

THE LOG



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The Loomis Chaffee School, Windsor CT

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OSR: Sending Relief to Soldiers

by Sarah Patrick

Operation Soldier Relief, a new club recently established by senior Sarah Patrick '11 and faculty advisor Roseanne Lombardo, has definitely begun to make its presence known on campus.

Working in conjunction with a local Windsor program called Bring Hometown Windsor to the Troops, the club's main goal is to provide aid to United States soldiers fighting overseas by collecting vital supplies, writing letters, and gathering drawings, paintings, and photographs.

Operation Soldier Relief was designed to accommodate both the students' and faculty's hectic schedules. Involvement will be extremely easy to manage along with other sport, academic, and club commitments. The club meets in the Nee Room during club and activity meeting periods to discuss plans for the upcoming week, ways to advertise the cause, gain the student body's attention, and raise money to buy supplies.

An amazing opportunity for both new and old students alike to show off their artistic and literary talents, Operation Soldier Relief also collects letters and artwork to send along with the supplies. While food and clothing are definitely appreciated, letters and artwork infuse future care packages with a personal touch that has the ability

to comfort the soldiers on the receiving end. By simply taking one hour of your time to record a funny anecdote, craft a fictional narrative, or even just talk about your school week, a single person can provide a hint of ordinary life to someone who's life currently is characterized by chaos, fear and uncertainty. All letters, both short and long,



Sarah Patrick '11 stands by the Collection Corner in Founders

Hopefully while rushing to classes, students and faculty will notice the Collection Corners located outside the Deans' offices in Chaffee, the QRC, Founders Lobby, and the Cage, as well as the supplies lists posted throughout campus. All supplies bought can be placed in these boxes, while any monetary donations should be given directly to Sarah Patrick.

In the past week, Operation Soldier Relief teamed up with the LC Conservatives club to collect monetary donations for Soldiers' Angels, an international organization that makes care packages for United States troops. As the club becomes more involved with the Windsor program, Loomis Chaffee will be assigned specific soldiers to make care packages for, making the process easier to personalize.

In early November, Operation Soldier Relief members will be stationed outside the Dining Hall to collect donations in exchange for a Friday jeans day. All donations will be immediately used to buy the necessary supplies. Additionally, before Thanksgiving break, the club plans to take a brief field trip to the Veterans of Foreign War (VFW) association in Glastonbury to bake cookies and then box the baked goods.

can either be emailed directly to Sarah Patrick, or slipped into the Letter Envelope located on the Operation Soldier Relief bulletin board on Founders second floor. Furthermore, Operation Soldier Relief is working with the Loomis Chaffee English Department hopefully to initiate a possible all-school extra credit or supplementary letter writing assignment. All letters written through this assignment will be sent overseas along with the supplies collected.

Gimme Some Fin

by Rachel Rosenblatt and Elise Petracca

When Crush and Squirt exchange fin slaps and head bumps in the Pixar movie *Finding Nemo*, they share not only an awesome handshake but also a deep, scientific bond. Similarly, a gentle touch can ease an anxious person or soothe a teammate's nerves. Recently broadcasted on National Public Radio in a story by Michelle Trudeau, the story about the power of the human touch extends beyond the tangible pat and into a world of intriguing science and reasoning.

The magic begins with the skin. When pressure is applied to the skin, nerve receptors called pacinian corpuscles send signals to a section of the brain called the vagus nerve. The vagus nerve, also referred to as "the wanderer," branches to various internal organs, including the heart, where it regulates heart rate and blood pressure. The gentle touch can therefore result

in a decrease in blood pressure and heart rate. Similarly, the levels of Cortisol, the stress hormone pumped out from the adrenal glands during a stressful moment,



Crush and Squirt from the movie *Finding Nemo*

can also be reduced by body contact. The body simultaneously releases oxytocin, a hormone believed to affect our ability to trust and create relationships. Oxytocin levels increase with contact and chemically create a link between

the two subjects. Lastly, friendly touch stimulates the same section that responds to taste and odors, the orbital frontal cortex. Therefore, just as we crave fresh chocolate chip cookies, so too we periodically yearn for a hug.

Behind this medical jargon lies the evident truth that touch evokes feelings of comfort and affection. Whether it is "the low five, the high 10, the low 10, the forearm bash, the fist bump, the flying chest bump, the shrug, the pound, the man hug, the dap, the volleyballers' smack-'em high and smack-'em low, the gimme-skin slider, the helmet head butt, the soul shake, the body slam, the grip-and-rip" (*Sports Illustrated* Chris Ballard), or simply a hug, the benefits ultimately result in medical and emotional wellbeing. So, give some fin and spread oxytocin.

Love, The Kindness Club.

H4H Goes to Florida

by Casey Macdonald and Fred Fang

Last year a group of 20 people from Loomis Chaffee traveled to Miami, Florida, with the goal of making an impact on the community; however, the volunteers ultimately discovered the rewards of their service.

Habitat for Humanity, an active club on campus, runs one trip per term to a local Habitat for Humanity site. Additionally, over spring break the club goes on a week-long trip to a Habitat for Humanity site located outside Connecticut. Over the past two years, the club has traveled to Dade County, Florida, a suburb outside of Tampa, as well as Miami, Florida. Working in the mornings and relaxing at night, this group of students reaped many benefits from the trip. They formed strong bonds with each other that continued to flourish and thrive long after the students returned to The Island.

Donning work belts and work boots, the Loomis Chaffee building crew showed that they were a force to be reckoned with. As part of the Collegiate Challenge, Loomis Chaffee worked with both high school and college students who arrived at the Habitat for Humanity site with pre-set goals. Last spring break the Loomis Chaffee crew's goal was to help construct a neighborhood of about 30 houses. The volunteers worked diligently throughout the day, shingling roofs, putting siding on houses, building wall support systems, carving out driveways, and landscaping.

The volunteers certainly acquired skills they could never have learned in a classroom setting. The Loomis Chaffee students had the opportunity to help others, and their eyes were opened to a new way of life that lay outside their comfort zones.

While in Miami, Florida, last year, our group was selected out of the 11 schools participating that week to be invited to

a Habitat for Humanity board member's house. This selection was presumably based on the fact that we were the youngest group among 10 other college-level groups. The board member, a graduate of Phillips Exeter Academy, complimented our dedication to community service despite the fact that the volunteers were high school students.

This year we will continue to spread the Loomis Chaffee community service spirit to Florida; the club will embark on another trip to Miami in March. The great success of the last two years has attracted many students to this trip, and this year we look forward to taking more students and teachers to Florida.

Though a service-based trip, the Habitat for Humanity Florida expedition is jam-packed with fun experiences both on and off the worksite. From the instant the students arrived on the sandy shores of Miami's South Beach, they partook in numerous dynamic and diverse activities. Even the six-hour work days could not curb the Habitat-ers' enthusiasm; they turned every second of nailing studs and caulking into their own mini fiesta. Using Miami's spectacular nighttime ambience as motivation to keep working diligently throughout the afternoon, the volunteers looked forward to the highly regarded Cuban food provided as a thank you to all the groups at a beach luau. Late-night runs to Publix (a supermarket chain in the Southeast) and the movies were always a blast. The group stocked up on boxes of goldfish and crackers, bags of mixed fruit, and bottles of assorted soft drinks.

Back at the campsite, the volunteers engaged in games of Mafia, hide-and-go-seek, and Truth or Dare with the other Habitat for

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Dean Seebeck inspires his students daily, and he's sharing part of his story right here in The LOG.

A Scoundrel's Right to Speak

by Viet Phuong Dao

In the beginning of October, the Supreme Court heard *Snyder v. Phelps*, the case involving members of the church that pickets at soldiers' funerals. Albert Snyder had sued the Westboro Baptist Church of Topeka, Kansas, for intentional infliction of emotional distress and invasion of privacy. The church claimed that the First Amendment protected its protests.

This case that now rests before the high court has provoked much controversy, and it has sparked a very emotional debate. On one side stands the grieving families of soldiers, who have to put up with grossly offensive signs and posters while coping with the loss of their loved ones. On the other side stands freedom of speech, a principle enshrined in the culture, politics and law of the United States. As counter-intuitive and unpleasant as it may be, in this case, the right to express personal opinions, one of the most fundamental civil rights, ought to prevail.

Does the Westboro Baptist Church have the right to organize anti-gay protests? Yes. Do the church members have the right to picket in public space? Yes. Very few dispute that defendants in *Snyder v. Phelps*, under the Constitution of the United States, can walk around and yell "God Hate Fags" as much as they would like. The main

objection to these grossly offensive demonstrations comes, then, from their proximity to military funerals.

The plaintiff in the case argues that the protestors intentionally inflict distress on him, as well as violate his privacy. But the facts of the case, and a concession by the plaintiff lawyer himself, readily refute these two points. Firstly, there is no evidence that members of the Westboro Baptist Church set out to harm Mr. Snyder emotionally. They demonstrate at Lance Corporal Matthew A. Snyder's funeral as part of their nationwide "program." They intend to "wake" the nation, to force America to face its "sin" of condoning homosexuality. The protests in question target the country as a whole, not Mr. Snyder's family. Secondly, the plaintiff has no ground to claim invasion of privacy. Sean Summers, the plaintiff lawyer himself, admitted before the Supreme Court that were they demonstrations anti-war, his client would have no case. If the law protects anti-war picketing at a funeral, it ought to defend anti-gay demonstration at a funeral as well. From a rational standpoint, the proximity of the protests to a funeral has limited significance. Based on the credentials of the case alone, the Supreme Court should rule for the Westboro Baptist Church and protect their freedom of

speech.

The Court has another reason to side with the protestors. If Mr. Snyder can seek relief against Mr. Phelps for a form of speech that aims at the country as a whole, surely others can ask for legal remedy against any political remark that is offensive. Setting aside the First Amendment in this case poses serious dangers to the freedom of speech for not just the members of the Westboro Baptist Church, but for all members of society as well. As Alan Chen, a former ACLU attorney and current constitutional law professor at the University of Denver notes in his opinion on the New York Times web site, "We don't need the Constitution to protect wildly popular speech; we need it to protect expression with which we vehemently disagree." If we decide to suppress the freedom of speech in *Snyder v. Phelps*, we deal a blow to this principle, a blow to First-Amendment rights, a blow to America's constitutional republic.

To side with the freedom of speech in this case is by no means an easy choice. We protect their freedom of speech; we protect ours. This is an unpleasant principle, perhaps, but a right and necessary one. Freedom comes with a price, and sometimes that price includes allowing words that pierce the heart and hurt the soul.

THE LOG

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An Even More Mobile Culture

by Abigail Adams

The race to infuse our culture with more technology leaped forward when Google unveiled its new "self-driving car." In 2004, the Defense Advanced Research Projects Agency hosted by the U.S. military, awarded a \$2 million dollar prize to a group of student researchers and professors from Stanford. They received this for driving 132 miles in the desert. Google hired engineers from Stanford for its ultimate research and unveiling of the world's first "self-driving car," where it has already driven more than 140,000 miles.

This technology certainly has obvious applications. Last year, 33,808 people died in vehicular accidents, a number which automated cars could lower, by taking drunk or distracted drivers off the roads. Unlike a human driver, the camera attached on top of the Google car has 360-degree perception, making sure stop signs and on coming cars around the corner, aren't missed. Added to that, if the car notices slight defects in its sensors, the

master control system alerts the driver immediately with a "female voice" similar to a GPS's voice. Throughout the testing of the Google car, the only accident it experienced was when it was rear-ended during a traffic light.

Google's foremost goal is to



Epitome of modern, soon to be past, technology

"prevent traffic accidents, free up people's time, and reduce carbon emissions" (*The New York Times*) Its second goal relates more to its original profit-making machine: the Google search engine. By some laws, the population is told to drive with both hands, and discourages the use of cell-phones for texts or Internet. By letting their automated "chauffeur" do the steering, the human driver can direct its full

attention to surfing through Google's search engines and apps, and Facebook. Driving could be seen as a hobby if it can open up the possibility of a more productive commute, such as letting drivers read a book, play a game, or finish last minute homework.

Yet, this technology, while wonderful in theory could become deadly in practice. Given the fact that like all technical servers, the computer system in the car could crash, should a "virus" infect its system.

To me, this smart car, while quite possibly making the world a safer place, reflects our current ideals: Our society's desire to escape the present through technology. We view each moment as something that could be improved, if only we could text, if only we could listen to our iPods, or maybe just commented on a tweet on Twitter or a post on Facebook. Working this hard to tune out the natural world would doubtfully lead to safer roads.

Rated E for Everyone

by Victoria Yang

How many people do you know who actually follow the rules set by movie ratings? In our society today, you'll probably find more people either who ignore, or simply disregard, them. Let's say that you really wanted to see a movie, but the rating of it was deemed "inappropriate" for your age. Would the rating stop you from watching the movie? Probably not; you would most likely see it despite the restriction. Movie ratings are helpful for giving movie-goers a general idea of what to expect from a movie, but they shouldn't be enforced. The government does not have the right to decide whether or not a movie is suitable for a person because these "guidelines" violate individuals' freedom. Ratings should instead be "encouraged" not mandatory. People should have the liberty to use their own judgment before deciding whether or not to watch a certain movie. Children should abide by their parents' decisions of determining whether or not a certain movie is appropriate. If a parent doesn't care if his or her eight-year-old daughter watches R-rated movies, then so be it. If a mother strongly objects to her 16-year-old son watching PG-13 movies, then so be it!

The concept of movie ratings was started by the Motion Picture Association of America (MPAA) and the National Association of Theatre Owners (NATO) for the

purpose of giving parents information about the content of movies, and helping them decide whether or not a certain movie was suitable for their children to watch. Studies have shown that exposure to violence in the media at an early age can lead to participation in crime later in life. Furthermore, exposure to adult content at an early age can trigger detrimental psychological effects on the brain. These regulations set by movie ratings help decrease the amount of negative media exposure for kids. On the other hand, because ratings exist to retain the innocence of young kids' minds, I do not think that said restrictions affect teens. Teens have been exposed to a lot more real-life content such as drinking, drug use, physical and mental abuse, sexual activity, etc. The period between childhood and adulthood contains many difficult experiences that eventually help children mature and transition into adulthood. Growing up involves exposure to some of the more offensive and shocking aspects of the world. Acknowledging these facts through movies before actually experiencing them better prepares teenagers for adulthood. Thus, keeping these points in mind, the next time you watch a movie, regard the rating with an open mind. Allow it to help you decide if the movie is worth your time, and if so, enjoy the movie!

A People and a Hatred

by Lindsay Gabow

For hundreds of years, a single group has been the target of worldwide and nationwide issues. For thousands of years, a single group has been scapegoated, targeted, and murdered senselessly. For thousands of years, people have exercised complete hatred toward a single group of people: the Jews.

In the 1340s, many Europeans believed that the Jews caused the Black Plague. Why? People “noticed” that the Jews did not face as many deaths as other societal groups. In reality, this was not so; quite simply, there were less Jewish cemeteries, so Jewish bodies were simply tossed into pits which official records did not cover. Further, many also believed that Jewish people murdered Christian children and used their blood on Passover to make matzoh. Because of ignorant claims like these, Jews were either forced to convert to Christianity, or burnt alive if they refused. After the Jews perished, their possessions were taken and divided by Europeans who gave the money to churches, or simply kept it for themselves.

In the early 1900s, the German War Ministry blamed the Jews for losing World War I. This theory, called the “stab-in-the-back” legend, stated that Germany was not defeated by the Allied powers, but by individuals in their own country. The Minis-

try carried out Judenzahlung (the Jewish census) in order to “prove” Jewish peoples’ lack of patriotism. To compound these harmful muths, many Germans believed that the Jews were to blame Treaty of Versailles, for the inflation following the Great War.

These beliefs soon lead to the Nazis in Europe, led by Adolf Hitler, to blame the Jews for the economic crisis plaguing Europe. In his infamous autobiography *Mein Kampf*, Hitler made references to the “filthy” Jew and to his belief that the Jews longed to “contaminate” the blood of pure Germans. After publishing his book, Hitler initiated a campaign against the Jews, peaking in the Holocaust. But before six million Jews died, along with five million other minorities labeled as “sub-humans,”

Nazi Germany carried out the Nuremberg Laws. These anti-Zionist laws, introduced at the Nazi Party’s Nuremberg Rally, deprived Jews of many basic human rights, including stripping them of their German citizenship, banning marriages between Jewish people and people of other religions, forbidding

belief into the minds of millions scares me. If one man’s irrational claims could hypnotize millions of people in the 1930s-40s, these delusions could very well occur tomorrow. Or, today.

In the first few months subsequent to 9/11, various conspiracy theories spiraled through the world, one being that Israel was, in some way, involved. This view, circulating through Arab and Muslim nations, claimed that “thousands of Jews working at the World Trade Center took September 11th off.” Syria’s ambassador to Tehran stated that Syria had “documented evidence of Israel’s involvement.” In reality, more than 200 people who died on that fateful day were Jewish. Further, anti-Zionism currently permeates the Middle East.

Iran’s president, Mahmoud Ahmadinejad, has publicly claimed that the Holocaust “is a myth” and that 9/11 “was a big lie.” Hamas troops line the Gaza Strip, sometimes firing rockets at Israeli bystanders. Further,

Hamas, a Palestinian political party, has been holding Gilad Shalit, an Israeli soldier, captive for over four years. In fact, anti-Zionism is occurring right now right here in the United States. Anti-Israel rallies are occurring on college campuses across America, notably at the University of California at Berkeley and the University of Michigan. These campuses have in the past promoted the Palestinian Solidarity Movement, an organization that does not stand for peace, but for the complete decolonization of all the “Palestinian” land. Somehow, I do not think that those involved in this movement have been reading up on the history of the Israeli-Palestinian conflict. I recommend that before forming opinions on an issue, individuals take the initiative to become more educated.

A deadly mixture of anti-Zionism and ignorance has woven through society for hundreds of years and counting. It is our job as educated citizens to find out why such abominable terror has pervaded the world for so long. As Americans, we are allies with Israel. Let us not abandon this harmony in order to try to befriend our enemies. Let us not allow ourselves to be engulfed in a maelstrom of anti-Zionism yet again.

Let us hope that someday, such hatred finally ends.



PHOTO COURTESY OF WORLDFROMJERUSALEM.COM

them to display the German flag, and forbidding sexual intercourse between Jews and Germans. Allow me to make this clear: Hitler’s evident hatred is not what frightens me. The fact that he was able to engrave this

20 More Minutes

by Ben Russell

It seemed that towards the end of last year, the whole school was abuzz with the excitement of the new schedule. No one really knew what to expect. All that students knew was the new 8:30 a.m. start time. Most students were thrilled at the idea of getting more sleep; however, now that the year is fully underway, many students have issues with the new schedule.

Despite having 20 extra minutes to sleep in, some day students find that regardless of having 20 extra minutes, they are still forced to get to school at the same time they would last year because of traffic and travel arrangements. Also, returners are faced with the challenge of moving on from afternoon doubles to timeblocks. Last year it was easier to ask what double was meeting than to ask, “What time block is it now?” Added to that the new homework planners seem to make some timeblocks look like “doubles” while the actual “doubles” look like 45-minute

blocks. This fact, coupled with the various issues with the winter term section of the planbook,

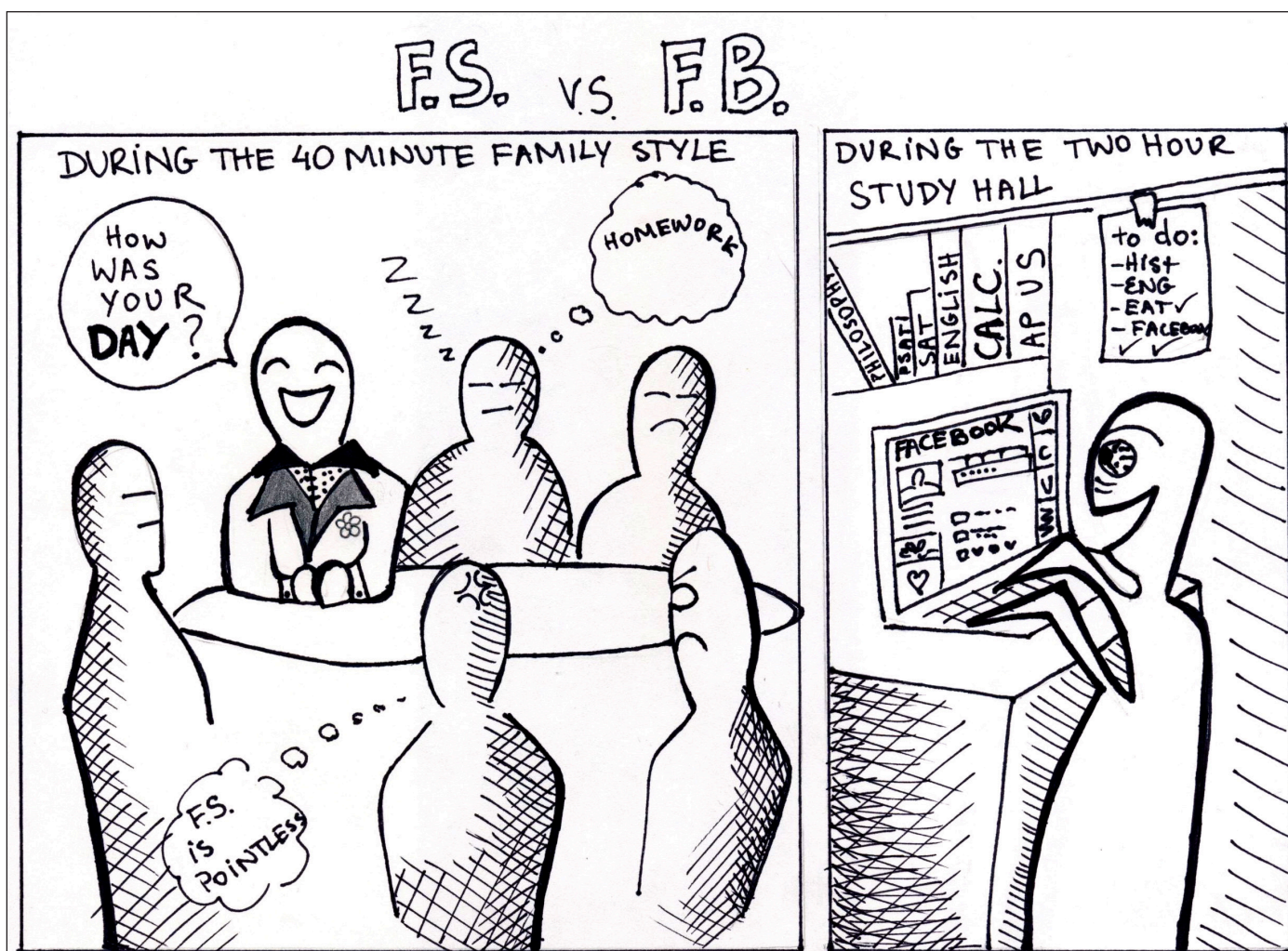
However, this new schedule does have some positive aspects. With Tuesday and Thurs-

working up to full potential. And the gaps allow students a little more time to get books or

of sleep they are able to have. Additionally, the consecutive double periods at the end of the day were a huge issue with the old schedule. Luckily, students are now fortunate enough to have to face only one afternoon double.

Overall, the schedule does have some kinks because it is new, but it seems to have given some students and faculty a little more free time. The schedule will most certainly require some adjusting, but students at Loomis are capable of acclimating to change. In the past years, we have had a new head of school, a new online communication system, and now we are faced with a new schedule. I am confident in our ability to adjust to the new schedule. And in the coming months, I’m sure that all problems can be resolved with the cooperation of the administration and the students.

Until then, we shall always possess that gnawing longing to press the “snooze” button for 20 more minutes of sleep.



COMIC BY HAMI DO

confuses many students, as well as faculty, on The Island. In fact, students and faculty are being forced to get new planbooks!

day morning long periods starting at 10:10, the administration gave students a little extra time to wake up and get their minds

get food even if they’re hungry. Further, many students, boarders in particular, truly do relish the extra twenty minutes

Featured Artist: Victoria Garbo

by Alex Lafrance

Many artists using a wide variety of media have left their marks in the halls of the Richmond Art Center at Loomis Chaffee. In the medium of ceramics, however, few stand out as prominently as Victoria Garbo '11. Arriving at Loomis as a new sophomore, Victoria first entered her artistic career with caution, signing up for ceramics as a means of fulfilling an obligatory art credit; however, her opinion soon changed from apathy to sheer enthusiasm in the studio, and her zeal shows in her numerous artistic accomplishments. From vases with sculpted bones to a Rosie the Riveter mosaic, and many other imaginative and unique creations in between, the fruits of Victoria's work are many. Her passion for ceramics has even led her to spend much of her spare time working in the studio. "I love ceramics because it's hands-on: you can really get into the clay, get mud all over your clothes, in your hair, on your face, and still be

of the clay after the perfect pull: when your piece is just right, but needs one more pull. That exhilaration of taking paper thin clay and stretching it just a bit further, and when you do it successfully, that feeling is incredible, having a form and being amazed

the wheel, Victoria also challenges herself by incorporating political and ethical messages into her art. "I make bowls out of lumps of clay, turn chemicals into beautiful glazes and turn a near liquid substance, into solid. I hope others get the sense of hard work and creativity out of my thrown pieces, but my piece for the AP still-life show is meant to make people think. I'm trying to work at both of the extremes, so this piece is a new experiment." At the AP Art Exhibit, Victoria will also be presenting a piece paying tribute to the gay and lesbian victims of bullying and representing her personal struggles with coming out of the closet.

Looking forward to her college career, she acknowledges that her busy schedule will make continuing to pursue ceramics difficult; nevertheless, she plans to use whatever spare time she has available to continue

practicing her art. Looking back on her Loomis career, she wants to thank Mrs. McCandless for her inspiration and help. "[Mrs. McCandless has] been a terrific mentor, always encouraging me to push the limits of my comfort when it comes to throwing, with beautiful works to show for it. She is an incredible artist and truly exemplifies the fact that impossibilities exist only to those who create them."

that you could have created it," she enthusiastically intones. "I love throwing on the wheel, it's so peaceful and when we got a wheel that is absolutely silent, it was a lot more peaceful to be able to throw without the buzzing of a motor. There's nothing better than being in the studio alone, with my music blaring, and with three or four magnificent bowls already thrown."

In addition to her work with



PHOTO BY JUSTIN ZHENG

Victoria Garbo '11 in the Richmond Art Center ceramics studio displaying a newly wrought work of pottery for her upcoming exhibition in the Loomis Chaffee dining hall.

Island Melting Pot

by Lindsay Gabow

In the United States, we pride our nation as a melting pot of diversity. At Loomis Chaffee, we boast this same ideology and incorporate numerous types of students to mold a well-rounded and enlightening environment. Students at LC have the luxury of attending classes, playing on sports teams, and socializing with kids from across the globe, from countries like South Korea, Israel, Russia, Spain, Mexico, Thailand, and Canada. Different languages, cultures, and ideas permeate the very fabric of Loomis Chaffee, forming an educational experience unparalleled by many public schools.

Because of the taxing life we all live here on the Island, we often do not get the chance to truly appreciate the diversity surrounding us. Simply by asking some questions, I was able to enter the minds of several international students attending LC.

Asked about social life in Russia compared to American social life, Julia Ivanitski '12, from Moscow, Russia, responded, "The people at Loomis are much nicer and much more supportive than in Russia. They're more positive and there aren't as many condescending people here. In terms of social life, Russian teenagers go to the movies and shop just like American teens." I'm glad that Loomis has been a positive adjustment for you, Julia! The smiling upperclassman also added that she came to Loomis in hopes of attending a good college. "I wanted more opportunities, and I just wanted to live the American lifestyle."

Upon having this conversation with my friend, I realized that while many Americans long to see the rest of the world, including the famously beautiful and exotic Europe, Europeans simultaneously long to see a place that we've known our whole lives.

I asked Dilan Casanovas-Mack '12, from Barcelona, Spain, about Spanish students in comparison to American students, and he replied, "In general, American kids are more studious." Next time your Spanish teacher calls you a slacker, feel free to use this fact for ammunition! Regarding Spanish social life, Dilan noted that, "In Spain, we don't really hang out at someone's place that often; we usually meet somewhere else, like the city." Perhaps we Americans should heed Spain's example, and get outside instead of senselessly sitting on our couches! However, the town of Windsor is not quite comparable to the beautiful parks of Barcelona, or the intriguing museums of Madrid.

Belle Jung '11, from Seoul, South Korea, flat-out stated that "Korean students don't have a life." Chuckling, she added, "I'm just kidding!" She did, however, emphasize that a much higher degree of pressure weaves through the lives of Korean students in comparison to the lives of most American students. "It's a lot more laid back here in the States." I shook my head at this statement. Quite frankly, I cannot conceive a more stressful (albeit rewarding) life than that of a Loomis Chaffee student.

The last individual I accosted on the way to classes yesterday was Kelsey Millward '12, from Montreal, Canada. "Canadian students are not as involved in politics as other Loomis students tend to be," she informed me. "We are aware of any issues occurring around us, but we don't pore over the *Montreal Gazette* every morning." Giggling, she went on to point out that, "Canadians also say 'eh' at the end of sentences. It's like the Canadian form of a period."

Students like Julia, Dilan, Belle, and Kelsey are some of the most essential ingredients of the melting pot that is The Island-- we are truly fortunate to be exposed to their cultures. Without you, dear international students, The Island would be just an island, isolated from the rest of the world, to immersed with its own culture and values to learn about other societies an ocean (or two rivers) away. So here's a toast to you, my friends, for making the courageous journey to LC, leaving your families and your cultures behind. Here's a toast to you for then reestablishing your identity, a task undertaken by so few in this egocentric country in which we reside.

The Future Generation: Trends in Admissions

by Samson Chow

Passionate, talented, motivated, curious are the four words, according to Erby Mitchell, Loomis Chaffee's Director of Admission, that best describe the applicant pool last year at Loomis Chaffee. Over the past few years, the school has witnessed huge gains in both the quality and quantity of students in its applicant pool. Overall, admission statistics last year at Loomis Chaffee show a favorable trend, and reflect continuous growth in the quality of students considering Loomis Chaffee. There has also been huge expansion of geographic, cultural and ethnic diversity among applicants, and an increasing number of students applying for financial aid. With the acceptance rate changing from forty-four percent to twenty-nine percent in just three years, Loomis Chaffee has become a more competitive boarding school and has shown impressive growth, particularly in comparison to its New England peers.

With a record number of 1,435 applications to Loomis Chaffee last year, the school has achieved large increases in the boarder applicant pool with more modest gains in the day-applicant pool. Despite the increasing numbers of applicants, the percentage of students of color as part of the student body has decreased by one percent, resulting in a twenty-one percent compo-

sition of the total Loomis Chaffee student population. Mr. Mitchell, however, confirmed that the admissions office is committed to make the Pelican community "as diverse as possible...composing a learning community that is reflective of the world." On the other hand, admissions data concerning students from abroad shows gains across the board, with the most represented nations being China, Vietnam and South Korea. Al-

1,435
APPLICATIONS '09-'10

though, Mr. Mitchell remarks, these three countries will continue to be main avenues of stimulating the growth of LC's international student population, the Admissions office is ready to bring our school diversity to the next level. In addition to the admissions tour held annually in Southeast Asia, admissions officers will also be visiting India and Mexico this year. According to several international upperclassmen, the number of international students admitted to both the freshman and sophomore classes is "impressive" and

"unprecedented," suggesting unforeseen growth in the international student community here on The Island. Loomis Chaffee is not only prepared to become one of the most competitive and reputable boarding schools in the United States, but also a worldwide leader in education.

The admissions office hopes that this favorable trend will continue for this year's admissions cycle. In order to attract a more competitive pool of applicants, the Admissions office will try to broaden the school's appeal to a larger range of communities. Furthermore, the office is attempting to emphasize the vibrancy of the Pelican community, highlighting the "value-added" of the transformative educational experience here at Loomis Chaffee. With its extraordinarily beautiful campus and academic program of remarkable depth and breadth, Loomis Chaffee becomes a place where "the average class size of eleven results in an unparalleled learning environment." By orchestrating the philosophy of learning both inside and outside of the classroom, Mr. Mitchell and his colleagues hope that this year the yield of accepted students who decide to attend will increase, continuing the school's legacy of excellence.

The Social Network

by Izzy Kornblatt

David Fincher initially directed music videos and advertisements and built his name with the gruesome but harmless action flicks *Alien 3* and *Se7en*. After this genre, he moved into dramatic territory with the failures of *Fight Club* and *The Curious Case of Benjamin Button*. For a long time, Fincher has been able to run a set, and to compile a reasonably well made film, but he also has the ability to be absolutely thoughtless and one-dimensional in his understanding and treatment of subject matter.

The Social Network is different. For once, Brad Pitt is thankfully nowhere to be found, there is no trite music, and no *Forrest Gump*-style inane, mindless dialogue. Working from a generally sharp, insightful screenplay by Aaron Sorkin (*The West Wing*, *Charlie Wilson's War*), Fincher has crafted an interesting and, at times, fascinating film. And while *The Social Network* may not be the "definitive" film of the 21st century, it is quite a feat—especially by Fincher's standards.

Making a film about a still-living, 26-year old man is dangerous business for sure. Mark Zuckerberg, the billionaire co-founder of Facebook.com has certainly had an exciting life—Facebook is a globe-sweeping social and cultural phenomenon—but questions remain about the morality of making such a film. It is particularly disturbing that some of the film's largest plot-driving forces were fabricated by Sorkin and Ben Mezrich, the author of Zuckerberg's unauthorized biography. However, the filmmakers have made it clear that storytelling, not documentary reporting, is the film's objective, and who better to fictionalize such a story than the writer of *The West Wing*? It is a match well made—Sorkin is comfortable and adept at handling his subject matter, even if some of it is pure falsehood. Fortunately, *The Social Network* rises above the temptation of making conclusions about its characters and, amazingly, very little melodrama of any sort can be found here. A strong cast is able to

breathe life into the lines of the screenplay and leave that essential piece of ambiguity in each of his or her on-screen personalities.

So with strong acting, a solid screenplay, and smart direction, what holds *The Social Network* back from being a truly great film? Perhaps small instances of poor casting, or maybe just a little too much grandstanding on Fincher's part, but there is also a deeper component. Fincher and Sorkin look at the founding of Facebook through the lens of two real-life lawsuits against Zuckerberg, and while that becomes a remarkable way to give the film an incredible objectivity, it also gives the entire story a somewhat detached feeling. Fast paced scenes weaving between lawyers arguing and parties several years prior are at many moments stunning and beautifully fluid, but at times the pacing becomes almost harebrained, and the story loses the cutting edge of its social impact. When lines and scenes don't work there is a pervasive feeling

of discord and separation.

Another of the film's nagging problems is its depiction of college life. *The Social Network* shows Harvard College as consisting entirely of excessive drinking, one-night stands, and, occasionally, dull lectures. College life, and more specifically Zuckerberg's college life, had and has a lot more to it than just that. Such a one-dimensional portrayal takes some of the immediacy, interest, and credibility out of an otherwise quite powerful film.

The Social Network impresses with its handling of delicate subject matter, its wonderfully flowing scenes and its winning actors. David Fincher's film-making has really come quite a distance since *The Curious Case of Benjamin Button*. In *The Social Network*, Brad Pitt, tacky music, and poor dialogue are, thankfully, nowhere to be found. Instead, there is quite a feat of film-making, replete with individual successes and failures. Fortunately, those successes outnumber the failures by a long shot.

Club Spotlight: Debate Society

by Ashlee Burris

Started 30 years ago upon the arrival of Loomis math teacher Curt Robison, the Loomis Chaffee debate society has since accumulated over 250 awards and has received prominence and recognition throughout New England. The Debating Association of New England Independent Schools, or DANEIS, was founded in 1977 with about eight or nine independent schools, and has since grown to almost 40 schools. Loomis Chaffee, along with the likes of Choate Rosemary Hall and Hotchkiss School, participates in DANEIS. This year Loomis also joined the Connecticut Debate Association, a separate organization involving mostly public schools in Connecticut. When asked why Loomis joined the CDA this year, advisor Mr. Curt Robison explained, "I was especially attracted to the style of debate that they run. They have one extemporaneous topic which is debated three or four times at a single tournament." This topic is announced an hour before the debating begins and each debater is given an identical packet of information on this topic. The debater is then given a certain amount of time to utilize the packet and formulate an argument for the debate. While this is similar to the DANEIS format, it carries many unique advantages, most importantly giving debaters actual concrete information with which to argue. President of the Loomis Chaffee debate society Ye Dam Lee '11, along with another experienced debater, Levi Shaw-

Faber '11, participated in LC's first CDA tournament several weeks ago. As a senior at Loomis, Lee has participated in the debate society since her freshman year. Last year, towards the end of the debate tournament calendar, she won the top speaking award at the prestigious Yale University Osterweis debate tournament in a field that included about 100 advanced debaters. She, along with Fred McNulty '11, had one of the highest speaker point totals in the tournament. As Mr. Robison commented, "She is a very clear

thinker and a well-organized and engaging speaker with a lot of poise."

As a novice debater myself, I appreciate the Loomis Chaffee debate society's acceptance of any student willing to participate, whether it be competing in DANEIS and CDA or simply

attending the debate meetings held during the clubs and activities periods. Most students start out with little to no experience when they first participate in the tournaments; however, with practice and more exposure to the parliamentary extemporaneous style of debate, they can develop into skilled and experienced debaters. Not only does the debate society open doors to new opportunities in the field of debate, but it also allows LC students to meet fellow peers eager to discuss issues influential in our society. The debate society looks forward to a great year with more new debaters than ever, and an exciting calendar of tournaments.



PHOTO BY EUGENE CHO

Champion Debater Ye Dam Lee

The VOICE: Seize the Moment

by Dru Sanders

If you ask someone to sum up the teachings of Thoreau or Emerson, he or she probably would distill these complex works of literature into the simple phrase that *Dead Poets' Society* beat into us: "Seize the moment." I agree that Thoreau and Emerson stood for this grand idea of grasping every moment that we have, and being true to ourselves. Now when we read these works as incredibly materialistic 21st century humans, we immediately write off these short-term plans that only concern themselves with the overglorified "moment" and return to our Fiske college guides. After all, how can you be ready for life if you only think about the current set of circumstances and forget about consequences? Isn't that how accursed high-school drama starts? Yes, but can't we plan out our lives and enjoy every moment individually? As we walk to class, can't we stop worrying about the test that we didn't study for and look at how beautifully the trees live up to our hopes of a gorgeous New England fall? That's living in the moment to me.

If you need further convincing then I'm going to do a little math. Lets take the tuition of a boarder as posted on the Loomis Chaffee web site (\$45,000). This number is purely the price Loomis charges a boarder for a year of education. So let's do this. This tuition covers three terms at school, ten weeks apiece. So for \$45,000 you get 30 weeks of school-- that's \$1500 a week. Seven days a week makes it \$214.29 a day. Twenty-four hours a day makes the hourly rate of Loomis Chaffee \$8.92. Every hour that you spend at Loomis whether you are taking classes, hanging out on weekends, eating dinner, studying, or sleeping, costs \$8.92. Every night time study hall costs us \$17.84. The 9.25 hours of sleep that we are told to get costs us \$82.51. The 7 hours of sleep that most of us get a night costs us \$62.44. Each 45-minute class costs \$6.69, so does each 45 minute deep. The time between the end of class and the beginning of practice (3:20-3:45) costs \$3.71. If you're spending all the money obsessing about the future, it's a pretty big waste. At least enjoy what's around you.

You have two ways of looking at it. You can either live in the moment for the sake of beauty, or you can live in the moment for the sake of money. Both are valid enough. I hope some of you try to let go of the stress of the future and accept the world for what it is now, in this moment. And in this one.

Peace and love,
Dru

The Voice is a regular LOG features column by Dru Sanders '11.

He can be contacted at: Andrew_Sanders@Loomis.org

Why I Can't Stop Loving Harry Potter

by Jeesue Lee

As the leaves begin to color, blushing into colors of scarlet and gold, and 2010 is slowly coming to an end, I will be forced to start saying my good-byes to an era. Indeed, the actual last *Harry Potter* movie, *The Deathly Hallows Part 2*, will be released in 2011, but nevertheless, the release of Part 1 still symbolizes the end of a phenomenon. And what a phenomenon it was.

Harry Potter came into my life at a most crucial and desperate time. It was the summer of 2002 and right before my eyes my entire world was falling apart. My parents had decided to move to Korea, forcing me to follow in their footsteps to the opposite end of the world. My sister was departing on her own path, leaving for college and leaving me to fend for myself in a land so foreign and new. So, without avail and a little dash of luck, I turned to Harry Potter, gingerly stealing the heavy tomes from my sister's bookshelves. Indeed my reading comprehension was shaky, considering I was only in the second grade, but somehow I managed each novel, steadily working through the reams of pages. With Harry I found a companion, someone I could sympathize with; I could understand how he must have felt walking into Diagon Alley for the first time, almost parallel to when I stepped off the plane in Incheon Airport.

As the years progressed my love for Harry grew, and together we faced the forces of evil. While he battled werewolves and lunatic blood-racist maniacs, I battled through my elementary years, failing to acclimate myself to my new school and surroundings. I fell head-first into the franchise, stubbornly wearing year after year my Harry Potter costume for Halloween and diligently attending each movie. My obsession grew and I admit, fully shame-faced, there came a point where I would pen and publish fanfiction, frolic online in the various forums (I never dared to try role play) and name every one of my stuffed animals after a character. I was in love.

My love, however, was only transient and soon I began to disregard the Boy Who Lived as childish and cliché. I grew tired, annoyed that all of my favorite characters were dying off one by one and Harry was falling deeper and deeper into emo territory. I watched Dumbledore get replaced on the silver screen and the actors grow into distorted, slightly less attractive versions of their younger selves. When Dumbledore fell off the Astronomy Tower, I knew my time was over. I bid farewell to my copies, before branding myself with a Dark Mark, vowing to never return and hearken the doorsteps of Hogwarts.

But I have, ironically, turned to the Boy Who Lived at another crucial time of my life: junior year. Indeed, maybe my love is jaded now that after taking three years of Latin I've realized that all the spells are derived from Latin verbs. I am older now, facing my own dark times in the realms of SATS and college. However, I still embrace Harry with open arms, calling back my lost friends from banishment.

So yes, this year, I will be donning my Hogwarts Robes for Halloween and for the midnight showing, stalking around, and screaming spells and curses at random passer-bys, but all with a sense of bittersweet nostalgia. Harry's time is coming to an end, and all I can do is simply enjoy it while it still lasts.

I end with a toast to Harry and his friends, my butterbeer held aloft: adieu and thanks, you lightning bolted freak.

Featured Athlete: Mike Choquette

by Charlie Dorison

Whether it's through his deft touch, intricate field management, or flowing hair, Mike Choquette's '11 impact on The Meadows cannot be missed. Making his presence known in a multitude of ways, Choquette controls every game from start to finish. As a senior captain and pivotal central midfielder, Choquette dazzles double teams and makes everyone around him better. "Mikey," as he is affectionately known on The Island, sets the tempo for the Loomis Chaffee Boys' Varsity Soccer team from the start of every practice to the end of every game. Working in concert with co-captains John Kramer '11 and Jesse Wasserman '12, Choquette has set a strong work ethic for a dedicated team and constantly pushes his teammates in practice.

Choquette's impact on the field can be felt in a variety of aspects. Never hesitant to tackle on defense or step up in the midfield, Choquette sets a pressing tone in the midfield and the back. Choquette also displayed his versatility and selflessness early in the season, filling in as a center back when the team was initially plagued by injuries. As a midfielder, however, is where Choquette truly shines. With the ability to decipher when to pass to teammates and when to dribble forward with the ball himself, Choquette frequently leaves defenders perplexed in the wake of his surging hair. Choquette balances the roles of dynamic attacking midfielder with the role of a reliable, calming presence as a holding player. One teammate

remarked, "Mike's impact on our team cannot be overlooked. When Mike is on the field, everyone can feel a sense of poise ripple through the team. Whether its communication or passing, Mike is an absolute general for us on the field."

During practice, Choquette pushes his teammates to give maximum effort in every drill. Demanding of himself and others, Choquette's leadership during training has helped every player improve. Choquette remarked, "I believe that how hard we work in practice will eventually translate to success on the field. If we give our all every day in practice, our improvement in all aspects of the game will bring us success throughout the season." With such leadership from a senior captain, the Loomis Chaffee Boys' Soccer team looks primed for success this season.

Along with Choquette, the team has 10 returning players and 10 seniors. With a veteran squad and plenty of varsity experience, the team looks primed to make a deep run at the Founders League Title and the New England Championships, as well. Last season, the team made won The Founders League for the third year in a row and made it to the New England quarter-finals. One senior on the team said, "We aim high every year and work to win every game. Our mantra seems to be, 'if we can't win every game, we better be really hard to beat.' Although we aim to win every game, we understand that we will some-

times lose, but always aim to learn from our defeat in order to improve."

The only four-year player on the team, Choquette sets the tone on and off the field; however, "Mikey" also keeps the team upbeat and lighthearted with his wit and candor. For one game, Choquette put his flowing hair in a ponytail in a symbolic gesture for the team to relax and enjoy playing the game of soccer. Choquette understands that keeping the team lighthearted is a key to success as well: for the team to stay fully focused on practice, it must be able to enjoy the drills and willingly give its all.

Through thick and thin, tough games and light practices, Choquette leads the team in all aspects on and off the field. With high aspirations and the work ethic to reach these ambitious goals, the Loomis Chaffee Boys' soccer team looks to once again compete for a New England Championship. Combining new talent in the form of Post-Graduates Gerard Sager '11 and Benjamin Colberg '11, along with Junior John Abraham '12, with returning stars such as Jesse Wasserman '12, Dilan Casanovas '12, John Kramer '11, the team certainly has the talent to compete with the best teams in New England. With such a talented roster and such great leadership from Choquette, the Loomis Chaffee Boys' Soccer team looks to dominate New England once again this fall on The Island.

Heating Up the Ice

by Laura McConney

After the season opener on October 7, the National Hockey League has quickly caught fire. Surprisingly, the Toronto Maple Leafs and Nashville Predators are slated in first and second, respectively, in league standings. Last year, Toronto finished a dismal 30-38-14, placing them second to last in the entire league. With the addition of American phenom Phil Kessel last year, the Maple Leafs hoped to gain some ground in the standings. Despite its efforts in the 2009-2010 season, Toronto believes that its young team will be able to utilize a combination of speed and finesse to make it to the Stanley Cup Playoffs in 2011.

Though they made it to the playoffs last season, the Nashville Predators were not expected to lead the Western Conference at this point in 2011. With a team makeup similar to the Maple Leafs, the Predators use their youth to their advantage, a team quality that has proved fairly successful since the 2004-2005 lockout, evident from last year's Eastern and Western Conference champions, the Philadelphia Flyers and the Chicago Blackhawks. Lacking a dominant goal scorer, Nashville relies heavily on consistent play and contribution from each of its players, including great play

from goaltender Pekka Rinne. The Predators hope to continue their success later into the season, granting them another birth into the Stanley Cup Playoffs.

Not surprisingly, Alexander Ovechkin, a name known to even those who do not follow the NHL, leads the league in points and goals, and no one doubts that he will remain at the top of these lists for the rest of the year. Sidney Crosby, on the other hand, is not in the top thirty scorers. This slow start by Crosby has surprised analysts and fans alike. However, this year's Winter Classic, the annual outdoor game showcasing NHL rivalries, should be an interesting showdown between these two super stars. The January 1 game will feature the Pittsburgh Penguins, represented by Crosby, and the Washington Capitals, led by Alexander Ovechkin, and will probably go down in history as one of the best Winter Classic games in history; a must see game between two of sports biggest stars, this Winter Classic is truly one for the ages.

As the season progresses, be sure to keep a careful eye on all the NHL teams, while paying particularly close attention to the San Jose Sharks, Montreal Canadiens, Philadelphia Flyers, and Chicago Blackhawks, all of

whom made it to the conference finals in 2010. Known for their great playmaking abilities, the Sharks have been one of the best teams in the NHL throughout the past few seasons. In particular, Joe Thornton, the team's captain, and Patrick Marleau, one of the assistant captains, lead San Jose with their great hockey sense and intelligent all around play on the ice. Both Thornton and Marleau have great on ice vision and passing abilities, making them threats anywhere on the ice.

Meanwhile, the Canadiens are lead by American Brian Gionta, arguably one of the best players in the game. Last year, in his first season with Montreal, Gionta scored a notable 46 points, helping his team make the playoffs; though, they eventually lost to the Flyers in the Eastern Conference final.

The Flyers and the Blackhawks, both of whom competed in the Stanley Cup Finals in 2010, look strong coming into this year and hope to continue their winning ways.

The season will heat up quickly; so, make sure not to miss any of the action. With such parody within the league and so many star-studded rosters, this truly is a season to remember in the NHL.

Hot Shots on The Island



PHOTO BY KEVIN LEE

Brianna Malanga '12 aims for a new PR on the course.

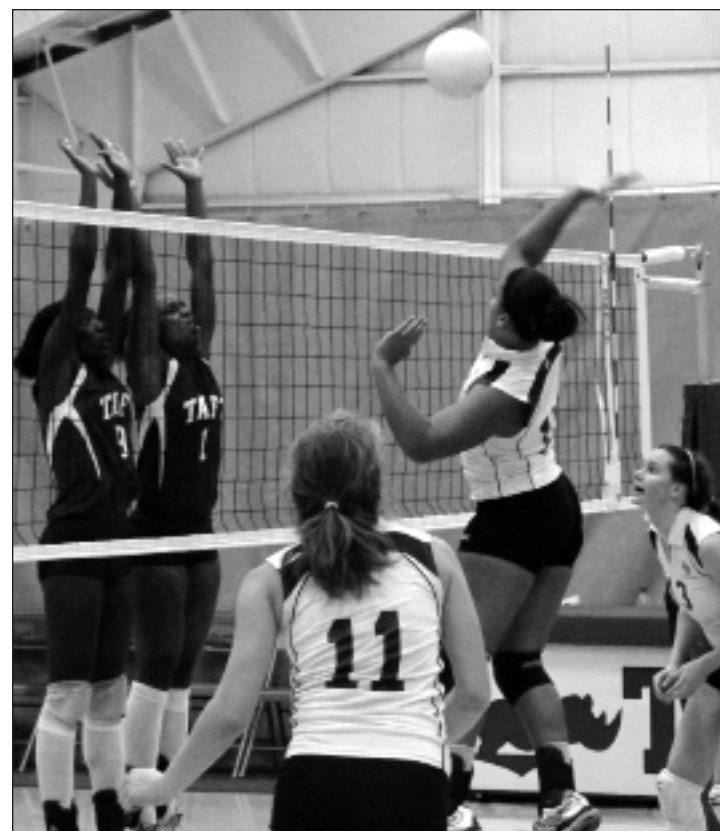


PHOTO BY RUN BANLENGCHIT

Alyssa Hopson '12 smashes the ball into Taft's half.



PHOTO BY JUSTIN ZHENG

Kyle Ruddock '11 fights for possession against his opponent.

SPORTS TRIVIA

1. On July 1, 1859, which were the first teams to play an intercollegiate baseball game?

- A: Amherst & Williams B: Harvard & Yale
C: USC & Stanford D: Duke & UNC

2. When was the first American cricket game played?

- A: 1751 B: 1859
C: 1898 D: 1969

3. Which boxer won the "Rumble in the Jungle"?

- A: George Foreman B: Manny Pacquiao
C: Muhammad Ali D: Mike Tyson

4. Which team won the 2010 Super Rugby final?

- A: Waratahs B: Stormers
C: Bulls D: Crusaders

5. What is a five-under-par called in golf?

- A: eagle B: albatross
C: condor D: ostrich

6. How many goals did John Kramer score for LC Soccer in the 2009 season?

- A: 9 B: 14
C: 15 D: 17

7. Who won the 2010 Indy 500?

- A: Dario Franchitti B: Jeff Gordon
C: Will Power D: Ryan Briscoe

8. What is Brianna Malanga's best time for LC Cross Country?

- A: 19:48 B: 20:01
C: 20:12 D: 20:28

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Answers to this issue's questions:

1. A, 2. A, 3. C, 4. C, 5. C, 6. D, 7. A, 8. B

Fall Sports Update

by Mike Choquette

As summer came to a close, as the leaves blew across The Meadows, and as the weather remained abnormally warm, the fall season started quite normally: LC sports have dominated The Meadows, the pool, and the Olcott Gym. With an extremely talented group of captains, coaches, and players, LC sports look to send its eight varsity teams to win New Englands and Founders.

Coming off a sensational previous season, having won both Founders and New Englands, the Boy's LC Cross Country have high hopes and big expectations. Led by tri-captains Michael Curtin '11, Ryan Palm '11, and Alec Schwab '11, Boys LCXC looks to match last year's great run. They placed fourth at the Canterbury Invitational out of a strong field of sixteen and followed up to the solid finish with a win over Taft, Hotchkiss, and NMH. They will look to finish well as the season's final stretch arrives.

Also finishing well the previous season, achieving second place in Founders, Girls LC Cross Country aim to exceed last year's finish and bring home the title. With senior co-captains Lydia Heinrichs '11 and Sarah Patrick '11 in charge, Girls LCXC has the leadership and dedication to run with the best in Founders. After placing fifth in the Canterbury Invitational, the team will look to improve its already high standards to compete for the title. Brianna Malanga's '12 pace leads the group, as she continually and consistently raises the bar.

Tri-captains Laura McConney '11, Emily Fluke '11, and Shannon Ryan '11 bring skill and poise to this year's LC Field Hockey team. Coming off an outstanding 11-3-2 season and making the quarterfinals of New Englands, the hard-working, talented squad

look to match the endeavor, and become a top-three team in New England. Coach Moran's passionate teaching invigorates the squad in games and trains them hard work in practice.

After opening the season with exciting wins against Andover and at Hotchkiss, the football team has immediately struck fear in all-league opponents. Runningback LaDarius Drew '11 has made an instant impact on the team, who continually look for his inspiring displays on the gridiron (including his spectacular performance in the 29-18 win over Andover). Captains Aaron Barrett '11 and Anthony Knowlton '11 provide great intensity and positive leadership for the program that has allowed the team to thrive. LC Football has raised the standards, and will look to continue its winning ways down the stretch and bring home the spoon to the rightful owners.

Having made the New England tournament every season in the previous decade, Boys Soccer look to continue the streak and bring home the title. With great talent and outstanding chemistry, the team has the physical and mental tools to bring home this year's hardware. With a bagful of goals by Dilan Casanovas Mack '12 and great selfless play by John Kramer '11 spearheading the LC attack, the squad has the skill to pressure any defense with the talented midfield play of Kikyung Lee '12, Tim Lyons '12, John Abraham '12 and Nacho Otero '11. With solid play in the back from Jesse Wasserman '12, Benji Colberg '11 and Gerard Sager '11, LC soccer is once again a force to be reckoned with. Lauren Shaker '11 has once again managed with great aplomb, as she continuously gets the team's water.

The Girls LC Soccer Team, hav-

ing garnered five New England titles in the past decade forge on this season with anticipation of another fine postseason run. Coach Bart-William's open-roster philosophy has brought great success to the program as they possess a deep bench that will help propel them into play-off contention. With captains Alexa Yow '11, Madeline Gardner '11, Annabel Hess '12, and Maggie Coco '12 at the helm, the group has gelled well with solid performances so far this year.

After a great run to the semis last year and losing to a strong Choate side, LC Volleyball seeks out revenge. Led by captains Claire Kokoska '11 and Brittany Lo '11, the team has the talent and depth to once again reach New Englands and bring home the title. Stephanie Nisbet '11 and Jocelyn Toll '11 round out the seniors on the team and provide extra poise and talent to the squad. Coach Dyreson has led the team to a great start early on in the long season.

After a rebuilding season last year, LC Waterpolo has come forth with renewed strength. With captain Rob Carroll '11 leading the program, the team has had a respectable start towards the season's tournament. Coach Seebeck and Coach Pond have helped the team take huge steps forward and are seeking out a postseason birth. Right wing William DeLaMater '11 is the lefty in the pool, driving in to score 10 goals so far this season, looking for still more. Addison Wright '12 has scored twenty-five goals and Rob Carroll has netted eighteen to round out this season's top scorers so far.

As the weather finally starts to cool, LC sports will begin to heat up. Every team provides great entertainment value that will surely attract supporters on their runs to league titles.



PHOTO BY EUGENE CHIO

Just Go For It: SYA Spain

by Nell Pinkston

We stared out the windows of the coach bus at the waiting families below, trying to pick out which family would be our new mom or dad. Our anticipation, fear, and excitement superseded our exhaustion and jetlag, and as we searched the faces of the crowd, we secretly prayed that those with the warmest, brightest smiles would be the ones taking us home that night. This was the beginning of a new life, a new language, a new family, and a new school. It makes me laugh now to imagine this scene next to that of our return to the United States one year later. Our nerves and anxiety seem excessive now that I know that that same bus was filled with memories and tears when we departed. We repeatedly were advised to take advantage of the short time we had in Spain because while it may seem infinitely long, a year abroad is fleeting.

School Year Abroad (SYA) Spain is in Zaragoza, a city of 600,000 placed perfectly between Madrid and Barcelona. A €14 bus ticket (\$20) and four hours will get you to either of the two cities, and, provided it is not a holiday, you can find a hostel for under \$15. Mind you, you may find yourself rooming with 30 others and wake up at 6 a.m. to see a discoteca-reeking man climbing into the upper bunk.

Zaragoza is notably off the foreign tourist map, and there, 67 American teenagers crammed themselves into a one-floor, four-classroom, single-faculty room apartment that had been transformed into a "school building." All our teachers were Spanish, except for our English and math teachers, and our school day reflected a typical Spanish student's schedule. The Spaniards treasure their sleep and have created a schedule that every Loomis Chaffee student would envy: every day is a sleep-in because class starts at 9 a.m. The

Spaniards have also brought back elementary school snack time, sneakily disguising the break by cleverly naming it *descanso* and lengthening the time to a solid 45 minutes. Because we are coming from American schools that have expectations and credits to fulfill, our class day ends at 5:15 p.m., leaving us the perfect amount of time to stop for the third *café con leche* of the day before we take the 30-minute bus home, change into soccer clothes, and get to practice.

Tired and winded after running the 16 blocks home from the field because street construction-obras cancelled bus service, I would return to a warm nine o'clock dinner of pan-fried ham croquetas with a side of cured ham serrano on bread. I learned immediately that the Spaniards eat a lot of ham. After one TV episode of *Pasa Palabra* and an hour-long chat with my host mom over the strange habits of American girls – "¿y tu madre te permite que salgas con pelo mojado?" (And your mother permits you to go out with wet hair?)- I arrive at my desk promptly at 11 p.m. to begin the night's homework.

While a typical day for an SYA Spain student may seem a bit overwhelming, the change of pace makes the experience unforgettable. I miss my Spanish Literature of the Theater teacher bemoaning that we have only one week to learn our lines before the show. I miss innocently asking Marta, our Spanish Language teacher, about certain colloquial expressions that we had picked up from the local Spanish kids best left untranslated. I miss my host mother Gema's seafood paella, and the stories of my less fortunate classmate whose mother, lacking the novelty of an oven, cooked her fish in the microwave. I miss my soccer team and the pump-up dance parties, where between

the blaring "we no speak Americano," I tried to explain that the Black-eyed Peas sang about a "feeling" not a "fi-lin." I miss the independent traveling across Spain and the midnight call to our director Griff, explaining that we had missed the last bus out of Andorra and would not be in class the next morning because connecting train service had ceased for the night.

Spain is a place I will never forget, and my year there transformed me. Regardless of my whining and protesting, both Mr. Gray and Hutch poured Spanish into me, and I cannot thank them enough. Despite Spanish II and III, I was struck dumb by the confusing lisps, connecting slurs, and impatient natives. Spanish X, if it were to exist, could not be compared to the total emergence that the SYA program offers, for only when the teacher does not speak English can a class truly be taught in another language. There is no way of escaping the language in the culture, even our Spanish history book read *Segundo de bachierato* on the cover, indicating that it, too, was an authentic senior Spanish student's text. My initial shyness to use the language evaporated quickly when every other second I was asking for help for directions to the building in front of me.

I recommend this experience to anyone who is bold enough to pack up and leave his or her comfort zone, as well as to those who are not. I can promise the people you will meet and the adventures you will have will change your life and you, forever. See a matador kill his first bull. Party during the week-long fiestas of Pilar- the two-story virgin statue adorned with thousands of bouquets. Cheer yourself hoarse in a Zaragoza stadium when we score the tying goal against Madrid. Only then will you understand what I mean.

Seeb's: the Man

by Taylor Page



Dean Fred Seebeck

PHOTO BY DANIEL KANG

The LOG recently sat down with Fred Seebeck to discuss his tenure here on The Island.

Lovingly known as "Seeb's" by Loomis Chaffee students and faculty alike, Mr. Seebeck graduated from Brown University with a degree in English in 1975 and went on to graduate school to study American Civilization. Mr. Seebeck reports that his interest in teaching traces back to the early 1970s when he worked as a counselor at a summer camp. In this experience of counseling and coaching kids, Mr. Seebeck discovered his passion for working with people, especially adolescents, and began to consider a career in teaching. Mr. Seebeck has shown a continuing interest in working directly with kids and faculty through his unparalleled involvement on campus.

Mr. Seebeck has worked on The Island for 29 years. When asked why he chose to work at Loomis Chaffee, he responded that he had come because of former Head of School John Ratte; Seebeck had heard that Ratte was much loved on The Island and wanted to be able to work with him. Seebeck affirms that he could not have made a better choice.

Mr. Seebeck has filled many roles at Loomis Chaffee. He started his career working both in the admissions office and as a part-time English teacher. He was also Dean of Students for a number of years, a dorm head in Taylor for seven years and in Batchelder for 11 years. Today, Mr. Seebeck teaches English, serves as the dean of all freshmen, and coaches three teams: boys' varsity water polo and swimming, and the girls' distance track team. Mr. Seebeck reports that he truly enjoys working with both his students and athletes, and said that his favorite part of teaching is being able to witness a student's growth throughout the year. He

compared this experience to watching one of his distance track athletes running a best time.

Mr. Seebeck has a foot in many different extracurricular activities around campus as well. Besides coaching three varsity teams, he is an affiliate in Batchelder,

a member of the faculty council, and is co-chair of the freshman-sophomore Curriculum Council. He is also an advisor to the Student Council and during the summer acts as assistant director at a summer camp.

When asked if he enjoyed teaching at Loomis Chaffee, he responded that he could not imagine being anywhere else. He has many friends on the faculty and families both on and off campus. He also has a multitude of students from both past and present graduating classes that he has both taught and coached.

The LOG later asked who Mr. Seebeck's most memorable and successful student was and what qualities made him or her become so successful. He mentioned Kendra Nichols Wallace, a student who followed his career path although at a different school. She grew up in his hometown of Winnetka, Illinois, graduated from Loomis Chaffee in 1991 and from Harvard University in 1995. She briefly worked for Teach for America in Los Angeles, California, where she was hired as an assistant principal of a city public school. Her combination of compassion and rigor, fairness and toughness catapulted her to the top of her profession, and she is still serving as principal of Webster Middle School in Westside, California. Mr. Seebeck noted her courage and love of her students and colleagues as phenomenal characteristics. He also compliments Loomis Chaffee alums who return to The Island to teach.

In addition, Fred Seebeck said that the quality most needed for success is a passion for what you are doing. May we all invest ourselves as passionately in our careers as Seebeck has done here at Loomis Chaffee.

Habitat Trip

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Humanity groups.

Overall, the Habitat for Humanity trip was an extremely beneficial experience for the volunteers. The camaraderie and hard work bolstered the

students' desire to help others. If you are interested in joining the Habitat for Humanity club, please contact Casey Macdonald and Allie Kendall by e-mail or in person.

Upcoming Events on the Island

Tuesday, October 19 7:00	Student Music Recital in the Hubbard Music Center
Thursday, October 21 9:25-10:10	First Senior Meditations Convocation of the new school year held in Olcott Gym
Friday-Saturday, October 22-23 All Day	Parents Weekend
Monday, October 25 All Day	Fall Catch-Up Day and the first CT Youth Forum meeting
Tuesday, October 26 9:25-10:10	Freshmen Seminars in the library -- library closed
Wednesday, October 27-Saturday, October 30 7:30	Fall drama in the NEO -- <i>The Laramie Project</i> Martin Luther King Day Convocation
Thursday, October 26	Special Schedule because of Rosalind Wiseman Convocation
Friday, October 29 9:25-10:00	Class meetings in respective locations
Tuesday, November 9, 9:25-10:10	Recital Sampler in the Hubbard Music Center
Wednesday, November 17- November 20	Fall Term Exams