



The Circle Voice

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Groton School, Groton, MA

9/11: Born on a Day of Terror

By CARA CHANG '20



While two Grotonians were born on that tragic day, another lost his life: John Clinton Hartz '55 was caught on the 94th floor of the South Tower. He was 64 when he died.

Courtesy of 9/11 Living Memorial

On September 11, 2001 at 9:01 a.m. on Long Island, Christine Mazza welcomed her son, Andrew Michael Mazza '20, into the world. At 8:54 p.m. that same day in New York City, Thor and Melissa Thors held their first child, Gardner Dickinson Thors '20, in their arms.

But in those twelve intervening hours, 2,977 civilians died when four planes hijacked by terrorist group Al-Qaeda crashed into the World Trade Center (WTC) in New York City, the Pentagon in Washington D.C. and in a field in Shanksville, Pennsylvania.

Fifteen minutes before Andrew was born, American Airlines Flight 11 smashed into the World

Trade Center's North Tower; two minutes after Andrew's birth, United Airlines Flight 175 flew into the Southern Tower. Ms. Mazza first learned about the attacks when she was moved from the operating room to a recovery room with televisions on.

"I saw on the television 're-runs' of the North and South Towers being struck by planes," she wrote. "Honestly though, I was a bit loopy from the anesthesia... I thought I was watching a cartoon. It seemed unimaginable that what I was seeing was real."

When she was moved to a private room, Ms. Mazza was visited by her mother, who made little mention of the catastrophe and instead stayed with her daughter to coo over her grandson. Only when Ms. Mazza was released from the hospital a few days later did she discover the severity of the attacks.

"I watched in horror. I had no idea there was a plane that went down in Pennsylvania; I didn't know about the Pentagon; I knew the towers fell but I didn't realize people were trapped, and worse-died. I felt hollow and numb that my city had suffered so tremendously and I was completely immune to the entire situation," Ms. Mazza wrote.

Ms. Mazza's overwhelming disbelief and horror were echoed across the East River, where the Thors family were waiting in a labor room at New York Presbyterian Hospital. Mrs. Thors remembers how it was "a beautiful, quiet, crystal blue sky, clear Tuesday morning on the Upper East Side."

That all changed, however, when a nurse told the Thorses that the World Trade Center had been hit and they immediately turned on the television.

"With IV feeds in my arm, and sitting in the most vulnerable state, on a hospital bed about to give birth, I watched with an incredulous disconnection as the second plane hit the South Tower live at 9:03 am," wrote Mrs. Thors. "The impending birth of our child transformed from a life challenge to an emergency, survival situation."

She recalls how the maternity ward turned into a ghost town, with the stillness interrupted only by one hysterical woman brought in by firemen. Mrs. Thors said the woman had been near Ground Zero, and the trauma induced her labor. Thankfully however, like Ms. Mazza, Mrs. Thors successfully delivered Gardner.

Unfortunately, even after their sons' births, the

threat of 9/11 still loomed over the new families. Shock in the United States soon turned to uproar, launching the "War on Terror," an American-led international campaign against terrorism that spawned the Iraq War. Meanwhile, New York City struggled to heal from the physical and mental scars of that day; the city spent months clearing the massive debris from Ground Zero and handling the toxins released from the collapse of the WTC.

"At the same time, it felt as if NYC had developed a stronger sense of community and camaraderie, with strangers helping each other in simple daily tasks, no longer typically rushing by with a blind eye," Mrs. Thors added, recalling how hundreds of locals immediately lined up to donate blood to New York Presbyterian Hospital.

Despite that sense of unity that engulfed the city post-9/11, both the Mazzas and the Thors family grappled with addressing their sons' birthdays: how could a family celebrate life on a day when so many people died?

"For many years Andrew's birthday was celebrated during Labor Day weekend. It was hard to celebrate his first birthday on the one-year anniversary, or his second on the second anniversary

and so on," Ms. Mazza explained.

Similarly, Mrs. Thors wrote that Mr. Thors "remembers his mixed feelings of joy and guilt (for being happy) when carrying balloons home to celebrate Gardner's first birthday."

Gardner and Andrew still struggle with complex legacies of their birthday.

"For as long as I can remember, the most common response to the reveal of my birth date is a resounding, 'That sucks' or 'I'm sorry.' That got old real quick. Knowing that your birthday causes such an intense reaction is a relatively heavy idea for a younger child to grapple with," Gardner admitted.

Ultimately, the simple fact that such joyous moments occurred on such a devastating day is heartening: "Some, however, feel as we do, that we are blessed and grateful to share our very different story of bringing life into this world on an otherwise dark day," Mrs. Thors concluded.

Despite the disbelief, even anger, he faces when he tells strangers his birth date, Gardner wrote, "My birthday is so much more than my birthday which is a powerful but also humbling thought... I wouldn't change the date if I could."

Feel the Bern: Why Sanders is "Most Electable"

By ANUJ AGARWAL '21



Sen. Bernie Sanders speaking at a 2016 campaign rally.

Creative Commons

Many Democratic voters nowadays are concerned with electability. According to August polls conducted by The Economist and YouGov,

Democratic voters would rather vote for a candidate who would beat Trump than one who shares their policies. Jill Biden continued to per-

petuate this line of thought in her official endorsement of her husband Joe Biden.

In the endorsement, she simply argued that "may-

be we have to swallow a little bit and say I personally like [this candidate] more, but the bottom line is that we have to beat Trump."

Well, for the voters who seem to be overly concerned with electability, Joe Biden is not the answer. In fact, contrary to popular belief, Bernie Sanders is the most electable Democratic candidate.

At first glance, Jill seems to be right: according to the general election polls, Joe Biden sits at +8.6 over Trump, which is the largest margin of any Democratic candidate.

However, every single major Democratic candidate is leading Trump in the general election polls. For example, Bernie Sanders is

up 6.8 percentage points on Trump. Hillary also demolished Trump in the general election polls prior to the Trump's thirty point electoral college victory. These polls are misleading because the president won't always be the one who wins the popular vote, as was the case in 2016.

To analyze who is the most electable, it's important to dissect what happened in 2016. There were two main reasons the Democrats lost, one of which was the important rust belt states flipping red. Important rust belt states include Pennsylvania, Michigan, Wisconsin, Ohio, and Minnesota. The rust belt is the manufacturing heart of the nation and has, over the

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The Circle Voice



www.thecirclevoice.org

Athlete of the Issue: Caleb Coleman

By CHRISTINA OELHAFEN '21

Edited for length and clarity, not content

Senior Caleb Coleman '20 talks about his love of sport, leadership and his excitement to finish his final season as a Zebra.

When did you first start playing football?

CC: I started playing flag football around first or second grade. When I moved to Wellesley in third grade, I began playing tackle.

What position(s) do you play at Groton?

At Groton, I have always played anywhere they needed me. When I was in lower school, that was mainly on special teams and occasionally playing linebacker on defense. Now, I really get moved all over the place on the field which makes the game really fun.

Who do you root for in the NFL?

GO PANTHERS. Cam Newton for Most Valuable Player, no doubt.

Is your family a “big football family”?

My dad was a big time basketball player growing up, so he always pushed me towards basketball. My mom spent a lot of time overseas when she was little, and football isn't too big over there. My parents love watching me play

now, but my mom still hates every time I hit or get hit. But my little sister is my biggest fan — look out for her in her zebra outfit this fall.

What schools were you recruited to play at?

Princeton was actually the first school to make an offer to me. After that, I was recruited by all of the Ivy League schools and a bunch of Patriot League schools.

Why did you choose Princeton?

Choosing a school for me meant having long conversations with both myself and people close around me weighing the positives and negatives at each school. It came down to a gut feeling that was telling me Princeton was the place I wanted to be.

What do you most look forward to next year?

At Princeton, I'm most excited to play against Noah Aaron '18 (who is a sophomore Wide Receiver at Yale). Also, Princeton just scheduled a big time game against Army in 2020, so hopefully I'll see Bennett Smith '19 in the stands!

What sports have you played growing up?

I tried to play everything I could. Football and basket-



Caleb weaving through Noble's defensive line.

Courtesy of C. COLEMAN '20

ball were my favorites, but I tried and failed at baseball, played lacrosse and was even a soccer goalie.

What makes you a good leader?

Leadership was something I feel I really improved upon at Groton. When I first started at Groton, I tried to lead purely off my individual performance. If I had a good game, I thought that was leadership. Then I began to watch leaders like Bennett Smith and saw their impact on teams. My junior year, the pieces started to come to-

gether, and I began to learn how to bring out and expect the best out of my teammates along with myself.

What do you love about sports?

I'm a really competitive person, so whether it's high school football or the intramural softball, I really want to win. But my love for football is different. I believe football builds character like nothing else. It's a sport where every play you most likely end up on the ground and are faced with the decision to get back up every

time or quit.

We all know football is a dangerous game, but that's what makes it so special. You have ten brothers and maybe a sister (shout out to Autumn Johnson '19), who MUST have your back just as you MUST have theirs. I've made my closest friends on a football field, and I have no doubt that kind of trust is what has made us so close.

Tribute to Elson Harmon

By CORNELIA POTTER '21



Courtesy of Legacy

On June 18th, 2019, Elson Harmon, a man enthused by music, literature, and theater, passed away, leaving the Groton community in grief.

Departing from his childhood state of Pennsylvania, Mr. Harmon earned his bachelor's degree from Princeton University and his PhD from Duke University. He taught at Syracuse University before joining Groton's English department in 1986.

John Capen, English teacher and mentee of Mr. Harmon, explained that his “quirkiness and the way he'd chuckle at himself” were defining characteristics that will be remembered fondly. Mrs. Martha Gracey, an English teacher and former colleague of Mr. Harmon, also remembers that Mr. Harmon used to “bounce on his toes when he got excited.”

For the next thirty-one years, Mr. Harmon

shared his passions with our community. Even after retiring in 2017, Mr. Harmon remained a constant presence on the Circle, keeping in touch with past students and teaching part-time.

Paul Michaud '18, a close student and mentee of Mr. Harmon, remembers his teacher to be, “An exceptionally caring and intelligent man who was unforgivingly committed to helping young people wrestle with language.”

Mrs. Gracey adds that Mr. Harmon maintained a certain “traditional” outlook among the Groton faculty. He frequently reminded others of the core values of Groton, keeping our school's essence alive.

Mr. Harmon, though seemingly quiet, had a curiosity so colorful and an intelligence so profound, it was hard to miss. His list of interests includes: poetry, music, and theater. Mr. Harmon used poetry as a second language, deducing thoughtful messages from every line. He welcomed difficult texts, and enjoyed the writings of Shakespeare and Dante in particular. His passion for the piano was similar to that of poetry, evident in the way he played every note with the same pride and emotion that he did a word on a page. “Elson could play with a poem

the way he'd play the piano, making the most of the music and expressing the meanings in wonderful ways,” according to Mr. Capen.

But Mr. Harmon's adoration for the performing arts sparked deeper curiosities within himself, and he was a talented theater director during his time at Groton. Mr. Capen recalls the “enjoyment that Elson felt while producing the show *Noises of by Michael Frayn*.” Through the theater program, Mr. Harmon found additional ways of communicating outside of the classroom, and his fondness for the theater grew so strong that he made a journey to London every year to view a performance.

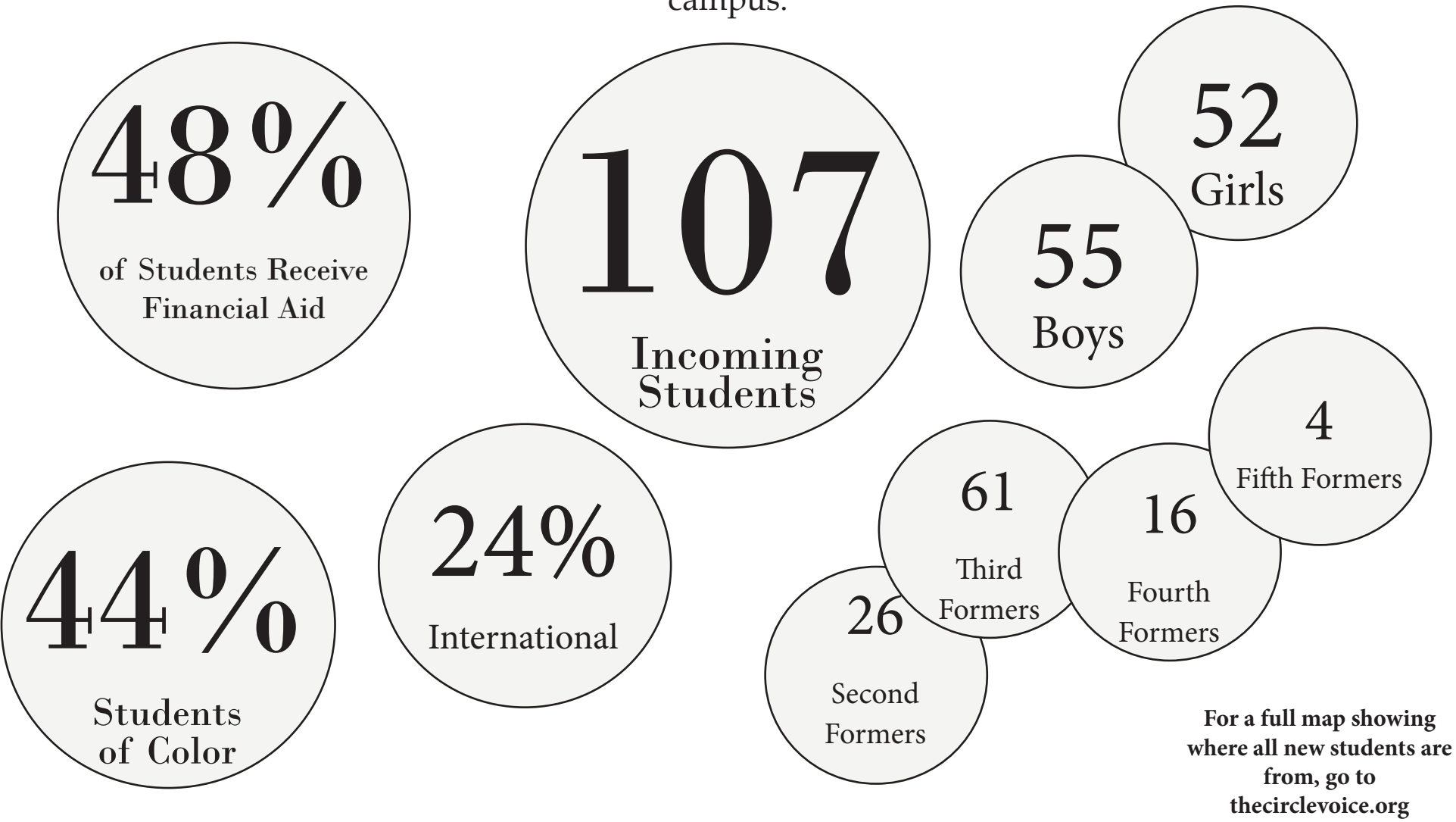
The unparalleled appreciation that Mr. Harmon had for language and the performing arts was his most useful tool when communicating with others. In and outside of the classroom, retired or full-time, Mr. Harmon was an educator -- devoted and caring. The relationships that Mr. Harmon formed at Groton were not ones that expired with a student's graduation, for there was a mutual enthusiasm for language that kept the ties from becoming severed. Furthermore, Mr. Capen explained that some of the brightest students at Gro-

ton found him to be their “lighthouse” and they were “drawn to him like moths in the night.” The legacy that Mr. Harmon leaves behind is a meaningful one that entails a genuine love for literature, performing arts, and teaching. Douglas Brown, a fellow colleague and admirer of Mr. Harmon, shared that his dear friend was a “born teacher, wanting to share with others the things he loved so much.”

Mr. Harmon is the epitome of the ideal Groton teacher. He perfectly embodied the school motto, *cui servire est regnare* — “To serve is to rule.” Mr. Harmon's life work reached far beyond an immeasurable adoration for language, for he found true success in teaching others to appreciate his passions just as much as he did. Mr. Harmon was commemorated on August 3, 2019 at a local burial site, and a moment of silence is planned in his honor in the upcoming school year. Paul concluded by saying that above all else, “he was one of those teachers who becomes your friend.”

Welcome to the Circle

With each new scholastic year, we welcome new Grotonians. This year’s new students hail from **12** different countries and **19** different states, bringing a slice of the United States and the world back to campus.



Artist of the Issue: Derek Chang

By DEREK HU '21

Edited for length and clarity, not content



Derek performing at the American Protege competition.

Courtesy of D. CHANG '20

Senior Derek Chang '20 discusses his love for the violin, his experience placing third at the world-renowned American Protege music competition at Carnegie Hall and his plans for the Circle as lead music prefect.

When and how did you first pick up the violin?

I started playing the violin when I was five. I was actually introduced to the violin and piano at the same time, but playing the piano never really “clicked” with me. I found the violin a fascinating instrument with its elegant structure and strings filled with many musical possibilities. My mom first intro-

duced me to the violin; she wanted to play when she was my age but did not have the opportunities to do so.

What was it like playing at Carnegie Hall?

The acoustics of the hall were great, and I could hear myself playing very clearly. It was probably one of the best moments of my violin career thus far, and I felt honored to play in such a grand hall. During the competition, I learned to stay calm throughout the performance by focusing on the music rather than the audience before me. This technique has helped me before in auditions for the Boston Youth Symphony

Orchestra as well as district and state orchestras.

Who are your favorite composers and violinists?

Wolfgang Amadeus Mozart, Johann Sebastian Bach, and Samuel Barber are some of my favorite composers. I enjoy listening to Yehudi Menuhin, Jascha Heifetz, and Itzhak Perlman. They are able to connect with something deeper within all of us, as they are not only great performers of music but also interpreters of what it means to be human.

What are your plans as a lead music prefect and for your Sixth Form year in

general?

I hope to expand the music program on service days and other out of school activities. I would also like to increase the number of musical performances for all the groups, whether on- or off-campus. I am constantly inspired by all the musical talent and passion within Groton’s student body, and I hope I can accommodate the needs of my fellow students. I would love to work towards a full senior recital next year as the culmination of my music career at Groton, incorporating pieces that I have played during my four years here.

What are your plans in the orchestra during the upcoming school year?

I hope that in addition to the standard repertoire we could play some more modern pieces, such as Star Wars, Pirates of the Caribbean, or the Game of Thrones theme song. I would also like it if we could play more pieces that have solos in them since we have a lot of great players in the orchestra.

Does Groton’s music environment ever feel competitive as students are constantly surrounded by so many talented musicians at Groton?

No, I would actually say that

having a lot of talented musicians helps foster interest and growth in the musical program, and it’s generally a very supportive environment. I don’t think I’ve experienced a competitive musical atmosphere here at Groton, as I think the music program here can really help you mature as a player without feeling pressured.

How do you balance academic and music life at Groton?

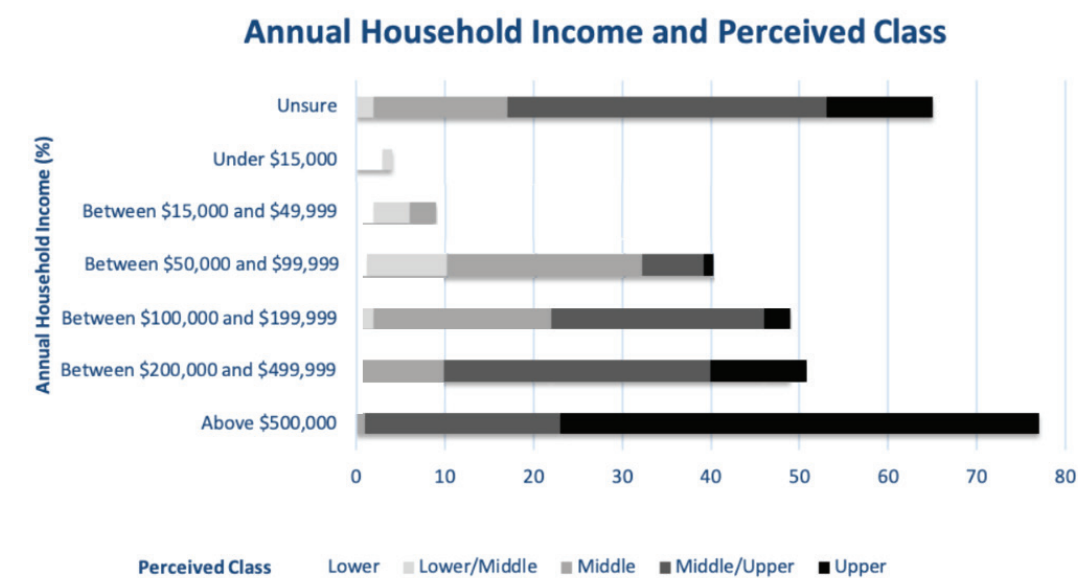
I think balancing academic and music life at Groton really comes down to being able to squeeze out sometime during the day to do something you love. I find that I sometimes unconsciously waste a few minutes here and there, and those minutes can add up. Playing music requires just a few minutes from your busy routine, and I have found myself feeling refreshed and more focused after playing for a bit.

What are your plans for music after graduation?

I’d like to continue playing the violin in college, and I plan on joining/auditioning for whatever orchestral and musical groups are available. I also hope that I can find some time to pick the piano back up again.

Spring Survey Highlights Student Perspectives

By EVAN CHEIGH '22



Student responses to “What is your primary household’s net annual income?” and “What socioeconomic class do you consider your household within?”, showing an upward-skewed perception of class

On May 22nd, *The Circle Voice* sent out a survey to all students in order to gather valuable information about the Grotonian community.

Lily Cratsley '19 and Marianne Lu '19, former editors-in-chief of the *Circle Voice*, wrote the survey, adapting many questions with permission from *The Phillipian's* State of the Academy survey for Phillips Andover Academy.

“We wanted to have a sense of how people identify and stand on certain issues, and hopefully start a tradition so the survey could be replicated every year,” Marianne said.

The schoolwide survey was divided into seven sections: general, politics, wellness, sex, drugs and alcohol, school, and discipline. *The Circle Voice* hopes that the survey provided a platform by which students were able to anonymously convey their thoughts and experiences.

General

The plurality of the 298 respondents were boarding, female, white, and/or not a recipient of financial aid. Despite the school’s Episcopal history, the number of atheist and agnostic students was greater than that of Christians. Following atheists and agnostics, the most popular religious groups were Christians, Catholics, undecided students, and Jews.

As expected, the majority of those who perceived their families to be upper

class stated annual household incomes exceeding \$500,000, while the majority of those considering themselves to be middle-upper class stated incomes between \$200,000 and \$499,999. It is important to note that a significant number of students said they were unsure of their socioeconomic standing.

However, according to Pew Research Center, a nonpartisan think tank, any three-person household living in the Greater Boston metropolitan area that earns more than \$150,000 yearly is deemed to be of the upper income class. In general, the center estimates lower class incomes to be less than \$45,200, middle class incomes to be in between \$45,200 and \$135,600, and upper class incomes to be greater than \$135,600.

Grotonians’ standards of class thus seem significantly higher than national metrics.

Politics

The political party that students most identified with was the Democratic Party, followed by the Republican and Libertarian Parties.

With a 65 percent Democrat-majority population according to survey results, the common consensus among students regarding controversial topics like affirmative action, abortion, college affordability, immigration, and environmental sustainability tended to lean towards the left side of the political spectrum. In sync with this liberal majority, less

than 70 percent of respondents identified as feminists, 50 percent supported the creation of an all-gender dorm, and 74 percent supported the Black Lives Matter movement.

However, Groton’s left-leaning nature likely contributes to why about 60 percent of survey participants have felt that they needed to self-censor their opinions, including an overwhelming majority of Republican respondents.

Wellness

When compared to the average American high schooler, Grotonians get about the same amount of sleep but spend significantly less time on social media applications. Although the survey average of 6.7 hours was similar to the national average, it was still drastically lower than the recommended 9-9.5 hours of sleep per night according to Johns Hopkins Medicine.

Grotonians were below the national average, however, in time spent on social media. The survey average was two hours a day, compared to the national average of 153 minutes according to Statista, a database company.

These two trends may result from Groton’s status as a top-ranked academic school with a rigorous curriculum according to rating websites like Niche and Business Insider. A heavy load of schoolwork may even take away time for meals, as 72% of respondents said that they have skipped meals for this

very purpose.

Sex

42 percent of respondents reported that they have dated someone on campus, and almost 80 percent said they perceived a “hook-up culture,” or an environment that encourages short-lived yet intimate relationships at Groton. About 40 percent reported to have experienced pressure from this culture and over half of survey participants said they have had at least one “hook-up,” defined on the survey as “kissing and any activity more sexually intimate.”

Moreover, 40 percent of students say that sex education at Groton is inadequate; students want to be equipped with a better understanding of romantic interactions.

Although the Counseling Department has made efforts to incorporate more sex ed in recent years, Anabel Kocks '20 explained,

hours on average, according to survey results.

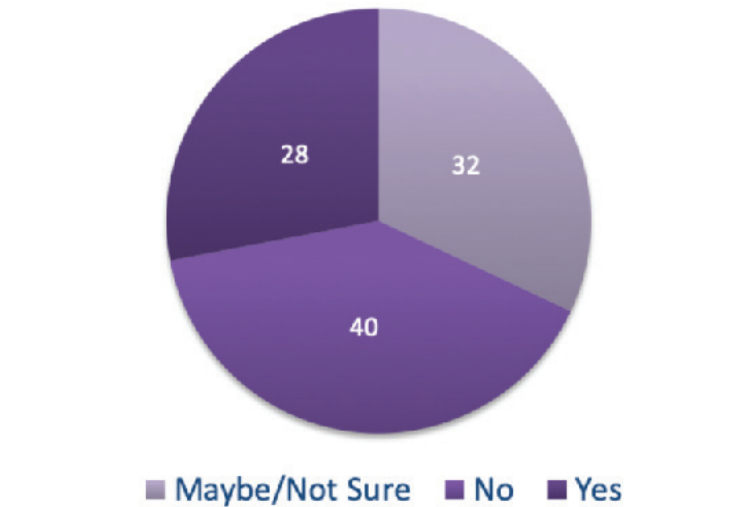
Interestingly enough, the average estimation of the entire school’s GPA was 85 percent, three percent less than the actual average GPA of all respondents: 88 percent. Furthermore, students reported a seemingly low average 6/10 satisfaction level with their grades.

Discipline

The two most remarkable trends in the discipline section were about intervisitation and privilege favoritism. An overwhelming 82 percent of students agreed that intervisitation policies should be more lenient, a position that may be supported by the fact that 34 percent of respondents say they have already illegally intervisited.

Secondly, 73 percent of survey participants said that Groton’s disciplinary system favors students of privileged socioeconomic backgrounds. Jiacheng Kang

Do You Think the Current Sexual Education Curriculum at Groton is Adequate? (%)



“Personally, I agree with the 40% of students... We might have talked about sex-ed once briefly in third form, but I don’t remember anything from that conversation. Everything I know comes from what I learned in middle school and from my friends.”

Drugs and Alcohol

Notably, survey respondents believed drug and alcohol consumption was more frequent than it actually was according to survey results. Respondents expected nearly 40 percent of students to have regularly vaped on campus. However, this figure turned out to be a much lower 10 percent. Marijuana and alcohol data exhibited similar patterns.

Overestimated assumptions notwithstanding, 85 percent of students discredited the existence of a “drug culture” at Groton.

School

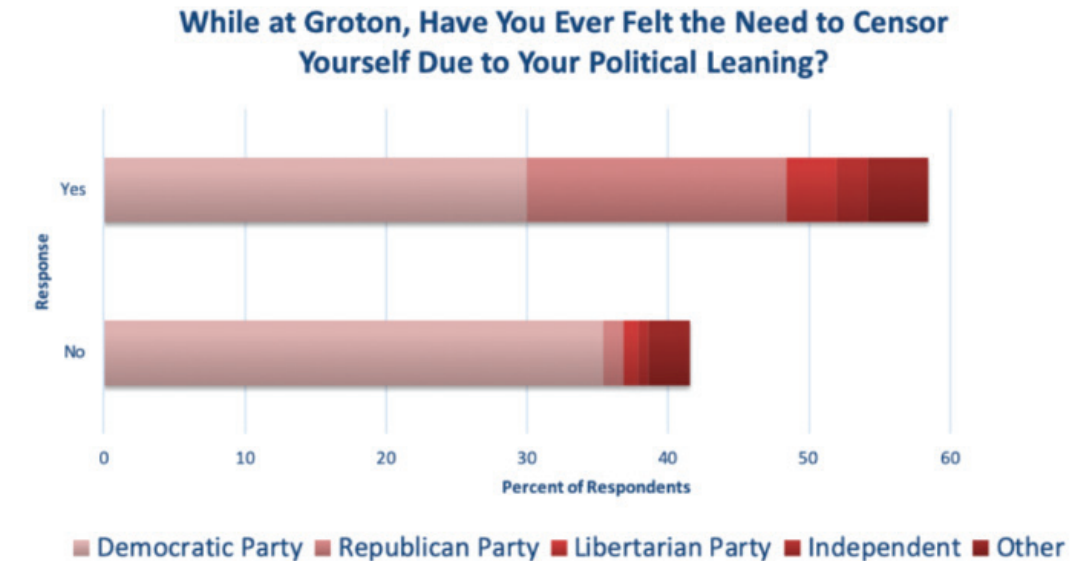
Students completed on average 192 minutes of coursework per school day, which was almost an hour longer than the national average of 145 minutes according to a USA Today survey. Second formers found themselves studying for an average of two hours a day, whereas fifth formers studied for 3.8

'22 understands why many students may think so but says, “The disciplinary system tries to give people at least one chance and the mercy of the system can oftentimes be attributed to a student’s privileged background. Then the story [of privilege favoritism] can spread as a contagious rumor and sway the opinion of [students].”

Ultimately, the survey served both to reaffirm and disprove pre-existing assumptions. Results corroborated the validity of Grotonians’ liberal leanings and perceived existence of a “hook-up culture.” On the other hand, results contradicted the overestimated percentages of regular smokers and drinkers, helping to verify a relatively drug-free culture at Groton.

Another function of the survey was to identify students’ concerns. Per survey results, respondents were most concerned about politics, skipping meals, sex education, grades, intervisitation policies, and the disciplinary system. *The Circle Voice* hopes that the administration can use these results to work alongside students in improving campus life.

See the full results online: thecirclevoice.org



Alumni Assist at GRACE

By EVAN CHEIGH '22 and ANNABEL KOCKS '20

This year’s Groton Accelerate Challenge Enrich (GRACE) program introduced teaching assistants to accommodate for the record number of 36 students. Open to rising fourth formers, GRACE provides students with opportunities to either accelerate learning in order to skip a course (B courses) or to reinforce prior knowledge to ease entry into Upper School (A courses).

The inaugural class of GRACE TAs consisted of six high school graduates: five members of the Form of 2019, including four members of the first ever class of GRACE.

With significantly increased class sizes, Mr. Prockop was concerned that teachers would not be able to monitor students’ progress and support them individually. As a result, Mr. Prockop reached out to a handful of recent graduates who had demonstrated excellence in chemistry and asked if they wanted to work as TAs at GRACE.

Although Mr. Prockop originally looked for Chemistry TAs, other teachers were also eager to work with teaching assistants this summer. Ultimately, two TAs were hired for Chemistry, two for Latin, one for math, and one for English.

Sandra Kelly, Chemistry B teacher, elaborated on the benefits of teaching assistants, “Having [TAs] help with grading meant we were able to return students’ work quickly, giving them nearly immediate feedback on how well they had mastered the material. Also, when a student was behind, either because the material was difficult or because they needed to miss class, TAs gave students individual attention in addition to time [spent] with me.”

John Capen, who taught English A, complimented Abby Kirk ’19 for taking the lead in introducing topics and “modeling our modus operandi of research, debate, and crafting an argumentative essay.”



The teaching assistants at GRACE. Left to right: Alison Brown ’19, Abby Kirk ’19, Montana Riggs ’19, Will Gray, Gus Vratatos, Brian Xiao ’19. Courtesy of D. PROCKOP

According to GRACE scholars and teachers, the teaching assistants went above and beyond their contractual duties and the expectations of GRACE faculty members. Not only did they actively engage students inside the classroom, they served as role models, supervisors, counselors, and friends to GRACE scholars.

“Their work day officially ended after evening study

hall, yet [TAs] often attended dorm check-ins and checked on students during lights-out,” Mr. Prockop said.

Steven Pang ’22 was grateful to Gus Vratatos ’19 and Brian Xiao ’19 for taking the time to talk to him. “I spent hours talking to the TAs, who were really down-to-earth people,” Steven said.

In return, Gus replied, “It was very enjoyable to live and work alongside class-

mates, teachers, and friends.”

From flipping patties at Friday night cookouts to tutoring students during study hall, the TAs played an indispensable role in making GRACE fun and productive for everyone.

“I welcome future TAs and believe they are wonderful mentors,” Mr. Capen remarked.

The Circle Welcomes New Teachers

By LIV TING ’20

This year, Groton is welcoming nine new faculty members to the Circle. While they come from a variety of locations and teaching backgrounds, they are all excited to share their knowledge and experiences with the community.

Some of the new faculty (ie., fellows) will spend only a year teaching at Groton.

Drew Evans
Physics Fellow

Mr. Evans is originally from Atlanta, Georgia, and says he plans on “spending every Sunday watching the Atlanta Falcons game.” As one of Groton’s new teaching fellows, he will teach two sections of Regular Physics, where he hopes to “inspire excitement in people about physics.” Mr. Evans’ interests are not confined to physics, however; he hopes to attend law school in the future.

Sabrina Gilchrist
English

Veteran teacher **Dr. Gilchrist** will contribute a depth of experience in both English and dance. While earning her Ph.D, Dr. Gilchrist simultaneously taught composition, technical writing, and literature classes; later, she held positions at the University of Wisconsin-Eau Claire and Culver Academies. In terms of dance, she taught at En Avant School of Dance and coached a dance team at Eau Claire Regis High School.

Gareth Hadyk-DeLodder
English

Mr. Hadyk-DeLodder, another English teacher, is “a pretty big soccer fan, so [he]



From left to right: Mr. Ferguson, Ms. Williams-Nicholas, Ms. Celement, Dr. Hadyk-DeLodder, Dr. Gilchrist and Mr. Birney. G. THORS ’20 for The Circle Voice

is happy to discuss European soccer regularly.” Similar to his partner Dr. Gilchrist, he has a wide range of teaching experience — he taught at Culver Academies, a high school in La Rioja, Spain and at the University of Florida while a graduate student.

Zara Williams-Nicholas
Math Fellow

Groton will be **Ms. Williams-Nicholas’** first teaching position post-college; they will teach differential calculus for the Fall Term. Outside of teaching, Ms. Williams-Nicholas “loves dance and movement in general,” as “thinking about dance in terms of shapes and timing/spatial patterns often helps [them] understand a movement’s quality.”

Celene Ibrahim
Philosophy and Religious Studies

Dr. Ibrahim, who will teach Sacred Texts, Comparative Religion, and Ethics. She also also authored several books. When she is not teaching, Dr. Ibrahim says that she “lectures regularly all around the United States and sometimes internationally.”

Gil Birney
Chaplain

Groton’s new interim chaplain, and Sacred Texts teacher, **Mr. Birney** is no stranger to Episcopalian preparatory schools; he has already worked at Brooks School, Hoosac School, and St. Paul’s School. More re-

cently, he served as the Head Coach of Men and Women’s Crew at Bowdoin for 22 years before retiring in July 2018. Jokingly, he refers to his decision to come to Groton as his “sabbatical from retirement.” He says he “looks forward to closing the circle of [his] working years by returning to school ministry in a storied school with a distinguished faculty and lively student body!”

Elsa Clement
French

Incoming French 3 teacher **Ms. Clement** brings relevant experience transcending the traditional classroom environment; she was a pharmacist in France for 10 years. Since then, she has “taught a number of French courses for both children and adults at

the Acton Language School since 2009” and spent 5 years of teaching at a bilingual pre-school in Lincoln.

Matt Ferguson
Spanish Fellow

Mr. Ferguson has spent the past year in Cádiz, Spain teaching English at two public schools. At Groton, Mr. Ferguson will be taking on a number of responsibilities, including teaching two sections of Spanish and helping out with extracurricular activities, athletics, and dorm life. Beyond teaching, he enjoys kayaking, snowboarding, skateboarding, and hiking.

Hong Kong Needs Peace, Not Protests

By NATHAN ZHANG '21

Since June, protests have escalated against a deeply unpopular extradition bill between Hong Kong and China. I wholeheartedly agree that the bill is unjust, but I'm firmly against the negative impacts that the poorly executed, violent protests have had on Hong Kong citizens' daily life.

On February 8, 2018, a couple traveled from Hong Kong to Taiwan for vacation. Only the man returned. He later confessed that he had murdered his girlfriend on the trip.

Aside from the crime itself, another issue emerged: Hong Kong authorities couldn't charge him because the crime was committed in Taiwan, but he couldn't be tried in Taiwan either because there was no extradition agreement between

It started with an unpopular bill. Now, Hong Kong wants freedom from China.

Hong Kong and Taiwan at the time. Subsequently, an extradition bill was proposed in 2019 to allow criminals from Hong Kong to be tried in China.

Due to the continuous protests, the bill has been withheld. But the people of Hong Kong want more: free-

dom from China. However, now they are not fighting with words but with violence, which is entirely unacceptable.

The bad blood between Hong Kong and mainland China is nothing new. In the 1840s, China lost the Opium Wars to Britain, so Hong Kong ended up as a British colony for 99 years. The British then returned Hong Kong to China in 1997 under the "one country, two systems" agreement. This deal states that Hong Kong, although part of China, has a high degree of autonomy and democratic freedom. However, the agreement will end in 2047, when Hong Kong is set to become a fully integrated part of China.

The citizens of Hong Kong worry that the extradition bill may be exploited by the Chinese government to further suppress Hong Kong and ultimately take it over. This concern is based on the fact that Hong Kong's current government is deeply influenced by China; Carrie Lam, the Chief Executive of Hong Kong, was chosen by an electoral committee, most of whose members align with Beijing's ideologies, with China's approval.

Additionally, LegCo (the Legislative Council of Hong Kong) has many seats voted by business corporations, who tend to vote for pro-China representatives to keep good business relation-

ships with mainland China. Thus, Hong Kong's legislature is largely pro-China, even though the popular vote of Hong Kong is pro-democratic.

For many in Hong Kong, the protests are not just a fight against the extradition bill but also a struggle for democracy and, ultimate-

"It is time to take a step back"

ly, their freedom.

So what's the problem with the protests? I agree that Hong Kong has not been given the true sovereignty it was promised, so I was all for the protests when they were peaceful. Unfortunately, protesters have shifted from

INDEPENDENCE



A. WEI '21 for *The Circle Voice*

chants and signs to chaotic battles with police. Some have even attacked Chinese citizens. As a result, daily life has been put on hold for locals and visitors to Hong Kong, including numerous flight cancellations. Even the young generation of Hong Kong, who constitute a majority of the protesters, are becoming uneasy.

Derek Hu, a Hong Kong resident, said, "I think the protest was for a good cause but it is getting messy."

The riots and shutting down of infrastructure, compounded with the government's inability to maintain normalcy, lower Hong Kong's reputation as an important financial business hub in the eyes of other

countries.

It is clear that Hong Kong needs help, but there seems to be no easy solution. They have already done much to spread awareness of the issue, but it is simply impossible for them to take on China alone. Due to frustration, many are losing patience and want the issue to be solved overnight, an unreasonable wish. I believe it is time to take a step back because the protesters have achieved forestalling the bill and spreading awareness of the issue. However, it is time to fix the chaotic mess that the protests have become. What started as a fight for democracy should now become a fight to maintain peace in Hong Kong.

A Threat to Indian Democracy

By LEAH POTHEL '21

H. WISE for *The Circle Voice*

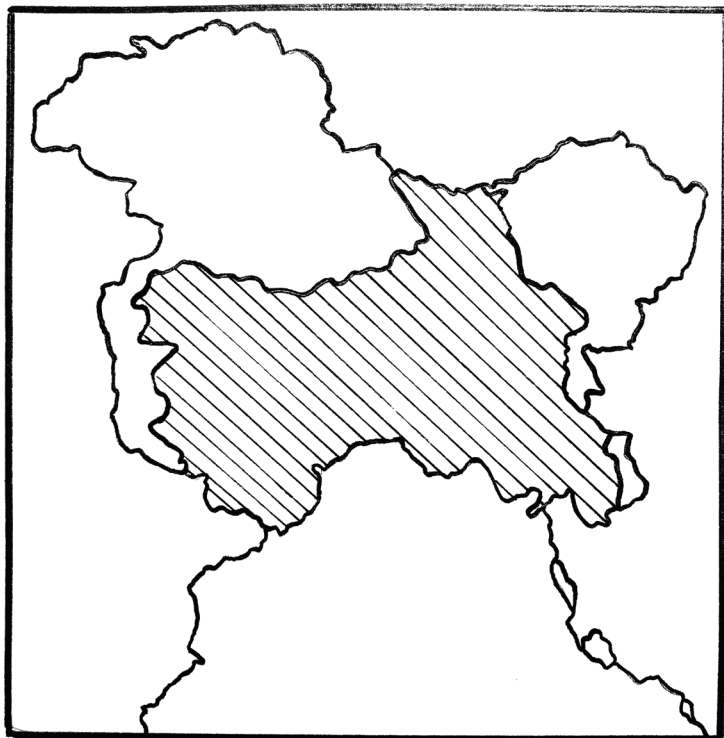
A map of Kashmir. The once-autonomous region is surrounded by larger powers, namely India, Pakistan and China.

On August 5th, the sovereign, majority-Muslim state of Kashmir underwent a drastic shift in status after the Indian government revoked Article 370 of the constitution, thereby withdrawing Kashmir's autonomy. These abrupt actions resulted in backlash throughout Kashmir and Pakistan, so the Indian government sent in military troops and cut off Kashmir's internet connection.

However, the nullification of this article has led to an increase in political and social unrest in an area that has historically been plagued with conflict.

Not only have tensions between Muslims and Hindus escalated, but India's democracy has been threatened as well. The only people who seemed to have been involved in the decision were those who will reap its benefits: the Indian government.

Although Pakistan and China also have stake in Kashmir, the region is often characterized as part of Northern India. Disputes over this escalated during the



Religious tensions have been rising, and Indian democracy is at risk.

India-Pakistan partition of 1947 due to religious tension. While the Muslim Kashmiris wanted to join Pakistan, the Hindu and Buddhist Kashmiris were in favor of becoming a part of India. The disagreement led to a year-long war. Since then, the region has witnessed constant

conflict, including a major war over the territory in 1965 and an armed conflict in 1999. However, this recent change was one of the biggest shifts to date in terms of the sovereignty of the land.

The revocation of independence angered many Muslim Kashmiris as well as the citizens and prime minister of Pakistan, who according to Dave Lawler, an Axios news correspondent, "has repeatedly compared India's ruling Bharatiya Janata Party (BJP) to the Nazis and

warned without evidence of an 'impending genocide' in Kashmir." Though the term 'impending genocide' is excessively severe, India's actions go so far as to disregard Indian democracy, which sends the wrong message to governments of other democratic countries and ultimately threatens democracies worldwide.

According to Souvik Biswas, an Indian correspondent for the BBC, the ease with which this law was passed "signaled that the Indian constitution was malleable." Math teacher Nishad Das commented, "I am not comfortable with the fact that Modi rushed this through Parliament, in a way that some questioned its legality, and without any consultation with the stakeholders that matter most, the Kashmiris." In fact, one of the biggest issues about this change was the fact that the people of Kashmir were not a part of the discussion. The conflict has always been centered around the larger powers, India and Pakistan. Consequently, the people who are most severely affected are often ignored or seen as dispensable.

The shift in Kashmir's autonomy was partly symbolic, as Hindu nationalists had been demanding such actions during the

1950s. Now, India has increased religious tensions between itself and Pakistan and introduced the potential for religious persecution against Muslim Kashmiris.

Arriving at a peaceful solution to this complex issue will be impossible to do immediately. I do not foresee an easy, low-stakes end

"The ease with which this law was passed 'signaled that the Indian constitution was malleable.'"

to this conflict, as many different sides are involved, all with different backgrounds and motivations. Ideally, the people of Kashmir should be given an opportunity to voice their opinion and come to their own decision. In reality, however, members of the Indian government will most likely continue to make decisions for them.

Climate Change: A Hot Topic in 2020

By SAMMY AGRAWAL '21

As wildfires, hurricanes, and record-shattering heat waves sweep across the planet, it becomes alarmingly evident that procrastination on climate change will have devastating consequences. Amid a political culture of climate denial and shifting blame, we must consider the importance of the issue, especially as we look ahead to the 2020 elections.

To address attempts to downplay the issue: climate change is a pressing disaster that requires immediate international cooperation. This July was the hottest recorded month in human history. The Fourth National Climate Assessment, a federal report released in 2018, warned that unless emissions were curbed, the US alone would face thousands of premature deaths, \$160 billion in lost wages due to extreme weather, and economic damages totaling a 10% decrease in the GDP.

Overall, the international response to the crisis has been insufficient. A recent example is the G7 pledge to help Brazil combat the wildfires that have raged through the Amazon rainforest this year. A personal feud between Brazilian president Jair Bolsonaro and French president Emmanuel Macron



A Rise for Climate rally in Juneau, Alaska.

Creative Commons

quickly escalated to sarcastic remarks about Macron's wife and an angry rejection of foreign aid. Although Brazil has relented and accepted \$12 million from Britain, the episode stands out as an unbelievable example of political ego getting in the way. If, as citizens of one planet, nations are to band together to solve this global crisis, the greater good must be prioritized over petty disputes.

Unfortunately, the US seems to be missing the boat on being the climate leader the world needs. The president is too busy blaming other countries, such as his claim that the Paris agree-

ment imposed "no meaningful obligations" on China (a nation on track to reach its pledged goals up to 9 years ahead of time), to justify that the US has not set any emission goals.

As we look ahead to 2020, it's time for the US to carefully consider which side of history it wants to be on. Every major candidate has announced plans to restructure the economy away from fossil fuels, and the controversial "Green New Deal" has been embraced by many candidates, including Bernie Sanders, Beto O'Rourke, Elizabeth Warren, and even Joe Biden.

The Green New Deal is a non-binding congressional resolution - not policy - that establishes imperative key goals for the coming decades, including

"Even the Green New Deal... is still more of an acknowledgement than a solution."

net-zero global emissions by 2050, massive cuts in greenhouse gases, investment in renewables, and fortification against natural disasters and pollution. The resolution also focuses on how the resulting shift in the economy could be used to feed wealth into disadvantaged communities.

Although it lacks a concrete plan, the deal addresses major climate concerns and represents a bold call to action.

Candidates have jostled to propose what the Green New Deal would look like as a policy. For me, the person to turn to was Jay Inslee, governor of Washington state. The former presidential candidate still hopes the next President will adopt his climate policy, and, at the time

of writing this article, has released six comprehensive proposals covering foreign relations, clean energy in electricity and transportation, and how to phase out fossil fuels.

Rather than promote direct government spending, Inslee wisely focuses on research and creating incentives for companies to make new innovations in energy. This will increase efficiency and the odds of bipartisan acceptance, as Republicans continue to falsely label the Green New Deal a socialist plot to take over the economy. Ending fossil fuel subsidies and decreasing their economic viability, in part via a carbon tax, would also incentivize switches to greener energy.

Climate change poses one of the greatest challenges humanity has faced, and it will never be solved without genuine international cooperation. Even the Green New Deal, despite its advantages, is still more of an acknowledgment than a solution. It is long past time we stop debating whether climate change exists, and begin to enact the change needed before it's too late.

Playing the Victim: 2019 Straight Pride Parade

By ELIZA POWERS '20



A. WEI '21 for The Circle Voice

An artistic rendering of flags and banners carried at the Straight Pride Parade last month.

When the slogan "Make America Great Again" was born, arguing that America lost its greatness during progressive Obama-era reforms that threatened the 1% in total power, it catalyzed a series of reactionary groups.

Once the Black Lives Matter movement emboldened the country to recognize victims of police brutality, the phrase "All Lives Matter" began being tossed around.

After the Me Too Movement gained momentum, those who believed specific recounts of sexual assault were an attack on an entire gender began "Not All Men."

The term "feminist"

precipitated "feminazi," a word coined by alt-right

"All Lives Matter."
"Not All Men."
"Feminazi."
"Make America Great Again."

radio talk show host Rush Limbaugh, thereby equating the fight for gender equality to the Holocaust.

Aside from how utterly unnecessary these reactionary groups are - Me Too is about lifting women's voices, not denouncing a gender, and the BLM movement does not believe white

lives don't matter - they are also damaging. They seek to invalidate the necessary activism for which their predecessors fought by wielding "clever" comebacks against progressive gains.

Enter the "Straight Pride Parade" on August 31 in Boston, a reactionary event to LGBTQIA+ Pride Month.

In June each year, LGBTQIA+ people organize marches around the country to fight discrimination by celebrating gay culture. "Pride," as the month has been nicknamed, is a protest that originated at the Stonewall Riots in June 1969, when black trans women threw bricks through windows at the

Stonewall Inn, a gay club in Manhattan, to protest a police raid there. Though progress has been made through Pride month, LGBTQIA+ people continue to face persecution twelve months out of the year.

Though this may sound rudimentary to spell out, straight people do not face this kind of persecution during any month of the year. Pride is not anti-straight or anti-cis. The evidence? Lots of trans people are straight! Lots of gay people are cis! Straight allies and cis allies are welcome to participate in Pride month festivities.

But Straight Pride is anti-LGBTQIA+. Heteronormativity is woven into the fabric of our daily lives. Security questions still ask for your mother's maiden name. Boys and girls are prescribed different dress codes. Gay couples are asked who "wears the pants" in the relationship. Even Groton's dorm system only recognizes straight students who fit into the gender binary. Homophobia is a system, a jumbled puzzle of microaggressions combined with explicit acts of physical and sexual violence. To contend that straight people are oppressed is both ridiculous and alarming. It must take a lot of hate to ignore the heteronormativity that Americans encounter on a daily basis.

GSA Head Becky Lipson '20 was tempted to attend the Straight Pride Parade to try to make sense of

what was happening. However, she later decided against it, resigning herself to the fact that "bigotry has no logic." Becky is right; reactionary groups like Straight Pride are unjustifiable.

In a blog post reacting to criticism from The View, the organizers of Boston's 1st Annual Straight

"When it comes to social justice, marginalized groups and their counterparts are not interchangeable."

Pride parade have taken a stance. "Heterosexuals have languished in the shadows for decades," the post reads. "Until an 'S' is added, LGBTQIA+ pride will continue to be a system of oppression designed to systematically erase straight people from existence." Reading this quotation almost seems like a joke, because the language is almost identical to that of LGBTQIA+ acceptance campaigns (with phrases like "system of oppression" and "eras[ure]").

The Straight Pride Parade is a hate group failing to veil itself in victims' clothing. When it comes to social justice, marginalized groups and their counterparts are not interchangeable.

Admist Celebration, a Renewed Fight

By ZOE COLLOREDO-MANSFELD '21

The final whistle blew and the stadium in Lyon, France erupted into cheers as the US Women's National Team (WNT) claimed the World Cup Trophy for the fourth time. This past summer the women's team captured the attention of the nation as millions of fans rallied behind not only its historic World Cup victories, but also its campaign for gender equality in sports: accompanying the cheers at the end of the game was a deafening chant of "Equal Pay."

The fight between the team and the US Soccer Federation (USSF) over pay and treatment is long-lasting. Twenty-eight players, including many members of the current team, recently escalated the conflict by filing a class-action lawsuit in March, calling for equal compensation, treatment and investment. Going into the tournament, the players knew that mediation for the

lawsuit was to begin immediately following the cup, necessitating a win to cement their status as a talented and profitable team.

Undoubtedly, the economics of the issue are complicated. Each team negotiates their own collective bargaining agreement with the federation, creating different pay scales and benefits for each team. The women's team gets a guaranteed salary, healthcare benefits, maternity leave and has their professional team salaries paid for by the federation. The men's team receives none of these same guarantees but ultimately is paid more. In the March lawsuit, the women's players allege they earn 38% of what the men's team makes when comparing equal work. The USSF insists that the pay scale is what the WNT wanted and fought for during negotiations in 2016, however every request to switch to the

men's pay structure has been denied by the federation.

The fight is about more than pay though. In a recent interview on CNN, WNT co-captain Megan Rapinoe insisted that the fight with the federation was "about the investment in the game ... marketing dollars and branding, investment in the youth, investment in the players, investment in the coaching staff."

In some ways, the USSF is investing, primarily through its financial support of the National Women's Soccer League (NWSL) where they pay for all the salaries of the WNT players allocated to the league. However, even here, the USSF support obscures greater disparity.

The NWSL caps salaries between \$16,538 and \$46,200, while allowing the USSF subsidized WNT players to earn up to \$56,000. The Major League Soccer

(MLS), however, limits salaries to between \$56,250 and \$504,375, roughly 10 times the maximum salary of a similarly situated women's player.

Unfortunately, the lower salaries are a necessity, as the more stringent caps have enabled the NWSL to maintain its profitability and survive longer than the two previous attempts at a women's league. The NWSL has lower attendance and interest, thus generating less revenue. This discrepancy, however, more reflects the lack of marketing and investment in the NWSL than general attitudes towards men's and women's soccer.

The NWSL is critical to the success of the WNT. As of now, the NWSL is arguably the best women's league in the world, with the highest concentration of competitive teams and 58 World Cup players. However, European leagues are growing, so cap-

italizing on the World Cup is essential to holding on to the foreign talent playing on American soil. It also provides valuable training for current and future national team players, inching toward a future where a career in women's sports is viable and lucrative. Prior to leagues like the NWSL there was no hope for women for a long-term career in sports.

Many are hoping that this World Cup will finally spark sustainable interest in the league. The excitement around women's soccer is at an all time high. Since the end of the World Cup, five of the nine NWSL teams have set new attendance records significantly higher than their average, including a league-wide high of 25,218 in attendance at a Portland Thorns game in mid-August. The WNT also set a new record for friendly attendance when 49,504 fans showed up to watch their 4-0 defeat of Portugal in Philadelphia.

As the World Cup fades with memories of summer, the focus for players and fans is on prolonging this so-called World Cup bump into sustained interest and investment in the NWSL. For now, players of all ages can only hope that the work of the national team means that days of equal pay are sooner than ever before.



Team USA celebrating after its World Cup win.

Courtesy of FIFA

Groton Welcomes New Assistant Athletic Trainer

By JIACHANG KANG '22

Being an athlete is not easy, and neither is treating the inevitable injuries. Regardless of the many different types of maladies, there is one person who is invariably involved in the speedy recovery of our athletes: the assistant athletic trainer.

Our previous assistant athletic trainer, Christine Alarcon, will sadly not be returning this fall. With her departure, Jacquelyn Nolan will step into her place.

Ms. Nolan has recently graduated from Merrimack College in North Andover, Massachusetts where she majored in athletic training. In her four year span at Merrimack College, she worked with Merrimack Women's Soccer, Men's Lacrosse, Women's Basketball and Football teams as part of her degree. In addition, she has spent a semester at Brooks School as an Athlet-

ic Training intern. She also served as an orientation leader, a tour guide, and a Special Olympics of Massachusetts volunteer while at Merrimack.

Due to her experience, Arthur Cheeks, the current Athletic Trainer, is confident that "she will assist in providing quality care for our athletes."

The community is very excited to welcome Jacquelyn Nolan to the Circle; likewise, she is "excited to begin this new chapter at Groton and meet all of the students, staff and faculty members."

"Groton seems to have a really great community feeling and I am thrilled to be joining this community. I enjoy helping others and specifically returning athletes to the playing field in a safe and healthy way," she said.



Ms. Nolan in the training room.

O. DILLON '21 for *The Circle Voice*

Girl’s Cross Country Ready to Race

By TYLER WESIBERG '22

The Groton Girl’s Cross Country team is ready to hit the ground running. After the 2018-2019 season, the team is pushing to improve its placement at the Independent School League Championships (ISLs) this November by increasing its depth, acquiring new runners and taking advantage of increased summer training.

Summer training is crucial for cross country as it gives runners a head start to the season, and it can easily decide the team’s success for the year. Summer training allows you to enter the season in peak running physique and gives you the opportunity to get to new heights.

Coach Michael O’Donnell is hopeful for the start of the season, as he thinks “the girls have been training hard over the summer, which bodes well for keeping us healthy and racing at full strength throughout the season.”

Last year, the junior varsity team finished sixth at the ISLs while varsity finished fifth. The top seven runners were a very close group, unlike some of the competition, placing as a whole between 11th and 38th while teams like Milton had a range of 4th to 49th. Further closing that range will make the team even more competitive.

Four out of the top seven runners from last year are returning, including Aisling and Wren, the



Girls Cross Country gathers on the first day of practices.

T. WEISBERG '22 for *The Circle Voice*

top two scorers on the team. The three varsity seniors who graduated this past spring will be missed, but new and returning runners have been training over the summer and are hoping to accomplish more this season. Two new runners who may make an impact on the team are Amy Sharma '23 and Brianna Zhang '23.

Last year there was a significant performance gap between the JV and varsity lineups; JV and incoming runners hope to work hard together to close that range, thereby making the entire team more competitive.

“The most important thing I think that we need to work on this year is staying in packs while we run in order to push ourselves and the people we are running with,” team captain Caroline Locke '20 said.

With the competitive, tight-knit, and caring team returning to the season, the team will be able to work together in order to collectively thrive. “We had a really close team last year and we hope to maintain the same positive attitude throughout this season,” Caroline said.

Runners on the team such as Aisling O’Connell '21 agree that their spirit is something that will never change, and that’s what they love about the team.

Based on the results from last year, the team could potentially finish in the top three this year after some overall improvements across the top seven runners. As long as the team stays healthy and injury-free, they should be able to fulfill their hopes of placing better at ISLs this year.



Key Upcoming Games

Volleyball

September 21 vs. Beaver Country Day

Last year, Groton Volleyball played its first ever varsity match against Beaver Country Day, losing 1-3. Their home opener against Beaver Country Day will help gauge the improvement of the Groton team.

Girls Varsity Field Hockey

September 21 vs St. George’s

Last year, VGfH won a close 2-0 victory in Newport behind goals from Cassidy Thibodeau '21 and Lily Kempczinski '21, and 15 saves from Anna Copeland '20. They will face a St. George’s team looking to rebound after a tough 1-win ISL season.

Boys Varsity Soccer

September 25 at Belmont Hill

Last year’s 5-2 win against perennial ISL powerhouse Belmont Hill proved indicative of a successful season. Belmont Hill, however, won the previous year 3-1 thanks to a hat trick by returning senior Matthew Goncalves. It will be a stern early season challenge for BVS to replicate last year’s win.

Girls Varsity Soccer

September 28 vs Brooks

Last year, GVS lost a tough away match to Brooks. Brooks jumped to an early 2-0 lead, and, despite a late push from the Zebras, ultimately lost 2-1. While a number of key 6th formers graduated, this year’s GVS has an opportunity to get revenge on their home field.

Boys Varsity Football

September 28 vs Brooks

In their home opener, the Zebras will face a Brooks team hoping to avenge their 15-12 loss of last fall. The exciting performance was led by three heroic goal-line stands and 160 rushing yards by Caleb Coleman '20. Groton hopes to prove that last year was no fluke.

Boys Cross Country

September 28 at Belmont Hill, vs Belmont Hill, Nobles and St. Sebastions

While BXC beat these teams at ISL Championships a year ago, they lost 2 key seniors and key runner Tyler Weisburg has been battling shin splints. All in all, it will take heart and guts for BXC to replicate last year’s victory.

Girls Cross Country

September 28 at Nobles

Last year, GXC was soundly defeated by Nobles, the eventual ISL champions. GXC, buoyed by new recruits and impressive summer improvements, will look to close the gap this year.



Boy’s Varsity Soccer Looks to Playoffs

By SOPHIA WU '21

The Boys’ Varsity Soccer Team played incredibly last fall, ending the season with an impressive 12-0-5 record. The team lost six seniors going into 2019 fall, which may mean shift in team dynamics and strategy this year. After a grueling preseason of conditioning and tryouts, the team took on 5 new players in a mix of both offensive and defensive positions.

Under Mr. Pedreschi, Mr. Goodrich and Mr. Wade (who is not returning this fall) the boys were able to place 5th overall in the Independent School League (ISL) Class B and make the New England’s Division B playoffs, losing a very close

match to Middlesex in the quarterfinals. The team’s success came from their depth and range of both skill sets and age.

This fall, two of their three top scorers are returning. Both Max Strong '20 and Jack Goodrich '20 will continue to lead the Groton attack.

Jack Pedreschi '21, one of two goal keepers on last year’s team, will also return. Last year, Jack, along with Rajit Khana '19, made crucial contributions to the team’s success, allowing only 14 goals compared to the 34 goals shots that season.

“Having fallen short in last years quarter-final

game against Middlesex, this years team led by Captains Gilintaba Canca '20 and Max Steinert '20 has both the experience and talent required for what should be another successful season,” said Coach Dave Pedreschi. The two seniors have impressive soccer skills and are also models of great leadership and teamwork.

Max speaks of the success of last season as anticipated by an early victory against Belmont Hill. “Belmont Hill always has a very strong team and normally dominate us every year, but in one of our first games of the season, we beat them 5-2...This win set the tone for the rest of the season.”

Gili hopes that they can continue the success, through “building on our performance from last year... looking to solidify their beliefs with a top four finish.” Since the team also made the playoffs last year, an achievement in itself, they hope to “advance deeper into the tournament” this year.

“We should be excited to watch the boys grow throughout this fall, and expect a strong season. The team “will again look to compete with the best the I.S.L. has to offer,” said Mr. Pedreschi.



The team scrimmages during practice.

A. O’LEARY '21 for *The Circle Voice*

Groton Theater Goes Back to the Classics

This upcoming Fall, theater director Laurie Sales will bring the classical Greek play, *Antigone*, to Groton.

Its unique rehearsal process and set design will only complement the play as *Antigone* deal in complex themes like human suffering and the clash of ideas; the play has “much to say, much to try to understand, and no real answer to what it means,” according to classics teacher David Ross.

Choosing a season of shows is more involved than it seems, because Laurie has to think about not only the needs of the theater students, but also the school at large. “I consider that what we present on stage is seen by the greater Groton community and it is very important to me that we both entertain and educate with each piece of theatre we present,” she said.

After presenting *The Odyssey* in 2011, Laurie has been wanting to take on another Greek play, as Groton is “an ideal place to tackle classics on stage.” She chose

“It is about young people using their voices to change the world.”

Antigone this time because “it is about young people using their voices to change the world. It centers on a female character who is unafraid of her fate and able to stand head to head with a male demagogue. It’s brutal, but not without humor, irony and loads of contemporary resonance.”

The cast will play a part in forming the script: reading various translations of the play and making choices about how to undertake the text in an entirely original way.

Claire Holding ’21, who will be joining the cast, looks forward to “figuring out how [the cast] will be interpreting the play and adapting it to [their] needs and desires.” She hopes to

gain a better understanding of traditional Greek plays and learn about their cultural differences from our contemporary times.

Caroline Drapeau ’21, who will also be a part of the company, is excited about discussing themes pertaining the play in the context of the classical era. who will be joining the cast, looks forward to “figuring out how [the cast] will be interpreting the play and adapting it to [their] needs and desires.” She hopes to gain a better understanding of traditional Greek plays and learn about their cultural differences from our contemporary times.

Unlike other Groton productions, *Antigone* will not be having auditions or casting ahead of time. The show will be developed by the group of students who elect to be a part of theatre this fall, and Laurie will decide on casting the roles two weeks into the development and rehearsal process.

“This allows us to

“Winning and losing, or being right or wrong, is not what’s important.”

make choices based on the shape of the show and its evolution. We may play with expectations, have multiple actors play single roles, or create a new definition of a chorus for this production,” she said. How the play turns out will be largely determined by what the cast wants.

Antigone is Laurie’s first production after her sabbatical. Both Claire and Caroline have worked with her in previous productions and they are especially thrilled to have her back. Caroline describes Laurie as “incredibly creative” and asserts that Laurie will “lead the cast boldly into the depths of the play and the characters, as

well as facilitating dialogues about the show and its place in our own society.”

Moreover, Laurie will be incorporating inspirations from her travels during the past year into the set design. However, she did elaborate, saying she wants it to remain a surprise since it is “not what most will expect.”

According to Dr. Ross, *Antigone* is a play “about powerlessness, that has a certain sort of right on its side, when confronted with power, which also has a sort of right on its side.” Nobody wins in the play, because winning and losing, or being right or wrong, is not what is important. What matters is the contest between the two opposing ways of thinking.

Spotlight on Mrs. Donovan

Although Kristen Donovan has been a classically trained artist for nearly all her life, she prefers to teach art: “I love teaching probably more than painting.”

Art studio founder, mother of three, and now a teacher at Groton School, Mrs. Donovan is a woman who firmly believes in fostering love and building confidence in her students. This year, she will be teaching art as a maternity substitute teacher.

Beginning her artistic journey at age seven, Mrs. Donovan began to study visual arts in Massachusetts under a local artist in the Boston School style, studying there until her final year of high school. For her undergraduate studies, Mrs. Donovan attended Boston College where she graduated with a degree in Studio Art, with a concentration in Art History.

Mrs. Donovan specializes in working with acrylic paints, and especially enjoys painting still-life and portraits. Her artwork has been displayed in many exhibitions, her latest feature being a solo exhibit in the State House of Boston.

Though she mainly works in acrylic, Mrs. Donovan was trained as an artist in many different media and subjects, allowing her to teach a wide variety of artistic styles to her students.

Mrs. Donovan has had a great amount of experience teaching visual arts students, being the founder of her very own art school: Donovan Art Studio. Located in Stow, Massachusetts, Donovan Art Studio initially began as a way for Mrs. Donovan to continue to teach art and keep a schedule that would work for her family. However, it quickly grew into a creative center for all the people in the community, offering classes for all ages.

“We teach kids from kindergarten through high school, as well as a class for senior citizens,” she said. “The students are exposed to many media and subjects and work on individual projects.”

Her three children: Emma, Katie, and John Donovan ’20, a Groton art prefect, have all grown up participating in the studio as both students and helpers. Mrs. Donovan’s art school leads future artists through

their journey from initial creative exploration to developing and solidifying artistic technique, and shaping inspiration and thought.

“The most special part of the studio is the students who come back for many years,” said Mrs. Donovan. “It is an honor to be a part of a student’s artistic journey from first grade to their college portfolio development.”

Mrs. Donovan is looking forward to teaching Groton students this upcoming year, instructing them as artists, and nurturing them as people.

“I am excited and honored to be teaching art at Groton this year,” she says. “I can’t wait to see what this amazing group of students’ ideas are regarding the world around them, their place and future in it. I hope to teach the students the technical skills they need to be able to reflect their ideas and their voice in their art.”

She hopes that through these events, all attendees will be able to “find making art accessible, meaningful, and enjoyable.”



Mrs. Donovan teaching Visual Studies.

L. BENEDICT for *The Circle Voice*

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Goodbye Gammons, Hola España

By ALLISON JIANG '22



Orchestra performing in Salamanca.

Courtesy of A. JIANG '22

Following a grueling week of Spring exams, the classical musicians of Groton packed their instrument cases from the music wing to set off on the highly anticipated Orchestra Tour. During the month of June, members of the Groton Chamber Orchestra participated in two weeks of musical performance in their tour of Spain.

Groton's Chamber Orches-

tra summer trips are planned every three years, aiming to incorporate incredible performance opportunities with an exploration of culture. Musically, the trips challenge orchestra players by extending the more local and intimate performance spaces offered throughout the academic year; while student musicians frequently perform for concerts and recitals in the Campbell Per-

forming Arts Center (CPAC) and Gammons Recital Hall, the Chamber Orchestra Trip allows Groton musicians to perform in front of bigger and less familiar audiences in stunning, prestigious venues.

This year, the tour stopped at three distinct Spanish cities: Madrid, Salamanca, and Seville. The orchestra was able to perform in a variety of concert venues in these cities, but the standout performance of the concerts took place at La Purisma in Salamanca. The church's amazing acoustics allowed the orchestra's resonant sound to shine, accompanied by the decorative backdrop of towering pillars and a majestic Italian painting of the Immaculate Conception onstage. The program of orchestral works such as Beethoven's Coriolan Overture, Mozart's Die Zauberflöte Overture, and the L'Arlésienne Suite by Bizet was greeted with waves of applause after each last raise of the conductor's baton. Along with orchestral music, the program also consisted of chamber music with the String Quartet playing Dvořák's bright, lively American Quartet and Schubert's emotion-filled Death and the Maiden.

Ms. Lanier, head of music at Groton and chaperone commented on the experience: "The audience members were on the edge of

their seats and even a group of cloistered nuns joined and peered from behind their screen to hear and see better!" Señor Fernández, one of Groton's Spanish teachers who joined to chaperone, described the music as "fizzy, spreading around the church like colorful fireworks." The performance left a "purisma", pure, voice in the Salamanca Church.

Along with their concerts, students explored Spain through a cultural lens. From ornamental and historical cathedrals to winding Spanish streets lined with busy shops, the students visited several landmarks and tourist attractions between their performances. They had the opportunity to explore each city, visiting the Royal Palace and the Prado Museum in Madrid, the Old Town and Castille León in Salamanca, La Giralda and the Gardens of the Reales Alcázares in Seville, and they stopped quickly in the small town of Cordoba. "Exploring the Spanish cities with my friends made for a very wholesome trip," said Iris Wu '22, a flautist in the orchestra. "I got to experience Spanish culture up close, rather than just hearing about my friends' Spanish classes. I got to learn about the language, etiquette, and schedule of Spain."

Along with admiring Spain through sight-

seeing, the orchestra got to meet the people of Spain. The students worked with Spanish musicians, doing a masterclass on Mozart with Miguel Olivares, trumpeter and conductor from the Conservatory of Madrid. "I think the Spanish conductor in Madrid, had people playing with strong commitment and energy," says Ms. Lanier. Later in Salamanca, they also got the chance to learn about traditional Spanish music and folk instruments with a group of ethnomusicologists. By the end of their trip, the orchestra left with a taste of Spanish culture and music stored in their memory.

After two weeks of intense music and breathtaking Spanish culture, the Groton Chamber Orchestra headed to the Seville Airport to say adiós to a gorgeous country. At the end of the tour, Ms. Lanier said that she "had fun hanging out with a wonderful group of people" and "experiencing Spain for the first time." The students of Groton's Chamber Orchestra and supporting faculty boarded their plane to return home for a well-deserved summer holiday.

Summer Reading Reviews

By AMELIA LEE '22



H. WISE '21 for The Circle Voice

This year, faculty picked the following books as required summer reading: The Alchemist by Paulo Coelho for Second Form, The Hate U Give by Angie Thomas for Third Form, The Thing Around Your Neck by Chimamanda Ngozi Adichie for Fourth Form, A Tale for the Time Being by Ruth Ozeki for Fifth Form, and Educated, A Memoir by Tara Westover for Sixth Form.

The Alchemist follows a young shepherd in his journey to find treasure in Egypt. Originally written in Portuguese by Paulo Coelho, the novel allegorically dis-

cusses fate and spirituality. Alicia Guo '24 enjoyed the boy's journey, "especially [...] the lessons and wisdom the Alchemist taught him." The Alchemist "answers some questions that I have never bothered to ask or deeply think about," she said.

Third Form read The Hate U Give by Angie Thomas, which is about a 16-year old black girl who goes to school in a rich white neighborhood. The novel deals with the relevant topics of racism and activism. Lauren Clark '23 said that her favorite part of the book was when the main character fi-

nally spoke up about witnessing police brutality "because it teaches a valuable lesson: to speak up about what you believe in." Describing the novel as inspiring and enlightening, Lauren rated the book a full ten out of ten and would definitely recommend it to her friends.

Also concerned with race and identity, this year's Fourth Form read is The Thing Around Your Neck by Chimamanda Ngozi Adichie, a book made up of twelve short stories portraying the lives of people in Nigeria and America. These stories explore gen-

der roles, family values, and the American Dream. Naomi Boateng '22 commented that, although the book was difficult to follow, she enjoyed how Adichie "changed up not only the genders of the characters, but also their living situations, their families, the different countries, and their struggles." She also noted that these short stories demonstrated how different people become despite their similar heritage.

Fifth Form read A Tale for the Time Being, a book about a young Japanese-American girl struggling to assimilate after her family moves back to Tokyo and a Japanese American writer who finds the girl's diary washed up on an island in British Columbia. Following different timelines in different countries, the novel deals with identity and assimilation. Lucas Zheng '21 said that his favorite part of the book was the ending, when the girl's dad reveals his past to his daughter and he immediately understands her. However, Lucas found it disturbing to see the family situation exacerbate with the dad's suicide attempt and his daughter's temper towards him.

Educated, A Memoir by Tara Westover, the Sixth Form read, details Westover's life, from her childhood in

the mountains of Idaho to receiving formal education for the first time in college. Told in the first-person perspective, the book uses Westover's memories to grapple with education and family. Isabel Brown '20 describes the memoir as inspiring, captivating, and horrifying, and loved how Westover was able to turn her challenging childhood into an "inspiring and jaw-dropping story." However, similar to Lucas '21, Isabel wishes that she "hadn't had to gloss over the reality of [Westover's] upbringing" due to the "rather blatant abuse and graphic imagery." Whether through novel, short story, or memoir, the authors of these five books offer their unique perspectives on many relevant topics. As we return to the Circle, we can use these new outlooks to improve our learning experience.

A Constitutional Red Flag

By BROOKS ANDERSON '20



Z. MDLULU '21 for The Circle Voice

It has become clear to the vast majority of Americans that “thoughts and prayers” are no longer enough. In the wake of the Parkland shooting, there have been numerous calls for legislative action to implement stronger gun control laws on both state and federal levels. These calls have been amplified to a fever pitch with the recent acts of terrorism in El Paso, Texas, and Dayton, Ohio.

One solution seems to be red flag laws. These laws allow family members, law enforcement officers, and in some cases, teachers to request a court order to temporarily confiscate guns from an individual believed to be a threat to themselves or others, and have been endorsed by lawmakers from both sides of the aisle, including the President and most 2020 Democratic candidates. At the time of the writing of this article, seventeen states have already passed red flag laws, and there is a bill in the works that would provide federal grants to entice more states to pass such laws.

In many ways, it

looks like the country has found the silver bullet. Red flag laws are significant enough to give a victory to the left and begin to address the gun violence epidemic, without creating new restrictions on guns themselves and instead focusing on the mental health aspect of the issue. However, these laws actually pose a serious threat to constitutional liberties. In Oregon, for instance, the law allows confiscation orders to be granted by a judge in an ex parte hearing, which means that the hearing takes place without any chance of defense by the subject of the order. In essence, with nothing more than a brief statement by a law enforcement officer, an Oregonian could have their legally-possessed firearms confiscated by the government. They would then have the chance to appear before the court at a later date. This process constitutes a dangerous curtailment of the right to due process guaranteed by the Fifth and Fourteenth Amendments. The ability of a court to deprive an American citizen of their

property and ipso facto their right to bear arms without the subject being notified or given the chance to present evidence on their own behalf opens the door for abuse of power and further restriction of liberty.

Imagine you are a law-abiding gun owner. Red flag laws such as Oregon’s could create a scenario in which a police officer shows up at your door with a piece of paper, seizes your firearms without any suggestion of criminal intent or activity, and tells you if you want them back you can go to court in a few weeks. You may have to hire a lawyer, pay court fees, and take time out of your schedule to get back private property that never should have been taken in the first place. Red flag laws create an unacceptable reality in which property can be seized without a warrant or full procedural due process and can only be retrieved through a lengthy and potentially costly court hearing in the future. Regardless of the

justification behind such a reality, on that basis alone red flag laws should be struck down across the nation.

Indeed, the justification behind red flag laws is actually quite admirable. Every effort should be taken to make sure that mentally ill, suicidal, or otherwise threatening people do not have access to firearms. In fact, it would serve America greatly for gun ownership as a whole to decrease. There is no question that our unbelievably high rate of gun violence is due to our equivalently extraordinary rate of gun ownership. According to the BBC, there are 120.5 firearms in America for every 100 residents; meanwhile, the Pew Research Center found that three-fourths of homicides in 2017 were gun-related. However, ceding Constitutional rights to state governments is not the answer. As Benjamin Franklin put so succinctly, “those who would give up essential liberty, to purchase a little temporary safety, deserve neither liberty nor safe-

ty.”

Thus, the question remains: what is the solution? Certainly, approaches such as strengthening background checks, closing loopholes in licensing requirements, and improving the nation’s mental health infrastructure are excellent first steps. Buybacks, assault weapon control, and minimum purchasing ages are also solid policy. Ultimately, an omnibus gun safety bill including all of these ideas and more would go a long way toward staunching the flow of blood streaming down American streets. However, it is imperative that we not lose sight of the greater legal framework under which this country operates. No crisis is so great, no emergency is so pressing, no body count is so high as to warrant a suspension or curtailment of our fundamental liberties. Once you give away freedom, it is almost impossible to get it back.

High school students protest against gun violence, calling for legal reforms.



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Should You Care About “Electability”?

Continued from front page



Sen. Sanders addressing a 2016 campaign rally.

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last 40 years, been defined by economic decline, job loss, and dissatisfied workers. Therefore, Trump was able to flip all of these states besides Minnesota through pro-union and pro-worker ideas. Along with promises to pull out of NAFTA and the TPP (trade deals), he held many worker rallies in these areas and referred to himself as the “blue-collar billionaire.”

If Trump faces Joe Biden, he will constantly bring up Biden’s support of NAFTA and the TPP. Biden’s only response tends to be “Well, Obama liked me just fine,” as he said in the second debate. To win back these states, the Democrats need a strong pro-worker candidate: namely, Bernie Sanders. He has always opposed the trade deals and been pro-union. Further-

more, he proposed a bill to push the minimum wage to \$15 an hour. He proposes to make healthcare free and single-payer, which is a popular policy among many workers. Whether or not these policies appeal to you is irrelevant, as they have been polling above fifty percent since 2017. Elizabeth Warren has been pushing the same ideals. However, Bernie Sanders wrote all of these bills. He is in many ways the pioneer in leftist philosophy and policy. Meanwhile, Kamala Harris has flip-flopped on her policies regarding healthcare and minimum wage. She holds too many private and expensive gatherings for the working class of the rust belt to properly trust her. For example, her support dropped tremendously, from 15% to 6%, after she started to renege on progressive policies like Medicare for all and back out of free trade deals. Sanders, however, has been fighting for working class rights for

thirty years and has the plans and the credibility to earn their trust.

The other factor in Trump’s victory 2016 was the low voter turnout. In that election, voter turnout was at a 20-year low of 55.5%, down from the peak turnout rate of 64% in 2008. It is a general rule that Democrats are favored in elections with high voter turnout, and although the rule isn’t perfect, it is usually applicable. The Democrats need a candidate who will inspire voters to come out. The best metrics for this are individual donors and crowd sizes at rallies. Bernie Sanders obliterates all other Democratic candidates on donations and is notorious for his gigantic crowd sizes and rallies. On the other hand, Biden keeps defaulting to smaller venues where he prays there won’t be any empty seats. The only candidate who could potentially match Sanders in crowd sizes is Warren, but she only has

half the individual donors Sander does.

In short, then, despite the rhetoric that the far-left agenda is a poor campaign strategy, Bernie Sanders is actually the most electable Democrat in the 2020 Democratic primary. There remains a myth that moderate campaigns are inherently more electable, but this is simply not true. However, that doesn’t mean Democrats are obliged to vote for him. If you are in support of moderate policy, then by all means, vote moderate. Bernie is the most electable Democrat to put on stage with Trump, and that should encourage people to vote for candidates they believe in - rather than, as seen with Biden, encourage the opposite.