

Verbatim

adjective | ver·ba·tim | 축 어적으로 | literalmente | 逐字 | doslovně | 逐語的 | từng tiếng một
: being in or following the exact words : WORD-FOR-WORD
// a *verbatim* report of life at Cardigan

VALENTINES EDITION

Monday

Feb. 11th

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Vol. I, Number 2 · VALENTINES EDITION

AUGERE VIRTUTEM-DIRIGERE MENTEM

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“Now, two claps on three” Mr. Gray on Change, Kindness, and his twenty-five years here.

Tony He '19

Editor-In-Chief

When asked about iconic members on campus, faculty and students posed different questions on the actual definition of the word “iconic”, but one name, one teacher and one coach unanimously came to mind, Mr. Gray. As a one-year boy, I felt lost as I attempted to understand and cover Mr. Gray’s twenty-five yearlong Cardigan career before our conversation. After our thirty-minute conversation, I may not have accomplished my original intent of covering his Cardigan career as an iconic member of the faculty. But perhaps more importantly, through our short conversation, I certainly came to understand why Mr. Gray was so widely respected by the Cardigan community; and why, his lessons in and outside of the classroom have been so impactful, for so many touched by his influence, knowledge and kindness.

“I’ve coached all three seasons for my twenty-five years here.”

“I’ve coached all three seasons for my twenty-five years here. **The greatest gift has been working with kids in the dorm, classroom but also in athletics.** Working in athletics has given me extra chances to allow kids to understand more about themselves. Sports allows you to practice teamwork and collaboration. The finite set of rules that are very limiting allow you to behave as a basketball player, a soccer player, a hockey player. You could have a terrible day, but it can be repeated the next day and it can still be good. In sports, you have the ability to redo. In life, you have to be accountable.

In this sense, sports ... gives you the *ability to be perfect* even after the *worst game you’ve ever had.*

On teaching, Mr. Gray offers an analogy, an analogy on temperature. “Thermostat instead of thermometer. A thermometer simply measures and records the temperature. The thermostat has the ability to not only measure the temperature but it also has the ability to set the temperature. In teaching. When we are thermostats, we are reacting to the temperature set by others. **When we think like thermostats, we are setting the temperature and watching the reaction of others. It is important to think about that as a new faculty member, coach or teacher. Are we reacting or are we part of the builders?**”

Are we part of the ones *setting the temperature?*

“As a teacher, everyone here helps me become a better teacher. None of it is easy, it’s frustrating and difficult work but students constantly surprise me and give me energy. The newspaper is a wonderful surprise, someone taking the time and improving everyone else’s situation. I found that energizing.”

Mr. Gray, you are often credited as the one who created the two clap at Cardigan, could you offer me additional insight as to we find it to be so powerful?

“Well created isn’t the right word, I instituted the two clap here, and it’s a miniature lesson on leadership. In my class, I teach with the door open and whenever a visitor comes by I invite a student to lead a welcoming two clap. It requires coordination by a leader. It goes:

**“Okay everyone, *two claps* on 3
1 2 3.”**

It takes coordination and it takes cohesion. It requires a leader and there is no way of rejecting it. You have to do it. It gives anyone, who is a leader or not, a brief moment of leadership. After leading the two clap, we can talk about if they did it correct or not. Which provides instant feedback on if they did it correct or not, but no one person is perfect. With music, groups that sing together feel pride in something bigger than themselves. The two claps, similarly gives students some pride. I try to do that as often as I can. That little bit of caring is **what we need in this community.**



Mr. Gray, standing outside the Cardigan Commons

Photo | Ari Sloan

“From your twenty-five years, have there been any specific instances which have been particularly memorable for you?”

“Kindness”

“Human neurology dictates that humans remember emotional moments more, when you felt the worst or when you felt thrilled by something. In athletics, I have watched boys on the mountain biking team, while waiting to participate in their specific event watch Cardigan Alumni, take out a water bottle and just hold it out so that an alumnus could grab it and drink. **That is an incredible act of kindness.** These are kids taking care of kids not even going to school with them anymore.

“That was an *incredible* moment.”

It wasn’t provoked or suggested. In the classroom, Owen Reilly memorized a speech, the chief justice speech; and Owen Reilly did a particularly good job with delivering it. It was wonderful to see someone excel in his body language, speech and recital.

It was wonderful because he was an expert and asked other boys who were struggling if they needed help. **This is a wonderful example of a Cardigan boy understanding that there is something more important than your own needs.** Offering his time to as many of his classmates as possible. When you see that as a teacher, you understand that something is working here. Not our influence as adults but kids are learning something as adults. Lifting while you climb, they are helping someone else.

“It’s deeply *human.*”

Their actions are reflecting their words. It’s inspirational and it makes me continue want to do what I am doing right now. It’s deeply human.”

Thank you, Mr. Gray, for your commitment to the Cardigan community and your relentless efforts to better life on the point.

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“Love beyond distance”
the Frosts on finding and spreading love.

Culture

Tony He '19
Editor-In-Chief

Feb. 14th, the Cardigan community celebrated this Valentine’s day with hearts put up around the Cardigan Commons. Around campus, Cardigan is not only a school and home to students, but also a home to many other families. Today, we sat down with Mr. and Mrs. Frost at the Frost house, to talk about how they have extended their love and definition of family to the Cardigan community.

“When did you guys first meet?”

Mr. Frost: 1990, it was August. We met at Western New England University, Springfield Mass. We were both working as dorm managers in grad school. It’s been a long time, 20 years.

“Why does Mr. Frost always appear serious and Mrs. Frost always appear happy?”

Mrs. Frost: Mr. Frost is very passionate about what he does, and many people misinterpret his passion for anger or seriousness. He is passionate about everything that he does. He is passionate about his job, or the way that he cares for our family, he wants to do it right. His attention to detail is amazing. It is really his desire to give the best of himself. He holds himself to a very high standard, and holds others to a high standard, and sometimes this can be interpreted as seriousness.

“As partners and as a family, what is having two houses like?”

Mrs. Frost: We ultimately decided on having two houses because of the better education opportunity provided. We believe that Plymouth would be better at offering that for our girls. We chose that direction also because Caroline’s (Mrs. Frost’s daughter) gym is in that direction. Going to school there also gave her friends already, and so we made that decision for them. The physical burden of having two houses is me driving back and forth. (Looking at Mr. Frost), We also don’t do well without each other. I spend the school nights over there, but we are home (here) on the weekends ... unless we think it’s going to snow.

Mr. Frost: I know I couldn’t do my job without her and the kids and in particular doing all that Mrs. Frost managing our household. I couldn’t do it without them.

Mrs. Frost: The Cardigan kids being with us also contribute to our family. It’s pretty nice to walk around and have 200 big brothers for our children. I remember when Caroline was first riding her bike, and AJ’s older brother was the one that put her on and offered to walk her back after she fell off. We feel that comfort of people watching out for them. They have also become more social, this is because they introduce themselves, they greet kids when they come in to the dining hall.



Mr. and Mrs. Frost, at a concert Photo | Verbatim

Mrs. Frost: For the boys coming here, somehow because of the kids there is a level of comfort.

Mrs. Frost: Our kids have always had faculty kids that have become friends or bigger brothers/sisters. Going to meals was going to work at the end of long days, but for the kids it was going to play with their friends. For them, going to meals was a whole another adventure. There are also pictures of table leaders being friends with our children for years stuck up on our fridge.

“Do you guys have any advice for love?”

Mrs. Frost: You have to find your match. (Looking at Mr. Frost) And that might not be the ideal of what you think is in your head right now.

Mr. Frost: It has got to start with commonalities. The person who is your friend who you hang out with. They need to be your friend, on a good or bad day, it makes all the difference. You need to complement each other and laugh, they need to be your friend. Definitely first.

Mrs. Frost: They also need to have to able to challenge each other, kindly. It should be comfortable enough that you can. They might not talk to you for a day but it will be alright.

IN THIS ISSUE:
TRE’ AHN ON HIS PASSION FOR
HOCKEY

Athletics

Sam Sibold '19 • Varsity Hockey
Varsity Student Athlete of the Week
Luke Litowitz • Reserve Hockey
Sub-Varsity Student Athlete of the Week

“Older, stronger and better” Tre Ahn on humility and growth.

Ari Sloan '19
Managing Editor
& Tony He '19
Editor-In-Chief

I first started playing hockey when I was 10 years old in Vancouver. I was at my aunt’s house and we watched a San Jose Sharks game on the TV. I was really intrigued by hockey and immediately developed a love and passion for the game but I could not play because my parents were too busy to drive and support me in practice and games.

When Tre and his family moved to South Korea, he finally got his chance to skate on the ice and play the game he most desired. After putting in the effort in practice and during games, he was given the offer to play on the U-12 Korean National Hockey Team. Sure enough, he did, and he was a star. Tre was playing with the top dogs and continued to do so until he came to Cardigan and his family moved back to Canada.

That same year, I went from playing on a national team, to a thirds hockey player and I was disappointed about my placement.

In 7th grade when I first came to Cardigan, I was placed on the thirds hockey team. There were kids who were older, stronger, and better then me but I was determined to start off somewhere and progress to be eventually better than them. Although I was bound to get better, this placement was a real disappointment but good motivation for the next 2 years that I could improve on my game. Then in 8th grade, I improved and earned a spot on the JV hockey team, to then step up in 9th grade to Varsity.

Tre’s rise and growth throughout his hockey career has been tremendous throughout the years. He has experienced a lot of adversity but has overcome these challenges and has continued to improve his skill as an athlete and star hockey player. Tre is already planning his future hockey career at secondary schools and will continue to pursue his passion for the game.



Tre Ahn, photographed on Halloween Photo | Verbatim