

The Circle Voice

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Prefects of all religions to lead daily chapel services

By EUNICE CHO '20

In a significant change to the weekday chapel program, next year, prefects from all religious services will assist in running morning chapel. In addition, the voting for the Class of 2018's House and Senior Prefects took place a month earlier than normal, with the positions announced on April 28th.

Fifth formers applying to serve as prefects for religious or spiritual organizations were informed recently that prefect duties will change for the 2017-18 school year. Chapel Prefects, who had previously been responsible for both weekend and weekday chapel services, will share responsibility for the latter with prefects of other religious campus organizations; Chapel, sangha, Jewish student life, Muslim and Catholic prefects alike will take attendance and give readings for weekday chapel services – the weekend Episcopal service, though, will remain solely for Chapel Prefects.

This change was proposed

by Groton's religious and spiritual leaders – Christopher Whiteman, Monika Andersson, David Nelson, Shua Arshad,

and Fanny Vera de Viacava. Since weekday chapel is intended as a non-denominational service, Reverend Whiteman

explained, "all our traditions should be able to participate and offer various perspectives and expand upon material that is meaningful to them such as readings or hymns... I believe that the more voices that get involved in the spiritual life, the stronger we are." Ms. Andersson, who leads the Buddhist-Hindu sangha, agrees with the changes: "We shouldn't be separatist when it comes to matters of faith because we're all spiritual people. I think the change will be very positive in the sense that we can be spiritual together no matter what religion we are."

Some students support the change. Noelia Carbajal '18, who plans to apply for the Catholic mass prefect position praised the revised program: "I think it is an important opportunity for a diverse community to come together and share their own unique perspectives." Others, however, are hesitant – Rand Hough '17 argues that the school's affiliation with Episcopalianism is "a foregone



Chapel prefects take attendance at weekday service.

M.GAYE '18 FOR THE CIRCLE VOICE

Continued on page 4

Inside the Class of '17

By MARIANNE LU '19

Elyssa Wolf

What is the most valuable lesson that Groton has taught you?

I think that Groton has taught me how to prioritize. You learn to choose whether you want to spend the night running around campus with your friends, or writing a paper. Sometimes you choose the work, sometimes you choose the people, but we only have so much time here, so you have to think about what is more important to you in a certain moment.

If you could do everything again, what would you change?

I would get more sleep! Everyone talks about being sleep-deprived here, and it is very true. I think that I would go to sleep later when I was with friends, and earlier when finishing Spanish worksheets at two in the morning.

Favorite memory?

I have a ton of favorite memories here, but one of the funniest memories I have is pulling a real, full all-nighter with my fifth form roommate, Hannah Simmons. It was the night before our AP Chemistry final projects were due in May, and because of research papers and other commitments we hadn't started them, so we decided to stay up all night to finish them. I have no memory of working on chemistry, but I do remember eating chocolate chip cookies to stay awake, blasting music, filming weird videos, watching the sunrise at 5:13am, and doing everything but work.

Least favorite memory?

Obviously there have been hard times at Groton, but finding out that a lot of the boys in our form had been DC'ed and were either leaving or getting suspended was really hard.

Advice to second and third formers?

Find what you love here, and stick with it. Find your groove here.... I joined the theater program here in third form, but really committed to it in fifth form, and I have

Continued on page 7

New additions to the 2017-18 Course Catalog

By CHRISTIAN CARSON '18

As Sixth Formers begin to focus on their imminent departure from the school, the rest of the student body looks towards the next year – more specifically, towards their course selections. The 2017-2018 Course Catalog brings substantial changes to selections available for students. Confirmed course additions include a yearlong math course, a term history elective on the rise of the American conservative movement, and two new English electives. Smaller adjustments will occur in both performing arts and archaeology classes.

Groton math teachers Jonathan Choate and Jon Creamer will be jointly teaching "Linear Algebra and Multivariate Calculus," offered to students who have completed calculus. The class will cover its two titular topics: multivariate calculus, which offers the opportunity to use calculus in three dimensions, and linear algebra, which focuses on the algebra of vector spaces.

This class offers a solution to the not-uncommon problem of students outpacing Groton's math program. Mr. Creamer explained that Groton has "more students coming in at a younger age knowing more math... who were sometimes locked out of taking ["Advanced Math Topics"] again if the teacher and topics being taught did not change." Such students would often take math tutorials in groups of two or three. Establishing this class, though, expands opportunities to more students and eases the teachers' workloads (tutorials, explained Mr. Creamer, are taken on by teachers in addition to their regular course loads). "Advanced Math Topics" will not be offered in the 2017-18 school year.

"Explaining Trump: The American Conservative Movement, 1955-present" will be taught by history teacher John Lyons starting next spring. This class is not entirely new; he taught a version of this course from 2006 to 2011. He elected to teach it because American conservatism was then an "area

of emerging scholarship" in the field of history.

Mr. Lyons eventually stopped running the class, though, because "it appeared – at least at first glance – that modern conservatism had crested" in the wake of what some pundits called the "blue tide" – that is, Democratic control of both houses of Congress and the presidency. (More immediately, he noted,

a course reduction in the fall was necessary for him to allot proper time to his position as head football coach).

Mr. Lyons says that the course's rebirth, motivated in large part by Trump's election and the rise of the American Right, seeks to explore how a "seemingly inconsequential ideological faction embracing

Continued on page 4



Laurie Sales teaches her elective, Public Speaking.

COURTESY OF M. ADUBOFFOUR '17

What's Inside

Students explore their passions through FSAs



6

JV Tennis earns one of the best team records



9

Hitting the iron ceiling: the weight room and gender



**Nina's
Notes**
by Nina
Norton '18

Here at Groton we pride ourselves on two things: our diversity, and our inclusivity. We care about those two things so much that at least twice a year we have a day devoted entirely to them. And yet, you only have to look as far as our athletic center to find exclusion.

When you walk into the weight room, usually the vast majority of the people in there are male. And why is that? Perhaps it is because girls engage in weight lifting less often than boys do, but another factor is that many girls feel uncomfortable there. When asked about the first word that pops into their head when they think about the weight room, girls responded with words like “uncomfortable,” “intimidated,” “nervous,” and “scared”—one girl even said that she didn’t know because she doesn’t go into the weight room unless she’s with her team. Zizi Kendall ’17, who works out in the weight room every day, said she is no longer intimidated, but still sometimes feels disrespected by boys there. Piper Higgins ’17 and Will Norton ’17, two co-captains of Boys’ Varsity Crew, offer an example of this discomfort. Piper

says that she “still feels uncomfortable going into the weight room,” however, Will has “never felt uncomfortable in the weight room.” Why should Piper feel more uncomfortable than him in a room where they both have to go for their sport?

If you walk into the girls’ locker room

perspective on why they don’t exercise in the weight room. “It’s just scary. I wouldn’t know what to do or where to go,” said Josephine Graney ’20. Eliza Powers ’20 followed up, saying, “I think it’s just more for the guys.”

Most Lower School boys don’t feel that uncomfortable going into the weight

longer intimidated in the weight room, but it seems that most Upper School girls never get over their fear of it.

It’s important to note that not all girls feel uncomfortable in the weight room. Hallie Bereday ’17, a member of the Girls’ Varsity Crew team, talked about her experience in the space: “I feel completely, one hundred percent comfortable in the weight room, but I understand why people don’t, because there are a lot of boys in there lifting a lot of weight . . . It feels kind of judgmental. Probably more athletic Upper Schools girls would feel more comfortable, and Lower School girls not so much so. I can hold my own in there. If I were weaker, lifting smaller weights, I’d probably feel uncomfortable.”

There’s a hyper-masculine feel surrounding the weight room that is detrimental to both boys and girls. It makes boys feel like in order to be a “man” they have to lift weights, and it makes girls think that in order to be feminine they can’t lift weights, and have to either only do abdominal exercises or run on the treadmill. Working out should not be determined by one’s gender, it should be determined by one’s preference. A boy once, totally innocently, told me that “girls just like running more than boys,” which is completely incorrect. People like what they like, regardless of gender, and by detaching gender roles from different types of exercise, no gender will feel pressure to do a certain type of workout.



Gains: Obinna Nwakoro '21 works on his pecs.

B. CALMAS '18 FOR *THE CIRCLE VOICE*

on most days, you’ll probably see a small group of girls stretching or doing abdominal exercises in the cramped space between the benches and the lockers. Ask any boy, and they will say that nobody does such exercises in the boys’ locker room. This isn’t because girls love the feel of cheap, polyester, locker room carpeting. This is because girls, especially Lower School girls, can be intimidated by the weight room. Two Lower School girls offered their

room, while the only time Lower School girls venture into the weight room is if they’re on a varsity sport and are doing a workout with Cory. And if Lower School boys do feel uncomfortable going into the weight room, it is no doubt not the same level of discomfort a Lower School girl feels. Richie Santry ’18 says that when he was in Lower School he “was intimidated by the weight room, but was still willing to enter it, if only a couple of times per year.” Richie is no

An APpalling Waste: How AP exams lost their way



**Vratton's
Verdict**
by Charlie
Vratton '18

As the spring term approaches its end, fifth formers face a major obstacle between them and summer break: APs. These dreaded “advanced placement” courses are the bane of any fifth former’s existence and come as the conclusion of a long year of studies in one course. While the popularity of these terrifyingly-long tests has only increased in recent years, they have also begun to be justifiably criticized.

Beginning in the 1950s as a small test taken by only a handful of students, AP tests have expanded dramatically in recent years and are now almost ubiquitous in many parts of the country with around 2.5 million students taking

the tests annually as of 2015, according to the College Board. The fairness and effectiveness of the tests has come into question recently, and for good reason. There is an obvious correlation between socioeconomic status and performance on AP exams. Just look on the College Board website, where they list the top performing states on the examinations. The top performing states: Maryland, Connecticut, Virginia, and Massachusetts, are the first, third, fourth and fifth wealthiest states by per capita income in America. To better represent the socioeconomic spectrum of high school students, California spent 2.8 million dollars in state funds to pay for AP testing. With 41 percent of students failing the examinations, the state spent upwards of 1.1 million dollars on failed tests. AP classes, although theoretically unrelated to college admissions, are often viewed as a sign of a school’s academic strength. As a result, the tests constitute another hurdle that favors higher income students in the college admission process.

most part ignoring them and reassuring students that the Groton English curriculum is strong enough that test-specific preparation is unnecessary. Going even further than Groton is Fieldston School

“ [APs have] become an infectious virus, controlling and destroying intellectual curiosity in high schools across America.

A second argument against AP classes is that they take away from the educational experience of students by encouraging rote memorization and discouraging in-depth discussions. While most Groton AP classes are not simply taught to the test, there is certainly pressure to get high scores on the tests on both the students and their teachers. I strongly believe in the way that the Groton English department handles the AP tests—for the

in the New York, where AP classes have been discarded altogether in favor of honors and advanced courses. Without the pressure of all-important exams looming over their heads, teachers and students at the school have been able to explore topics in greater. With its rigorous reputation, Fieldston graduates have continued to attend competitive colleges despite not taking the tests.

This is not, however, the case at most schools. In most public high schools, where AP courses are not offered, this lack of testing disadvantages their students and hurts the reputation of their schools in the college admission process. In the schools where AP classes are available, there is increasing pressure on students to learn and teachers to teach to the test, resulting in curricula that are not only boring but also ineffective at preparing students for college-level classes. A test intended to complement ninth through twelfth-grade academics has become an infectious virus, controlling and destroying intellectual curiosity in high schools across America.

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Kim Jong Three, Two, Un: A Nuclear Countdown?

By **RAJIT KHANNA '19**

In another of a series of miscues regarding the Trump administration's North Korea foreign policy, Trump claimed that he was sending an "armada" to the Korean Peninsula. North Korean officials probably had a laugh when news leaked that the "armada," which included the USS Carl Vinson aircraft carrier, had at the time been heading to Australia for joint naval exercises. It still hasn't arrived in the Sea of Japan.

North Korean officials weren't the only ones laughing either. Trump's established pattern of grandiose posturing without any action to back it up is starting to take a toll on US relations with other foreign countries.

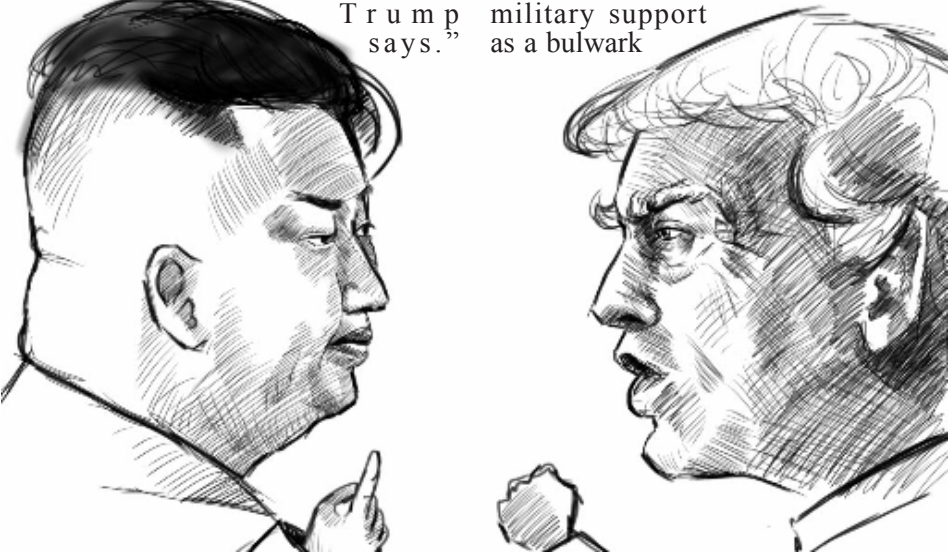
Trump has long attempted to make Chinese President, Xi Jinping, his ally in inducing harsher regulations on North Korea so that there can be a "denuclearized Korean peninsula." This blunder however hampers whatever chance there may have been of China supporting the US' efforts to rein in Pyongyang before the UN.

It is no secret that North Korea has been testing intermediate range ballistic

missiles off its coast frequently through the early months of 2017. Two countries imminently in danger of a North Korean ballistic missile attack are South Korea and Japan, two US allies baffled by Trump's comments in recent weeks. South Korean Presidential candidate Hong Joon-pyo expressed this frustration: "If [what Trump said] was a lie, then during Trump's term, South Korea will not trust whatever

Trump says."

On May 9th, South Korea's presidential election—held to replace the impeached Park Geun-hye—resulted in victory for Moon Jae-in, a liberal, pro-dialogue candidate, rather than the aforementioned Hong, a member of Park's former party, which is relatively hawkish. Lack of trust of Trump's claims among South Koreans may very well have helped out Moon, as the South has long relied on the steadfastness of its American military support as a bulwark



PHOEBE SHI '19 FOR THE CIRCLE VOICE

against North Korean aggression. The problem with Trump's posturing is that it has no effect on North Korean leader Kim Jong Un. In a nation where nearly forty percent of the people receive less than the necessary number of calories every day, there is no measure President Trump can take that Kim Jong Un won't respond to. After dropping the "mother of all bombs" on eastern Afghanistan, Trump thinks flexing the US' military firepower will make Pyongyang back off, or at least discontinue their missile tests. On April 26th, North Korea responded to Trump's aggressive and fractious rhetoric by displaying a propaganda video through the pro-North Korean propaganda website Meari, according to *The Washington Post*. This video depicts a missile attack on the US Capitol building and the USS Carl Vinson. If the simulation is enough for President Trump to reconsider his saber-rattling, then it is likely that United States and North Korea are headed down the path towards mutually ensured destruction. On April 27th, Trump warned that a "major, major conflict" with North Korea was possible, a claim that eerily echoes the words of Kim Jong Un himself.

Venezuela, socialist dream turned nightmare? Not so fast

By **LEO MCMAHON '20**

Despite what is commonly believed in the United States, Venezuela's economic and political crises are not the fault of socialism, but the result of incompetent state capitalism and the sabotage of the opposition. In fact, Venezuela is not socialist in the least. Socialism is "social ownership and democratic control of the instruments and means of production," according to early socialist Upton Sinclair. Venezuela is not democratic, as any casual follower of its politics will realize, and as for social ownership, the share of

the economy owned by capitalists has increased from 65 to 71 percent under the rule of Hugo Chavez and Nicolas Maduro, according to an article from the August 17, 2016 issue of the liberal magazine *The Nation*. A socialist society would have zero percent.

Having dismissed socialism as the cause, one finds far more plausible explanations: an insufficiently democratically accountable bureaucracy, widespread corruption, and intentional sabotage by enemies of Chavismo. Venezuela is rated as the tenth most corrupt country in the world by Transparency International, with over \$300 billion being siphoned from the economy according

to the left-leaning *venezuelanalysis.com*, putting Venezuela more in the category

“The share of the economy owned by capitalists has increased from 65 to 71 percent under the rule of [Chavez and Maduro] A socialist society would have zero percent.

of crony capitalist kleptocracies like Uzbekistan than a true socialist society. Like Uzbekistan, Venezuela is propped

up by state owned oil reserves, which the government failed to diversify, setting up a disaster when oil prices dropped. But most disturbingly, the opposition itself has attempted to sabotage the economy, with corporations hoarding scarce food, supporters boycotting Venezuelan state companies, and activists shutting down the whole country with protests, all to create the economic crisis that they then blamed on the government, also according to *venezuelanalysis.com*. The failure of Venezuela is not one of socialism, but of insufficient democracy and an opposition more concerned with political victory than the people of Venezuela.

Liberté, égalité, and fraternité win out over malignité

By **BROOKS ANDERSON '20**

On May 7, the rising wave of populism was halted in its tracks by a crushing loss for the far-right nationalist candidate, Marine Le Pen. Ms. Le Pen, whose ideology, rhetoric, and style parallel that of Dutch politician Geert Wilders and U.S. President Donald Trump, worried many around the world. She had an impressive showing in the April 23rd first round, in which she only trailed Emmanuel Macron, the now President-elect of France, by three percentage points. In the runoff, conventional parties were cast to the wayside in a shunning of the establishment. Ms. Le Pen used hate, fear, and inflammatory speech to stir up voters. She is overtly anti-Islam, comparing Muslims praying in the street to the Nazi occupation of France in World War II. She politicized terror and preys on people's fears in order to further her own agenda of racism and bigotry. In a word, she was a demagogue.

It was shameful that the people of France even let Le Pen into a runoff. At least they had the sense to halt her there. Ms. Le Pen was soundly defeated by Mr. Macron, a Socialist former investment banker who is pro-EU, by over twenty-five points. The conservatives, liberals, far-left, and more banded together against the xenophobic Le Pen in a successful attempt to reject racism and the far-right. This coalition against



An independent and an outsider: the two novel options France faced

A.WEI '21 FOR THE CIRCLE VOICE

hate politics is exactly what should have happened in the November election here in the US. Trump should have been flat-out rejected by a large margin.

Unfortunately, the United States voters were not as accepting and informed as the French were, and the American Le Pen was elected.

Pundits and politicians around the world were uneasy as they waited for the results of the French election. Because of Brexit and Trump nobody was certain that far-right populism based on anti-migrant and anti-EU sentiment would be defeated. Although the polls had Macron up by an average of twenty-points, a Le Pen victory did not seem impossible. Thankfully the good people of France came together and beat Marine Le Pen.

However, although the tide of out-right racism and xenophobia sweeping through the Western world was stopped in its tracks, the result of the French election is far from ideal. Emmanuel Macron is a far better alternative to Le Pen, but he is not what France needs. He is a former investment banker who has pushed through business-friendly economic policies as Minister of Economy, Industry, and Digital Affairs. He advocates an increase in intelligence spending and he desires a balance of economic and environmental policy as opposed to putting the environment first. He does have many good policy positions as well, such as acceptance of more migrants and opposition to the head covering ban. Mr. Macron is certainly a wonderful alternative to Marine Le Pen, but only time will tell if he has what it takes to lead the country of France in the right direction. For now, the world must just be content with the fact that Marine Le Pen was stopped.

Groton students join the March for Science

By LILY CRATSLEY '19

Earth Day was first celebrated in the United States in 1970, after the Vietnam War, smoggy industrialization, and a massive oil spill off the coast of California incited a wave of environmentalism. Forty-seven years later, the holiday's relevance remains as global scientists come to the conclusion that anthropogenic climate change is accelerating. On April 22nd, 2017, thousands of people worldwide gathered together in a series of demonstrations under the banner of March for Science to call for increased focus among politicians on policies and laws based on science. Groton students and faculty attended the March For Science in Boston, a satellite to the largest rally in Washington, D.C.

The march's mission statement claims that its purpose was to "[champion] robustly funded and publicly communicated science as a pillar of human freedom and prosperity." This movement was propelled in part by the actions of U.S. President Donald Trump, whom many have criticised for his denial of climate change and proposed budget cuts to the Environmental Protection Agency. The mission statement of March for Science, however,

clarifies that the protests are nonpartisan, and asked that signage be accommodating of all.

Marchers included children and adults alike, filling Boston Common with signs reading "We want alternative fuels, not facts," "Grab 'em by the data," and "Girls just want to have fun(ding for their research)" among many others. "The signs were some of my favorite part," said Neha Agarwal '20, who attended the event. "I wanted to go to the march because I love science. I like that there is an answer to every question, but at the same time there are so many questions you don't know the answer to." She and ten other members of the Groton community took a bus into Boston after Saturday classes to join in the demonstration.

"It was important to me to bring students--to have them see a piece of civic engagement," said Science Department Head Stephen Belsky. Chemistry teacher Sandra Kelly, who brought her own children into Boston, expressed a similar sentiment: "I think it is important that kids are aware of this kind of free speech process." The planners of the march had made a conscious effort to devise programming for all ages, incorporating a "Kids' Corner" with hands-on activities such as planting seeds and making cloud chambers.

"It was all about getting your hands into science and learning and expressing yourself in different ways" Dr. Kelly said.

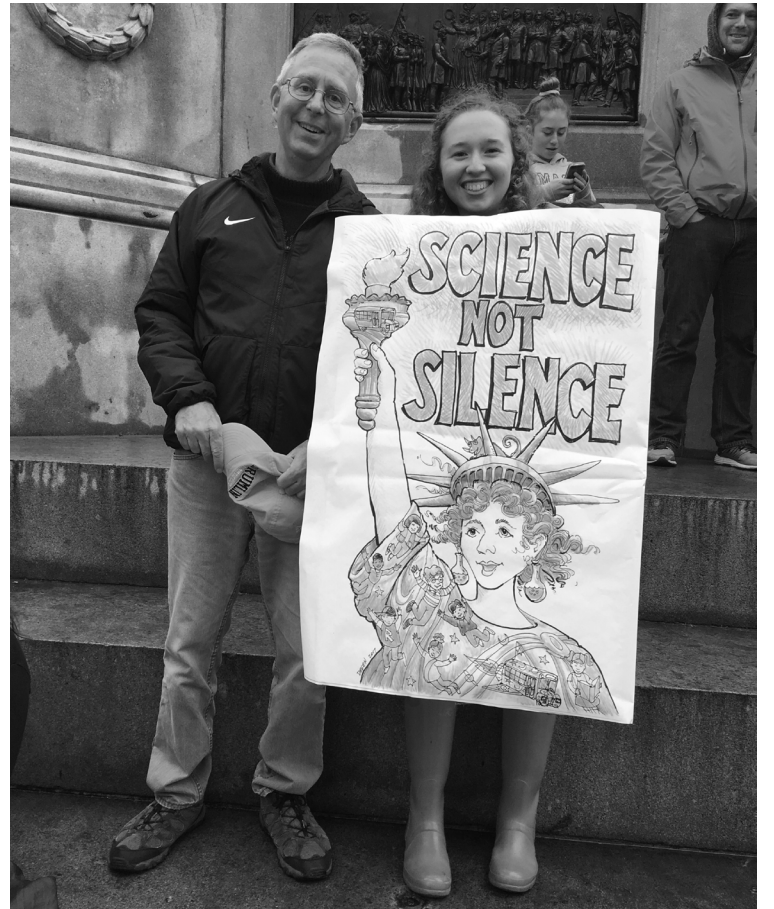
The demonstration also sought to cross gender and racial divides, with a vast variety of speakers including Chiderah Okoye, president of the Boston Professional Society of Black Engineers, and George Q. Daley, dean of Harvard Medical School. Aside from speakers, there were also musical performances and school groups in attendance. Writing contests for students of all ages were held, the winners of which read their pieces on the mainstage on the Boston Common.

Groton students and faculty enjoyed the many events of the day, regardless of the tightly-packed crowds. "I wanted to go because I love science and I wanted to meet other people who feel similarly," commented Blair Donohue '18. A head of Groton's Medical Club, she was especially excited to meet doctors and hear about their experiences in the scientific fields. Aileen Kauffman '20 took particular interest in the political aspect of the movement: "I believe that our planet is warming and politicians should be listening to the science behind that."

Not all science enthusiasts chose to attend the march, but

the movement towards a more scientifically informed world takes many forms. Environmental science teacher David Black, for example, spent Earth Day at a conference writing a sustainability curriculum. Whether it be through signs, speeches, experiments, or edu-

cation, scientists and students globally can all strive towards a more informed world. Bill Nye, the headline speaker at the Washington March, believes that this starts in our schools: "If we can get young people excited about science," he said, "then we have a shot."



Mr. Belsky and a fellow science enthusiast at the March. COURTESY OF N. AGARWAL '20

Prefects 2017-2018

Continued from front page



Senior and house prefects welcome the newly elected.

COURTESY OF M. FERRUCCI '17

conclusion." He says that "in scrubbing part of the church's role from our school, we are removing a small part of our identity."

In the realm of school leaders, the change was more temporal in nature. The current Fifth Form participated in two form-wide votes on the 27th and 28th of April to determine the senior and house prefects for next year, about a month earlier than usual. Results were announced the immediately following Saturday. The Form of 2018 elected Malik Gaye and Elechi Egwuekwe '18 as their senior prefects, and Maggie Cheever and Richie Santry '18 as their house prefects.

Dean of Students Michael O'Donnell says that this change is primarily designed to bene-

fit rising sixth formers. "One of the challenges of electing senior prefects later on," he said, "was that if those who are elected have expressed interest in and stepped up to apply for a various other positions, then they are left to make the hard decision of having to choose between trying them all or giving up a position that they are interested in." Moreover, the current senior and house prefects believes that they would have benefitted from meeting with their own predecessors.

For elected senior and house prefects, the change is not significant. For those who seek to be religious or spiritual prefects, however, these modifications represent a significant change in the positions.

From Chamber Theatre to Explaining Trump

Continued from front page

unpopular ideas became the dominant political force of our time." The course will cover conservatives from Goldwater to Wallace all the way up to Ryan and Trump. Especially in the wake of an unconventional first hundred days, says Mr. Lyons, "it seems appropriate to look at where we are and how we got here."

Changes are not exclusive to pure academia, however; Director of Theater Laurie Sales has significant yet tentative changes planned for the performing arts curriculum. The current fall elective, "Acting," may be replaced by a class on musical theater. The idea of this, says Laurie, would be to "give students the opportunity to learn how to act through a song." Depending on enrollment, an outside artist may be brought in to work with students.

In addition, Laurie hopes to run a class titled "Chamber Theatre," which will explore the practice of adapting existing fiction for the stage, in the winter. She says she was inspired by an adaptation of Ovid's *Metamorphoses* for stage that was put on at Groton about ten years ago. The class would learn the basics of playwriting and fiction adaptation, and the culminating project would be a stage adaptation of Jhumpa Lahiri's *Interpreter of Maladies*. If all goes well, says Laurie, petitioning the author for the rights to a larger performance outside of class would be feasible. It is

still to be determined whether the class will run concurrently or as a replacement of Laurie's current winter term elective, "Playwriting." (She does not, however, plan to run her class on *Hamilton* again - while it was an enjoyable "one-shot gig", Laurie hopes to devote her energy to other pursuits next spring).

English teachers Peter Fry and Martha Gracey as well as Director of Admissions Ian Gracey will go on sabbatical next year, and so too will their electives: "Jane Austen" and "American Dreams"; "19th Century American Literature" and "Southern Literature"; and "The Renaissance," respectively. While new English electives may still be announced, the primary additions are two term electives offered by English teacher Ellen Rennard: "Dictators and Demagogues" in the winter, and "School Daze" in spring.

"Dictators and Demagogues" offers an unusual mixture of history and English. The class, says Ms. Rennard, will tie together the study of language, current events, politics, and human psychology. Assignments will be varied in scope, but will move almost entirely away from traditional literary analysis papers. Ms. Rennard has taught a version of this class before, but in this incarnation the class will focus more on contemporary dictators than historical ones.

"School Daze" is being of-

fered for the first time, although Ms. Rennard has wanted to teach the class for years. It will focus on literature and film in educational settings. "It's such a rich setting," says Ms. Rennard, "and because students know school well, it offers a great entry point for all sorts of creative writing." Assignments in this course will be primarily creative, including short stories, poems, and scenes.

Archaeology classes, taught previously by Andy Reyes and Hugh Sackett, will fall into the hands of classics teacher Amy Martin-Nelson. Although Ms. Martin-Nelson is known around the Circle primarily as a Latin teacher, she will bring a wealth of relevant experience in archaeology to the class - in addition to majoring in Classical Archaeology at the University of North Carolina at Chapel Hill, she participated in excavations in both Carthage and France. Previously, Ms. Martin-Nelson taught a year-long course on archaeology at All Saint's Episcopal School in Fort Worth, TX. There will be no significant changes in curriculum.

These new, returning, and changing courses will bring a wealth of knowledge to students. "...as students learn that what they know has its limitations," Mr. Creamer says, they realize that "the opportunity exists to learn more."

To Europe and the Philippines: an update on sabbaticals

By **FRAN SALDIVAR '19**

Every year, a few of our hardworking teachers get to take a yearlong break to experience life away from campus. This year, history teachers John Lyons and Jen Wallace took sabbatical leaves to travel, read, and prepare for another ten years at Groton. The Circle Voice contacted them for updates on their sabbatical years, and their responses are below.



Mr. Lyons visits alumni football players he has coached.
COURTESY OF J. LYONS

Mr. John Lyons
“It’s amazing how swiftly a year passes,” responded Mr. Lyons. Mr. Lyons’ travels began the day after Prize Day last summer. His first stop on a year away was Europe, with students from Groton, Deerfield, and St. Mark’s joining him on a Global Education trip tracing the historic sites of the First and Second World Wars. His trip, titled, “A Descent Into Barbarism,” included stops at Verdun, Maginot Line, Berlin, Warsaw, and Auschwitz, among others.

“It was an extraordinary trip,” said Mr. Lyons.

After exploring Europe, he continued to travel domestically to Zion, Bryce, and Grand Canyon National Parks. The rest of his year was spent closer to home in New England. He and his family moved to Cape Ann, Massachusetts, where they rented a house less than a mile from the Atlantic shore. Mr. Lyons especially enjoys the views of Crane Beach and Plum Island. Upon his return to the New England area, He has spent his time reading and developing a course, “Explaining Trump: The American Conservative Movement, 1955-present,” to be offered in the spring term of the 2017-18 school year.

For the coming months, Mr. Lyons has planned a trip to England, where he will be attending a colloquium at Oxford University on “The Age of Lincoln.” Although he professes to have enjoyed his year away, Mr. Lyons looks forward to “moving [back] home” and beginning another year at Groton.

Ms. Jennifer Wallace

Ms. Wallace has also spent some of her year abroad, travelling to the Philippines, where she stayed for two weeks before returning to the United States. There, Ms. Wallace spoke at libraries throughout the country and the Ayala Museum in Manila, which is dedicated to



Ms. Wallace delivers a lecture at a Filipino library.

COURTESY OF J. WALLACE

contemporary art and history. In her talks, Ms. Wallace argued that the “Philippine-American War is more relevant [now] than ever.” Since returning to the United States, Ms. Wallace has stayed in central New Hampshire to do a slightly different style of teaching: teaching adults. She has taught classes on doing historical research online, a field in which she is well-versed from years of experience. Ms. Wallace also visited Groton briefly and gave lectures to the Fifth and Sixth Form students taking United

States History. Noelia Carbajal ’18, who was in one of the classes that received the lecture, commented that, although she had never previously had Ms. Wallace as a teacher, she “could listen to her all day.” Groton’s history students will be awaiting Ms. Wallace’s return with excitement.

This upcoming year, five teachers will be leaving for their years on sabbatical: Peter Fry, Ian and Martha Gracey, Bill Maguire, and Andy Reyes. Time will show the paths that their sabbaticals will take.

Groton School places fifth at Deerfield debate

By **JULIA KENDALL '19**

On April 30th, Deerfield hosted its annual parliamentary debate. While Andover won the debate, twelve representatives of Groton’s Debating Society managed a strong showing of fifth place out of nineteen schools. Eight of the twelve students who attended were in the novice division, making Groton’s place all the more impressive. The team of Oliver Ye ’20, Joshua Guo ’20, Leo McMahon ’19 and Powers Trigg ’20 placed second in the novice division. The debate, which has been attended by Groton for the last twenty-five years, hosted one hundred and sixty students from nineteen different schools, including one in Canada.

The debate’s style was parliamentary extemporaneous, meaning that debate topics remained unknown to participants until shortly after arrival. Topics varied vastly – race’s role in the Oscars, sanctuary cities, the roots of juvenile delinquency, and North Korea were all fair game. Erin Dollard ’20, who debated with the advance team, believes the variety of topics was a highlight of the debate: “I really liked the diversity of the resolutions; each round you have three topics to choose from. The resolutions were pretty relevant because a lot of them touched on issues that are going on right now.”

With such a broad range of resolutions, students with a survey knowledge of current events and societal institutions were positioned to succeed. Leo McMahon ’19, a novice in the debate, commented that Groton had a significant advantage in that its “novices were more knowledgeable about facts and procedures.”

For two Groton students, Deerfield was a first step into the Debating Society. While placing fifth overall is slightly under Groton’s usual performance at interscholastic debates, doing so with a comparative lack of experience showed the strength of the Debating Society will remain for some years. “The Third Formers did

very well at this debate, and so the Society should be competitive in the coming years. Afran Ali ’20, Cara Chang ’20, and Powers Trigg ’20 were all undefeated over their individual rounds of debating,” said Dr. Reyes.

The Deerfield Debate is also the last interscholastic debate of the year; its coincidence with

the beginning of two weeks of Advanced Placement testing allows for “the older debaters [to] tend to step back, and [for] the younger debaters take over,” said Debating Society Advisor Andy Reyes. Such a robust interest in debate among younger students means that the Debating Society has much to look forward to in the years to come.



Some of the debaters Groton sent to Deerfield stand outside Brooks House.

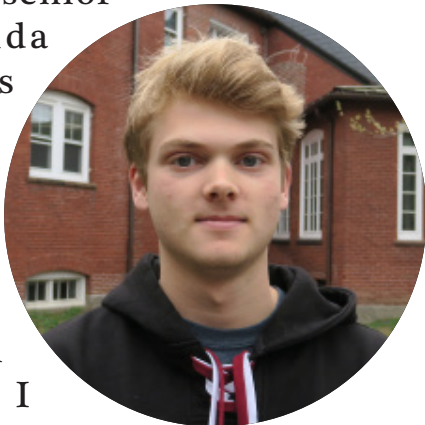
H. KIM '17 FOR THE CIRCLE VOICE

Word on the Circle

“Who is your favorite senior and why?”

“My favorite senior here is Yolanda Dong, whether it’s waiting for her to show up late for physics or trying to guess what color her hair will be on any given day, I always get excited to see Yolanda.”

-Matthew Higgins Iati ’17



“Paul Lopez is probably the most genuine senior, the most ripped, and the most inspirational. He will remain an inspiration to Groton youths for many years to come.

-George Altshuler ’18



“I love Matt O’Donnell’s warm personality and kind demeanor. He is my favorite senior. It’s always nice to see him around the Circle.”

-Malik Gaye ’18



TOP TWO PHOTOS BY B. ZHANG ’18 FOR THE CIRCLE VOICE

BOTTOM PHOTO COURTESY OF MALIK GAYE ’18

IMPACT impacts Sixth Form

By BEN CALMAS ’18

IMPACT, spelled in capital letters but not an acronym, is a self-defense and situational awareness course. Before the program began on Friday, April 28th, many seniors were not enthusiastic about the program. Some students believe it to be a waste of time, and a heavy and unnecessary burden in addition to the workload that Groton students already have. This viewpoint is valid and shared by much of the Sixth Form. Even though it is senior spring, work does not simply come to a halt. Four hours is a lot of time to lose at Groton especially all at once. Furthermore, many students believe that either they will not be mugged, or in the event that they do, nothing they learn in IMPACT will benefit them. These are two very different viewpoints, but they address the same concerns: “nobody is going to attack me” and “I won’t be able to defend myself anyway” both ask: why do we need this program?

Mrs. Cheeks, who is one of the adults in charge of the IMPACT program at Groton, understands these concerns, but knows from past experience that people understand the importance of the program

after the first session. She said, “most kids want to get out of it because they think it’s just a self-defense class, but it is a lot more than that.” The instructors, who combined have over forty years of martial arts and self-defense training, teach methods of physical and verbal self-defense, but they also teach people how to effectively deal with uncomfortable or threatening situations. Mrs. Cheeks describes IMPACT as “learning how to interject in a safe way that protects both yourself and allows you to help those in need.”

Along with teaching self-defense tricks such as utilizing an aggressor’s points of weakness, the instructors teach the Sixth Formers about the legality involved if someone does need to defend his/herself physically. One of the instructors compared resorting to physical violence as a means of self-defense to only using airbags to protect a car. While the people inside would come out less damaged than if there weren’t airbags, sometimes using brakes is far more logical. One of the first lessons involved body position in a public space to signal that you do not intend to start a physical altercation. Furthermore, the position that the instructor showed aids the person who

was attacked because of security cameras. When a person on camera actively avoids a fight before resorting to physical self-defense they are able to claim self-defense if the aggressor tries to pursue them legally.

When the course teaches students how to act situationally, it effectively creates better citizens. Knowing these techniques can also teach Groton graduates how to protect others. One example that came up when speaking with Mrs. Cheeks was: “What do you do if you see an intoxicated girl and a boy?” What is the safe and responsible way to react? The goal of IMPACT is to teach the Sixth Formers how to defend, not only themselves, but others as well.

While it is a large time commitment that comes at a time when most Sixth Formers are in a relaxed mood, the IMPACT program is designed with the best intentions in mind. Mrs. Cheeks understands that students enter the program expecting the worst, but hopes that the experience is beneficial. The program aims to help people who think that they won’t be able to defend themselves and teach those who think that they won’t be mugged ways in which they can help those around them.

Afternoon Fun: Spring FSAs

By ROHAN VARKEY ’18

This term, the FSA, or Faculty Sponsored Activity, program is as popular as ever, allowing students to pursue an activity they are interested in as their afternoon activity. These FSAs span a wide array of activities, including:

Horseback Riding

This term, Sandra Redjali ’19 is doing a horseback riding FSA with Ms. Preston. This FSA emphasizes bareback riding, a form of horseback riding in which the rider does not have a saddle. This form of riding is difficult because the rider has to have skill and precision because there is no saddle to compensate for any errors. For this FSA, she rides three times a week, with one lesson a week in bareback riding. On her off-days, she does yoga, runs, or reads about natural horsemanship.

Mountain Biking

Jon Lamson ’18 and Ben Milliken ’18 are undertaking a mountain biking FSA this term, with Mr. Hall as their faculty sponsor. Three times a week, they go out to Groton Town Forest for between one and two hours. Depending on the day, they either go for a normal ride, do intervals to practice speed training and catching up to each other, or bike hills. On Thursdays, they join the Ultimate Frisbee FSA, and on Mondays or rainy days they do core and back workouts. Both Ben and Jon have biked for many years, and enjoy it immensely. They

love challenging themselves while biking, and Jon loves to follow his biking mantra, “mo’ danger mo’ better.”

Rugby

The rugby FSA, now in its fifth year, is going strong. This season the FSA consists of all experienced players; they and their faculty sponsor Madame Stanton hope to build on the progress they made last year. They plan to have many games against different club and high school teams, along with competing in the Massachusetts tournament. In practice, they condition and run rugby lines, trying to improve their skills. An outside coach from the Massachusetts Youth Rugby Organization comes twice a week to instruct them in tackling form, and on other days they play two-hand touch.

Figure Skating

This term, Lucy Gund ’19 is continuing figure skating. Her FSA is sponsored by Mr. Francis. Her FSA consists of

six days per week of on-ice training, along with strength and conditioning exercises at the Colonial Figure Skating Club. She is planning an ice show for the club to benefit a non-profit dedicated to helping families of children with cancer. Spring is also the start of competitions, so she is working with a choreographer to develop new programs for her performances in the coming weeks all around New England.

Ultimate Frisbee

In its second year, the Ultimate Frisbee FSA is extremely popular with its nine members. During practice, they run drills and scrimmage to improve. Last year, many members of the team had not played much Ultimate before, but this year the team consists of all seasoned players. Although they compete against official teams of other schools, Groton has strung dominant victory after dominant victory together, beating both Andover and Nobles 15-0.



Lucy Gund ’19 performs.

F. TOBEASON ’19 FOR THE CIRCLE VOICE

Seniors reflect on their time at Groton

Continued from front page

adored every minute of it. Those sort of things make all the difference in your time here.

Has your time at Groton been what you expected it to be like?

Not at all! I thought I would be playing squash and coxing throughout my entire time here, for one, which obviously has not happened. Also, of course, while I was not expecting all the hard times and the “brinking,” and the Groton Grind, I was also not expecting all the amazing people.

What one thing about Groton are you happy to leave behind?

I will be happy to leave behind the stress culture here. Groton students have developed the habit of talking about, complaining about, and boasting about the amount of work they have, and just how little sleep they have gotten, or how

change?

I would stress out less in Third Form.

Favorite Memory?

Looking up at the last line of my chapel talk, flipping the light off and walking down.

Advice to second and third formers?

Don’t stress about the social stuff, it works out, I promise.

Has your time at Groton been what you expected it to be like?

No, it’s been so much better in so many different ways. I wasn’t expecting to fall in love with this place so much and to have had the most memorable of experiences and the most thoughtful of friends.

What one thing about Groton are you happy to leave behind?

Waking up at 7:30 and taking 6 classes.

What are you going to miss most?

mon room with my friends Chris Rim, Nico and Chris Ye debating about a wide range of topics, from politics to science. These intense discussions enriched my life and our friendships.

Least favorite memory?

I had a virus in my body for two weeks at the beginning of senior spring. That was very unpleasant.

Advice to second and third formers?

Actually go to bed at lights out since you will not be able to get as much sleep in upper school.

Has your time at Groton been what you expected it to be like?

Honestly, I didn’t really know what to expect when I first came to the U.S. for boarding school. But my time at Groton has surely been more dynamic, colorful, inspirational and emotional than I would



ABOVE PHOTOS BY N. STEINERT ‘19 AND C. TEMERSON FOR *THE CIRCLE*

many commitments they have. So I will be happy to leave behind that strange culture that we all partake in.

What are you going to miss most?

I am going to miss the people most. And feeling like I am at home everywhere on this campus, because you definitely can’t get that at college.

What do you think is the biggest difference between who you were before you came to Groton and who you are now?

I really don’t know. So much about me has changed, but I think that I am a much more self-aware person now, after four years of being here.

If you hadn’t come to Groton, where do you think you would be now?

I would probably be at a day school in San Francisco, having no idea what I wanted to do, not having done choir, or theater, or met any of my closest friends.

Zizi Kendall

What is the most valuable lesson that Groton has taught you?

That the vastness of people’s experiences and perspectives is far greater than I could have ever thought.

If you could do everything again, what would you

Having everyone here together. It’s not the same once you leave: the campus changes and things move on. I’m going to miss feeling so comfortable and at ease.

What do you think is the biggest difference between who you were before you came to Groton and who you are now?

I’m much more confident and outgoing now.

Do you have any other general thoughts/reflections?

Cherish every little bit of it while you can because once the days start becoming numbered it really hits that all this ends sooner than you think.

Peter Zhang

What is the most valuable lesson that Groton has taught you?

I have learned that to blend into a different community/culture does not mean losing part of your own identity. Instead it means enriching your identity.

If you could do everything again, what would you change?

I would spread out my workload better so I could spend fewer late nights cramming for tests or writing papers.

Favorite Memory?

In my fourth form year, I spent lots of time in my com-

have expected.

What one thing about Groton are you happy to leave behind?

Getting up before eight on four mornings every week.

What are you going to miss most?

I’m going to miss the sense of intimacy the most. Throughout the five years, I have developed strong intimacy with not only the people on the Circle but the Circle itself.

What do you think is the biggest difference between who you were before you came to Groton and who you are now?

I now possess a more mature worldview, stronger passion for knowledge, a deeper appreciation of different viewpoints and a clearer understanding of who I am and what I want in life.

If you hadn’t come to Groton, where do you think you would be now?

I would be in college in China and would not have the chance to meet so many excellent people who live in different parts of the world and possess very different perspectives.

Do you have any other general thoughts/reflections?

Although life at Groton is not without anxiety or disappointments, I’m extremely glad that I have endured and enjoyed the journey.

Spring has sprung!

By MIN SHIN ‘18

As winter term has come to an end, students and faculty members are looking forward to the spring. After months of cold and snow, they yearn for warmer weather, Spikeball, and sunny afternoons on the Circle. Many highly-anticipated events also take place during the last term of the school year.

Students eagerly discuss the last couple of dances of the term, including Spring Formal and Events Dance. Spring Formal takes place in an enormous white tent on the Circle, where students stay out and dance to music, enjoy cookies and candy, and take pictures with a beautiful sunset as the background. On the other hand, Events Dance has been a long-running tradition at Groton where it is the Fifth Formers’ responsibility to determine and plan out the location and theme of the dance: the location is always kept a secret and revealed only minutes before the dance itself. Some previous locations have been the Gemmell-Hughes’ barn and the Fives Courts. This year, of course, Events Dance took place in the Dance Studio.

Another exciting event planned for students is Spring Fling. Fifth formers plan outdoor activities for the entire school to compete with their respective dormitories. Such activities include dodgeball, tug-of-war, and a relay race. “It’s a great time not to worry about school and have friendly competition with other dorms,” Dan Herdiech ’18 says. Warm weather and competitive spirit create a fun atmosphere for both students and faculty. Furthermore, there is always a mystery event planned out as one of the activities, which adds an exciting twist to Spring Fling.

One of the most noticeable changes in the spring is that students tend to spend more time out on the Circle. “Last year I remember about twenty kids in our form played football on the Circle, and it was a lot of fun. I definitely do spend more time

outside than in any other term,” Shane Kim ’19 says. Other students enjoy bringing out blankets and reading on the grass or playing Spikeball, even during the school day. “Everyone’s on the Circle playing Spikeball and bringing out couches...it’s a good time for the whole community to get together,” Sam Girian ’18 remarks. Spikeball becomes an enjoyable past time for students in all forms. “I like playing Spikeball, even though I’m really bad at it, because it’s a fun and relaxing way to not take myself so seriously. I ripped my favorite pair of jeans playing Spikeball,” Claudia Oei ’18 says, laughing. During the spring, the Circle does bring the school closer together as students and faculty members are seen spending more time outside.

Certain teachers even allow class to take place outside in the sun and warm breeze. “Reading outside on the whispering bench with Mr. Capen’s Fifth Form English class was fun,” Matthews Higgins-Iati ’17 reminisces about last year. Gisselle Salgado ’17 mentions, “Last year, I had Spanish outside and it just put everyone in a great mood.” Indeed, what better way is there to spend class time?

Students in all forms look forward to the spring not only for the nice weather, but also because this term reminds them of the happiness that they feel when they are surrounded with friends who are practically family. Piper Higgins ’17 says, “I like spring term because everyone realizes that with Prize Day approaching and the end of the year approaching, that everything they do could be the last thing they do. It feels a little bit more nostalgic... people are more inclined to be together...with an ending in sight, you just want to savor it.” Thus, with the end of the year gradually creeping closer, it is important to immerse yourself in the fun activities planned out specifically for the spring. In addition, students should enjoy being outside and spending time with their closest friends before everybody departs from the Circle for the summer.



O’Donnell’s dorm takes part in Spring Fling 2016.

C. TEMERSON FOR *THE CIRCLE VOICE*

Athlete of the Issue

Marcella Flibotte

By ADDIE NEWSOME '18

The Independent School League is known for its fierce athletic competition, and this standard remains especially high for lacrosse. Facing powerhouses such as Governors, St. Mark's, and St. Paul's, Groton Girls' Varsity Lacrosse remains a competitive team in the league. The team owes their success not only to their athleticism and stick skills, but to their grit, passion, and ability to leave everything on the field. Co-Captain Marcella Flibotte '17 embodies all of these characteristics both as a player and team leader.

Lacrosse has been a part of Marcella's life for as long as she can remember. Growing up in a family of lacrosse players, it was as if Marcella was destined to follow in her siblings' footsteps. Marcella picked up a stick for the first time in an attempt to keep up with her older sisters and brother in family pick-up games, and instantly fell in love with the game. Marcella says that her sister Gabriella, who graduated from Groton in 2009 and subsequently played Division I lacrosse at Northwestern University, has always been her biggest role model in the sport. Beginning at age 13, Marcella began playing for Mass

Elite, a dynasty in the world of club lacrosse. Her experience, talent, and love of the sport have made Marcella a valued member of Girls' Varsity Lacrosse.

Being the only Third Former on the lacrosse team during the 2014 season, Marcella's playing time was limited; however, her presence on the team was valued by coaches and teammates alike. Marcella's energy and lightheartedness helped to keep team morale high when it was falling low. As an upper schooler, Marcella became an a key member on the field for her athleticism and grit, and she been a starting midfielder for the past three seasons. "We rely on her decision-making on both attack and defense, and she has worked hard over the past few years to continue to grow her skills and poise with the ball," says Coach Giles. Marcella's tireless spirit is constantly praised by her teammates and envied by her competitors. She is able to come out of nowhere, pick up a ground ball and burst into a full field sprint. She almost always is able to rip a shot off of her famous break aways, and in doing so completely shift the momentum of a game. Marcella is a natural born leader through her play and encouragement of her teammates. Teammate Layne McKeown '18 raves, "Cella is a friend to everyone on the team, and always

keeps practice fun and focused. She keeps everyone engaged during practice and striving to play their best game. Our team dynamic would be completely different without her."

In what has been a difficult season thus far for Girls' Varsity Lacrosse (beginning the season with a 2-8 record), Marcella has made crucial contributions on the field. Most notably, in a close three goal loss to a talented Brooks team, Marcella had her best game of the season, scoring four goals and fighting relentlessly for ground balls to keep the Zebras in the game. Off the field, Marcella's leadership has set a tone of positivity for her teammates despite difficult losses.

Marcella's athletic prowess extends beyond the lacrosse field. In Third Form, Marcella picked up field hockey having no experience in the sport, playing on an undefeated JV team that season. Marcella's Fourth Form year she made varsity team, and played as a forward for two seasons. This past fall, Marcella switched to defense, a position in which she thrived, and in doing so earned a starting spot. Marcella was a tri-varsity athlete in Fifth Form, playing her only season with Girls' Varsity Basketball that year. Whenever she hopped off the bench, Marcella was a force on the court, making steals



Hartford, Connecticut to begin the next chapter of her life at Trinity College, where she will continue her lacrosse career. Trinity College's athletics are in the highly competitive Division III NESCAC league, and lacrosse is no exception to this standard. Trinity Women's Lacrosse is ranked third in the NESCAC, and has lost only to Middlebury and

left and right. Marcella was known for her natural athleticism by her teammates, as she continuously left them in the dust during sprints. Marcella has been an impactful member of every team she has played on during her time at Groton.

Next fall, Marcella will head down to

Hamilton by one goal each. Marcella's grit and poise with ball will make her an important asset to such a strong team. Marcella has made great impact on Groton Athletics over the past four years, and she will be deeply missed on the Field of Inclusion next spring by her coaches and teammates.

L. TOCE '19 FOR THE CIRCLE VOICE

Strength in numbers for Track and Field

By ALEX KOGLER '19

This year, Track and Field has the second largest roster of any team on campus despite being the newest program. Established as an FSA in 2007 and recognized as a varsity sport in 2010, the team has witnessed a dramatic growth in participation in its ten years. With a current group consisting of 15 boys and 16 girls, athletes participate in various events such as relays, high jump, shot put, hurdles, javelin and meter dashes at differing lengths. This rising popularity over the past few years has been crucial to the team's success and high spirits.

Mr. Maguire, the head coach of the team attributes the increase in number to "more students coming in who have participated in track and field at their previous schools" and "the sport also has so many events, both running and field events, that there is something for everyone." As co-captain Coco Wallace '17 says, "people who don't have any other sports to do in the spring try track because it has so many different options within it."



Noah Aaron '18 competes in high jump

D. TANTILLO '17 FOR THE CIRCLE VOICE

Current athletes cite a variety of incentives for joining the track and field team. Some joined because of previous experience before attending Groton. Javelin-thrower Angelika Hillios '19, explains that she joined the team as a way to stay in shape for other sports. Newer members such as Evie Gomila '19 were recommended by friends to try out the sport.

Due to the increasing size, the team has and continues to earn better results. Last year, the girls' team placed 8th in the ISL out of 13 teams, a clear improvement to the 11th place

finish two years prior. As shot putter Rose Gil '18 notes, "We're getting placements and we're accomplishing more than we did last year."

On the boys' side, recent successes have included Noah Aaron '18 placing fifth in the high jump at last year's ISL championships as well as the 4x100 meter relay team breaking the school record with a time of 44.96 seconds during the same meet.

The increasing popularity of Track and Field has also resulted in an improvement in the "closeness" of the team. Caleb

Coleman '20 states, "The team dynamic will always be very fun and a great time, we are only getting better." Echoing a similar sentiment, pole-vaulter Zizi Kendall '17 says, "We're more serious now that we're bigger and we have more fun because we do better." After three seasons on the team, Coco says she has noticed a definite improvement in the team dynamic. Coco observes that, "Fifth and Sixth Formers interact more with the younger kids and act as mentors for many of them." Similarly, Zizi describes the team having "a

much tighter bond" than when she joined in Third Form.

The dramatic growth in size of the Track and Field team has evoked only positive responses from team members and coaches alike. Track and Field's larger roster allows more people to take part in diverse events (such as javelin and triple jump), solidifies bonds between teammates and improves results. One statement can be confidently and clearly said about the track team: their strength truly does come in numbers.



Kochoe Nikoi '19 and Coco Wallace '17 compete in the 4x100 relay.

D. TANTILLO '17 FOR THE CIRCLE VOICE

Girls’ JV Tennis enjoys success in recent years

By BEN CALMAS ‘18

For the past decade, Girls’ JV Tennis has consistently finished each season with one of the best records of any team on campus. The team is undefeated in the ISL since 2015, and fell only to rival St. Mark’s in 2014. This season, they are off to an impressive start, winning their all of their six matches thus far, and sweeping Lawrence Academy, Thayer and Brooks in the process. Such a record speaks for the talent and skill of this team, but there is something more to why these girls play so well together .

From the coaches to players, the entire team agrees that the chemistry on JV Girl’s Tennis is unmatched anywhere else. A large reason for this is the fact that many of the Sixth Formers on the team - of which there are seven - have played together for four seasons. Coach Jin said, “The seniors are very close to each other, but also very friendly to other team members. They support each other during games by cheering on their teammates, they organize their own warm-up activities during practices, and they even worked together this year to design and pay for the team outfits, including headband, socks, jersey and a jacket.” Caroline Johnston ‘17 and Mims Reynolds ‘17 are very proud of both their team and of their gear. Most JV teams don’t invest in team apparel, but Girls’ JV Tennis has never been like most teams. While they make their practices



Mims Reynolds ‘17 in a recent match.

COURTESY OF MIMS REYNOLDS

fun and sport team jackets ,the JV girls are determined to compete in and win every match.

When asked about their favorite memories on JV Tennis, players didn’t answer with specific games won or a particular practice, but instead discussed the fun and energetic nature of the team. CJ’s favorite memory is every time Victoria Wahba ‘17 “throws herself down when she plays. Watching her is a constant favorite. And it works in games.” Mims added, “We have a lot of quirky players. Frances [McCreery ‘17] sticks her foot in the air every time she hits the ball.” The girls also recalled bus ride jam sessions with former coach Ms. Hughes, team dance moves with Coach Lyons, and laughing with Coach Jin. Although the team might not seem intense,

“we do well because we love it,” according to Mims.

Despite graduating seven players this year, Coach Jin is “optimistic that we will have a strong team again next year. With the current four players who will stay for next year and with some new students who played tennis before, we can make a strong team.”

JV Girls’ Tennis is a talented and unique team. CJ calls it a “bit of an enigma.” Everyone agrees that these girls are intense competitors who also love to have fun. Coach Jin’s favorite part about coaching these girls is when they “make a circle to cheer for each other, and share tips to comfort each other” before each game. As Mims put it, despite graduating this spring, she considers JV Tennis the “team of my life.”

Issue No. 7 Correction

An article published on April 18 about the Cooke Cup erroneously stated that Groton has beaten Nobles for eleven straight years in this contest. Nobles defeated Groton twice: in 2008 and 2009. Groton has won the cup every other year since it began in 2007.

Also in this article a former Nobles oarsman was quoted saying that he felt the boats were not carefully lined up at the start of each race. On this issue Coach Anderson, who is in charge of lining up the boats said, “I did a very careful job of starting the races. Groton crews won in both lanes, so there is clearly no significant lane differential. No one had any objections to the starting of the races that I heard of. (There were no protests lodged.) Yes, it does involve turns, and so do some other courses. It is very close to the same length course where we raced Nobles this a week ago in Cambridge (1250 meters vs 1300 on the Charles) and it is the exact same 1250 meters as where Nobles has their new course.”

Finally, it was insinuated in the article that Nobles’ reason for opting out of the cup was because they felt it was unfair. While no one from Nobles has ever commented to the CV on the issue directly, after speaking with the director of rowing at Nobles, Coach Anderson said he understands their reason for no longer participating as “not wanting such a difficult race the week before Quinsigamond.” Coach Anderson added that, “although there is one coach who stated that he did not like our course, others have said that the course is not the reason for their dropping out of the Cooke Cup.”

SPRING SCOREBOARD

as of 5/9

- Baseball: 4-5-1
- Boys’ Crew: 5-1-2
- Girls’ Crew: 5-1-2
- Boys’ Lacrosse: 3-8
- Girls’ Lacrosse: 2-8
- Boys’ Tennis: 8-4
- Girls’ Tennis: 7-2

Lower school athletes make immediate impact on varsity teams

By MARK HERDIECH ‘18

Groton Varsity baseball is lucky to have so much young talent on this team this year. This season, **Luke Beckstein ‘20** stepped right into a starting role at second base. He is a multidimensional player who is comfortable playing at any spot in the infield, and has developed great chemistry with fellow middle infielder Bennett Smith ‘19, the team’s shortstop. Jay Montima ‘18, team captain, said, “Luke has stepped up this year, and even though he is a freshman, he hasn’t shied away from the pressure of starting at second and being in the heart of our lineup. He goes out each and every day ready to compete and has been producing for us all year.” Admired by both his teammates and his coaches, Luke has certainly produced this season: he is currently hitting .346 with 8 hits and 4 RBI, and has been perfect in the field, recording all of his 27 plays for outs. Clearly, the Groton Nine have something

to look forward to as Luke and his teammates progress even more throughout the coming years.

Joey O’Brien ‘20 only started rowing last year, but he has worked his way up a competitive ladder, rowing in the first boat for the first three races of the season. Joey stands at 6’6” and puts all his length to good use on the boat. Regarding his ability, teammate Richie Santry ‘18 said, “Joey’s had a good year so far, especially given that he’s only in Third Form. He has one of the fastest erg times on the team and has a ton of potential in the years to come.” All season, Joey has been a dependable and hardworking teammate and his effort has shown in the books, as the Boys Varsity has recorded 4 wins in 7 meets, including sweeps over Dexter, Pomfret, B.B.&N., and long-time rival St. Mark’s. Amidst fierce opposition from the opponent ISL schools, Groton Boys Crew has held their own and looks forward to competing in several more regattas, especially the NEIRA Championships on Lake Quinsigamond in Worcester at the end of May. Look out for Joey as he continues to grow and improve during this season and during the rest of his tenure on the water.

Russell Thorndike ‘21 wasted no time in making his presence known on the Varsity Lacrosse team. The team lost several seniors from last year, but Thorndike has fit right into the system and made up for their absence. Teammate Andrew Rasetti ‘18 commented, “Russ is a key player in the offense despite being in the 8th grade. He has brought good energy all season and he is a naturally skilled player crucial to the success of our team.” Anders Orr ‘19 noted that Russell has played remarkably well even when matched up against defenders committed to Division 1 colleges, and Chris Brown ‘18 said he is hard to defend because he is so “slippery” on the field. Boys Varsity Lacrosse is 3-5 on the year versus tough competition, but has benefited immensely from Thorndike’s contributions on the field.

Anya Hanitchak ‘21 has

made a splash this year for Girls Varsity Crew, sliding right into a seat on the first boat. She has rowed previously for the Essex Rowing Club, based out of Methuen, MA. Her teammates praise both her ability and attitude. Annie Colloredo-Mansfeld ‘18 said, “Anya is a great rower. Although it is no surprise that she made first boat considering her strength and technique, it is very impressive that she accomplished this as a Second Former! It is great having her on the team this year.” Likewise, Layla McDermott ‘18 said, “She’s such a strong rower and an awesome teammate. It’s really impressive that she can row at such a high level and always bring a positive attitude to practice, and that she acts with such grace under pressure.” Clearly, Anya has made quite an impact on the program. Girls Varsity Crew is currently 1-0 and looks to improve its record with Anya and the rest of the first boat leading the team to victory.



Luke Beckstein ‘20



Joey O’Brien ‘20



Russell Thorndike ‘21



Anya Hantickak ‘21

F. LYNCH ‘19 and N. STEINERT ‘19 FOR THE CIRCLE VOICE

Mohamad Hafez brings art to the Circle

By DAISY FEY '18

This spring, Syrian artist Mohamad Hafez installed his powerful work around the Circle. Thanks to Beth Van Gelder, Mr. Hafez has been welcomed into our community to tell his story through his work.

Ms. Van Gelder first noticed Mohamad's work in an ad in Artscope Magazine for an exhibit he was having in New Haven at the time. She was struck by the "image and timeliness" of his subject, and immediately called the gallery for more information. She invited Mohamad to the Circle in September to see potential spaces around campus to display his work. Mohamad was impressed with the space he saw and instantly agreed to begin installing his work in the spring.

Mohamad Hafez was born in Damascus in 1984 and moved to Saudi Arabia at the age of one, where he was raised until he moved to Syria. Throughout his early life, Mohamad's dream had always been to get a degree in architecture from an American University. After obtaining a student visa, he achieved his goal and joined the class of '04 Northern Illinois University in DeKalb, Illinois. Mr. Hafez began to fixate on his artistic side more throughout college. Along with his attraction to architecture, Mohamad had also always nursed a fascination for graffiti. He was mesmerized by the fearless expression, especially when it was painted across a significant or symbolic piece of architecture. This fascination helped catalyze Mr. Hafez's artistic experimentation. He attempted to mimic the style and the bold message that he felt the graffiti captured in his work.

However, Mr. Hafez didn't start creating his most recent work until he was separated from his home. It wasn't until he was well into getting his degree in architecture that he realized that the visa he had obtained was a one-way ticket. He was not allowed to leave the US for eight more years, while he was a student at Northern Illinois University and then at Iowa State University. During these years, he felt empty, significant homesickness making him long for a piece of his home in the United States. It was then

that he began creating photo-realistic, three-dimensional pieces. For Mr. Hafez, his art is personal and nostalgic. He states in his documentary, "When I left Syria, I realized how many things I am greatly attached to. The greatest of these things was the social life. And you can see that in my work."

His work has progressed from being simply nostalgic to combining his passion for street art and activism as well as personal sentimentality. He now compiles objects he finds, paint, and scrap metal not only to tell the story of his country, but also to depict the urban fab-

man life." Mohamad feels that the horrors of the Syrian War deserve a level of attention far above that which they are being given. He aims to spread awareness of the state of his beloved country and sympathy of those struggling to survive because of the war.

However, although Mohamad portrays a country in dismal condition, a certain hopefulness still shines through his work. There is a prominent contrast between the bleak scenes he creates and the optimistic message he presses. The optimism he imbues is subtle, but he draws it out by incorpo-

was, for me, a transformative experience." She found his wall sculptures riveting and was absolutely touched by the reality of the images he portrayed. She loved the way he captured the sense of shattered lives with details that reflect our common humanity. "It was exciting to find a perfect place over the Forum to display 'Desperate Cargo.'" Many, if not all students around campus feel similarly. His work is powerful and touching, and awareness of the Syrian conflict is raised now that it is a constant in our lives, literally hovering over our heads in the Forum.



L. TOCE '19 FOR *THE CIRCLE VOICE*

ric of the Middle East through architecture, which becomes a sort of backdrop for political and social expression. He states again in his documentary, "This work is done as a creative outlet for me, as a person witnessing his country ripped apart into a million pieces. I am one of these voices capturing this tragedy." His most recent work is a direct response to the atrocities of the Syrian war. He depicts the destruction of Civil War and attempts to "capture the magnitude of the devastation and expose the fragility of hu-

man life." Mohamad feels that the horrors of the Syrian War deserve a level of attention far above that which they are being given. He aims to spread awareness of the state of his beloved country and sympathy of those struggling to survive because of the war.

rating verses from the Quran throughout his work: "Scenes reiterate narratives from the Quran to affirm that, even during the darkest of times, patience is necessary for the blossoming of life and that, eventually, justice will prevail." Mr. Hafez not only draws attention to the issues at hand, but also assures his audience that the war will end eventually and the country will someday settle back into a peaceful state.

Ms. Van Gelder describes the first time she saw Mohamad's work in person, saying, "It

As Mr. Hafez illustrates and Ms. Van Gelder articulates, artists have a responsibility to use their art to reflect the conflicts they see around them. From these, they must find inspiration and turn it into awareness and inspiration for others, in a form of social activism. Visual images have incredible influence, and those that Mohamad offers are profound. Ms. Van Gelder agrees: "You can't look at this art without feeling a sense of empathy mixed with a sense of gratitude for our good fortune."

DAMN.

By MICHAEL SENKO '18

It has been over two years since Kendrick Lamar released *To Pimp A Butterfly*. The album, eclectic, masterful, and wildly successful, ushered in a new era of experimental rap-jazz that, at first listen, seems to continue in *DAMN.* But Kendrick's new album, released on April 14th, is notably more mature than *Butterfly*. The songs are more expansive and thematic, but don't lose his signature shifts in mood, tone, and gravity. His sharp political commentary is present as always. Ben Zaidel '20 believes the album is "literally superb," as "it uses music to address real world issues and problems that Kendrick has lived through. It covers everything." *DAMN.* is the creation of a matured, talented, peak-performing rapper.

The themes touched upon in *DAMN.* are more intense and refreshing than any of his previous works. The album opener, "BLOOD.," is a lyrical piece that tells the story of a blind woman shooting Kend-

rick, a theme that is continued in the album's closer "DUCK-WORTH.," The next song "DNA.," is a fiery, evolving piece that destroys any doubts as to whether cultural appropriation is dangerous. It is Daisy Fey '18's favorite on the album because "it is aggressive in the best possible way." He raps, "You mutha\$*&#s can't tell me nothin' / I'd rather die than listen to you / My DNA is not for imitation." He struggles with his relationship to God on "YAH. (short for Yahweh)" and "PRIDE.," On "LUST.," he focuses on the monotonous cycles we humans tend to trap ourselves in, especially romantically and sexually. His themes are connected but wide-reaching, and he comments on modern society and race relations more adeptly than any other artist in the mainstream today.

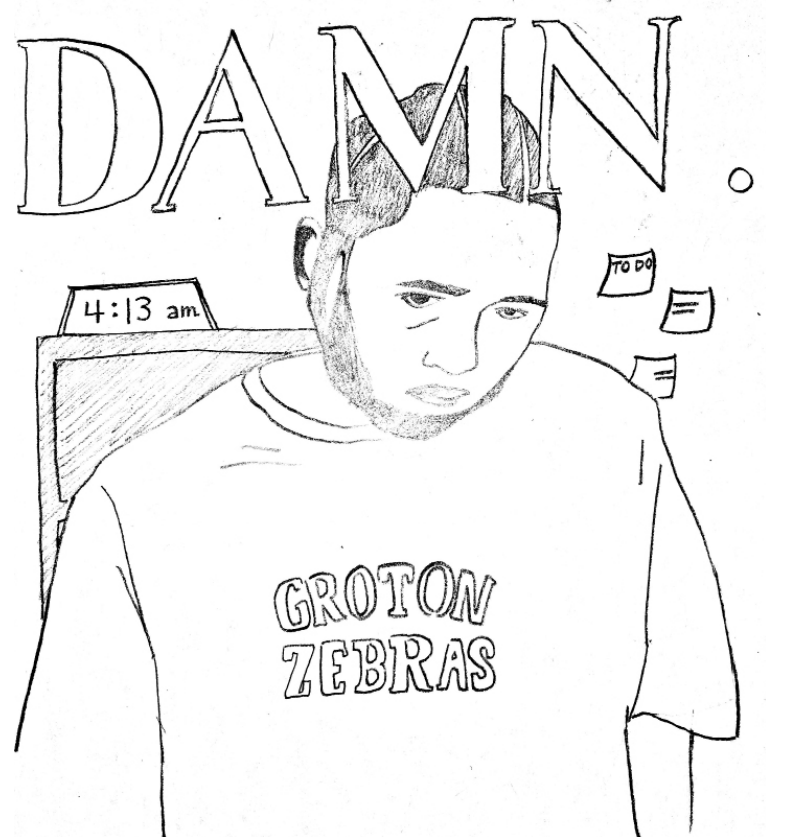
As for the music and raps themselves, Kendrick is at his best. Sunhoo Park '18's favorite is "ELEMENT.," as the lyrics are "savage" and "it has a nasty beat." Kendrick gets help from the likes of U2 and Rihanna on the relationship piece "LOYALTY." and on the

synth-filled "XXX.," respectively. The cameos, which also include newcomer Zacari, enhance Kendrick's works in very different ways. Rihanna adds welcome harmonies, U2 brings a hazy guitar riff, and Zacari lends his youthful, golden voice to standout song "LOVE.," My personal favorite is "GOD.," a drifting, dreamlike meditation on faith with a notably slower and calmer lyrical pace. The song is grand and orchestral as Kendrick begs God not to judge his actions which clash with his moral ideals. The album functions as a whole musically, as samples appear frequently on different tracks, and the signature elements of Kendrick's expertise are evident on every single one.

On the song "ELEMENT.," Kendrick reaches for perfection. He establishes himself as a rapper above all others, more lyrical, honest, and committed than the rest. Kendrick states, "Because it's all in your eyes, most of y'all tell lies / Most of y'all don't fade, most of y'all been advised / Last LP I tried to lift black artists / But there's

a difference between black artists and wack artists." There is a reason all of the songs are in

caps: Kendrick is back, Kendrick is here, Kendrick is king.



C. PARK '18 FOR *THE CIRCLE VOICE*

Artist of the Issue

Piper Higgins

By **BECKY ZHANG '18**

An Open Mic head, Choir Prefect, and Music Prefect, Piper Higgins does it all. And yet, she has never taken a music lesson in her life.

In her five years at Groton, Piper has continually inspired others with her beautiful voice and guitar playing. You simply can't miss her filling the Chapel and Gammons with her original songs and Bob Dylan covers. Not only has she made a great impact on Groton's music program, but she also continues to grow as a musician year by year.

Piper's musical endeavors began early on. She started playing the guitar in third grade after being inspired by the band ACDC. "I got a guitar that was like fifty bucks. I learned how to play 'Tears in Heaven' by Eric Clapton, and ever since then I've been really into it," she says. Later, she even got a gig at a restaurant. Piper also sang for the chorus at her old school and since Second Form has been singing with the Choir and Chamber Choir.

Alongside choir, Piper enjoys exercising her musical freedom through performances at Open Mics and postludes throughout the year. This year, she and Phoebe Fry '17 have led the Open Mics. "I wanted to continue the tradition of everybody being able to do it. We'll have Second and Third Formers performing, as well as Upper

Schoolers, and it doesn't really matter," she explains. Piper also taught herself to play both the piano and the harmonica, a "tin sandwich," as she describes it.

Growing up, Piper took inspiration from Cam Meekins, a boy from her town who would rap in small in-town gigs and went on to pursue his musical career at various clubs in Boston. Phoebe, who began songwriting at a very young age, also encouraged Piper to write her own originals in Fourth Form. "I would start with lyrics that were kind of ambiguous. Putting them to music was always really hard, and I was never really happy with the way it sounded," Piper explains. "If you try to write a song with your inspiration in mind being an amazing song, it's hard to feel like it's good at all." It wasn't until the end of Fifth Form when Piper felt truly satisfied with what she was writing. As Phoebe says, "Piper has such an advanced sense of music and a distinct, original style. I admire her persistence and perfectionism while songwriting—she will keep crafting a song until it's exactly how she wants it to sound."

This school year, Piper formed a band with Joe Collins '18 on guitar. (Andrew Lei '19 occasionally accompanies on bass.) It started with The Guitar Project, a group collaboration between various guitar students at Groton. On the second rehearsal, Piper realized, "Woah, this kid Joe Collins can shred." She wanted to perform "Blow-

in' in the Wind" and asked him to play with her for a postlude. During practices, she began to share some of her originals with him, and soon they had arranged the instrumentals together and started to record them with jazz teacher Kenji Kikuchi. "Arranging a song that you've written with somebody else can make you feel much more creative," she says, "I definitely took a big leap to involve more people with my music; something you play really close to the heart is hard to bring other people into, but it's awesome when you do."

In addition to songs, Piper has written her own poems. This winter, she took the elective "Poetry Reading and Writing" with Mr. Capen, and her work has also been published in *The Grotonian*. Like music, poetry is a personal form of expression for Piper. "A lot of my original songs started out as poetry," she explains. "Speaking is one thing. You can be vulnerable when you speak. But when you sing, you become more vulnerable. And poetry is just... raw—you can't even hide behind a guitar."

Ask Piper about her favorite albums and her eyes are sure to light up. *On The Freewheelin'* by Bob Dylan, she lauds, "It's minimalist, unproduced, and still iconic." Another favorite is *Hot Fuss* by The Killers: "That, for indie rock, was one of the first albums I listened to that introduced me to the

genre." She also recommends listening to *I'm Wide Awake, It's Morning* by Bright Eyes and *Yankee Hotel Foxtrot* by Wilco. "They're bands who go and they make an album that's one piece of art," she



says. "You listen to the whole thing and you're like, 'That was an experience.'" In the last five years, Piper has undoubtedly formed many unforgettable memories in practicing and performing music. One of her favorite mem-

ories was her solo with Phoebe and Matthew Higgins-Iati '17 in the most recent Lessons and Carols service. As she recalls, "When we got up there to sing the trio, it just felt correct." While Piper admits that choir solos used to intimidate her (this was the first year she took part in them and performed three), she was firmly supported by her company. "Making eye contact with Phoebe and Matthew was so special and guided me through the music," she says.

Music has certainly had a profound impact on Piper's life. "I'm a very nostalgic person, so the way I remember certain things is through music. When you listen to a song, and you're like, 'That song is so accessible—these feelings have been felt before.' Have you ever done that? When the music gives you a feeling, and you want someone else to have that feeling, so you ask them to listen to it?"

Piper has contributed in many ways to Groton's music scene, not only through her tangible contributions in leadership and performances, but also by the way she inspires the community to constantly explore and develop new layers on their own journey with music. Langa Chinyoka '17, an accomplished singer and songwriter herself, says that Piper's original album, *Time Machine*, "changed my life. I listened to it all winter break." In the past five years, Piper's music has noticeably blossomed and will continue to do so in the many years to come.

F. LYNCH '19 FOR
THE CIRCLE VOICE

13 Reasons Why Not

By **NINA NORTON '18**

Thirteen Reasons Why, a Netflix series based on the novel by Jay Asher, is considered controversial because of its portrayal of suicide. The show is about the reaction of various people to the thirteen tapes that 17-year-old Hannah Baker made before she committed suicide. Each of the tapes focuses on one reason that Hannah killed herself and targets one person. The tapes are sent around to each of the people included in the order that they are mentioned. This results in a sort of murder-mystery that culminates in a lawsuit between the parents of Hannah and the local public high school, which Hannah attended until her death.

Many argue that because the series raises awareness of suicide it cannot be problematic, and while that may be partially true, this viewpoint also overlooks many of the show's faults. *Thirteen Reasons Why* glamorizes suicide. It makes suicide out to be murder, not a choice made by the person who

kills him or herself. It ignores mental illness. Furthermore, the graphic nature of the show is problematic. While, for some, it may be important to show what rape and suicide really look like, for those who have actually had experiences with those two things it can be extremely dangerous and traumatic to relive them on a screen. It has been proven many times that seeing someone commit suicide, either in real life or on screen, increases both suicide attempts and suicide attempts done in the same way (as outlined for a *New York Times* article by Daniel Goleman in March of 1987). In simple terms, it is extremely triggering. When I asked one of my friends why she didn't want to watch the show, she answered that she simply "didn't think it would be healthy."

As for the glamorization of suicide: this show is literally telling its audience that after you die everyone will understand that you were right all along, and that they will be sorry. It's rationalizing suicide as revenge, which takes away

the finality of suicide, and that could potentially be harmful for mentally unstable audience members. No good can ever come from a vulnerable, young person seeing suicide as a way to show people that they were treating you badly.

It's ridiculous to even have to clarify this, but suicide is a choice. It is not murder. In *Thirteen Reasons Why*, Hannah Baker tells thirteen people that they are the reason that she killed herself; that they murdered her. The school counselor in the show is made out to be a villain because he continuously reiterates that, while Hannah's death was tragic and terrible, it was also her choice, and nobody else's fault. And there's an entire lawsuit between the school and the Bakers over whether the school could have done more to prevent Hannah's suicide, and exactly who was to blame for Hannah's death—a death that was completely Hannah's choice. It's obvious in the show that the school could have done more, but as a large public high school with limited funding, it's

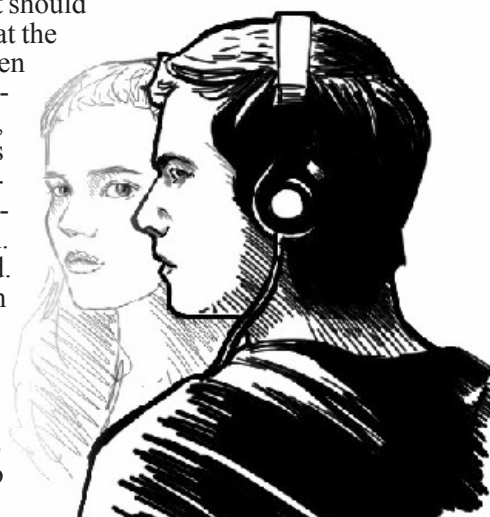
difficult to single out students and make sure each one is doing alright. In a perfect world that would happen, but realistically, it's impossible.

Finally, there are no mentions of mental illness in the show. Mental illness is the number one leading cause of suicide around the world, and to completely exclude it from the show is ruling out the possibility that Hannah was hurting on the inside. The show is about the effect your actions can have on other people, but instead of going right to suicide, it should have been very clear that the actions of those thirteen people dragged Hannah into a depression, which, because it was left untreated, resulted in her suicide. Depression killed Hannah. She was not murdered. Terrible things happen to people every day, everywhere, but not everyone decides to kill themselves. But when terrible things happen to someone who

is severely depressed and who doesn't have a support system, then they might kill themselves, which is what happened to Hannah.

Thirteen Reasons Why had good intentions, but it raised awareness for the wrong things. In order to make the show more exciting the producers and director sacrificed facts—and potentially the health of their audience.

P. SHI '19 FOR *THE CIRCLE VOICE*



What Would You Do?

Back by popular demand! This time, faculty edition! Thanks to anonymous for contributing!

Here's the scenario: you wake up in the Groton School boathouse at 7:57AM on a Tuesday. You have no idea how you got there, and it's clear that you're going to be late to chapel. Are you ready to play? Here we go! What would you do! (Actually, we couldn't be bothered to contact any of them so we just put their most likely responses.)

Mr. Choate: Ok, it turns out that if you 3d-print some gravity, you can create a decatetraseptahedron and then use it as a interdimensional portal to the Chapel...
Mr. Spring: (Tilts head side to side, looks up at ceiling) Well, hmm...I haven't done enough research on that...I'd have to follow up with you.
Ms. Sen-Das: It is sooooo impooortant that conservatives at Groton feel comfortable at Chapel. If they are late, that is fine, because the Chapel should be an inclusive place.
Mr. Goodrich: Well, my father was in the CIA, and the whale in the river symbolizes the inherent class inequalities present in America during the nineteenth century.
Dr. Black: Ohp. Do you have a computer with ArcMap installed. Actually, never mind. Take the demerits.
Sr. Anderson: Poorke estass in la casa de barkas? Mees barkas son buenissimas. VENGAN USTEDES AL SPELLING BEE!
Mr. Capen: Also, you should run back to the chapel because you have three whole minutes and YEAAAAAAH GRAAATAAAN!!!
Mrs. Maqubela: Wanted to thank...community... Mr. Maq and I...so welcoming...Parlor TONIGHT!
Sr. Fernandez: Para mi es interesante que el círculo en realidad no es tan circular, y que por obvio el anarquismo es (por obvio) la ideología mejor. Y que es la "realidad?" Podemos saber?

-Rand Hough

Next Up

The end is nigh for us seniors. So everyone in the school is wondering, who is gonna replace the most iconic figures of our class?

Next Big Jock



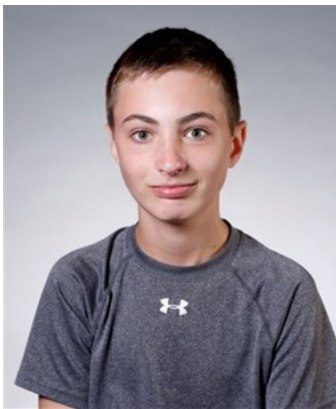
Next Girl Whose Name Rhymes With Ella



Next Jack Fanikos



Next Gentle Giant



Humor Page's Athlete of the Issue

Feild Gomila

In a shocking turn of events, our very own Feild Gomila made himself the first ever Humor Page's Athlete of the Issue. He sat down with himself to talk about life, baseball, his hopes and dreams, what keeps him up at night, music, if free will really exists, why the government pretends that Idaho is real, and much, much more... (wait hasn't he done this whole interview joke thing before?)

Feild Gomila: Feild, thank you for taking a moment to sit down with this humble interviewer to talk about your recent successes on the baseball diamond.
Feild Gomila: Yes of course, *The Circle Voice* is such a renowned newspaper, you can't just say no to it. Also, your piece on ourselves before was spectacular; I wanted to see if we could recreate that magical night.
FG: Right on! Now, the security guard they called on me at ESPN has described you as, "Literally one of the worst baseball players I have ever seen. Also how did you get in here?" What do you say to that?
FG: You know what confuses me? When people say Idaho exists. Look at a map there is only a giant lake. Do you know anybody from Idaho? Do you know anybody who knows anybody from Idaho? According to the 1990 "census," there are over one million (1,000,000, or 1×10^6) people in Idaho. But if there are so many Idahoers, where are they? Some people have claimed that they were born and raised in "Idaho." But every single person who made this claim have been shown to be frauds and charlatans. These "Idahoan wannabes" are invariably inconsistent with each other about the size (in square miles or kilometers) of "Idaho," about various town and village names, and even about the names of "Idaho's mighty rivers."
FG: Well said. Where do you see yourself in ten years?
FG: So I plan on playing in the MLB and in college, no college coaches have reached out to me yet, and the college offices says there is definitley not a chance of it happening. But I still believe. So probably playing somewhere in college.
FG: Yeah thats not gonna happen. Also, why would you still be in college ten years from now?
FG: Huh?

GOODBYE! Thanks for a great year of humor!

Also thanks to the many people who have helped us out by contributing: Rand Hough '17

Your Humor Editors Signing off!