly what engineering at Groton entails.

The Fab Lab is full of various machines, including a laser cutter and a 3D printer. The laser cutter can cut out two-dimensional objects. To do this, a computer uploads a picture to the machine, which takes a negative of the picture. A negative picture takes the lightest colors and makes them the darkest and vice versa, making a picture that the laser cutter can work with. Then, the machine cuts out that shape within 10 minutes. It can only print objects up to ½ inch thick, but by layering objects on top of each other these two-dimensional objects can become three-dimensional. The 3D printer is in the classroom opposite the Fab Lab (Room 027), and allows

for “additive fabrication,” a process in which layers of material are added to each other to form an object. This process takes much more time than the laser cutter—it may take about three hours for a typical object.

Most students don’t know that the scene shop in the CPAC is linked to the Fab Lab. The scene shop has a CNC machine, which is basically a larger laser cutter except it uses a cutting blade, not a laser. The Fab Lab interacts with the drama department by collaborating to build these machines. It also has opportunities to interact with many other departments, including art and math. Albert Zhu '16 designed a whiteboard marker holder as member of the Groton’s Engineering Society.

The Engineering and Design class is the primary user of the Fab Lab. In the class, students are able to prototype, fabricate, and test their own ideas. Even if they find a working prototype, students will realize what Mr. Hall believes--that “there is no best solution, it’s constantly changing.” Products and designs can always be improved, which is an important tenet of engineering. Some of the projects that this class undertakes are cutting out a 6x6x6

inch cube with the laser cutter and programming a clock with dials.

Will Norton '17 is conducting an engineering tutorial called Understanding Dampened Oscillations this term in the Fab Lab. This tutorial emphasizes proportional-integral-derivative controllers, or PIDs, which will be used to make a self-automated car. Will’s tutorial will involve him inputting code into the car so that it can control itself. To begin, the remote controlled car will be disassembled by Will so that it can be put back together using microboards that will give the car sensors. These sensors will enable the car to control itself. The tutorial will take place in one of the small-project labs set aside for student use, and will teach Will a lot about the specific techniques required in engineering.

Engineering at Groton has only existed for a short time, and implementing it has proved to be challenging. Whether it is due to a lack of time or interest - the STEM programs is still developing after all - participation in engineering simply hasn’t taken off to the desired extent. Indeed, besides the Engineering class, not many other

Groton students take part in engineering. Faculty members like Ms. Fowler and Mr. Hall are attempting to change this with more opportunities to use Groton’s engineering facilities.

There are opportunities to use the Fab Lab’s various machines during Engineering Club meetings and Saturday night events. These events are better environments for immersion, as Mr. Hall believes that it is easier to do engineering when it is not graded. People should just play around with engineering and

not worry about if what they are doing will actually work. These new uses for the Fab Lab are important, but with students’ various time constraints, it can be tough for every student to actually use them. Mr. Hall believes that engineering is important because the practice of building with one’s own hands doesn’t happen much anymore. Students should use this space more to have this rare experience that they are unlikely to get anywhere else in school.



The Fab Lab is filled with many advanced tools.

N. STEINERT '19 FOR *THE CIRCLE VOICE*

Athlete of the Issue

Rashawn Grant

By ARAM MOOSSAVI '17

Despite the influx of change that the football team has experienced this year—including the addition of new coaches and a new offensive system—one thing remained constant: co-captain and four-year team member Rashawn Grant '17.

Rashawn played football for the first time in second grade on a flag-football team. He joined a tackle football league in fifth grade. As a young football player he played running back and full back. Since then his love for the game has flourished. One of the reasons he loves the game is the teamwork aspect that is so vital to the sport. "Football is a sport where you need all eleven players on the field to be on the same page in order to be successful, and you don't get that in any other sport," Rashawn said.

When Rashawn arrived at Groton, he played his first year of football on the Thirds Football Team. That year, Rashawn began playing the positions he still plays on the offensive and defensive line. Rashawn contributed to what has become known as one of the greatest thirds football teams in Groton history by leading the team to an impressive record of five wins and two losses. A fellow member of that year's Thirds team, Matt O'Donnell '17, said about Rashawn, "Even then he

showed just how good he was along with the potential he possessed, Rashawn was one of the most dominant players we had on an already talented team."

Rashawn's good play did not go unnoticed, and in his fourth form year Rashawn made the Varsity team. But in the first game of the season, Rashawn tore the meniscus in his left knee. Rashawn showed an extraordinary amount of grit by playing during the next four games with a then-undiagnosed torn meniscus. After the fifth game, the extent of Rashawn's injury became clear and he was sidelined for the last two games of the season, including St. Mark's. Watching the team beat St. Mark's on the bench was bittersweet for Rashawn: "It was good seeing my teammates win and I was happy for them, but I wish I had played with them. But it still was an emotional win for me."

By the end of the summer before his fifth form year Rashawn was cleared to play again. Hungry from the year before, Rashawn was determined to make an impact on the team. He did just that by starting on both sides of the ball at Offensive Tackle and Defensive Tackle. On defense Rashawn recorded 23.5 tackles and 1.5 sacks, an impressive stat line for a Defensive Tackle who is limited in his exposure to the ball. Through the first three games of the season Groton was undefeated, in large part due both

to Rashawn's blocking ability on offense, which allowed John Beatty '16 to run for a substantial amount of yards and also to Rashawn's work on defense, closing the holes for opposing ball carriers which would then be swallowed by the Groton defense. Rashawn's impressive play caught the eye of college coaches, fielding interest and opportunities from multiple teams. The team finished at .500 posting a record of three wins and three losses.

At the end of his Fifth Form year, Rashawn was elected team captain alongside Taggart Eymer '17. When talking about Rashawn's ability as captain Taggart said, "As a co-captain with Rashawn, it is a pleasure working with him. He is a good motivator and his motor never stops." Rashawn has also received praise from coaches such as defensive coordinator Harold Francis who said, "It has been a pleasure watching Rashawn grow from a Thirds football player, to a Varsity captain. He came into this season in the best shape he has ever been and hasn't missed a down."

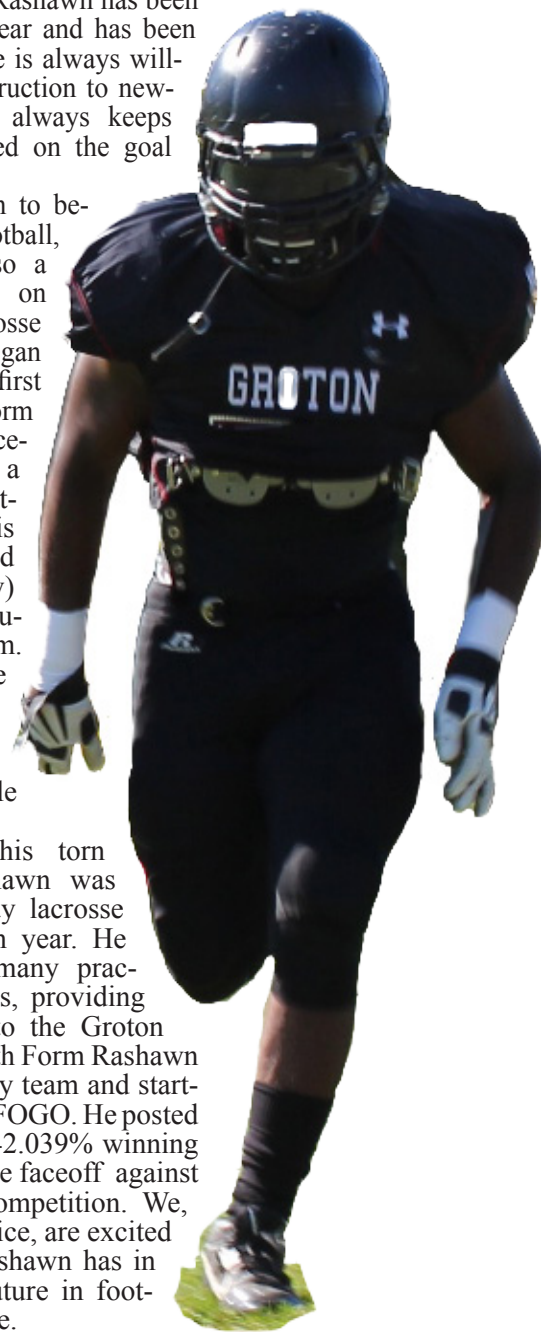
After losing key players and size from last year's team, the team had holes they needed to fill. Rashawn demonstrated his high football IQ and adaptability by switching positions on both the offensive and the defensive line. Continuing his dominant play, which the Groton football program has become accustomed to, Rashawn

continues to start both ways, this time at Offensive guard and Defensive end. When asked about Rashawn's work this year, Tripp Stup '17 said, "Rashawn has been dominant this year and has been a true leader. He is always willing to offer instruction to newer players and always keeps the team focused on the goal ahead."

In addition to being a force in football, Rashawn is also a impact player on the Varsity lacrosse team. He began playing for the first time in third form as FOGO ("face-off, get-off," a name for a centerman who is only on the field during the draw) and made the Junior Varsity team. He has become an adamant believer in the phrase "FOGO's are people too."

Due to his torn meniscus Rashawn was not able to play lacrosse his fourth form year. He still attended many practices and games, providing coaching tips to the Groton FOGO's. In Fifth Form Rashawn made the Varsity team and started as the teams FOGO. He posted an impressive 42.039% winning percentage at the faceoff against talented ISL competition. We, at the Circle Voice, are excited to see what Rashawn has in store for the future in football and lacrosse.

B. CALMAS
'18 FOR THE
CIRCLE VOICE



Lower School athletes to watch



Max Strong
'20



Jay Fitzgerald
'20



Robbie Long
'21



Kate Clark
'21

L. TOCE '19 FOR THE
CIRCLE VOICE

By POWERS TRIGG '20

Max Strong '20
Boys' Varsity Soccer

As Jonathan Martin recently wrote in The Guardian, soccer is always changing: "It is progression is neither cyclical nor linear." Even with the changing game, the importance of the midfield in the overall strategy of the game is unchallenged. As a result, many players covet the role and a few very special athletes play it well.

While his Groton career is just commencing, Max Strong is a breakout star in the making. We all recall the stories of Rooney making his professional debut at 16. It is, objectively, not quite that story. Max is still getting bearings at the Varsity level and adjusting to a fast-paced game, physical game. His inarguable strengths are his great speed on the ball and his feathery first-touch. With consistent playing time at the varsity level, Max is poised to

be a true standout in the seasons ahead.

Jay Fitzgerald '20
Boys' Varsity Soccer

There is a great debate in soccer, spurred on by the writing of Chris Anderson and David Sally in The Numbers Game, about weak link versus strong link analysis. Is winning about the single great player or is the path to success earned by investing in and improving the weakest players on the team?

Third Form standout Jay Fitzgerald is a strong link winger with blistering speed. And alas, as the late Al Davis said, you can't teach speed. In addition, Fitzgerald brings a breathtaking ability to simply make plays.

It is not surprising, then, that Jay has started every game this season for the varsity team and has a sterling stat-line that includes three assists. Of the season thus far, Jay says, "We have had a bit of a rocky start, but I think we will have more success going forward. It's not easy to win games in the ISL. The captains and coaches

have been outstanding. I have learned not only the soccer aspect of the game, but about how to play a role in order to make the team succeed."

The sky's the limit not only for the second half of the season, but also for what is certain to be a high impact, high profile career.

Robbie Long '21
Varsity Football

If you are a Grotonian with a love for this grand game, Robbie Long is a name to remember. Robbie is a starting cornerback and safety on a Varsity team plagued by injuries.

Furthermore, he also plays starting quarterback on the JV. In talking with other team members, the phrase "quarterback of the future" was echoed many times.

In a recent interview session, Long answered questions like a veteran. "The season is going pretty well. The team is improving every day. I am happy with the upper schoolers on the team. They help me out whenever I need it [which improves] my overall confidence while

playing." It is worth taking a long position on the football career of Robbie Long.

Kate Clark '21
Girls' Varsity Soccer

Kate Clark has become a major part of Girls' Varsity Soccer this season as a just a Second Former. Kate starred when playing against Rivers, helping Groton earn their first ISL win of the season.

When asked about the current direction of the season, Kate said, "We have faced some pretty challenging competition so far this season, and it doesn't look like it's going to get any easier. But, we have really come together and worked as a team. At first, I was a little intimidated by the fact that I would be playing with seniors as a Second Former, but the upper schoolers have really made me feel like a part of the team. I am excited to see if we can turn this season around and win the remainder of our games."

Kate has the skills to be a standout for years to come.

Preview of Parents Weekend games

By **WESTBY
CASPERSEN '17**

Boys' Varsity Soccer vs. BB&N

Boys' Soccer has been off to a somewhat rough start this season with a 2-5-1 record (1-4 in the ISL); however, they are confident heading into their Parents Weekend home game against a BB&N team that has played its way to a 2-3-3 record (2-2-1 in the league.) Co-captain Tyler Brooks '17 states that Groton's record does not reflect its performance as, "our season has been tough so far. We've played all the top teams in the ISL, but we've played well. Our schedule gets a lot easier from here so we expect a win." Boys' Varsity Soccer has plenty of young talent; look for Chewy Bruni '19 and Walker Davy '19 continue their successful seasons.

Girls' Varsity Soccer vs. BB&N

Girls' Varsity Soccer also has not had the season that they would have liked so far with a record of 2-4-1 (1-2-1 in the ISL). A recent 1-0 win against Rivers suggests that things are turning around for the team. BB&N's team has a record of 6-2-1 so they should prove a tough task against our strong side. Led by their co-captains, goalie Amani Jiu '17 and midfielder Carrie Moore '17, Groton should be able to carve out a win in front of the parents. Piper Higgins '17 thinks the

team has "a good shot of winning," and it will be interesting to see how the team responds to a tough challenge.

Football vs. Thayer

The Groton Football team has started the season 1-2 and look forward to a tough task against a strong Thayer team. Even coming off a 40-21 win against Middlesex, Groton will have a tough time stopping Thayer, whose record stands at 1-1. The Thayer team plays an aggressive style of defense and an exciting no-huddle offense that highlights their best player, Jamari Venter, who set an ISL record with 387 yards and four touchdowns against Middlesex. Groton will have its hands full against this type of talent and it will be a "very tough game," according to Jarvis Bereday '17. However, don't count Groton out as they are beginning to click under the new system run by the new head coach, Jamie Lamoreaux. Captains Rashwan Grant '17 and Taggart Eymmer '17 have had good seasons thus far as well as underformers Bennett Smith '19 and Caleb Coleman '20, and they will likely continue to make plays.

Varsity Field Hockey vs. BB&N

Groton's Field Hockey team face BB&N on the turf field. The team has a record so far of 3-5, and they hope to best a tough BB&N side that is 4-2 this season. Led by captains Caroline Fisher '17 and Maddie Ferrucci '17, the team features strong leadership and has been



Girls' Varsity Soccer, currently 2-4-1, looks to beat a strong BB&N team.

D. TANTILLO '17 FOR *THE CIRCLE VOICE*

practicing hard in preparation for this crucial game. Maddie Ferrucci reflects that, "Last year's game against BB&N was tough so we hope to work really hard for a different outcome this year." Hopefully the team can get even by winning.

Boys' Cross Country vs. Rivers

Boys' Cross Country may seem to be off to a slow start with a 5-7 record, but lately the team has been picking up the pace. In the past week, several members of the team including captain Matthew Higgins Iati '17, Sammy Malholtra '18, Gus Vratatos '19, and Joshua

Guo '20 improved their times by over a minute. The whole team is looking to have a strong performance against a weaker Rivers team. More importantly, this race will serve as a preview to ISLs which Groton will host two weeks later. With the home course advantage, Boys' Cross Country is striving to finish in the league's top five at the sixteen team meet. Lars Caspersen '19 says, "We're getting faster every week, and I believe that if we continue to do so, other teams should watch out." Be aware of the JV team as well, as they are currently 10-2 and poised for great success.

Girls' Cross Country vs.

Rivers

Girls' Cross Country has been off to a hot start with a 6-3 record. Led by two extremely strong runners, captain Hannah Kim '17 and Abby Kirk '19, the team always has runners at the front of the races. Furthermore, this team has great depth as the JV Girls have had similar success, highlighted by Lucy Anderson '20 having already won two races this season. Rivers looks to be slower, and with the home-course advantage, the girls expect a victory. Like the boys, they will also use this race as a final tune-up for ISLs, and hope to place at the top of the league.

Lucy Gund '19 skates to success



Lucy in a recent competition.

COURTESY OF LUCY
GUND '19

By **ALEXANDRA KOGLER '19**

Many may know Lucy Gund '19 from watching videos of her ice skate, leaving all of us that are completely inflexible in awe of her ability to twirl and leap with such ease. Others may know her as a defender on the JV puck team or as an inquisitive student in the classroom. What many don't know is her work behind-the-scenes: long hours of training and sacrifice in order to succeed in her sport. Although balancing academics and athletics are difficult, Lucy's dedication has propelled her to championships and top national finishes.

Lucy's journey as a figure skater started when she was three years old. For three years, her determination propelled her forward. However, at the age of six, Lucy took a four year break from the ice until at the age of ten, when she realized that she "missed the feeling of being on the ice." Her time off proved to be a difficulty, as many of her opponents had improved dramatically. "[Coming back to skating] was difficult because I had catch up to the other girls, who had been competing when I was out," she reminisces. Regardless, Lucy definitely caught up; this past year she has won four major competitions—one of which

was the State Championship. Throughout her career, she has traveled for competitions as far away as Minnesota and Colorado, garnering countless titles in the process.

Accompanying the glamour of skating are the hours of dedicated practice. On average, Lucy trains six days a week for two to three hours a day at the Colonial Skating Club—one of the best skating teams in New England. Along with various exercises on the ice, she has "strength and conditioning [training] and ballet for flexibility." She works with specialized coaches who mentor her every step: "one that operates a harness for learning new jumps, one for choreography, and one for edges and footwork."

This year, Lucy will be competing at the Junior level—an extremely competitive rank that requires many competitors to rely on home-school and online courses in order to accommodate for the focus required for training. But not Lucy. Despite her demanding schedule, Lucy has been able to keep up with schoolwork with effective time management. Simply put, Lucy is both an anomaly on and off the ice, able to balance the demanding academics and athletics.

In the future, Lucy will attempt to receive figure skating gold medals by

"passing the highest level in each of the disciplines," she explains. If she is successful, she will compete at the senior level, the highest level possible in ice skating. The senior level is the level at which Olympians compete. Throughout the year, she will participate in upcoming exhibitions for charity events such as the Jimmy Fund, which funds money for cancer research, and the Why Me Sherry's house, which helps families with children who have cancer.

As Lucy continues to spin across the ice and to win championships, many will be on the lookout for this talented young athlete. Hopefully, she will bring back the gold in the regional competition this upcoming weekend in Vermont and many other exhibitions to come this fall. With all the commitment Lucy puts into the sport she loves, we hope to see her someday at the Olympics.



More Online

Visit www.thecirclevoice.org to read about this fall's most common sports injuries, written by Layne McKeown '18.

Learning how to groove: Faculty playlist

By **FRAN SALDIVAR '18**

Longfellow once said, “Music is the universal language of mankind.” If this is true, then what better way to get to know the Groton faculty than through music? If you can take your teachers’ advice on school work, why not do the same for music?

Mr. Capen: “Everybody Dance Now” by C+C Music Factory

Classic disco song “Everybody Dance Now” is the perfect twist to your playlist this year. The upbeat song and eccentric rhythm provide the only remedy you will need for stress. Mr. Capen mentions that there is nothing like “waking up the Cross Country Team to ‘Everybody Dance Now.’” This

popular 90s song brings out the inner ‘Disco Man’ in everybody -- and apparently the ‘Running Man’ in the Boys’ Cross-Country team. The combination of upbeat music and enthusiastic vocals will make you want to get up and dance with your friends.

Mr. Funnell and Mr. Gracey: “Me and the Boys” and “RC Cola and a Moon Pie” by NRQB

NRQB is a spontaneous rock band. Their jazzy, rock and blues music was especially popular in the 1900s, but this fall they have captured the Admissions Office with their grooviness. “Me and the Boys” and “RC Cola and a Moon Pie,” both by NRQB, are Mr. Funnell’s and Mr. Gracey’s favorite songs. Nothing says Fall Music better than a perfect combination of jazz and rock. Even though these songs were

released seventeen years apart, NRQB’s smooth and exciting style stays consistent in both and will transport you through the the last two decades of the 1900s.

Mr. LeRoy: “I Will Wait” by Mumford and Sons

Mumford and Sons’ biggest hit, “I Will Wait,” will give you goosebumps with its iconic tune. The lyrics are a bit repetitive, but the vocals, harmonies and drums will creep their way into your heart, where you will learn to love the song. This folk, indie rock mix is a must-hear - just ask Mr. LeRoy.

Dr. Fritz-Ellis: “Box of Rain” by Grateful Dead

“Box of Rain” will give you a feeling of nostalgia. The memorable lyrics and music are ideal as background music while you are working late. This 70s clas-

sic is Dr. Fritz- Ellis’s favorite song by the Grateful Dead. If you enjoy listening to “Box of Rain,” try these other songs by the same band: “Touch of Grey,” a song about how every optimistic outlook has its downside, and “Truckin,” a cheerful and catchy song that can turn any frown upside down.

Mr. Lamont: “Play it Again” by Luke Bryan

If you like country music, Mr. Lamont’s favorite, “Play it Again” by Luke Bryan, will be on your top lists this fall. Its catchy lyrics will be in stuck in your head for days, and the Tennessean accent and country vibes will remind you of the old Taylor Swift and Miley Cyrus. It’s perfect for a bus ride to a game or race, when all you need are good vibes.

Mr. Duclos: “Visions of Johanna” by Bob Dylan

This buoyant, folk rock 60s song by Bob Dylan is Mr. Duclos’ favorite song. Its unique, upbeat rhythm is perfect for a gloomy Sunday when all you want to do is go outside. The harmonica and piano make this song incredibly fun to dance and sing to.

Ms. Marks: “She Blinded Me with Science” by Thomas Dolby

Ms. Marks’s personal favorite for doing Biology homework, this one-hit-wonder features Magnus Pyke, who repeatedly shouts “Science!” and other bizarre phrases in a crazy-scientist voice to electronic rock music. “She Blinded Me with Science” was featured in Breaking Bad and the unaired pilot of The Big Bang Theory. The energetic lyrics and music are ideal for getting your juices flowing in the morning.

Dr. Black: “Layla” by Eric Clapton

In “Layla,” Dr. Black’s favorite song, the drums and guitar will remind you of the 80s. Eric Clapton’s vivid music and energetic vocals will make anyone belt out in the shower. For a bonus, listen to the acoustic, a more sophisticated and smooth version that works as background music as you study.

Mr. Whiteman: “Wild is the Wind” by Nina Simone

“Wild is the Wind” was originally written by Dimitri Tiomkin and Ned Washington for the movie Wild is the Wind. After its original release, the song was recorded again throughout the years by many artists, including Davie Bowie and Nina Simone. Mr. Whiteman highly recommends listening to the Nina Simone version, as the classic piano and vocals will capture your heart and give you tingles, and the jazzy music makes it unforgettable. It goes perfectly with a cup of tea and a rainy afternoon.

Mr. LV: “Indian Summer” by Jai Wolf

The upbeat music of “Indian Summer” is a mix of vocals and electronic music. Its dynamic rhythm will give you just the energy you need to make it through a busy week. Additionally, the song is featured on Netflix’s 2016 film “XOXO,” starring Sarah Hyland. Mr. L.V.’s favorite will pump you up any day.



More Online

Visit www.circlevoice.org/arts to get inspiration for your Halloween costume from Cara Cheng '20.



Mr. LV listens to “Indian Summer” while running with girls’ cross country.

H. CALLAWAY '17 FOR THE CIRCLE VOICE

Clint Eastwood’s *Sully*: A review

By **MICHAEL SENKO '18**

Everyone has heard about it: the 2009 miracle on the Hudson. It was an uncanny feat of triumph, and 155 lives were saved. After an unheard of double-engine failure, a full-sized passenger plane landed on the Hudson. An American hero was born, an epitome of the will of human survival. The world was uplifted.

With such an ecstatic preamble, Sully should’ve been bombastic. Director Clint Eastwood had the potential to create such a film, but he didn’t. Sully, in actuality, is a quiet, righteous film centered around a character of the same qualities. Captain Sullenberger, portrayed by Tom Hanks, is an everyday US Air-

lines pilot—calm, steady, a tad boring—looking to retire soon and see his wife (portrayed by excellent Laura Linney) and kids. And, by the end of the movie, not much changes.

Through scenes concerning Sully’s bouts of mild PTSD, countless meetings concerning Sully’s actions and whether or not he could have made it back to an airport, and sequences of the flight itself, Sully’s deep rooted golden sense of morality is unearthed. These scenes do not flow chronologically, and it works. Rather, they progress in a sort of train-of-thought so that the audience can understand the nuances of Sully’s actions on January 15th. The film carefully builds to a mildly stirring climax in which Sully proves his naysayers wrong and solidifies the confidence the audience has

been building for him throughout the film.

But this is far from a heroic action movie lionizing Captain Sullenberger. It is a mellow drama depicting the plight of one man to justify his gallant actions. “It was a good movie, not a great one. Tom Hanks, who is, like, my bae, carries the film,” says Rohan Varkey '18. He is correct; Sully likely would not have worked if not for the outstanding subtlety with which Hanks portrays the pilot, a performance that will likely earn him an Oscar nomination. Other notable performances include his copilot (Aaron Eckhardt) and flight attendant (Donna Dent), who add some kick and some wit to the film, respectively.

Sully does not try and be anything that it is not. It is a good,

straightforward movie about an ordinary man who performs inexplicably well under strenuous

conditions. It is not the miracle like the event it concerns. Rather, it is the truth.



FROM BUSINESS INSIDER

Artist of the Issue

Anson Jones

By BECKY ZHANG '18

One of the most most angelic voices on campus belongs to the unforgettable Anson Jones '17. There's no doubt you've seen her perform, whether in chapel, on stage, at Open Mic, or in the music wing serenading the halls with various songs using her "voice that sounds like butter melting across a hot skillet," as Charlie Hawkings '17 so eloquently puts it. Ever since her first year at Groton, Anson has been sharing her talents and groovy tunes with us, but her fruitful music career began so early as the first grade.

At the beginning of elementary school, Anson started to learn the piano. Later, she took clarinet lessons for two years and "was really bad at it," or so she says. She also took on guitar for a while and enrolled in singing lessons in the fifth grade. "Music is my ultimate form of de-stressing," Anson said. She especially enjoys listening to Pink Floyd, David Bowie, and jazz singers Sarah

Vaughan and Etta James. "The Wallaby" by Pink Floyd is one of her favorite albums of all time.

Ever since she received her first mixtape from her father, Anson has been enchanted by jazz, which she began to learn at the age of eight and is now a major part of her musical endeavors. Anson has performed at various jazz clubs and restaurants while participating in her friends' gigs or on open stages. "My favorite thing about jazz is that it's got a very different feel. I like the swing,

and I like the music theory that goes into it," she explains.

Anson has done much for the music program at Groton and vice versa. Anson was a member of the choir and chamber choir from Third to Fifth Form, where she normally sang as a soprano. She currently takes voice lessons with Ms. Lanier, saying, "It's really nice to have a set time dedicated to classical music, which I don't normally do a lot of." Before coming to Groton, she sang a cappella in middle school, which inspired her to join and later head the Grotones.

A regular Open Mic and postlude performer, her lovely voice is a staple in the Groton community. She remembers her first ever Open Mic, when she sang "You Can't Feel Me Now" by Bonnie Raitt, as her favorite performance because "it was so overwhelming!" This fall, Anson has been working on her Jazz FSA for both voice and piano, which started last fall. Mentored by Ms. Lanier, she has been working on improvisation, transcription, singing, and technique in the songs, "Never Will I Marry," "Autumn in New York," and "Lullaby of Birdland."

What many don't know is that Anson par-

ticipates in all fields of art, from visual to poetry and dance. She danced in middle school, and although she has only taken Third Form Visual Studies at Groton, she loves to paint and sketch. "I like to go out into the city in New York and just draw whatever's there," she says.

In addition, Anson enjoys writing poetry, and is taking Mr. Capen's poetry elective this fall. She also writes some of her own songs, although she mostly prefers to keep them private. "I think it's good to do a bunch of different types of art because they can inform each other; you can learn things from visual art and use that knowledge toward poetry and dance," she said. Despite her heavy involvement in the arts, she has no idea whether or not she will pursue a musical career.

If you have not yet been blessed by the sound of Anson's ethereal voice, be sure to attend her Fall FSA recital or the next Open Mic. Can't wait that long? Check out her feature in Langa Chinyoka '17 and Abby Power '17's song "Forgiveness" on SoundCloud.



F. TOBEASON '19
FOR THE CIRCLE
VOICE

Previewing the Parents Weekend concert

By EUNICE CHO '19

Every fall, many parents visit the lovely and colorful Groton campus for Parents' Weekend. And each year, a music concert that features many talented student musicians is held. In just one performance, parents, teachers, and students are able to watch and enjoy the product of the hard work that the Groton musicians put in, making one of the most enjoyable events of the year.

This year, the Parents' Weekend concert will take place on Saturday, October 22nd at 7:30 p.m. in the Campbell Performing Arts Center. The groups that will be performing include the Second Form Steel Drums Ensemble, Chamber Choir, Chamber Orchestra, Jazz Ensemble, Dance, Gospel Choir, Grotones, and Maqupellas. Dance will be performing a piece from last spring's recital, and the Chamber Orchestra and Jazz Band will each play two and three tunes from this fall.

This is the only concert each year that features so many

of Groton's music groups in one performance, and it attracts a large and enthusiastic audience. As a result, it inspires all the performers to play with great energy and soul. Ms. Lanier, head of the music depart-

ment, says, "I love to see Second Form Steel Drums make everyone smile and hear them play what they've worked so hard on. I also love to hear the beautiful blend of young voices from Chamber Choir.

I am always amazed that our Jazz Ensemble "Soul Sauce" and Chamber Orchestra can be ready to play so early in the school year. Moreover, the addition of Dance last year and the Gospel Choir this year will

add to the diversity of the performing groups.

The concert will be hosted by music prefects Phoebe Fry, Matthew Higgins-Iati, Piper Higgins, Christine Bernard, Christopher Ye, Ivana Primero, and Eddie Uong. Christine Bernard '17, who is hosting the Jazz Band and Gospel Choir, says, "I am looking forward to Dance, Steel Drums, Grotones, and Maqupellas because these groups aren't represented on campus as much as the others, so it's nice to see them perform onstage."

The Parents' Weekend concert is a great way to show what Groton has to offer musically to family, friends, and the community while also giving the students an opportunity to perform in front of a passionate audience. Ms. Lanier sums it up, saying that "it's a great accomplishment for the student-run groups to prepare on their own and perform. It's a lot of fun to hear such variety of styles in one evening."



The jazz band performs at last year's Parents' Weekend Concert.

FROM THE CIRCLE VOICE FILES

Look Alikes

Zoinks, thats not who I thought it was!



Aram Moossavi
'17



The caterpillar
from "A Bug's Life"



Rashawn Grant
'17



Langa
Chinyoka '17



Elyssa Wolf '17



Elsa from
"Frozen"

An Open Letter

Alright, it is far past time I break my spell of silence on this matter. The sesquipedalian accusations being fabricated against me in the community are quite frankly outlandish and erroneous. They are matrivolent and downright berbumptious to the extreme. Stop committing floccinaucinihilipilification. This is just another paradigm of the Groton Rumor Mill at work. I still cannot comprehend how such tittle-tattle was commenced about me in the first place. Inquire of anyone, Tim Bukowski '17, Joe Collins '18, or Caleb "Caleb" King Coleman '20: they have got my back. If you dare to propagate these farces you will find my acumen quite ostentatious. I will nidificate myself for all to see. I wake up in the morning to texts about it, go to breakfast and am asked about it, and someone even asked me about it in chapel. In Chapel! Ridiculous. Please, mind your own business. Gander, I'm not a bad guy. I am just misunderstood. You know who I am. I am not some automaton, built for you to beat up! I have feelings too! And they have been hurt!

-A Perplexed Groton Student

Mememes of the Issue

