

THE LOG



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IN THREE-WAY RACE, LINDSAY GABOW '12 SEIZES 2011-12 STUCO PRESIDENCY



PHOTO BY JAEHWAN KIM '13

Lindsay Gabow '12 will serve as the 2011-12
StuCo president

BY LYDIA HEINRICHS '11
2010-11 News Editor

On Tuesday, May 10, Student Council representatives elected rising senior Lindsay Gabow to the 2011-12 StuCo presidency. Steven Wang '12, Lindsay Gabow, and Erin Currey '12 all ran for

president. After candidates gave their speeches, a character witness spoke on each of the candidates' behalf. After losing the presidency, Wang and Currey ran for the positions of boys' and girls' vice president, respectively. Wang, running uncontested, won the boys' VP position, and Currey lost in a three-way race to Monica He '12. Shay Hearn '12, after losing the girls' VP race, won an uncontested race for the position of secretary/treasurer.

The foursome will replace the 2010-11 StuCo Officers: president Zachary Wolf '11, boys' VP Viet Phuong Dao '11, girls' VP Jacqueline Mishol '11, and secretary/treasurer Belle Jung '11.

Gabow projects big changes for StuCo in the coming year. "I think that we as a Council are too isolated from the rest of the students, and we don't necessarily know the needs of all of our constituents," she said. "I would like to see more face-to-face contact between Council members and other students."

The other three officers specifically noted the need for an increase in communication with the Loomis Chaffee Parents Association to organize all-school events, and their plan to include more open StuCo meetings during the next year to help students feel connected to the group.

In an all-school meeting on Thursday, May 19, Wolf officially passed the gavel to Gabow, who gave a short speech on her hopes for the council in the future. "I'm really looking forward to representing you all," she said. "It's going to be a great year, so get excited!"

Gabow is a boarding student from Westchester, New York. Next year she will be a RA in Ammidon Hall. She will also be serving her second year as Opinions Editor of the LOG.

"I have really loved my experience here," said He, "so I was thinking if there was any way for me to give

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Ruthie Davis '80 Speaks at Graduation

BY SARAH PATRICK '11, 2010-11 News Editor

The Island welcomes Ruthie Davis '80 as the 2011 Commencement Speaker. A Loomis Chaffee alumna, shoe designer, and inspirational leader in the workplace, Davis shared her story of success in a competitive business world, as well as emphasized the importance of following one's passions and dreams.

An active member of the Loomis Chaffee community, Davis's high school experiences allowed her to explore her talents and develop her enthusiasm for working with and leading others. While on The Island, Davis played field hockey, tennis, and skied on the boys' ski team. She said, "Sports were my main focus at LC and my favorite memories are of my sports teams and my coaches." Davis's fondness for and dedication to the teams and ac-

SEE "COMMENCEMENT SPEAKER," PAGE 12



PHOTO COURTESY BOLLARE

Commencement Speaker Ruthie Davis '80

Class Speaker Dru Sanders '11 Gives Final Performance

BY CATHERINE DUNLAVEY '13
AND ALEX LAFRANCE '12
Staff Writer & News Editor

Andrew Sanders '11, known by most on The Island as "Dru," stood behind the podium this June 3, 2011 as the Senior Speaker at Commencement. A seasoned veteran of the NEO, Sanders's speech was not his public debut by any means; in fact, this thespian had played a role in all but one of the main campus productions during his four years at Loomis Chaffee, performing in a variety of genres ranging from Shakespearean tragedies like *Macbeth* to 1920s vaudevilles like *The Boyfriend*.

Sanders's experience with the NEO is defined by far more than the quantity of plays he has starred in. His love for the theater has manifested itself in the enjoyment he found in every performance of every production he took part in, and he attributes much of his positive experience to the theater's dynamic. "You have a built-in group of friends that you can rely on, a group crossing age and gender barriers," he explained in a recent interview with the LOG. "It's the tightest group at the school, if you ask me." While Sanders generally found himself at home in the NEO, he was especially in his element when given the opportunity to truly let loose on stage. It was for this reason that he so thoroughly enjoyed performing in *The Wiz*. As he noted, "The Scarecrow... definitely takes the cake [as my favorite character]... That role was just a ton of fun. I got to be goofy. Who doesn't like being goofy?"

SEE "CLASS SPEAKER," PAGE 12

Homework Survey Elucidates Need for Decreased Workload

BY JOSHUA RYU '12
Staff Writer

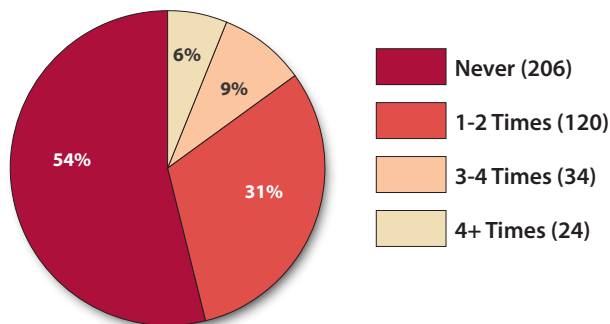
This spring, 388 Loomis Chaffee students took a 40-question homework survey made by a statistics class in conjunction with Ned Parsons, Dean of Faculty, and Scott MacClintic, Director of Loomis Chaffee's Center for Excellence in Teaching. The survey found overwhelmingly that students felt an increase in stress levels due to the workload and that a major decrease in workload was needed.

For many, the results of the survey were very surprising. Eighty-four percent of the respondents said that they had to skip homework in a course to complete a lengthy assignment for another. Many respondents also said that due to their long work hours, much of their sleep time was being carved off,

leading to extreme fatigue during class time. Some respondents also said that they had almost no time for extracurricular activities because of the workload.

While the Loomis Chaffee's Student Bill of Rights states that students may not be given more than an hour of work per class per night, many respondents said that teachers were breaking the homework policy.

Seventy-two percent of the respondents answered that history and English were the subjects that had more homework compared to other classes. Though the math department had decided that it would be willing to lessen the



Number of times survey respondents asked for an extension.
For more survey results, see page 12.

OPINION:
"HOMEWORK LOAD MUST CHANGE,"
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SEE "HOMEWORK SURVEY," PAGE 12

NEWS IN BRIEF

F.A. Budget Increases

LC's '11-'12 financial aid budget will increase from \$7.1 million to \$7.6 million as a result of a \$5 million gift from Henry R. Kravis '63. \$500,000 of the gift will be used each year for the next ten years to provide financial aid to international students and students of color. Last year the school launched a \$10 million initiative to expand its financial aid endowment, and has since, with the help of a \$3.3 million matching pledge, raised nearly \$2 million towards the cause.

Record Admissions Year

Loomis Chaffee received an all-time record high 1,641 applications this year, as of the end of April. Last year the school had received 1,377 applications at the same time.

The admit rate for the class of 2015 is 28 percent. Approximately 44 percent of accepted students chose to attend.

Students of color will make up 26 percent of the class. Thirty-five percent of students have been given some sort of financial aid.

LC's New Summer School

Next summer, LC will be resurrecting an old tradition from the 1990s to provide a new type of learning experience for students. For five weeks during the summer months, students enrolled in Loomis Chaffee's new summer school program will be able to enjoy the school's numerous facilities without the normal pressures of the school year. Heading this program will be Jeff Scanlon '79, who will be stepping down as Head of the English Department in order to fulfill his new duty. While a set curriculum has yet to be established, the program will ideally provide offerings ranging from writing-intensive workshops to science, theater, foreign language, fine arts and even leadership classes. The summer program will not offer credit courses; rather, it will center around enrichment, providing an experimental and hands-on experience.

THE LOG

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ABOUT THE LOG

The LOG is Loomis Chaffee's official student newspaper. We can be found online at www.loomis.org/LOG and we can be contacted via e-mail at log@loomis.org. Letters to the editor are welcomed via e-mail. The LOG reserves the right to edit all letters for brevity and content. The views expressed in the LOG do not necessarily reflect those of the Editorial Board or of The Loomis Chaffee School.

REMEMBERING GER

Ger would always catch me at my worst moments. During the Pequot Museum trip, I remember eating lunch across the table from him and him asking me simple math problems. When we reached fractions, I was confident of my answer -- unfortunately, I was wrong. I still have the image of his face, his laughter and his toothy smile engraved in my mind as a symbol of humor and constant joy, and maybe a little mockery. But all of our fights, laughs, serious conversations -- I remember them because they all mattered to him, as well as to me. If they didn't, what would be the point of having them? I cherish every memory my mind helps me recover about him each day and I hope these memories keep coming back. Ger was special to everyone: with every unique, fun-filled, special memory, comes that big, toothy grin full of joy and laughter that we will all remember forever.

—Samantha Asher '13

I was walking into Mr. Seebeck's freshman English class feeling nervous and excited for my first real day at Loomis, when my eyes were suddenly drawn to the opposite end of the room. His overwhelming head of raging blond flow, his smile full of multicolored braces, and his squeaky, high freshman voice set my first impression of Ger Andlinger. My initial reaction was a combination of speechlessness, intrigue, and shock, erring on the side of awe. As the year unraveled, I watched Ger trade his golden locks for a buzz, graduate from a mouth full of metal to a joyous white smile, and literally shoot out of the ground. As much as he transformed physically from day one, Ger continued to be the same lively and humorous kid at school.

It has become evermore apparent in the past few weeks that Ger acted as the glue that cemented our grade as well as the Loomis community. The entire time I knew Ger, he had a smile on his face, but more importantly, he made it his mission to receive a smile from everyone else. As he constantly performed for an audience, you couldn't help but be swept away by Ger's outlandish stories and hyperbolic impersonations. You left every conversation feeling better than before (except for your abs which were often sore from so much

laughter). Ger's vivacity was incomparable and indestructible, managing to touch us all.

Whether you knew Ger personally or by association, you knew of him. Everyone knew of him. He was a leader. He was a friend. He was a Pelican; he was one of us.

Our community has been redefined. We come together to support one another, setting aside our differences in order to grow. With each step forward, Ger lights the way. A star on the field, a star among his peers, and now a star in the sky, Ger will always be shining.

—Amanda McParlane '13 and Becky Siegel '13

Last year, I was blessed to have Ger in one of my Freshman English classes. Every day, when he arrived in class sporting his shaggy haircut and huge smile, he immediately spiked the energy level in there. He was a master at cutting to the core of whatever literary work we studied, unearthing a thematic gem nearly every day in discussion. In answer to a question, his hand would shoot up into the air, and he could barely contain his excitement, frequently chirping, "Ohh, ohh!" And all of us will long remember his dramatic recitations of passages from *The Odyssey* and from *Romeo and Juliet*, replete with gestures and props.

This past fall, Ger joined us in the pool for the water polo season. He was right at home with his cronies Phil, Douglas, Rob, Sam, Addison, and others. He was a very capable swimmer, and he quickly evolved into one of our strongest, most effective defensive players. Seeing Ger fly across the pool during our sprint drills, leading the pack (including several more proficient and more experienced swimmers than he), reminded me of the passion and determination that I had witnessed daily in our English class. As well, during our occasional team "chalk talks," I had to fight back my smiles when he made faces at me, curling his lip and contorting his face in the process.

Deep, intense, fun, and witty, Ger blessed us all in so many ways. We will all carry his legacy forward with us into the future.

—Dean of Students, Fred Seebeck

Bin Laden's Death No Cause for Celebration

BY KAROLINA KWIECINSKA '12
Staff Writer

The national anthem blasted from all dorms on the Loomis Chaffee campus. Students cheered, sang in unison from their balconies and paraded in red, white and blue to display their devotion to America the Great. Finally the deadly enemy had been defeated! The evil monster had been exterminated and all was well. We the 'heroes' had defeated the 'bad guy' and this was definitely a cause to celebrate, or was it? Why was Osama Bin Laden's death such a festive occasion? The truth is that Americans were not celebrating Bin Laden's death as the death of a human being; they were celebrating the defeat of a wicked enemy.

There is nothing glorious about celebrating the death of another human. The fact that Bin Laden was human seemed to have been forgotten by the American public. No, he may not have been the kindest human, in fact, he was responsible for the deaths of thousands of innocent civilians, and a ton of mass destruction. However, he was one of us, despite the extent to which we demonized him. The issue emerges from the constant media portrayal of opponents as beasts as opposed to individuals.

Propaganda portraying our enemies as monsters instead of as human beings makes it incredibly easy for us to experience a sense of pride and victory when these 'monsters' are destroyed.

Consider this issue from a psychological perspective: in Sam Keen's film *Faces of the Enemy*,



PHOTO COURTESY GOOGLE IMAGES

Keen documents the advertisement industry's approach to influencing the public about national enemies. He notes that advertisers present the nation's rivals as monstrous creatures with no connection to humanity. Propaganda perpetuates the gruesome monstrosity of the enemy. The notion of portraying enemies in this loathsome light is a form of dehumanization. By depriving the foe of human characteristics, acts of brutality toward the enemy become much

easier to conduct, the reason for this being that, as humans, we empathize with other humans. However, when we are harming a monster, all emotions connected with inflicting pain on another person no longer exist.

Often, we get so engulfed in the sea of monsters and fiends advertisers create for us that our foes lose their human qualities. We forget that they, too, are people who lead lives just like we do. They have families, and breathe and feel pain, anger and fear, in the same way we do. Simply put, there is not much difference between our enemies and ourselves. In Bin Laden's case, the difference is greater simply because of the way he treated other people. He did not appear to hold much compassion for others; however, he

might have used the same tactic of creating an evil, alternate identity for those he harmed. Despite the crimes he committed, I do not believe that we should celebrate his death as a country. I do not believe that we should all be required to mourn his death, either. I believe that because Osama Bin Laden was human, his death deserves respect and should be no cause for joy. We, as Americans, must realize that respect is much different from forgiveness.

Homework Load Must Change

BY NANA MINDER '14
Staff Writer

Homework. Some teachers give too much of it, not considering other classes, while others give little to none. According to the survey done by Ms. Pierson's statistics class, 84 percent of the students who completed the survey declared they had skipped homework in some courses to complete another lengthy one. The survey shows that 69 percent of students often woke up early to complete assignments.

I have spent many long hours completing reading assignments for my World After Columbus class, and not much time actually understanding the material. We need more time to evaluate and actually process readings, rather than just memorizing and regurgitating for the test. The fact that I, along with many other freshmen, find myself needing a system in which underclassmen can get permission to stay up later to do homework, reveals something about the workload. Teachers must take into consideration the speed level of a student as well as other reading assignments from other classes.

The survey showed that most students start their homework before 7:45 p.m. and end at times ranging from 11 p.m. to 2 a.m. I am one such student, and although I have a lot of energy during the day, my focus towards the end of the day dwindles. Like many others, I am the type

of student who dislikes asking for extensions, and I do whatever I can to finish my homework on time. That said, I have asked for about five extensions this year, and have failed to turn in a couple of assignments on time as well. When I do struggle, I find myself with three to four hours of sleep, not enough to keep me in tip-top academic condition.

According to the survey, English and history teachers give the lengthiest nightly assignments. However, teachers must accommodate different reading speeds, as well as different abilities to digest the reading. An important aspect of learning is appreciation.

In my opinion, homework is primarily supposed to provide practice and support for the student, not hinder the student's ability to do his or her best. Unfortunately, the homework load at Loomis Chaffee often hinders students' happiness.

I am not saying that Loomis Chaffee students cannot undertake challenges, for we most definitely can, but we cannot undertake so many challenges in so little time. The notion of "time management" seems nearly impossible if it entails staying up until two in the morning more than three times a week.

The homework system needs to change, in order to ensure that Loomis Chaffee students can both serve the common good and grow to be their best selves.

POSITIVELY SEX-POSITIVE IN 21ST CENTURY

BY **FREDERICK McNULTY '11**
2010-11 Editor in Chief

"Just look at all of the kids these days," my grandfather's aging girlfriend would complain. "Having sex before marriage! Most of them have it on the first date, as well!"

While no study exists to substantiate her claim that most first dates end in a sexual encounter, a recent study by the Guttmacher Institute does demonstrate that 95 percent of all Americans have had sex outside of marriage. However, the very same study also showed that not just "kids these days" are having sex outside of marriage. The very same study showed that nine out of 10 women born in the 1940s engaged in premarital sex, as well. Sex outside of marriage would seem to be as American as apple pie.

And that's not a bad thing.

Only consenting individuals, in their respective situations, can judge whether sex is "good" or "bad" for them. I cannot make that call and no one should make that decision for them. While there is a lot of sex that is unsafe, generally when one or both partners are unprotected against sexually transmitted infections or from unwanted pregnancies, this certainly does not represent most sexually active individuals. In fact, study after study demonstrates that people are using contraception at a higher rate than ever before. All partners should play an active role in purchasing and using contraceptives, thereby significantly reducing the risk of sexual activities.

Sex is always a calculated risk and one

should not take it lightly, since one bad encounter can negatively impact one or all partners for the rest of their lives. Even pregnancy, even though it can be terminated, can become costly.

In the most recently published edition of the LOG, Nathan Harris wrote an article entitled Why It's Better To Wait, in which he argued against people's engaging in sex outside of marriage. He argued, "Sex does hurt

people, whether they choose to admit it or not. It can hinder your reputation, which can lead to emotional problems, such as depression."

He then goes on to discuss the incident of Phoebe Prince, a 15-year-old who committed suicide after being viciously bullied for a sexual encounter that some claimed she had engaged in. Rather than blaming the victim for what she did not even do, more time should be spent condemning the judgmental views of the bullies. Nearly the entire United States population has sex outside of marriage, yet people still judge others for it.

Of course, there is nothing wrong with sex; the claim that sexual intercourse directly leads to depression is ludicrous. The Kinsey Institute not only says that sex eases depression, but that it also reduces presumably negative effects of aging and heals wounds faster. WebMd reports that safe sexual

encounters relieve immune systems, burn calories, improve cardiovascular strength, boost self-esteem, reduce prostate cancer risk, and help people sleep better. Forbes reports that sex lengthens life spans, causes softer skin, balances cholesterol ratios, and gives a better control of the bladder. Safe sex is, in fact, good for you.

Nathan concludes his article by articulating the crux of his argument: abstaining from sex is the only moral option. When he writes, "There are also some students (probably more than you may think) walking around The Island who still possess a very precious gift that they can only give one person in their lives," he refers to the intangible concept of virginity. I have never

agreed with the concept of virginity: the belief that having sex one time will cause you to "lose" a part of you seems unsubstantiated by evidence.

On top of this, what qualifies as sex? Does oral or anal sex count? If you answer no, then are gay men and lesbians always virgins? I believe that people should define their own sexuality, free of other people's unnecessary judgment. I see no real benefit in believing in virginity; the judgment that occurs as a product of believing in it, such as in the aforementioned case of Phoebe Prince, seems to outweigh whatever benefits one might argue.

It is past the time that American society needs to be more sexually permissive—and honest about it. People have always had sex outside of marriage, but we now live in a time when it can be safer, more controlled, and more equitable than ever before. While President Obama took a great first step at this by eliminating funding for failed abstinence-only sex "education" programs, this is only a start. Revoking the Hyde Amendment, subsidizing all forms of contraception, and mandating comprehensive sex education would be great ways to save both money and save lives, while being extremely honest about sex. However, in a country where defunding Planned Parenthood seems like a mainstream and legitimate point of view, one must wonder how many more millions of lives must be destroyed due to some people's awkwardness on the topic of sex.



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Standardized Testing: Elixir of the College Process

BY **PIM SENANARONG '13**
Staff Writer

One of the outcomes of attending a preparatory school is that the prospect of college does not remain only in one's adviser's office. It becomes one of the most frequented dinner conversations, incessantly agonized over and strategically planned. For some of us, it looms over us even at the very inception of our freshman year. For others, it steadily gains importance as we progress onward, gradually taking harder courses, a heavier load of extracurricular activities, and tackling more APs. However, no matter how exemplary or abject our college application turns out to be, most of us know that the key ingredient to a successful application is a high standardized test score.

In the early 1900s, when colleges first started administering written entrance exams -- considered to be the predecessor of the present day's SATs -- standardized testing became quite a deal-breaker or dream-maker regarding college admittance. However, recently, an ongoing debate about the genuine efficiency and relevance of the standardized tests caused some colleges to drop the SAT and ACT score requirements, opting to use the test optional choice for their candidates instead. Nevertheless, standardized testing, although focused on multiple choice rather than open-ended creative responses, is a fair and efficient method yielding definitive results on students' academic standing, as well as giving insights on students' work ethic and level of preparation.

Many might argue that standardized tests leave little room for students' creative aspects and intellectual responses to be unveiled, therefore demoting the sense of individuality that many colleges claim to idolize. A flaw in this argument is that the test scores aren't the only things colleges scrutinize in order to get a feel for applicants. Candidates work on numerous written responses, not to mention their college essays, resume, and even the interview—ample instances for colleges to scope out the personality and interest of individuals. Standardized tests

may be a huge part of the process, but they are not the only factor. Besides, these tests offer a fair opportunity for many students who have spent a lot of energy studying to prove themselves and gain the upper hand

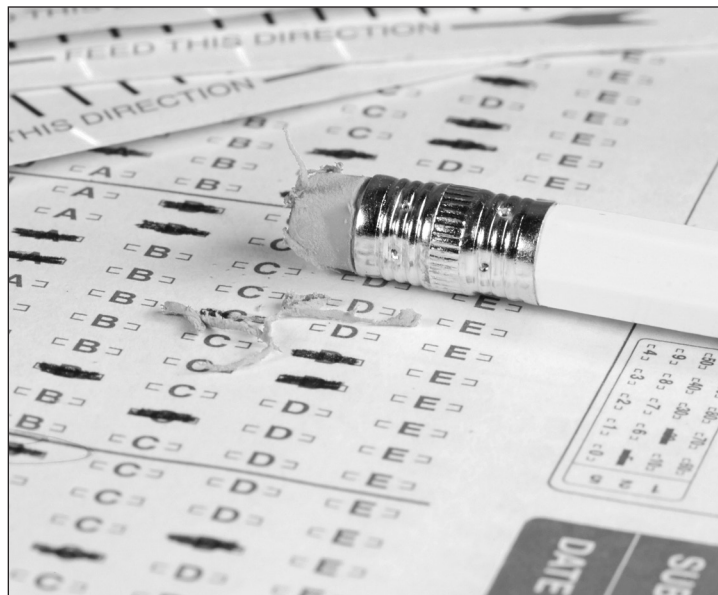


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at the colleges of their choice. As a human race, prejudices and biases are an almost unavoidable part of our nature. Therefore, there are many instances when those biases, whether based on legacies, bribery or any other social, racial or economic factor, play a role on the decision that colleges and schools make. With standardized test scores however, there are no short cuts or under-the-table transactions.



Every judgment made is based on the black and white results on paper, computer-graded, devoid of human reasoning and emotion—the accumulative result of one's own knowledge and effort. Unlike the college essay that, in some cases, receives tremendous help from outside sources like parents, peers, teachers or even professional 'help'—no one can give any assistance in the testing room. The only assistance one receives occurs outside the testing room and before the testing commences, and it comes

from either intensive tutoring or the purchases of self-help books with names like "SATs for Dummies." In addition, because standardized tests are machine-graded, the chance of their being incorrectly graded is nonexistent. Who would want his or her chances of college admittance to be diminished by an over-worked, underpaid test grader who has had a bad day? Point being, with the all-identical tests, testing conditions and the use of emotion-incapable graders like the machines that grade these tests, standardized testing becomes not only the fairest, but also the fastest and the most efficient method of test taking for such a large population of test takers.

Another reason why standardized testing remains widely administered by colleges and schools is because it not only offers the school insight on the taker's academic standing, but also on the amount of preparation that her or she undertook. By doling out fair, unbiased tests to the public, ad-

ministrators find it easy to rank scores on a nation-wide percentile scale for comparison purposes. While the prospect of a possibly fate-defining test is perhaps ten times more intimidating when one is aware that results will be based in comparison with the rest of the country, it is understandable that students are put under a lot of stress. However, it helps colleges distinguish the hard workers from the not-so-hard workers. These tests are specifically designed so that there are many ways in which one could study, yet how much one studies is entirely a matter of choice. Although they might not require an ingenious ability to whip up a society-condemning satire or a master plan for an award-winning science project, these tests provide colleges with an idea of who actually studied and who sat down with a 2B pencil bought just minutes prior.

Standardized testing might not be completely studied through four years of high school, but at the very least, it's fair, challenging, and a good measure of preparation and study habits. It might not comply with the Ancient Greek-inspired Western traditions of open-ended learning and creative output. But overall, it does its job as an easily distributed, correctly graded and fairly administered test, thus making it suitable to be a sizeable portion of the college admission process for the foreseeable future. So dig out your "SATs for Dummies" books and replenish your supplies of 2B pencils beforehand -- practice and preparation make perfect.



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PEACE OUT, MRS. BYRNE

BY JIHEE YOON '13
Staff Writer

It was my first math test in Algebra II Advanced, and as I confidently looked over my notes for the last time, she handed me one of her notorious math tests. "I really hope you guys are ready!" she said. I failed to notice the approaching doom and dismissed her excitement as a typical, clichéd phrase uttered by teachers before they pass out any test or quiz. The devilish test consisted of three pages, front and back, and I had only 45 minutes to finish it. I still remember her mysterious grin as I hastily handed in my test and looked at her, hoping for an explanation of her smile. But without any explanation, she simply told me to go off to my next class.

Expecting a decent grade, I received my test back the following class. A sudden swarm of dark clouds formed as I stared blankly at my test, covered with red crosses. I flipped through the pages, becoming more enraged as I saw the reason why. I had gotten points off for not circling answers, some more points off for using a different method and finally a few points off for not following the instructions. Frustrated with that first grade, I soon learned my lesson to always circle my answers if told to circle them, and to cloud them if told to cloud them. I eventually realized that despite her notoriously tough standards, Mrs. Byrne had taught me life long lessons. From her demanding criteria I have learned the importance of meticulous attention to detail.

Mrs. Byrne has been at Loomis for 31 years, "longer than some of our teachers have been

alive!" as she puts it. She started teaching at the school in 1980 when a friend suggested that she tutor. After tutoring at Loomis for one year, Mrs. Byrne was recognized by the Dean of Faculty, Dorothy Fuller, for her passion for teaching and was offered a full time job. For most of her years, she has taught Al-



Mrs. Byrne with students

gebra II Advanced and Precal/Cal, as well as heading the SAT program and teaching regular Algebra II and advanced Geometry. Having taught at Loomis for so long, Mrs. Byrne has also been a mentor to many younger faculty members.

Mrs. Byrne's reason for her long stay at Loomis? "Definitely and foremost the students!" Her favorite stories to share are about the pranks her students dared to do in her class on April Fool's.

"In the early '80's, I was teaching an Algebra II Advanced class in Chaffee Hall. When I walked in one day, the students had piled all the chairs pyramid style right to the ceiling of the classroom. No one would fess up and I figured it had to be two mischievous males. I didn't learn until five years later that the mastermind was of one of my shyest, quietest females."

This witty, caring and intelligent teacher will sadly be leaving Loomis Chaffee this year as she moves to Portland, CT to be closer to her family. She doesn't have definite plans in place after settling in, but her neighborhood has a high school and middle school where she might continue her teaching. Aside from teaching, she has other plans as well. "We expect to travel more without the time constraints of the academic year. I also look forward to volunteering in the new community. There are books to read, trails to hike, biking to be done." She even plans to broaden her range of knowledge by taking classes at Wesleyan. Her rigorous classes, full of her enthusiasm, have motivated students for years while her contribution to Loomis is immeasurable. Although many students initially picture her to be only full of challenges, many students come back to her seeking help and advice. She has not taught students to fail miserably but rather to succeed through her challenging and vibrant classes. Farewell to Mrs. Byrne, our true Pelican mentor.

Other departing faculty members include English instructor Andy Baker, math instructor John Chung, French instructor Kate Delacourt, Director of the Katharine Brush Library Elaine DeVoss, librarian Linda Duncan, history instructor and LOG Faculty Adviser Barrington S. Edwards, dance instructor Connie Grappo, French instructor Mary Catherine McBrien, English instructor Fiona Mills, science instructor Ben Norland, math instructor Sandy Reavill and Spanish instructors Nick Van Sant and Ron Wood.

The LC Experience

BY DAVID FISCHER '11
2010-2011 Features Editor

I am writing this article on Thursday, May 19 at five o'clock. The sun has just started to show its jubilant face; it appears that the rain clouds have been vanquished for the day. I am done with classes and, save two assignments, I am done with all curricular work at Loomis. Of course, I am on senior project, so I will probably end up doing more work than my peers in the coming week before finals, but the point is I am done with Loomis Chaffee assignments.

Except for two. I still need to complete a reflection for my AP Stats class and I need to write a May thought for my AP English class. However, those two assignments pale in comparison to the many hours that I have poured into composing troublesome English papers and studying mind-numbing formulas for math tests. Yet, despite their comparative ease, I have been having immense trouble with actually sitting down and doing the assignments. Although I could chalk it up to a case of senioritis that I contracted earlier in the term, I do not think my inability to complete the final assignments of my Loomis career stems from lethargy.

In not doing my assignments, I want to hold onto the last vestiges of a great portion of the Loomis experience, the soul-crushing workload. I know it sounds bizarre, but I really think that the workload defines part of our experience at this school. Loomis without English papers would not be Loomis, although it could be Kent (I hear they do not have sophomore writing workshop.) If it were not for the workload, I would not have many of the friends that I have now. Those frantic study sessions would never have happened, and those group ranting sessions on the quad would have just been normal 'chill-sesses'

and who wants that?! In all seriousness though, the workload at Loomis Chaffee has forced me to become a better thinker, more analytical in nature, while simultaneously preparing me for the rigors of college and the world beyond. I feel very confident in my abilities, particularly because Viet Phuong Dao '11 recently described my interpretive sentences as "the best he has ever read," underscoring my accomplishment in the challenging field of interpreting quotes that may or may not have actually been said. (Dao went on to compliment my rugged masculinity.)

Speaking of Dao, the Vietnamese wonder-child, I want to thank my friends for making the second portion of the Loomis experience, aside from the workload, so amazing. Although the workload holds a large portion of our time (the way it should be, since we are here for school), we all wish that time spent with friends dominated over time spent with pencils. I would like to think that we prefer our friends to our work because of the utility we gain from friends rather than the utility we lose from schoolwork (ask Kyle Ruddock '11 about Oreos if you want to learn about utility -- AP Econ inside jokes are hilarious).

In my four years at Loomis, I have had some of the most fun I have had in my 18 years of life. I have also worked and thought the hardest I have in my life. Some say that practice makes perfect, others correct them saying that perfect practice makes perfect. I'd like to propose that Loomis practice makes perfect. We work so hard, play our sports so hard and SNUG-party so hard that there's no possible way that one cannot be enhanced in some way at the end of one's Loomis experience. I will undoubtedly miss you, Loomis Chaffee. Thank you so much.

Featured Artist: Levi Shaw-Faber '11

BY FRANCESCA SALVATORE '12
Staff Writer

Levi Shaw-Faber '11, developing composer and confessed lover of music, will soon leave The Island with an impressive array of musical accomplishments in his wake. Like with many artists, music struck Shaw-Faber early. At age six, while most kids were attempting a musical instrument for the first time, Shaw-Faber had already begun learning both piano and cello. Driven by the work of musicians Dvorak and Baake, Shaw-Faber developed a growing appreciation for classical music and took advantage of the numerous, valuable resources here on The Island to further his knowledge and skill in music. While most students lack the ability and determination to complete all three levels of musical theory in their four years here on The Island, Shaw-Faber managed to effortlessly do it all in a mere two. Now, as a senior, this talented young musician has learned to do more than produce smooth cello pieces as part of the LC orchestra or compose fluent piano pieces in the practice rooms of Hubbard. Astonishingly acquiring the skill to write music for not only the piano, but also for the harpsichord and the string quartet, Shaw-Faber admits that his AP Music Theory class (which consists of only two people: himself and the teacher) has greatly contributed to his ability to compose. Shaw-Faber has proved that he knows how to do more than just play instruments; he can also suc-



PHOTO BY JAEHWAN KIM '13

Levi Shaw-Faber '11 with his ukulele

cessfully compose music, as evident in his recent performance at Senior Meditations.

More specific to his time here on The Island though, Shaw-Faber has focused on creating electronic and pop

music. Jokingly describing his dorm room in Batch as crowded with various keyboards and drum pats, he has undeniably moved beyond the boundaries of classical music. He even has tried his hand at the ukulele and has taught younger kids how to master this unique instrument during his summer away from The Island. And these are just a few of Shaw-Faber's many musical talents. Regardless of whether he is enthusiastically describing his AP Music Theory class or chatting about his homemade ukulele, his deep appreciation for music of all kinds is both apparent and contagious.

In his pieces, Shaw-Faber exposes his ability to create an expanding range of music, from impressive electronic remixes to classical piano compositions. In "We No Ayo," he skillfully blends the well-known "We No Speak Americano" with various other pop songs. On the other hand, "Perle in D Major; A Two-Part Intervention," a harmonious piano composition, attests to his true passion for classical music. Shaw-Faber finds a happy medium with "Lost & Found," an electro-pop original, which showcases yet another one of his numerous talents: singing.

After spending an afternoon with Shaw-Faber, I could not decide whether his musical expertise, his ability to captivate his listeners or his love for music was most impressive. Regardless, as Shaw-Faber steps off The Island for the last time and moves on to his next endeavor, LC will lose a talented, one-of-a-kind member of its community.

College Matriculation

Olivia Frances Acuña	Wake Forest University	Connor Mac Jacobson	Syracuse University	Sherman Jafri Peoples	Worcester Polytechnic Institute
Run Dea Banlengchit	Johns Hopkins University	George Xiang Yu Jiang	Johns Hopkins University	Elise F. Petracca	Washington and Lee University
Aaron M. Barrett	Union College	William Samuel Johnson	Brown University	Frédéric Henri Pfund	University of Vermont
Thomas Terrell Barry	The George Washington University	Riker Perry Jones	Hamilton College - NY	Bao Quoc Phan	Reed College
Johnathon Anthony Bellizzi	Villanova University	Ji Eun Jung	Northwestern University	Mary Cornelia Pinkston	Union College
Edward Irwin Black	Hamilton College	James Patrick Jurgens	Providence College	Bianca C. Polycarpe	Barnard College
Michael Anthony Blair	Buffalo State College of SUNY	Philip Isaac Kagan	University of Pennsylvania	Maria Irene Pylypiv	Williams College
Brandon Alexander Brito	Iona College	Daniel J.W. Kang	Washington University in St. Louis	Anthony Chai Reece	Dartmouth College
Charlotte Elizabeth Carver Buchanan	Trinity College	James Daniel Kavanagh	Earlham College	Emily Joyce Riccio	Trinity College
Sarah Ashley Byrne	Dartmouth College	Christian Todd Keenum	Georgetown University	Spencer David Richmond Schulman	Champlain College
Robert Thomas Carroll	Colgate University	Margot Olivia Kempczynski	Brown University	Paul Gordon Richter	University of California at Los Angeles
Kelsey Elizabeth Champagne	Johns Hopkins University	Morgan Elizabeth Kille	Drexel University	Julia Elizabeth Rinker	The George Washington University
Szu-Han Jonathan Chen	Univ. of Illinois at Urbana-Champaign	Chris Tackwon Kim	New York University	Jared Roberts	Lafayette College
Eugene Taehyun Cho	Johns Hopkins University	David Kim	Villanova University	Marissa Kate Roer	Muhlenberg College
Michael John Carvalho Choquette	University of Chicago	Yunha Kim	Cornell University	Jack Hetsley Rowe	Duke University
Sara Graham Chynoweth	Syracuse University	Anthony S. Knowlton	St. Lawrence University	Kyle Ogden Ruddock	Wake Forest University
Cecelia M. Coffey	Princeton University	Anisa Ariel Knox	Swarthmore College	Julia Anne Russell	Year off, Tufts University
Erin Frances Cohn	Wesleyan University	Claire Amelia Kokoska	Union College	Jack Vincent Russo	University of Miami
Benjamin John Colberg	Denison University	Varun Konanki	Trinity College	Shannon Elizabeth Ryan	Trinity College
Julia Frances Collins	Emerson College	Russell James Kopp	Southern Methodist University	Gerard Colin Sager	Gettysburg College
Mallory Collins	Boston University	John Lawson Kramer	Massachusetts Institute of Technology	Andrew Wesley Sanders	Hampshire College
Christopher Jay Cook	Cornell University	Arin Kulvanit	Worcester Polytechnic Institute	Rebecca Teresa Scanlon	Wellesley College
Leah Olivia Cooper	Bates College	Erica Maxine Lammers	Maryland Institute College of Art	Alec Tilson Schwab	Colgate University
Thomas Lucien Crandall	Year off, Colorado College	Jeremy Theodore Laptook	Colgate University	Jiyong Seung	Northwestern University
James I. Crawford	College of the Atlantic	Hyun Seung Lee	The George Washington University	Lauren Harding Shaker	Connecticut College
Alexandra C. Crerend	Brown University	Morgan G. Lee	Bates College	Doran Shapir	Israeli Military Service
Hunter Mackenzie Cropsey	University of Vermont	Nicholas Hsin-Ping Lee	Syracuse University	Levi M. Shaw-Faber	Bard College
Michael W. Curtin	United States Military Academy	Ye Dam Lee	Harvard University	Katherine Patricia Mary Shea	Elon University
Đào Việt Phú'ông	Georgetown University	Margaret G. Lefton	St. Lawrence University	Christian Paul Smoolca	Bentley University
Colin James Davis	St. Lawrence University	Parint Lertdumrikarn	Franklin and Marshall College	Karnth Sombatsiri	Syracuse University
Michael Mark DeLalio	Wesleyan University	Allen Lim	Year Off	Jahee Son	Year off, École Hôtelière de Lausanne
William Dean DeLaMater	Trinity College	Brittany Doreen Lo	Lehigh University	Michelle D. Song	Lafayette College
Alanna Francesca DeRogatis	Polytechnic Institute of NYU	Rebekah Ellen Lohnes	University of Connecticut	Taylor James Staten	Elon University
Charles Adam Dorison	Washington University in St. Louis	Walker C. Lourie	Hamilton College - NY	Joshua Ari Stein	Syracuse University
LaDarius Miantrell Drew	Wesleyan University	Casey Ruth Macdonald	University of Notre Dame	Nicholas J. Sterge	Rochester Institute of Technology
Shondaray Ducheine	Villanova University	Lindsey R. MacDonald	Connecticut College	Alexandra M. Stevenson	College of the Holy Cross
Mark Tyler Elliott	University of Denver	Austin Lewis Maier	Boston University	William Walker Strabley	Trinity College
Charles Edward Evans	University of Mississippi	A'lece A. Mark	Northeastern University	Erik G Stuer	Year off
Nicholas Leslie Fainlight	Roanoke College	Sean Richard Marris	Tufts University	Amanda Coll Swinto	Barnard College
Fred Fang	Bentley University	Cole Redden Mattran	Hamilton College - NY	Nicholas A. Szczerbickyj	Concordia University - Montreal
Mark Robert Ferreira	Connecticut College	Benjamin James Mazzara	Georgetown University	Audrey Hill Cheung Sze	The George Washington University
David Alexander Fischer	Cornell University	Peter Gilbert McAuliffe	Colby College	Darren Nickolas Ting	Case Western Reserve University
Michael Evan Fishman	Bentley University	Laura Elizabeth McConney	Middlebury College	McDonald Norman Moshosho Tjirare	University of Namibia
Emily Alise Fluke	Middlebury College	Frederick Gardiner Bard McNulty	Connecticut College	Jocelyn Michelle Toll	Boston University
Olivia Fraioli	Rutgers	John Alexander Megas	St. Lawrence University	Phillip Albert Vermiglio	University of Connecticut
Christopher John Gallerani	Dartmouth College	Stephen Tracy Michalek	Harvard University	Joanna A. Warren	Lehigh University
Victoria M. Garbo	Smith College	Emily E. Miller	Colgate University	Shakara Danielle Washington	Howard University
Madeline Sarah Gardner	Hobart and William Smith Colleges	Jacqueline Marie Mishol	Carnegie Mellon University	Kendra Wright Waters	Wellesley College
Alan Ge	Northwestern University	Michael Leroy Moore	Tufts University	Matthew Godfrey Weicker	Univ. of North Carolina at Wilmington
Tyler Ian Goldman	Washington and Lee University	Evan Christopher Mulbry	Valley Forge Military Academy	Kaily Liu Williams	Hamilton College - NY
John Cullin Gorman	Villanova University	Halloran Taylor Murdock	Northeastern University	Susannah Leigh Williamson	Brown University
Eboni K. Grant	Quinnipiac University	Ngoc Phan Hong Nguyen	Georgetown University	Zachary Steven Wolf	Washington University in St. Louis
Bronwen R. Gregg	Virginia Polytechnic Institute & State University	Samantha Elizabeth Nicolau	College of Charleston	Katherine Charlotte Yannopoulos	Bates College
Caleb Thomas Harris	Colby College	Stephanie M. Niles	University of Massachusetts	Nicholas Scott Yannopoulos	Colgate University
John Edgar Hawkins	DePaul University	Stephanie Lynn Nisbet	Roger Williams University	Alexa Megan Yow	Columbia University
Lydia Clare Heinrichs	Williams College	Nkechi Sharon Oparaocha	The College of New Jersey	Jaewoo Yun	Franklin and Marshall College
David Louis Horowitz	American University	Ignacio Otero	New York University	Elham Abbas Ali Yusuf Ali	Claremont McKenna College
Christine Huang	University of Chicago	Cal George Paduda	Trinity College	Zoe Isabelle Zachs	Syracuse University
Dana Stephanie Hubbard	Franklin and Marshall College	Ryan Bramley Palm	Syracuse University	Maura Catherine Zaldonis	Mount Holyoke College
Emily Louise Hughes	Georgia Institute of Technology	Sarah May Patrick	Georgetown University	Samantha G. Zambuto	Cornell University
Alexander A. Huseman	Carnegie Mellon University	Dylan R. Pazulinec	Union College	Lucia Anna Zampaglione	Vassar College
Laura Whitcomb Iglehart	The George Washington University	Andrew Madore Pelletier	Boston College	Justin Zhouquan Zheng	Washington University in St. Louis

Cum Laude Society

Run Dea Banlengchit
Johnathon Anthony Bellizzi
Kelsey Elizabeth Champagne
Eugene Taehyun Cho
Michael John Choquette
Cecelia Marie Coffey
Erin Frances Cohn
Hunter Mackenzie Cropsey
Đào Việt Phú'ông
David Alexander Fischer
Christopher John Gallerani
Lydia Clare Heinrichs
Christine Huang
George Xiang Yu Jiang

William Samuel Johnson
Ji Eun Jung
Philip Isaac Kagan
Margot Olivia Kempczynski
Yunha Kim
John Lawson Kramer
Ye Dam Lee
Sean Richard Nunes Marris
Benjamin James Mazzara
Laura Elizabeth McConney
Laura McConney
Samantha Elizabeth Nicolau
Sarah May Patrick
Mary Cornelia Pinkston

Julia Anne Russell
Jack Vincent Russo
Rebecca Teresa Scanlon
Jiyong Seung
Joshua Ari Stein
Kendra Wright Waters
Kaily Liu Williams
Zachary Steven Wolf
Katherine Charlotte Yannopoulos
Samantha Grace Zambuto

Sellers Faculty Prizes

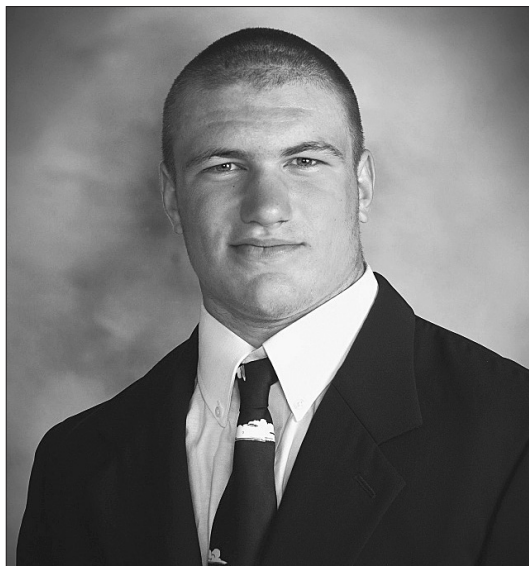
The Charles Edgar Sellers Prize is given by the faculty in loving memory of Charles Edgar Sellers, beloved teacher and coach, in recognition of personal achievement and service to the Loomis Chaffee community.



Robert Thomas Carroll

Rob is one of those students who make our community “go.” He brings the same high level of energy and confidence to everything he does and has distinguished himself as a leader and role model both in and out of the classroom. His zeal for learning and desire for continuous improvement resulted in increasing success in the classroom, culminating in a senior year curriculum comprised of no less than four AP and advanced-level courses. As one of his teachers noted, Rob’s “quest for excellence...is infectious,” and his peers “learn a great deal from the example he sets every day in class.”

Passionate about his school community, Rob’s impact on individual students, first as a prefect in Kravis, and then as a resident assistant in Batch has been significant. As Head RA, he helped set the tone of residential life and informed decision making, in no small part because of the energy and time he devoted to this role and the strong rapport he cultivated with both students and faculty. Outside the dormitory, Rob captained the varsity water polo team, was a member of the varsity swimming and baseball programs, served as a vice president of the Senior Class, and proved to be a go-to admissions tour guide. In the latter role he participated on the annual student panel for accepted students where he persuasively extolled the virtue of a life on a campus that shares his values of friendship, community, and excellence.



Caleb Thomas Harris

Caleb is a gentleman scholar, a rugged outdoorsman, a competitive athlete, a world traveler, and an exemplary leader. A passionate lover of nature and the great outdoors, Caleb embodies the notion of “hands-on” learning, constantly seeking opportunities to apply abstract knowledge in practical and relevant ways. While he admits to being happiest when he is outside, his impressive transcript reveals that he is equally comfortable and influential in the classroom. One teacher notes: “Caleb brings to every class a contagious and robust enthusiasm, imbuing even the most challenging exercises with some playfulness, and always bringing to the discussion a fresh and candid perspective.”

Winner of a junior award in physical education, this year Caleb served as a co-captain for the varsity football, wrestling, and track and field teams. He became only the ninth New England prep school wrestler since 1930 to become a three-time All-American, and was recently recognized for this and other athletic achievements, as well as his overall contributions to the program with the Friends of Loomis Chaffee Grubbs Prize. A Founders Prize winner, Caleb has been a leader on the field, in the dorms—as a prefect and resident assistant—and in the classroom. Mature, respectful, responsible, and focused, Caleb sets an inspiring tone for all to consider.



Ji Eun “Belle” Jung

An accomplished scholar and school leader, Belle gives of herself completely in all of her endeavors. Propelled to the highest roles in our campus community, Belle has excelled as a class and Student Council officer, dormitory prefect and resident assistant, principal flutist in our concert band, and photographer and photo editor for two school publications. Her peers see her as a person who will get things done and make things happen. She takes to these roles naturally and comfortably, with the incredible dedication and conscientiousness that has come to define her.

A fearless academic, Belle enrolled in advanced classes starting freshman year and never looked back. Her curriculum has included AP courses in English, Economics, U.S. History, Chemistry, and Calculus BC, as well as advanced courses in Microbiology, Multivariable Calculus and Linear Algebra, and Chinese V. Her teachers praise her intellect, work ethic, and “spirited and insightful contributions” to class discussions. As her election to the Cum Laude Society would indicate, Belle is a top scholar, and the breadth of her talent is incredible. A remarkable young woman, Belle embraces challenges, blazes her own trail, and truly makes a difference in the lives of those around her.



Laura Elizabeth McConney

An extraordinary contributor to all facets of school life, Laura is unpretentious and honest, hardworking and insightful, unassuming and engaged. A Founders Prize recipient, Laura is a leader in many different school arenas and recognized by faculty and students alike for her maturity, compassion, and strength of character. As a scholar, Laura challenged herself with a curriculum full of advanced courses in multiple disciplines finding success in all as a transcript dominated by “A” grades attests. Laura has expressed a particular inclination toward the discipline of history, pursuing four different history electives in her senior year amid a particularly demanding schedule. One teacher noted that, “Laura is the ideal history student: engaged, open-minded, confident, hardworking, (and) enthusiastic.”

A three-sport varsity athlete, Laura was elected captain of the varsity field hockey team in her junior year, and has subsequently served that leadership role for all three of her varsity teams during her senior year – field hockey, ice hockey, and lacrosse. Her coaches laud her “steady demeanor” and “voice of reason.” Her impact on the fields and influence among her teammates was recognized with the Junior Physical Education Award and the Barbara W. Erickson Senior Athletic Achievement Prize. Off the field, Laura served the community as a Peer Counselor in her junior year and as a resident assistant in her senior year. Blessed with talent, humility, and a great sense of humor, Laura leaves Loomis Chaffee a better place for all her efforts.



Zachary Steven Wolf

The breadth and depth of Zach’s academic interests and talents are impressive. Throughout his Loomis Chaffee career he challenged himself with numerous AP and advanced level courses including the highest levels possible in the math and science departments. He consistently impressed teachers across the disciplines with his common sense, insight, and intuitive approach to the material, as well as his sense of humor, enthusiasm, and active class involvement.

While Zach established himself among the very best academics in the Class of 2011 as evident by his induction into the Cum Laude Society, it is in student government where Zach truly put his passion for his school community into action. A three-year student government representative, Zach served his final year as president of the Student Council. Under his leadership, the Council focused its attention on the issue of Internet-bullying, raising awareness of the issue among multiple constituencies, including students, faculty, parents, and Trustees, and the revision of the student disciplinary process. Given his passion for politics, his scrutiny of current events, and his unwavering sense of integrity, it is no surprise that Zach would use his pulpit for the greater good. At the heart of it all is his love for his school, which he also demonstrated as a campus tour guide, orientation leader, athlete on the track team, and member of the As Schools Match Wits quiz bowl team. Caring and conscientious, Zach is an impressive young man.

Class Agents

Cece Coffey

Alexandra Crerend

Shondaray Duchene

Bronwen Gregg

Laura Iglehart

Christian Keenum

Anisa Knox

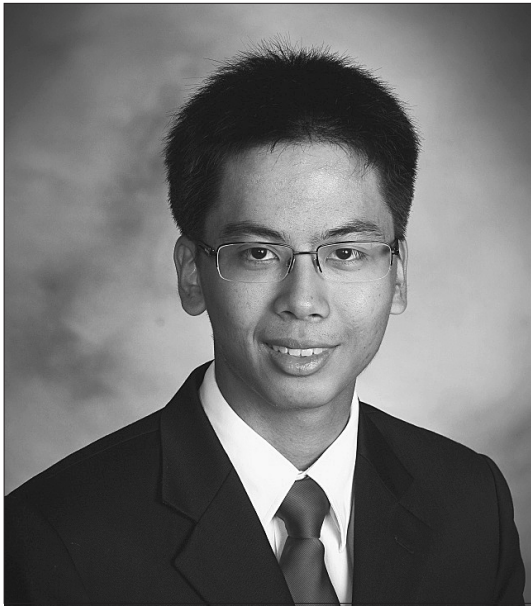
Claire Kokoska

Laura McConney

Stephanie Niles

Elise Petracca

Commencement Prizes



Đào Việt Phú'ong

The Loomis Family Prize

The Loomis Family Prize for scholarship honors the founders and their successors in the Loomis Family who have contributed time, energy, and fortune to nurture the growth of the Loomis Institute. It is awarded to the first scholar among the young men in the graduating class.

A thoughtful scholar and dynamic leader, Viet Phuong enjoys the respect and admiration of faculty and peers throughout the Loomis Chaffee community. His near perfect transcript reflects the most challenging of curricular choices including AP and advanced courses in English, U.S. History, Calculus BC, Multivariable Calculus, and Chemistry. While his talents allow him to excel in a wide variety of disciplines, VP's passion lies in history and the humanities. In his junior year, VP's A.P. U.S. History teacher described his research paper as "one of the best I have ever read" and both the English and History faculty recognized his talents with their respective departments' junior prizes. This year, VP earned the Samuel C. Suisman Senior History Prize. A "force to be reckoned with in the classroom," VP's teachers speak of the "honor" and "privilege" of teaching this amazing young man.

In addition to his academic accomplishments, including his recent election to the Cum Laude Society, VP served The Island as a leader in several different capacities including varsity swimmer, captain of his water polo team, member of the Foreign Policy Association, member of the Disciplinary Committee, and resident assistant in Warham Hall. Arguably, this Founders Prize recipient's most visible and wide-reaching impact on the community came through his role as Vice President of the Student Council, where he was instrumental in the student-led initiative to revise the disciplinary level system. VP is a "dynamo" whose warm sense of humor, integrity, and maturity are an inspiration for all.



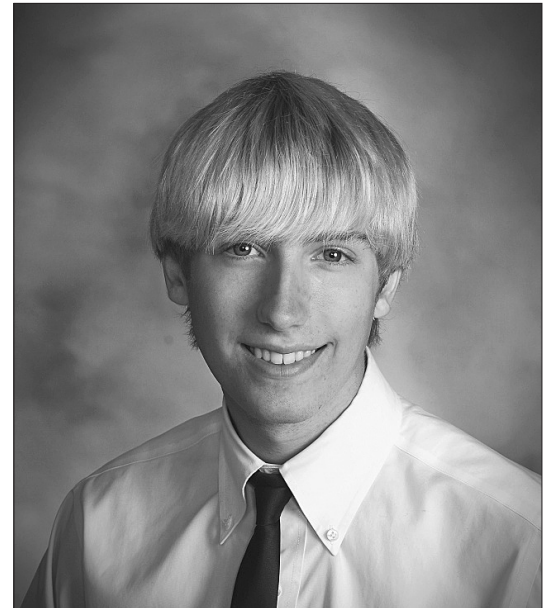
Ye Dam Lee

The Charles Henry and Mary Wilcox Prize

The Charles Henry and Mary Chaffee Willcox Prize commemorates Mary Chaffee Willcox's generous contribution of energy, time and talents to the Chaffee School as well as her nurturing of scholarship among the Chaffee women. It is given to the first scholar among the young women in the graduating class.

A gifted writer, scientist, historian, and mathematician, Ye Dam is a multidimensional scholar who finds true joy and beauty in the process of learning. She has fun and through her generous spirit and collegial nature invites all those around her – faculty and students alike – to join her on an educational journey. At Loomis, Ye Dam crafted a challenging and comprehensive curriculum, never earning anything less than an A-level grade; in her senior year alone, Ye Dam enrolled in AP English, Multivariable Calculus, Linear Algebra, AP Physics II, Advanced Bio – Microbiology, and Introduction to Logic. Her academic achievements earned her junior prizes in English, Mathematics, Foreign Language, and Science; senior prizes in English, Mathematics, and Science; and election to the Cum Laude Society. While her talents as a student are undisputed, Ye Dam is almost as well recognized for her talents as a teacher. As one faculty member noted: "Most students in the class seek out Ye Dam with questions... she is always willing to help; she is never condescending and she seems to have a well-spring of patience as she guides her student to a better understanding."

A Founders Prize recipient, Ye Dam's contributions to the community are equally impressive. Ye Dam played cello in the school orchestra, was president of the Debate Society and a member of the As Schools Match Wits quiz bowl team, volunteered as a tour guide, tutored peers in the QRC, was active in community service initiatives, and played a vital role in boarding life as a prefect and resident assistant. Ye Dam lives the school's mission of "a commitment to best self and the common good" with grace and humility.



Frederick Gardiner Bard McNulty

The Ammidon Prize

The Ammidon prize was established by Hoyt Ammidon of the class of 1928, former chairman of the Board of Trustees, and is given annually to a young man of the graduating class who, in the judgment of the faculty, has been outstanding in his concern for other people.

An independent thinker and activist, inquisitive and hard-working student, Fred carved his own unique path at Loomis while selflessly committing himself to serve others and improve the school along the way. As Editor-in-Chief of *The Log*, Student Council representative, co-president of PRISM, and founder of the Progressive Politics Club, Fred found himself in a position to positively influence the thoughts and beliefs of the community with regard to inclusiveness, political responsibility, and diversity in all of its forms. Fred's innate curiosity, thoughtful skepticism, and love of debate contributed to lively discussions in all his classes, where he immersed himself fully and displayed a "genuine and earnest desire" to master new material and continuously improve as a student. His passion for learning was also well-served by excellent organizational and time management skills. Teachers consistently noted that Fred "was a joy to teach" and "a pleasure to have in the classroom." Fred never shied away from challenges – academic, social, or otherwise, embracing the total educational experience offered on The Island.

A Founder's Prize winner in his junior year, Fred also won the Carling Book Prize for his essay on the emergence of democracy in the early modern world. Poised, mature, thoughtful, and confident, Fred is a "mover and shaker" who has already learned that "nothing can be accomplished without outreach to others."

Junior Awards

Junior English Award

*Junjie (Monica) He
Spencer Congero
Alexander Lafrance
Michael Danielczuk*

Junior Modern & Classical Languages Award

*Michael Danielczuk
Sela Wang
Jarrod Smith
Theodore Cleveland
Nathaniel Cleveland
Junior Mathematics Award
Junjie (Monica) He
Kikyung (Terry) Lee
Ian Knapp
Michael Danielczuk
Jun Hwan (Josh) Ryu*

William C. Card Junior Music Award

*Spencer Congero
Jun Hwan (Josh) Ryu
Melanie Silverman
Victoria Socolosky*

Junior Physical Education Awards

*Samantha Pierce
Brianna Malanga
John Abraham*

Junior Philosophy, Psychology and Religion Award

Patrick Kennedy-Nolle

Junior History Award

*Abigail Adams
Kikyung (Terry) Lee
Junjie (Monica) He*

Junior Theater & Dance Award

*Liana Fernez
Abigail Adams Samson
Chow Melanie Silverman
Junior Art Award
Nicole Cho Haley Root*

Junior Science Award

*Kikyung (Terry) Lee
Ian Knapp
Jarrod Smith
Michael Danielczuk
Junjie (Monica) He
Jun Hwan (Josh) Ryu*

Founders Prizes

*Junjie (Monica) He
Lindsay Gabow
Spencer Congero
Caroline Moran
Mae Stover
Samson Chow
Isaac (Izzy) Kornblatt-Stier
Brianna Malanga
Alexander Lafrance
Nathaniel Cleveland
Jun Hwan (Josh) Ryu*

Commencement Prizes



Shondaray Ducheine

The Florence E. Sellers Prize

The Florence E. Sellers prize is given in loving memory of Florence Sellers, the Director of the Chaffee school from 1936–1954. The prize recognizes a young woman with the characteristics of Mrs. Sellers: a quest for excellence, self-discipline, and a concern for others.

Shondaray, or Ray Ray, as she is more affectionately known at Loomis, is, as one of her teachers commented “quite simply, fabulous.” An extraordinary student, altruistic teenager, influential leader, and a true friend and confidant, Ray Ray embraced every opportunity to challenge herself and contribute to her school community. Having started her Loomis career as a day student, Ray Ray made a seamless transition to residential life in her junior year and was elected Head Resident Assistant by her peers in her senior year. It is in this role that this “thoughtful young woman who is a friend to all” had such a powerful impact on our community, helping to set a positive and welcoming tone. Her devotion to the Loomis Chaffee School extends beyond her role in the dormitories, through her work in the theater, her musicianship in the concert band, her leadership as President of the Anime Club, and her athleticism on the track.

Teachers and coaches respect her for her organization, enthusiasm, and preparation. Ray Ray’s ability to manage a demanding academic curriculum and a multitude of extracurricular commitments has been a model for her peers. Indeed, her coaches note that no one cheers more loudly or derives more joy from the success of a teammate than Ray, while her instructors admire her powerful influence on those around her as peers adopt her disciplined approach to her studies. A Founders Prize winner, Ray Ray is a delightful combination of an academic powerhouse and a warm, nurturing soul. Every one of Ray Ray’s classrooms and student organizations has been far better served because of her presence in them.



Riker Perry Jones

The Nathaniel Horton Batchelder Prize

The Nathaniel Horton Batchelder prize for industry, loyalty, and integrity was instituted by the first headmaster in memory of Gwendolen Sedgwick Batchelder and is signified by a medallion designed by Evelyn Longman Batchelder.

Engaged, curious, and deeply invested in his scholarship and improvement as a student and person, Riker is driven by his compassion for others and his determination to have a positive impact on the world. As a member of the Student Council, as a prefect and resident assistant, and as a volunteer working with Alzheimer patients, Riker gives his time and effort selflessly and completely. But it may be in his role as environmentalist that Riker will make the greatest and longest-lasting impact on Loomis Chaffee. His studies of environmental science, photography, and film combined with his work with the Sustainability Committee led to the creation of public service announcements geared toward improving recycling habits as well as an independent study culminating in a film about Loomis Chaffee’s sustainability. Riker is *the* environmental action man on campus, our social conscience, and we are the better for it.

A Founders Prize recipient, Riker gives his all to Loomis Chaffee. In addition to the aforementioned activities, Riker has been an active member of the Backcountry Program where he is known as “the backcountry Buddha ... the spiritual leader of the group.” Deeply invested in his scholarship and improvement as a student and person, Riker was a cherished class participant modeling “a love of learning that enhances the classroom experience for everyone.” Teachers regularly noted his curiosity, critical thinking skills, maturity, and conscientiousness. Empathetic, good-natured, and inclusive, Riker lives his values guided by a strong inner compass. There is little doubt that his ability to influence will only grow, and his service to the world will make it a better place.



Sarah May Patrick

The Jennie Loomis Prize

The Jennie Loomis prize, a medallion designed by Evelyn Longman Batchelder, honors the memories of Miss Jennie Loomis and her mother, Mrs. Thomas Warham Loomis. It is given to the senior girl who is recognized by the faculty for outstanding contributions to the school.

Admired for her kindness, grace, and wherewithal, Sarah is a triple threat: scholar, athlete, and community leader. A motivated and curious student, Sarah receives high praise from teachers across the disciplines for her work ethic, inquisitiveness, and insightful analysis. Over the years, Sarah has excelled in a challenging curriculum and was recently recognized for her achievements through her election to the Cum Laude Society. In the athletic arena, Sarah has applied her incredible dedication and team-spiritedness broadly from varsity swimming to track, water polo to cross country. As captain of the latter team, Sarah exemplified the finest tenets of leadership and sportsmanship, and provided counsel, support, and confidence to her younger and more challenged team members.

A role model of civic-mindedness, Sarah spends countless hours volunteering through her church and Loomis’ community service program, participating in Habitat for Humanity and spearheading the highly successful Operation Soldier Relief. As a two-year editor for *The Log*, Sarah’s articles are often tied to issues of human rights and personal dignity. For her journalistic efforts, Sarah was awarded the Sarai Ribicoff Senior Journalism Prize. Amid all these various commitments, Sarah also found time to sing in the concert choir and study piano. A bright star in an impressive constellation, Sarah distinguished herself at Loomis and will no doubt continue to do so in all her future endeavors.

Senior Awards

Chéry Senior Modern & Classical

Languages Prize

Cecelia Coffey
Christopher Gallerani
Anisa Knox
Sean Marris
Amanda Swinton

Frederick G. Torrey

Senior Philosophy, Psychology and Religion Prize

Julia (Donnie) Collins

Aaron P. Pratt Jr. Senior Music Prize

Christopher Gallerani
Daniel Kang
Daniel Ting

Morris H. Brown

Senior Theater & Dance Prize

Andrew Wesley (Dru) Sanders
Yunha (Sara) Kim
James Crawford
David Horowitz

Friends of Loomis Chaffee

Grubbs Prize

Caleb Harris

Sarai Ribicoff

Senior Journalism Prize

Lydia Heinrichs Sarah
Patrick Eugene Cho

Barbara W. Erickson

Senior Athletic Achievement Prize

Laura McConney
Emily Fluke
Kendra Waters

J. Newfield Senior Science Prize

George Jiang

Ye Dam Lee

Rebecca Scanlon

Mary Cornelia (Nell) Pinkston

Samuel C. Suisman

Senior History Prize

Đào Việt Phu’o’ng

Lydia Heinrichs

Laura McConney

Norris E. Orchard

Senior English Prize

Lydia Heinrichs

Christine Huang

Ye Dam Lee

Yunha (Sara) Kim

Donald M. Joffray

Senior Mathematics Prize

Ye Dam Lee

Loomis Chaffee Senior

Community Service Prize

Julia Russell

Sean Marris

Allen Lim

James Yun

Sanford B.D. Low Senior Art Prize

Julia (Donnie) Collins

Victoria Garbo

Maxine Lammers

Halle Murdoch

McDonald Tjirare

A NEW ADDITION TO THE SENIOR PATH

BY LIZZY SCHIMENTI '12
Staff Writer

We've all seen the sawhorses surrounding the upcoming addition to the infamous Senior Path. The anticipation and excitement building up to the construction of this year's new design, the 2011 senior square, parallels the anticipation and excitement of our soon to be graduating senior class. In fact, on the day of Commencement, it is the path on which seniors take their last few steps as Loomis students before exiting through Founders, and thus before entering a whole new world of adventure and opportunity. No doubt, these thoughtfully planned designs of brick hold a much higher meaning to our campus than they may initially appear.

Ironically, according to an article in *Loomis Chaffee Magazine* last summer, it was not the seniors but the freshman class of 1977 who first brought about the idea of finishing the dirt path that cut directly through Grubbs Quadrangle. In fact, according to Richard Venable, the advisor to the freshman class that year, the seniors had no interest in bricking the path. The freshmen on the other hand, characteristically young and rambunctious, embraced the path as their own playground, running and screaming down the long dirt pathway leading from Founders to the Dining Hall. At this time, the tradition that seniors and alumni can only walk

directly down the Senior Path had not yet been instituted. And thus, because of this sudden freshman interest in the path, the seniors began to claim, defend and, ultimately, take the path as their own. That year, seniors



PHOTO BY HAYOUNG WOO '13

The 2011 Senior Path design by Kyle Ruddock '11

warned the freshmen not to run directly down the path. Like each class of freshmen after them, a few new students disregarded the warning, and stormed the path. Their punishment, being tossed into the cow pond, now only lives on through stories passed down by alumni.

Not until three years later, in 1980, could the freshmen of '77 finally reclaim the path as seniors. Tom Farrish '80 admitted in a 1980 LOG article, "We wanted to do something as freshmen to the path, like growing dandelions or spreading lime on it. One of us suggested bricking it, and apparently someone

took the suggestion seriously."

The original idea involved each senior claiming one brick as his or her own to be added to the design. However, this idea had little success. Instead, it was decided that each graduating senior class would create a pattern of bricks to be laid down on the path. In 1980, LOG writer Pauline Chen '82 determined that it would take "approximately 62 years before the path is completely bricked." Today, in the year 2011, with 32 years left until completion, we are almost half way there!

This year's Senior Path design was planned and drawn by Kyle Ruddock '11. Ruddock described to me the situation in which his ingenious creation was first thought up. Ruddock, bored over March Break while vacationing in Tortola, admits that he had a lot of free time on his hands -- enough time, in fact, to submit not one, but two designs for his fellow classmates to vote on. Upon hearing the news of one of his designs' success, Ruddock confessed that he felt honored to eternally be in the dirt at Loomis. Ruddock's real joy, however, came from the thought that, with this win under his belt, now "everyone gets to walk all over me." Chen's words of the past beautifully sum up the reward as one we can all share in: from past to present, the path has always provided and will continue "to provide seniors with a tangible memory of their years spent at Loomis Chaffee."

One-Acts Review

BY LUCIAN GOODMAN '14
Staff Writer

On May 18, playwrights and actors showcased their talents in an evening of one-act plays in the NEO. Three plays were featured: "Tick Tock," by Jacqueline Mishol '11, "What to Expect When You're Expecting," by Charlie Campbell '12 and "In Other Words, Until I Die," by Pim Senanarong '13.

"Tick Tock," starring Dru Sanders '11 and Liana Fernez '12, started the night off with a deep and haunting philosophical argument between two young people, Jonathan and Allison. For the first 30 seconds of the play, complete darkness submerges the auditorium, with only the sound of the ticking Doomsday Clock, a timepiece that estimates the world's proximity to destruction, piercing the silence.

The conversation between Jonathan and Allison gradually turns hostile as each point out the insecurities and flaws of the other. The conflict between the couple intensifies and the clock ticks closer to midnight. The show reaches its climax when Jonathan moves to kiss Allison and instead draws a knife. He stabs her, and the Doomsday Clock strikes midnight.

The implicit message -- that the forces that could end man's time on Earth are much the same as the forces that can destroy the relations between two ordinary people -- is brought to life by the heartfelt and full-bodied performance of the actors.

A degree of comic relief came with "What to Expect When You're Expecting," an exuberant and engaging play about a mother who fears that her teenage son may be a pothead. The mother, Ellen, (Olivia Acuna '11), tests her son Tim (Samson Chow '12) by placing weed in his room to see what he will do with it.

When Tim finds the bags, he concludes that his mother has been rummaging around his room. Meanwhile, Tim's father, Dom (Viet Phuong Dao '11), a business executive, remains oblivious to family issues.

Throughout the play, Ellen challenges Tim, and Tim forcefully fights back, testing her to see whether she has been violating the privacy of his room -- for example, leaving a copy of a pregnancy book to gauge her reaction. The play underscores the relationship between mother and son, while contrasting the alienating distance maintained by the father. The constant testing that Tim and Ellen engage in exposes a fault line in their relationship -- a lack of trust.

The final play of the evening, "In Other Words, Until I Die," tells a rather confusing story about three troubled youths, Nick (Mike Curtin '11), Melissa (Sarah Horowitz '13) and Randy (Alex Shirley '12). Melissa, Nick and Randy form a love triangle. Melissa reveals to Nick that she suspects that she may have killed her ex-boyfriend. Nick soon professes his love for Melissa, but she rejects him. Nick, now in a blind rage, stabs Randy as the stage goes black. When the lights come back on, Nick finds himself strapped down on a table. A nurse (Amy Ward '13) unsuccessfully tries to comfort him. The nurse then injects Randy with a tranquilizer, killing him.

"In Other Words, Until I Die" is an ambitious undertaking -- perhaps too ambitious for the one-act format. The playwright is to be commended for pointed dialogue and moments of tension. The actors worked hard to bring an involved plot line to life in a short time. That said, this material might have been better realized as a full-length work, with richer detail to support the many themes it hints at.

Musical Revue Review

BY GRACE DENNY '14
Staff Writer

I do not regularly attend musical events on campus. There is always too much work and not enough time. I had also never heard of a concert that's just too good to be missed. That is, until Musical Revue this year. In the week leading up to Musical Revue, the campus was a buzz with anticipation -- people couldn't wait to see their classmates perform various Broadway favorites.

And the performers certainly didn't disappoint, belting their numbers with a level of theatricality that Rachel Berry could only wish for. Choosing numbers from a wide selection of musicals -- *Next to Normal*, *Jersey Boys*, *13*, *Hairspray*, *Spring Awakening*, *A Chorus Line*, *The Sound of Music*, *Little Women*, *The Last Five Years*, *The Lion King*, *Spamalot*, and *Rent* -- the performers had a chance to showcase their talents with an assortment of different types of songs, from the poignant opening number, "Just Another Day," to the upbeat and provocative "Oh, What A Night" from *Jersey Boys*. Melanie Silverman '12, the junior director of Musical Revue, said of the careful song selection process, "We chose the songs by picking out songs that we personally really like or would like to see performed. And we try to think of as many people as we can before we think about who would sing them. We make sure we don't give anyone a song that is too high or low for him or her

so each person's voice can be showcased to its greatest potential."

Beginning on a serious note, the show opened with "Just Another Day" from the musical *Next to Normal*. Throughout there were several more serious numbers such as "At The Ballet," and "Still Hurting."

Woven between these more serious numbers were several more humorous songs, including "Always Look on the Bright



PHOTO BY JAEHWAN KIM '13

Musical Revue 2011

Side of Life," from *Spamalot*, and "Mama I'm A Big Girl Now," from *Hairspray*. These upbeat numbers were performed with palpable energy and excitement that engaged the audience. The second to last number, before the traditional closing of "Seasons of Love," from *Rent*, was "I'm Alive" from *Next to Normal*, performed by senior director Chris Gallerrani '11. Executed with the same level of showmanship as Broadway performers, Chris captivated the audience with his heartfelt performance.

While all the numbers were performed with vivacity, my favorite by far was the performance "So Long, Farewell" from *The Sound of Music*. Portraying the personalities of the seven Von Trapp children is not an easy task, and the performers did it well. Best of all was Marrison Roer's '11 performance as Greta, complete with curling up and going to sleep. On the whole, Musical Revue was so well done that I may have to start attending more musical events on campus.

The VOICE: Four-Year Perspective

BY DRU SANDERS '11, Columnist

My first night at Loomis, all the way back in freshman year when I had set up Kravis 311 just the way I wanted it, I looked up at my ceiling and said, "I'm going to be here for four years." This affirmation startled me. Four years was a long time.

The first night of my sophomore year, after my roommate Spencer and I had transformed the cramped Warham 40 into something resembling a comforting hamster cage, I looked up at the ceiling (which was 12 inches from my head) and said, "I'm going to be here for three more years." At that point, I was surprised that I had survived one year. I wasn't sure how I would do with three more.

The first night of my junior year, once I had said hello to all of my friends and put my posters onto the walls of Batch 29, I looked up at the plastic stars that someone had glued to the ceiling and said, "I've got two more years here."

This fall, once Spencer and I unrolled our carpeting in Batch 20 and I set up my espresso machine, I looked up at my ceiling and said, "One more year."

I learned a few things at Loomis: how to look smart, to hold doors for anyone behind me (even if they're 40 feet away), and most importantly, never to stop learning.

(Parents are going to want to skip this part.) Ms. Duell best describes the art of looking smart as "playing school." We all know what this is. If you don't know what you're talking about and you want to participate, or if your teacher calls on you, you just grab a few words that people threw out in discussion and run with them. "Actually, Mr. Marchetti, I think that Hester was really acting out of altruism and demonstrating underlying transcendentalist beliefs when she did blahblahblah." Some people hate this, but I've got to say, it's great to know how to do. The business world, the world of academia, everywhere: you gotta look smart. And if you don't know the stuff, you gotta fake it.

Holding doors is the nicest thing to do ever.

We get our time here on The Island and we can only learn so much, but the one thing that LC really imprints on its students is a drive to learn, to know, to understand. "Playing school" only gives us a little satisfaction; the real happiness comes when we actually know what we're talking about. Loomis taught me a lot, but the most important thing I learned here was to love knowledge.

This is my last column. It's been tons of fun to write for you guys.

Peace and love,
-Dru

The Ultimate Showdown: Frisbee at Longman

First Annual Spring Party Yields Fun, Competition

BY JOHN MACDONALD '13
AND TUCKER CHEYNE '13
Staff Writers

Rain fell from the heavens, thunder boomed in the distance and lightning lit up the sky, testing the world's determination, courage, and passion. The courageous few heroes willing to face the trials and tribulations laid forth by the gods of wind and rain stood valiantly in the four corners of the LC turf. Although some people would have deemed the weather terrible, four alliances of five men each found the conditions perfect for all-out battle. These teams were united for a single common interest: to huck some disk. The event, planned for rain or shine, was the first annual Longman Lawn Party, which included a barbecue and ultimate frisbee tournament. The four distinct parties were the Longman Boys, the Faculty, Flagg Hall and the Day Students. Each and every team brought to the table a specific and distinct skills set and play style. The Longman Boys connected quick short passes, weaving webs through opposing defenses straight to the goal. The Faculty used their overpowering size differential to physically beat up on enemies. Flagg Hall threw "Hail Marys" deep in the end zone. Lastly, the Day Students played together

with unmatched chemistry.

The roots of the Longman Lawn Party stemmed from the viral outbreak of on-campus frisbee playing this year. The Longman denizens saw frisbee as an

ultimately, prefects and other residents of Longman, the Longman Lawn Party finally arrived. Though the weather did not cooperate, members of the Loomis Chaffee community were still able to enjoy

Each team played every other team and the single best record won. At stake were five 15 dollar Subway gift cards, paid for and provided by the Longman Boys. The games were fought hard; ev-

beastly ferociousness.

After all the games were played, one team stood on the podium. Not a single contender forgot the importance of sportsmanship. The champions of the first-ever annual Longman Lawn Party were the Day Student Boys with a record of 3-0. Congratulations to Wyatt French '13, Robert Francalancia '13, John Macdonald '13, Tucker Cheyne '13 and David Olio '13.

Although the tournament had

"Matches ended with players barely breathing, blood pouring from knees and elbows, sweat flowing over eyebrows and eyes full of beastly ferociousness."



Samuel Verney '14 gets ready to huck a disk

PHOTO BY JUSTIN ZHENG '11

opportunity to bring students together for fun and healthy interaction, which spurred the idea of starting an annual spring party. After a great amount of planning and support from fac-

each other's company.

The tournament began after many friendly practice throws among all those in attendance. Once the teams met and set the rules, the whistle was blown.

Everyone sought to quench his undying thirst for victory. Matches ended with players barely breathing, blood pouring from knees and elbows, sweat flowing over eyebrows and eyes full of

ended, the day had only just begun. Dozens of people left the turf seeking to satisfy well-deserved appetites and the Longman Boys were prepared to grill. Burgers and hot dogs hit the grill and the sweet smell of barbecue filled the air around Longman. Festivities carried on late into the night, never ceasing to be entertaining and enjoyable. On behalf of everyone in attendance, we would like to thank Longman Dormitory for a wonderful spring party.

POLO TEAM HOPES TO CONTINUE WINNING STREAK

BY LIZ TITTERTON '12
Sports Editor

To say that the Loomis Chaffee girls' water polo team is good would be an understatement. This year's team is not only incredibly talented, but extremely hard-working and dedicated. Boasting an undefeated league record of 13-0 and beating some of the best club teams on the East Coast, the Lady Pelicans have proven to be one of the best polo teams the Hedges pool has seen in a while. So what makes the LC polo team such a threat? 11-year coach Bob DeConinck says, "This year's squad has been highly successful due to their experience in the water, balanced scoring attack, and good team defense." Having an identical team two years in a row, with no graduating seniors last year, certainly contributed to making this polo team extremely victorious as well.

Coaches tirelessly preach the phrase, "Defense wins games." LC polo's two-meter defender, senior co-captain Erin Cohn, definitely does this saying justice. Cohn remains calm and collected as she shuts down any opposing offensive player that enters the water in front of the goal hoping to get an easy shot. She exhibits incredible ball-handling skills and forces numerous turnovers while controlling the entire pool from a central position. Cohn displays commendable athletic qualities in her selflessness as well; she routinely gives up taking shots in order to get back on defense and has an amazing ability to always cover everyone else's players in addition to her own.

While Cohn commands the two-meter defense spot, The Island's very own Canadian polo phenomenon Kelsey Millward '12 is simply unstoppable on offense. No player in the entire NEPSAC league has

the stealth maneuvers, powerful shots and lethal ability to steal the ball from unsuspecting opponents as Millward displays each game. This season alone, Millward scored 105 goals and had 90 steals, stats no one else can come close to matching. When Millward counterattacks, she has one objective in mind: swim through whomever is in her way to get that ball in the goal. And whether the shot is a powerful right-corner or a sneaky backhand, the ball almost always goes in. Millward has helped the entire team grow tremendously by sharing her past experience as a player, and she always keeps the referees and fans on their toes in anticipation of yet another one of her incredible plays.

No team would be complete without its goalie, and LC's team is no exception. Senior co-captain Bekah Lohnes, our brick wall, stepped up her game to a new level this season and deserves to be recognized as the most improved player. Not many goalies can boast her tremendous 62 percent save percentage.

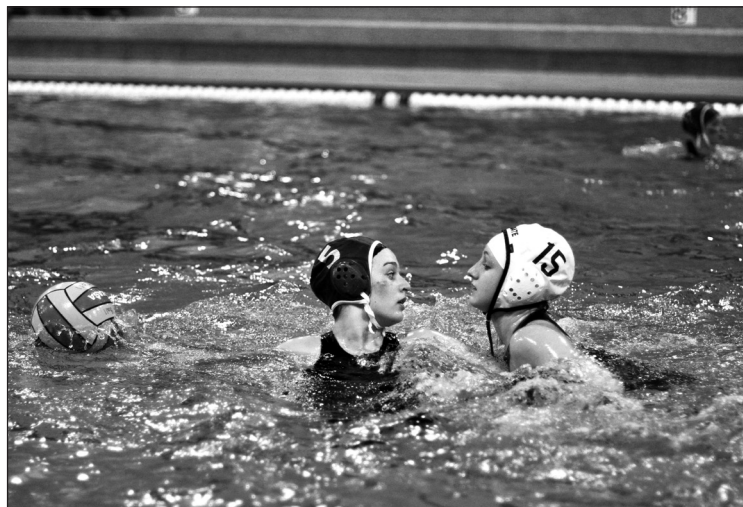
The Loomis polo team's secret weapon is in its incredibly fast counterattack that is impossible for other teams to defend against. That counterattack is led by senior co-captain Cece Coffey and junior Samantha Pierce. Coffey always knows where to swim to get open for a pass, and once she gets the ball, an incredible powerful shot in the upper right-hand corner is sure to follow. She continuously communicates and drives, playing a crucial

role in making the team's outside game a tremendous threat. Pierce utilizes her unmatched speed and constantly pulls ahead of her defender in order to receive a pass on her way toward the goal. When she gets up to shoot, a look of terror is often seen flash across the goalie's face as Pierce slams the ball into the net.

The team's other two starters, juniors Megan Farrell and Liz Titterton, have definitely stepped up this year to provide the team with two very versatile players. Farrell and Titterton play an important

in practice and during the games, putting the team before herself. Wang returned to the team after a year of retirement and became known for her powerful "shot-put" shot. Felicia Woron's '13 fierce defensive skills, Rachael Petty's '12 mighty lefty shot, and Hadley Merrill's '13 perfectly placed passes allowed them to get much more playing time as the season progressed. In addition, freshmen Jenny Li and Laura Paddock quickly learned important water polo skills, and will be ready to step-up next year after the seniors graduate.

This year's girls' water polo team doesn't just possess tremendous skill; it has a great sense of team spirit and camaraderie, an aspect that helped the members come together and bond during the season. Much of this is thanks to coach Bob DeConinck who is in his last year as coach for LC girls' water polo. Mr. D, as the majority of The Island calls him, goes above and beyond in his commitment to the team, spending hours on strategies and different skills. Not only did he take an entire week out of his spring break to drive the polo team down to Navy for a training trip, but he is truly passionate about water polo and deserves the highest respect for the amount of effort he puts into shaping our team to the best of its ability. From personal experience I can affirm that it's rare to find a coach who thoroughly enjoys coming to practice each day and doing so with a balanced sense of humor and focus to get work done. Mr. D is that rare coach. He and the rest of the team are what make LC girls' water polo great.



Cece Coffey '11 keeps the ball away from the defender

PHOTO BY DAVID FISCHER '11

2011 SPRING SPORTS TEAM SNAPSHOTS:

GIRLS' VARSITY LACROSSE

BY LAURA MCCONNEY '11
Staff Writer

More often than not, a team comprised of extremely talented players, like the 1980 Soviet Union Olympic hockey team, falls to a hardworking, heart-filled underdog. This is not the case for the Loomis Chaffee girls' varsity lacrosse team. Coming off an undefeated, 17-win season, the girls returned to the field this



PHOTO BY EUGENE CHO '11

year with hopes of finding similar success. Despite two tough opening games versus Longmeadow High School and Convent of the Sacred Heart, the girls' varsity lacrosse team has found success. Under the leadership of senior co-captains Alexandra Crerend, Emily Fluke and Laura McConney, these Pelicans have relied on each other to win big games. Their game against public school powerhouse Darien played out in the girls' favor. Through pouring rain and gusting wind, Loomis and Darien rallied back and forth, but the talents of seniors Sarah Byrne, Mallory Collins, Maddie Gardner, Lindsey MacDonald, Emily Riccio and Kathy Yannopoulos helped push the Pelicans toward victory. With the win against Darien, the girls defeated one of their strongest opponents, helping to set the tone for the rest of the season. Beating most teams by eight to ten goals, Loomis has dominated the competition with help from a multitude of different players. The girls, with only three losses this season, chase after another Founders League title, which most assuredly is within their grasp.

BOYS' JV TENNIS

BY WYATT FRENCH '13
Staff Writer

Boys JV tennis had a stellar season, suffering only one close defeat. Each member of the team played a vital role in its success. This tight-knit team of 11 made unforgettable memories on and off the court, from the match at Deerfield to the Royal Buffet in Manchester. This season's highlights include Quinn Schoen's '14 snappy cross-court



PHOTO BY JI HWAN SEUNG '13

winner and impressive jersey coordination, as well as Graham Cox's '13 rocket power serve which sent many a tennis ball into a different dimension. And who can forget Woo Jin Lee's '13 salacious slice that caused many of his opponents to spontaneously vomit? (OK, maybe not actually vomit.) During warm-ups, Ben Pipernos '14, team comedian, could be seen giving an enlightening lecture series on the art of dating. Co-captain Ramy Chin '12 will be remembered for his booming gorilla roars and aggressive celebrations after hitting a game-changing winner. During fitness, Paul Lee '13 once counted his sit-ups using scientific notation. Ji Hwan Seung '13 will be remembered for his crazy kick serve and blade black hair, restrained with a delicate headband. Geneth Chin's '14 dominant forehands and innocent "dang its" will be missed.

This wonderful season would not have been possible without the generous support of devoted manager, Sophia Dong '14, and wolverine, marathon-running, python-strangling, stingray-wrestling, cheetah-racing, dog-owning, bench-pressing, beast-man coach, Mr. Norland.

GIRLS' TRACK AND FIELD

BY CASEY MACDONALD '11
Staff Writer

Led by head coach Lilian Hutchinson and assistant coaches Jay Thornhill, Fred Seebeck, John Chung, Nicholas Pukstas and Richard Tyo, the girls' track and field team had an excellent season this year. The team is comprised of 45 student athletes, ranging from freshmen to seniors. The team headed into New England,



PHOTO BY SARAH PATRICK '11

the final meet of the season, hoping to cap off this season of PRs and well-earned individual and team successes. The team holds an impressive 7-2 record as well as a second place finish in the competitive Founders League Championships where they were expected to finish fourth. Senior co-captains Shondaray Ducheine, Lydia Heinrichs, Sarah Patrick and Kendra Waters led the team flawlessly, with positive initiative and a work ethic that proved fruitful on meet days. Although a young team, graduating only eight seniors, girls' track and field harnessed its young energy and potential, working to create a successful team this year and a strong foundation for future years.

Ducheine, better known as Rayray, constantly wowed the team with her success in both the high jump and the pole vault. Kelsey Adamson '12 tied a school record set in the 1980s for the 100-meter dash with a swift time of 12.6 seconds at Founders. The 4x100 meter relay team comprised of Natalie Brown '12, Waters, Nana Minder '14 and Kelsey Adamson '12, shattered the previous 4x100 meter record with an outstanding time of 51.55 seconds. Amazing season, LC girls' track and field!

Featured Coach: Bob Howe '80

BY AUSTIN KING '12
Staff Writer

"It's a great day to be a pelican," is just one of the many simple yet inspiring quotes that come to us every day from Bob Howe '80, one of the most generous and caring people on The Island. He is always quick to offer a helping hand and present one with guidance with that glowing smile everyone has come to love. He is easily approachable and people often turn to him for advice because he is never quick to judge but always quick to find solutions. As a player, an advisee and a pupil to Mr. Howe, I can assure you there is not an easier person to talk to; he personally has made my experience at Loomis a great one.

Having played under Coach Howe for an entire season, I now truly understand why he is so deeply loved and looked up to on campus. He brought a new group of players together for a single cause in a matter of weeks. If a coach is positive and willing to work hard, it sets a great example for his athletes; Mr. Howe is a pristine example of how one can lead through actions. There were several rough patches during our 2011 season and we could not always count on a win to cheer us up, but somehow we always knew Coach would find a way to keep us positive. He is

there for each and every one of his players. Coach Howe has become my father figure, and many other players here at Loomis regard him with the same level of respect. With his never quit attitude, he inspires all those around him to expect more from themselves.

Coach Howe is an advisor to six new juniors this year, and I speak for all of them when I say that Coach Howe was there during every rough moment. He was there on move-in day, he was there when we were homesick, and he has been there for every moment in-between. He is reliable and always friendly. The way in which he conducts himself sets an example for all of us on The Island. His genuine smile allows him to step into the role of a supportive adult and coach that I can turn to at all times while at Loomis. I now approach Loomis with an optimistic attitude because every day is "a great day to be a pelican." Rain or shine, Mr. Howe will greet you with a smile. He will be a life long mentor.

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TOP PLAYS OF THE YEAR

BY SPORTS CAPTAINS

1. Dilan Casanovas-Mack '12 and Mike Choquette '11 scored a game-winning soccer goal in only seven seconds against Westminster, keeping their Founders title dreams alive.

2. In a basketball game, Maddie Gardner '11 shot a three-pointer just as the buzzer sounded; this successful last minute shot sealed the fate of the game in Loomis's favor. The girls beat undefeated powerhouse Andover by two points, much to the Pelicans' joy.

3. Caleb Harris '11 became the third person in the history of New England Prep School wrestling to be awarded All-American honors three years in a row.

4. Alec Schwab '11, despite chemotherapy treatment, remained an incredible leader on the boys' cross-country team. Teammates could always expect to see him riding his bike up and down the course cheering on every single runner until he crossed the finish line.

5. Loomis's Steve Michalek '11 was recruited by Harvard University for hockey and will go on to the NHL draft the first week in June. He is ranked as the 5th best goalie in all of North America.

6. The boys' swim team broke the four-minute mark in the 400-

meter freestyle relay twice with Chris Gallerani '11, Kyle Ruddock '11, Tyler Rehor '12, and Tucker Cheyne '13. It also maintained its reputation as the team that danced to Barbara Streisand and gave its all during every race.

7. The incredible trio of John Abraham '11, LaDarius Drew '11 and Ryan Palm '11 led the Loomis boys' track and field team to a Founders League victory on May 14. Abraham set the school and track record in the 100, Drew set the school record in the 200 and Palm won both the 800 and 1500. Drew and Abraham helped lead the 4x100 relay to victory, and Palm and Abraham helped the 4x400 relay take first place.

8. Featured in a Lacrosse Magazine article as the fifth best team in New England and New York, the LC girls' lacrosse team beat the highly talented Darien High School team, upholding the Pelicans' reputation.

9. Sarah Byrne, a senior on the girls' varsity hockey team, scored the game-winning goal in overtime against Deerfield. Breaking away at the blue line, Sarah beat the Deerfield goalie high glove side, giving Loomis the win and earning the girls the eighth place seed in the NESPAC DI playoffs.

10. Sophomore Kenny Kim shot a hole-in-one in a JV match at the Wintonbury Hills Golf Course.



PHOTO BY JUSTIN ZHENG '11

LaDarius Drew '11 and John Abraham '12



PHOTO BY JUSTIN ZHENG '11

Alec Schwab '11

Senior Projects Showcase Talent

BY REKHA KENNEDY '13
News Editor

This year's senior projects ranged from Caleb Harris's '11 survey of trees and forest growth to Alex Huseman's '11 cartographical endeavors mapping New Orleans, as well as many others in between, including Marissa Roer's '11 recording of original songs, James Crawford's '11 constructing of a boat (a Chamberlin Dory Skiff, to be exact), Anisa Knox's '11 Chinese language Primer, Dru Sanders' '11 and Donnie Collins' '11 collaboration on an anthology of short stories with illustrations, Olivia Fraioli's '11 study of the special education of pre-school, Austin Maier's '11 and Jamie Kopp's '11 documentary and Ben Mazzara's '11 creation of a graphic novel. These projects, Victoria Garbo '11 states, "are a great chance for seniors to pursue something they are passionate about," and that's exactly what Garbo did in hers as she took her love of art to the next level by sculpting the human pelvis, spinal cord, and ribs out of clay. When asked what inspired her to take on such a challenging task, she responded, "This opportunity

created by Mr. Pond and Mr. Neary allowed me to explore my love of biology and work with the elegant human skeleton," and went on to explain how the opportunity would further her dream of obtaining an M.D. or Ph.D.

The time-honored tradition of Senior Projects has allowed seniors to both showcase their talents and further explore their areas of interest during the final weeks of their Loomis Chaffee careers. Before devoting the two weeks' worth of eight-hour days to the completion of their projects, prospective seniors must negotiate a rigorous application process. First, they must fill out an extensive project summary, which encapsulates the project's goals and provides a detailed day-by-day timeline. Hand-picked juniors and faculty members gather to evaluate these applications for feasibility, often returning the project summaries with constructive comments. After these revisions have been made, the project proposals go before the review committees a second time for approval. If they succeed in this process, the seniors are officially ready to begin, and will each give a special

presentation to the public in various locations on the LC campus.

The LOG also had the opportunity to talk with David Fischer '11 about his senior project, in which he translated the Royal Sumerian tablets (ca. 2000 BCE) at the New York Public Library. Upon the completion of his project, Fischer had completed an endeavor that he had devoted his past two summers working on, which involved not only translating the hieroglyph-like symbols of the Sumerian language, but also meticulously re-checking these translations for mistakes.

These projects are not graded in the conventional manner of most academic projects, and rightfully so, since these are no conventional projects. In fact, seniors are encouraged to record struggles and difficulties they faced during their projects, the manners in which they overcame these trials, and ultimately let the public presentation of their projects speak for itself. With two weeks' worth of dedicated work and a passion placed into them, the Class of 2011's projects left a lasting impression.

CLASS SPEAKER

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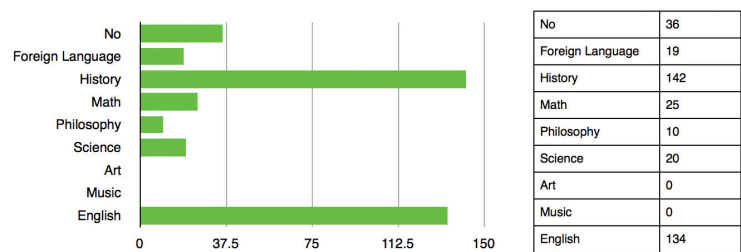
This enthusiasm for the arts carried Sanders into a variety of other spheres on the LC campus as well. An accomplished guitar player with a talent for singing, Sanders has showcased his musical ability at a variety of venues, including at Rocktoberfest, senior meditations, Springfest, and at a number of performances as a part of the band Apples. Additionally, Sanders's senior project has led him to leave his mark upon the literary world, since he spent the two weeks prior to Commencement writing an anthology of short stories, which his friend and fellow student Donnie Collins '11 illustrated.

While Sanders looked forward to the project he had ahead of him during the interview, he also took the time to look back and share his impressions of LC. His favorite aspect of Loomis Chaffee involved both the quality and the support of the faculty on campus, as he noted, "The faculty has always been there to support me...

Even faculty members whose classes I've never taken have been more than happy to help me." Out of all the faculty, however, he wanted to make particular mention of teachers Ms. Archibald and Mr. Marchetti, both of whom were especially helpful and supportive. "They're truly amazing people," Sanders said. "When I come back to visit Loomis, I'm going to find them first."

In his interview with the LOG, Sanders wished to keep his speech a surprise until its delivery, but he did promise to discuss people, learning, and Loomis as a whole. As for some parting pearls of wisdom for the classes below him, Sanders was quite forthcoming as he offered, "Always learn enough so you can do it your own way. Always remember that there is more to know." Wise words indeed from the 2011 Commencement Class Speaker, whose creative capacities and artistic ability have undoubtedly left their mark upon the Loomis Chaffee campus for the benefit of many.

HOMEWORK SURVEY



Survey respondents answer, "Does any one class give more homework than others?"

COMMENCEMENT SPEAKER

CONTINUED FROM PAGE 1

tivities at Loomis Chaffee served as the basis for her future career. "The teams really taught me how to work together with a group for a common goal. As an entrepreneur, it is all about working together with a team to execute the vision. It's also important for the team to be fired up and excited about what we are trying to do, and I like being the cheerleader," she said. As Editor-in-Chief of *The Confluence* during her senior year, Davis further honed her leadership skills and creativity. "The experience of working with a team of students to design, develop, layout, and produce the yearbook for the student population was in some ways a foreshadowing of what I would become. As a shoe designer and brand president, what I do is start with an idea and then proceed to design and sketch, develop, prototype and sample," Davis said.

After graduating from Loomis Chaffee in 1980, Davis studied at Bowdoin College, receiving her Bachelor of Liberal Arts in the Visual Arts and English literature. She continued her studies at Babson Graduate School of Business, earning an MBA in Entrepreneurship that contributed to her success as a businesswoman.

Davis began her fashion career as a Cool Hunter for Reebok, responsible for making predictions about and tracking changes to fashion trends. Quickly making her mark at Reebok, Davis became Director of the Classic Division, where she launched Classic Derivatives, a series of more fashion-forward and novel versions of the traditional Reebok white sneaker. Davis went on to become the vice president of design and marketing at UGG Australia in California, where she updated the style of the typical sheepskin, comfy boots, as well as launched an intense marketing campaign. Davis also held the same position for Tommy Hilfiger women's footwear and launched a second line, called Tommy Girl Shoes, a series of shoes designs that appealed to younger consumers.

The marketing genius and budding fashionista used her experience to launch her own brand in 2006, the RUTHIE DAVIS® brand. Designing shoes that incorporated her personal style with components of modernism, minimalism and

glamour, Davis's shoes use recent technology to create unique architectural designs that definitely make her masterpieces stand out on the shelves. The official Ruthie Davis web site describes her creations as crosses between fashion and art that truly epitomize the phrase, "futuristic chic." Davis said, "The highlight of my career is that I am doing something I am passionate about... I have always followed what I was passionate about and have worked really hard to be able to realize my passions and dreams. And the best part is that my passion makes people happy, too! Who doesn't enjoy putting on a new pair of cool shoes?" Davis enjoys hearing feedback from girls who buy and wear her shoes because the tweets and wall posts demonstrate that her work is worthwhile and appreciated.

In her Commencement speech, Davis emphasized the importance for the graduates to be "their own best assets." She said, "They need to look at themselves and dig deep and think about what they are passionate about, what gets them out of bed in the morning. It's also important for each of them to try and realize how they are each unique and special and to embrace and develop that uniqueness."

Because of her hard work and success in a business dominated by men, Davis embodies the ideal of the strong, self-reliant woman. As her web site notes, when she speaks publicly, Davis "encourages her audiences to work hard, dream big, and to never compromise themselves as women." Davis said, "To this day, 'girl power' is a big part of who I am and what the 'Ruthie Davis' brand stands for." Davis discussed the most important lesson she has learned, saying, "anything is possible in life if YOU believe in it and believe in your abilities to do it... This also means that you have to be an expert and very well-versed and trained and knowledgeable about whatever it is you set out to do... You just can't get down when things don't happen overnight. There are always going to be bad days. You can't take things too personally when [they] go wrong; it has to somehow make you work harder."

Through her speech, Davis hoped to remind the Class of 2011 that "you don't fail, you just keep evolving and learning and growing."

CONTINUED FROM PAGE 1

amount of homework per night given to students, the English and history departments made it clear that it would be difficult for them to limit their reading assignments. Faculty members noted that changing the amount of reading per night would require major changes to the English and history curricula.

Another problem found in the survey was the lack of communication between the teacher and the student.

Fifty-one percent of respondents said they never bothered to ask for an extension because they expected a denial. Forty-seven percent of the times that students did ask for an extension, they said they were denied. "Just as the bullied are afraid to expose the bully for fear of an increase in harassment, students, as ridiculous and silly as this may seem, have become afraid of speaking to their teachers and opening a dialogue about

the homework load, for fear of "some sort of punishment or exacerbation of the current problem," wrote one respondent in the survey's comments section.

But the problem may not just be limited to homework. Each year, more and more students ask to be placed into advanced classes. According to many faculty mem-

bers, lessening the amount of homework would make such course demands impossible to meet.

The results of the survey have quickly become a popular topic of discussion among the faculty, and have been brought up at curriculum committee meetings as well. The committee noted that the current Student Bill of Rights was passed about 10 years ago, when typical students were taking around four academic classes at a time. More recently, typical students have been taking five or six academic classes at a time.

"Fifty-one percent of respondents said they never bothered to ask for an extension."

STUCO ELECTION

CONTINUED FROM PAGE 1

back to the community and make Loomis a better place." He was first elected to StuCo at the end of her sophomore year. Gabow and Wang have both been representatives since the beginning of their freshman year.

"The Student Council helps

mitigate the gap between the faculty and students, while working for a better community for both," said Hearn. Gabow also mentioned the impressive array of events that Student Council puts on each year, including several Senior Meditations, blood drives, Game Night and many more.