

Loomis Chaffee Log

SEPTEMBER 30, 2011

www.lclog.org

NEW KRAVIS CENTER TO OPEN

The new Kravis Center for Excellence in Teaching opens in Brush.

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BUILDING A SOLAR-POWERED TRUCK

Profile: Jarrod Smith '12, builder of a solar-powered pick-up truck.

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MEET THE NEW FACULTY

Meet this year's wide variety of new faculty members.

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ADDRESSING SCHOOL SPIRIT

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DRAFTED INTO THE NHL

Former Pelican goalie Steve Michalek '11 was drafted by the Minnesota Wild.

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JAHEWAN KIM '13 / LOOMIS CHAFFEE LOG

IN CLASS, ASSEMBLING AND DRIVING A FORD MODEL T

The Model T and the American Industrial Revolution is just one of three new interdisciplinary courses. Full story, PAGE 2.

For many Asian students, a race for better academic performance

BY JARROD SMITH '12
Staff Writer

Among the benefits of attending an academic institution such as Loomis Chaffee is exposure to a diverse group of students coming from around the world and a variety of different backgrounds. One of the most well-known perceived differences among LC students and high school students around the nation is the one between the pressurized academic

standards of Asian students and the more lax attitude of American students.

This perception, though largely founded in a cultural reality, has led to a number of exaggerated Asian stereotypes – like that Asian students care only about grades and scores, or that they are better at math and science than other students.

Though most of these stereotypes manifest themselves jokingly, many Asian LC students readily acknowledge that being Asian plays a significant role

in the matter of the expectations they feel at school here. These generalizations and stereotypes are well-known and widely understood, they said.

“We all seem to feed [into] the Asian stereotype pretty well,” said Kenny Kim '13, of South Korea.

The truths behind the stereotypes are not hard to find: for example, in 2009 Asian students scored on average over 100 points higher than the national aver-

ASIAN PRESSURES, PAGE 3

Hubbard Speaker Series announced

Slam poet Taylor Mali and bioethicist Arthur Caplan are among speakers

BY GRACE FOSTER '13
Staff Writer

Just as it has done in past years, the Hubbard Speakers Series will bring a number of guest speakers to provide new insights, ideas, and perspectives to Loomis Chaffee's yearly school theme. For this year's theme, “Doing the Right Thing,” a university administrator, the creator of an organization, and a virtuoso in the verbal arts all will visit the Island to share their experiences with the school. More speakers may be added to the series later in the year.

Dr. Arthur L. Caplan, director of the Center for Bioethics at the University of Pennsylvania, will be the first speaker in the Hubbard Series, and will address themes related to those discussed in the convocation about Rebecca Skloot's *The Immortal Life of Henrietta Lacks* September 15,

2011. Caplan has made a number of advancements in his field, and is one of the most called-upon experts on issues of ethics in medicine. His efforts thus far have been recognized in multiple venues, from USA Today in which he was named a person of the Year for 2001, to *Modern Health Care* magazine, where he was deemed one of the 50 most influential people in American health care. Additionally, *Discover Magazine* named Caplan one of the ten most influential people in science in 2008.

This year's second speaker, Drew Dudley, is an expert on leadership and motivation, and is also the founder and chief catalyst of Nuance Leadership Inc., a leadership development organization aiming to improve leadership within organizations. Mr. Dudley has traveled the world, speaking to almost 100,000 people in the U.S., Canada and the Middle East and appearing at numerous high schools, colleges and student leadership conferences. In one of his most notable



PHOTO COURTESY THE UNDERGROUND
Arthur L. Caplan



PHOTO COURTESY DENIZEN EDUCATION
Drew Dudley

talks, entitled “Leading with Lollipops,” Dudley looks at the remarkable differences we make in the lives of others without even knowing it. Dudley's dedication extends beyond speaking for leadership, as he has helped to raise over \$3 million towards the support of scholarship funds, so-

HUBBARD SERIES, PAGE 2

Portal systems get major overhaul

BY CHRISTIAN BERMEL '12
Managing Editor

Loomis Chaffee has implemented two new portal systems, Veracross, for scheduling and grades, and an upgraded version of Finalsite, for class and club pages, in time for the 2011-2012 school year.

Last September, the school formed a committee of faculty from all departments in order to assess and anticipate its technological needs for the next five years. After much deliberation, the committee decided to implement the Ve-

PORTAL, PAGE 2

LETTER FROM THE EDITORS

The Log, transformed and reinvented

To our readers, If you're a faculty member or returning student, or if you've just seen the Log before at some point, then you might not recognize this as the same newspaper.

That's because the Log is becoming legit.

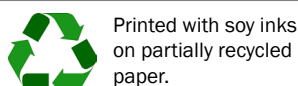
The Log, once named the best high school newspaper in Connecticut, has fallen significantly since its heyday in the 1970s and 1980s. Over time, news stories became fluffy and boring, opinion articles became predictable, and, consequently, the rest of the paper simply forgettable. In 2000, the Log moved from printing on traditional newsprint

to white copy paper, a move the editors at the time thought would allow for more layout freedom. But with the rise of the internet, the Log only became less relevant. Last year, with two canceled issues and two more published on days right before vacations, the Log practically vanished from campus.

So what better time than right now to reinvent the Log?

We want the Log to be a relevant part of campus life in ways it has not been for decades. This means real news on the front page, more controversial opinion articles

LETTER FROM THE EDITORS, PAGE 6



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New schedule

CONTINUED FROM PAGE 1

In a recent interview, Mr. Robison said, "Last year, I noticed that [the doubles] were not used productively when placed at the end of the school day because the teachers were more prone to listen to the students' requests and complaints to let them out early."

He went to note that many teachers previously prepared only a normal period's worth of material, and simply stretched it to fill the whole double. Mr. Robison has already taken measures to increase the amount of work done in a double, including training the faculty over the past year to use the extended periods more effectively.

Similarly, the modifications to the gap and all-school free periods have allowed for a more effective use of students' and faculties' scheduled available time.

Hubbard Series

CONTINUED FROM PAGE 1

cial entrepreneurship and other charitable funds. He was even elected as the National Chair of the Canadian Cystic Fibrosis Foundation's: a fundraiser dedicated to helping students with cystic fibrosis.

Taylor Mali is one of the most well known poets to have emerged from the slam poetry movement, and is the third and final speaker in the 2011-2012 Hubbard Speakers Series. Describing himself as an "unapologetic WASP," Mali sets himself apart as a slam poet, and is something of a rarity in the art of spoken word, an art form assumed to be influenced by the inner city. He has been a vocal advocate of the art of teaching and of teachers themselves, and spent nine years teaching a variety of subjects, including English, math and even SAT preparation.

"The purpose of the all school frees and the gap periods is to give a break during the day other than the lunch period," Mr. Robison said, though he also noted that there are none of these on Wednesdays and Saturdays, the days when school is limited to half a day.

Monday gap periods were extended from 35 to 45 minutes, largely due to complaints about Monday's class schedule, which frequently left students without any type of hiatus from classes during the day other than the lunch period. All-school frees were also relocated to the period before scheduled lunch periods on Tuesdays and Thursdays to reduce crowding in the dining hall during lunch block A.

Additionally, the new placements of all-school free periods and gap periods has provided more uniformity between Week Is and Week IIs than previous schedules had had.



Taylor Mali

PHOTO COURTESY POEMELEON

The former president of Poetry Slam, Inc., a non-profit organization that oversees poetry slams, competitions in which poets recite original works that are then judged and scored in North America, Mali is also the author of two books of poetry as well as four CDs of spoken word. Presently, Mali is spending his time traveling around the country performing and teaching workshops on the spoken word.

Interdisciplinary courses added to curriculum

BY MEADESHIA MITCHELL '12

Staff Writer

An effort to expand the Loomis Chaffee academic curriculum has culminated this year in the creation of three new interdisciplinary courses, classes that are geared towards students wishing to intensively explore or to expand their understanding of subjects about which they have some prior knowledge and that provide students with research opportunities in the featured subjects.

These interdisciplinary classes are The American Industrial Revolution and the Model T, Environment Law Topics and Economics and Statistics of Human Behavior, all of which are term electives for seniors.

The American Industrial Revolution and the Model T combines the fields of history, mathematics and science. Students can expect to study mills, steam engines, electricity, manufacturing and processing techniques under the tutelage of Alec McCandless, who wants his class to explore the history of the American industrial revolution in an experience through both readings and hands on work. They will also dis-

assemble a Ford Model T, and learn to drive it. "[This course] will serve as an excellent introduction for students through the history of science and technological development," said Mr. McCandless, explaining that "students will receive a chance to really get their hands dirty working with, not just reading about, the content of the course." In

fact, students will build a Model T, among other things, in the class. "I'm very excited about the course. I've been keenly interested in both the Industrial Revolution as a period in history and the Model T as perhaps the most significant automobile in history... this course is a dream come true," Mr. McCandless said.

Environmental Law Topics focuses on introducing students to scientific outcomes and legal perspectives on energy use, conservation, pollution and environment cleanup, with an emphasis on oil spills.

"This course would be helpful for students... to be able to think about the Deepwater Horizon and Exxon Valdez incidents not just as events that took place in a vacuum, but rather allow them to investigate both the causes and long term outcomes of such tragedies," said teacher Kevin Henderson.

Students will explore the impact of other historical oils spills including the Amoco Cadiz incident, as well as examine the environmental, economic, social, and legal consequences of case studies, without getting caught up in the minutiae of scientific reporting or reading reams of statutes and legal policy.

In class, students conduct labs and read law cases, grappling with the nuances of science and law without being overwhelmed. Students are also able to investigate their own consumption of fuels and consider how the decisions that humans make on a daily basis can impact the entire globe. Mr. Henderson and science teacher Joseph

Neary collaborated on the course's development

Economics and Statistics of Human Behavior analyzes and studies in depth the natural alliance between economics and statistical thinking. It is designed to answer a number of questions, from how humans behave in the real world and why they behave as they do, to what information businesses such as Facebook and Google collect and how these corporations put said information to use. Students are encouraged to work towards establishing their own analysis of human behavior by making use of data available online answers as well as collecting some of their own.

From a technological aspect, the course will provide an opportunity for students work with data analysis software, including Excel and Fathom.

The decision to add these interdisciplinary classes to the curriculum can be attributed to the curriculum committee, made up of administrators, the heads of all departments, the director of the library and two student representatives, who heard and voted on all new course proposals. The committee approved four new courses; however, only three are offered this year.

Dean of Faculty Ned Parsons explained the impetus for adding these courses. "The curriculum committee wanted to create interdisciplinary courses that would offer opportunities to seniors to explore specific topics more deeply and to approach these subjects from a variety of disciplinary models," he said.

Portal

CONTINUED FROM PAGE 1

racross system because it best fit the job. Teams worked all through the summer in order to have the system ready for this school year, and they continue to work on implementing features for later in the year. For instance, the teams are currently putting into effect the mid-term grades feature.

The Veracross portal can be accessed through a link on the Loomis Chaffee web site. Marked by a blue-white color scheme, the Veracross

portal presents a list of your classes, and below that, a chronological list of all recent assignments, reminders and messages posted by teachers. On the right side is a link to a color-coded version of one's schedule.

Among the many improvements that Veracross brings is the ability to take attendance digitally. With this new feature, the Dean's Monitor workjob is long gone. Students barging in on classes and collecting slips are a thing of the past. Now, with the push of a button, teachers can send in

attendance instantly. Students can even view their hopefully pristine attendance on the portal with ease.

Teachers now also have the ability to post grades to the portal, making it easy for students to track their progress throughout the term.

Finalsite, the system integrated directly into the LC website, also underwent some changes over the summer. Now, displayed at the top is an activity stream that lists the most recent updates to each class page, giving quick access to the newest additions and

assignments on the portal. The layout of each class page has also been updated to show more clearly, assignments and reminders. Teachers now have the option to give students online quizzes as well.

All of these changes together represent a significant upgrade to Loomis's online presence. Students are now better equipped for learning; teachers are now better equipped for teaching. With a website redesign in the wings as well, Loomis has vaulted itself into the digital age, much to the community's benefit.

CAMPUS LENS



JOHN PATRICK '14 / LOOMIS CHAFFEE LOG
The Rockefeller Quad



JOHN PATRICK '14 / LOOMIS CHAFFEE LOG
A student walks to Founders



JOHN PATRICK '14 / LOOMIS CHAFFEE LOG
Visiting violinist from Trumivir prepares for a song

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NEWS IN BRIEF

9/11 remembered

In remembrance of 9/11, Loomis Chaffee offered a number of opportunities for students to honor the men and women who died in the tragedy. The campus organization Operation Soldier Relief organized the "Scoops for Troops" event on September 9, in which participants could make their own sundaes in exchange for donations for care packages or for writing a letter to a soldier. On September 11, Founders Chapel was opened for silent reflection, while a slide show with photographs and music played throughout the day. Loomis Chaffee students were also given the opportunity to join the Windsor community in the remembrance ceremony "Light the Walk," hosted on the Windsor town green.

New position for DeConinck

Science teacher and coach of the girls' varsity swim team Robert DeConinck has added to his duties the role of associate director of studies. The position was previously held by Tim Lawrence, who is taking over as director of studies from Ruth Duell, now a teacher in the philosophy, psychology and religion department. Mr. DeConinck's new duties include creating and adjusting the schedules of sophomores, seniors and post graduates and working on curriculum development. He will continue to teach chemistry and coach girls' swimming this year, but has stepped down as girls' varsity water polo coach

Huang '12 achieves violin success

Loomis Chaffee's own Sirena Huang '12 was recently named first place winner of the 2011 Thomas and Evon Cooper International Competition. The competition was held in August in Cleveland's Severance Hall, and Sirena received her award for performing Mendelssohn's Violin Concerto in E Minor, Op. 64, with the Cleveland Orchestra. Also during the summer, Sirena was awarded the Bernard and Mania Hahnloser Prize for violin, an award presented to only one violinist annually at the Verbier Music Festival in Switzerland.

Convocation addresses 2012 theme

Thursday, September 15 marked Loomis Chaffee's annual convocation devoted to discussing the year's all-school summer reading book and to addressing the year's school-wide theme. Science teacher and director of the new Kravis Center for Excellence in Teaching Scott MacClintic presented a multimedia presentation devoted to this year's theme, "Doing the Right Thing," and its everyday implications. History teacher Mark Williams also spoke, focusing on the summer all-school read *The Immortal Life of Henrietta Lacks* and its historical context.

Kravis Center for Excellence in Teaching opens in Brush Library

BY ELIZABETH FREEMAN '13
Staff Writer

The Kravis Center for Excellence in Teaching, a relatively recent addition to the Loomis Chaffee campus, is an institution devoted to the advancement of the school by focusing on the professional development of Loomis Chaffee's faculty. Director of the Kravis Center Scott MacClintic is enthusiastic about improving and expanding the program as much as possible. This summer a new home for the Kravis Center was constructed on the first floor of the Brush Library.

"Some of the goals for the year are to establish a more formal training program for new faculty with the Mr. Pukstas, the Associate Dean of Faculty; to expand the use of technology in the classrooms; to make progress on the establishment of a new homework policy and to establish a group of faculty who will meet regularly to discuss various teaching related topics," he explained in an interview. The accomplishment of these goals goes hand-in-hand with

his duties as director: "to help train the new faculty as well as the veteran faculty and to serve as a resource for those looking to try new things in the classroom."

Since its inception last year, the Kravis Center, along with

new faculty evaluation system," said Mr. MacClintic.

"Last year I worked with the math and science departments to do a thorough analysis of the common exams given at the end of the fall and spring terms. We discussed how to evaluate mul-

from Mr. MacClintic's efforts through the Kravis Center can be witnessed on a daily basis. The more widespread use of remotes for projectors and other devices was the result of Mr. MacClintic's tutelage. The inclusion of wikis as an educational tool similarly arose from Mr. MacClintic's efforts, as did the English department's use of Turnitin.com, a website that checks an uploaded document for originality, for all papers this year. Even the utilization of class portal pages for syllabi and resources can be attributed to Mr. MacClintic's work in the Kravis Center.

This year, the Kravis Center is being moved from its spot in Founders room number two to Brush Library's south wing on the first floor. Shelves containing periodicals have been relocated to make room for the Center, which is set apart from the rest of the library by large, modern glass walls to match the architecture of the rest of the building.



The new Kravis Center under construction

JOHN PATRICK '14 / LOOMIS CHAFFEE LOG

Mr. MacClintic himself, has made strides in fulfilling the aforementioned goals.

"I am working with all the departments this year to explore the topic of homework [and] I am working with the Curriculum Committee and Dean of Faculty office to implement a

multiple choice questions for validity and how to improve the writing of questions."

He noted that last fall, the Kravis Center had hosted a workshop for local teachers that focused on how to write good college recommendations.

Other changes that arose

Policy changes

CONTINUED FROM PAGE 1

With a revised, lucid dress code, both the students' relationship with their teachers and their participation during class could improve, proponents of changing the dress code argue.

The committee's ultimate goal is to make the community look sharper and smarter, but also take in to consideration the difficulties students from different cultures or even different parts of the U.S. face in dressing for school. As Head of School Sheila Culbert mentioned in her speech during the opening convocation, we don't need to wear expensive or extremely formal clothing in order to look sharper.

Committee members say that the committee strive to find a dress-code both students and the school can compromise on. They said that they are committed to hearing what both students and faculty have to say about the issue.

The homework policy is also facing a potential major overhaul this year.

Many students feel that the homework load is excessive, according to last spring's widely publicized homework survey.

Efforts to reduce students' workload are already being made, especially in history classes.

For instance, Advanced Placement U.S. History teachers recently asked their students to record how long their homework took every night. Finding that 20 pages took about an hour, the teachers found that amount appropriate and now assign readings accordingly.

So far, students, especially juniors and seniors taking advanced courses, have responded positively.

Some teachers have said that homework time cannot be significantly cut, particularly in Advanced Placement classes, where a certain amount of material must be covered.

Though the contours of a new homework policy have yet to emerge, the school has said that it will make sure to consider students' perspectives on the issue. Changing the homework policy will be a project of the curriculum committee, a committee comprised of students and faculty members and chaired by Dean of Faculty Ned Parsons.

Christian Bermel '12 contributed reporting.

Asian pressures

CONTINUED FROM PAGE 1

age on the SATs. And though there are no concrete scores to prove them, such disparities are widely perceived at LC.

But numbers don't tell the whole story. The reasons for such disparities are not racial or ethnic, but cultural.

A Cultural Divide

The all-school read of two years ago, *Outliers* by Malcolm Gladwell, directly addresses the different elements that lead to success, among them cultural circumstances. In a chapter dedicated to the long hours of hard work put by millions of workers into farming Chinese rice paddies, Gladwell noted the influence of this physically labor-intensive ordeal in shaping the trademark Chinese work ethic. The farmers of the Pearl River Delta farmed these rice paddies for generations, all year round, in order to produce rice – that crucial staple in so many Asian diets. Such hard, yet redeeming, work augmented into this sense of work ethic over time, Gladwell argues. And though he focused just on Chinese rice paddies, similar cultural situations exist in many nearby countries.

Gladwell notes an old Chinese parable epitomizing this work ethic: "No one who can rise before dawn three hundred sixty days a year fails to make his family rich." Such an ideology is clearly indicative of beliefs that have developed throughout generations, and that continue to influence a new generation of Asian students living in America.

Kenny Kim sums up this idea: "Having grown up in the U.S., the way in which I think is not all that different from that of you guys... just with the so-called 'Asian work ethic.'"

Gladwell also attributes the apparent Asian proclivity toward math-

ematics to cultural influences rather than innate talent in ability. The language of Chinese makes speaking and memorizing numbers even easier, he says. But, the biggest factors seems to be practice. No matter the language, students who excel in certain subjects such as science or math, are known for practicing problems more than the average student does.

The Parental Factor

Asian parents in particular are commonly perceived as exceptionally strict and holding unreasonably high expectations for their children, a view promoted by books like Amy Chua's controversial *Battle Hymn of the Tiger Mother*, published earlier this year.

In the book, Chua, a mother of two daughters, chronicles her parenting experiences of raising her children in what she calls "the Chinese way," characterized by exceptionally strict discipline and high work ethic standards. Some of her actions considered by many readers to be excessive or even abusive included threatening to burn her daughter's stuffed animals if she failed to improve at playing the piano, not accepting birthday cards from her daughters because they were "inadequate," not letting her children have sleepovers, and preventing one of her daughters from eating or going to the bathroom until she mastered a very difficult piano piece.

In an interview with NPR, Chua acknowledged that "some of the same practices in other contexts, where there's not a foundation of love and respect, could be abusive." Although this extreme case of parenting isn't seen in Loomis's Asian families, it isn't entirely false in its existence elsewhere.

"[Current Asian parents] didn't have all the freedom and options the younger generation has today; their only path to success was the books,"

he said. Especially during the 1950s to the 1980s, when China and Korea were still struggling to find its economic and political foothold, working hard was one of the few paths to a guaranteed better life. No country has yet outpaced the speed which South Korea has elevated itself from being one of the poorest country in the world to the 15th richest in the world in just 60 years. This success was in large part due to the Korean people's work ethic and ambition.

Educational Differences

International students who attended schools outside of the U.S., before coming to Loomis Chaffee, also noted that there are vast differences between the U.S. education system and those of other countries. Several students described attending a school with not just rigorous curriculums, but very competitive atmospheres.

Shaily Jain '13, an exchange student from India, said that there is a world of difference between how education works in the U.S. and in India. In India's less flexible system, where students are offered just four or five classes to choose from, the intensely competitive nature of the entire system provides an exceptionally difficult challenge for all students. College admission in India is based solely on the marks that one earns in high school, and the 'rank' of the college attended correlates very closely with the quality of the job one can find. Many colleges are incredibly selective, such as the prestigious Delhi University, which requires a minimum of the ninety-fourth percentile on the placement test, and there are instances when students with even higher scores have been rejected.

The difficulty of getting into colleges in addition to the perceived opportunities of America has led many Indian students, like Jain, to Ameri-

can boarding schools like Loomis Chaffee. LC has seen a significant increase in its international applicant pool and international student body in recent years.

Michael Gu '13 had a similar experience at his high school affiliated with Fudan University in Shanghai. His school also has a very rigorous academic program, and college admittance is also based solely on an entrance exam called the Gao Kao. In both India and China, the long-

tal expectations, they were and still are pretty high, but my standards are higher, for sure."

In investigating these stereotypes, it becomes evident that the expectations imposed on many students only begin with parental pressures. Whether or not someone grows up under the expectations of a "tiger mother," he or she experiences motivations not only from cultural and familial expectations, but also from



JOHN PATRICK '14 / LOOMIS CHAFFEE LOG

This sort of image, while a stereotype to many, is not entirely inaccurate.

term consequences of high school grades in directly determining university eligibility and eventual occupation puts a lot of pressure on students to succeed. These circumstances also prompt parents and elders, who understand the importance of succeeding in education, to place additional pressures and even higher academic expectations on their children.

Xin Wen '14, who attended middle school in China, explained that "it's impossible to not work hard when everyone else is working hard."

These conditions might in turn translate to even greater personal expectations for students, leading them to foster incredible work ethic. In the words of Kim, "As for paren-

the influences of competitive school atmospheres.

The cultural factors developing over many generations discussed by Gladwell contribute in shaping the current attitude toward academic expectations. While these pressures and expectations arguably add further stress on students, they definitely motivate students to perform at a higher level of academics, as evident by the differences in SAT scores, as Asian students continue to outperform Americans.

This begs the question: With the undeniable success of many Asian students, could Americans stand to learn a thing or two about the importance of work ethic?

Jarrold Smith '12 and his eco-friendly truck

STUDENT PROFILE

BY AHMED EL MELEEGY '12
Staff Writer

Quietly working, a few papers in front of him, Jarrod Smith '12 emitted a certain calmness. He was welcoming once I approached. With a humble smile, he invited me to see the truck, his little exhibition where almost his entire engineering prowess is displayed.

Mere minutes into the interview, he explained the principles behind his creation. The solar panels turn the sun's energy into electricity, which is stored in a battery and used to perform hydrolysis (i.e. splitting the individual



JAEHWAN KIM '13 / LOOMIS CHAFFEE LOG

components of Jarrod Smith '12 and his hydrogen powered truck

water into oxygen and hydrogen). The resultant hydrogen is stored in a tubing system that delivers it to the engine. The hydrogen helps the fuel burn more efficiently, and the truck easily gets 25 mpg instead of its standard 18-20 mpg. Inside the truck, there are controls for the whole system; and a few gauges where Smith can keep his system in check.

For a moment, I was rooted to the spot. Forgetting everything about the weather, the dampness and the chill, I sank into the concept that his eloquent explanation illustrated. Although the system isn't an industrial wonder, nor is it an art piece, it certainly serves as a testimony of diligence. If it weren't for the Log's rules against blatantly flattering expressions, I would say his truck is pure genius.

We moved to the library's balcony view of the fields and the forest. Smith, reservedly confident and assuring, found us a

table and we arranged a setting for the interview. The president of Loomis's class of 2012 traced his passion back to eighth grade, when a science teacher demonstrated how hydrolysis works. Smith had played around with hydrolysis and hydrogen for the last four years. Yet fixing the system on the back of his truck only occurred last summer after he found a group of hydrolysis enthusiasts on the internet who experimented with their cars in a bid to make them more fuel ef-

ficient.

Even though Smith describes his work as a "fun project," his investment in the field definitely didn't amount to four years of smooth sailing. Presented with numerous impediments, Smith's motivation lies simply in the fact that he enjoys what he does. For example, although he lacked the tools to build the system, he got by with what he could find. The compartment that housed the batteries, the casing of some parts and even the truck itself were found in his basement or other people's basements. Scavenging for the tools required, he cut, polished and pieced his system together. For basement-class parts, the finished package looked exquisitely refined.

Despite considering his work a "fun project," the ambitious engineer entertains a potential business idea in which he would replicate his design on other trucks. But to go from a single design

to a large-scale business, Smith needs much more experience. He is acutely aware that he needs to foster his technical knowledge. Smith's mind is set on an engineering school next year.

"Maybe it [hydrolysis engine] could be a business in the future," said Smith, "or maybe robotics may be my field."

He hasn't made a final decision yet, which is understandable for someone who proves to be competent in a wide variety of fields. Aside from upholding the leadership position of president of the class of 2012, Smith's participation ranges from being a member of the Robotics Club to being a varsity football player.

Even with all these distinctions, Smith exudes unmistakable humility. When I mentioned how brilliant the design was he smiled and lowered his gaze. After inquiring about

how his achievements come together to create the Jarrod Smith we know today, Smith simply acknowledged a family-empowered curiosity. In fact, the mention of his family came up several times throughout our talk. According to Smith, they have been unceasingly supportive of his ideas. His father agreed to give him the truck as a guinea pig for his endeavors. He also helped paint some of the car's body, in what Jarrod describes as "nontraditional bonding activities."

"It's not about showing off," Smith clarified. Smith's enthusiasm permeated throughout the interview, making it impossible to ignore the fact that he genuinely enjoys what he does. Excited to discuss his work, and keen to make sure I understand, Smith explained the system's principles with the same passion he described his future plans. The man isn't here to brag. He is here to make a difference.

RESTAURANT REVIEW | PETER REHEIS '12

Mainland Dining: Sakura Garden

Nestled on the edge of the posh shopping center Evergreen Walk, Sakura Garden is a Japanese restaurant unlike most others. A recent addition to the bevy of restaurants that already dot the area, Sakura sets itself apart from the upscale dining scene by maintaining a level of tradition in the food while also pushing the boundaries with fanciful culinary creations.

SAKURA GARDEN
800 EVERGREEN WAY
SOUTH WINDSOR, CT

Upon entering, you are lead over a small bridge surrounded by bamboo and glass sculptures into the main dining area. There you can have a normal dining table or opt for the ever entertaining teppanyaki, where chefs dazzle with their knife mastery and perform awe inspiring feats with the food you are about to eat. In addition, music is piped through speakers adorning the walls, although I'm not entirely sure what to say about the music, which was almost entirely a collection of Motown hits (although I do have a penchant for Marvin Gaye, so this does not bother me in the slightest). Having eaten here numerous times in the past, I chose a normal dining table arrangement.

The service can only be described with one word: flawless. The waiters and waitresses are always attentive and make sure that you are fully satisfied with your meal. The restaurant can become extremely busy, but I have yet to run into any issues over the numerous times I have been there.

The food continues to astound me with each subsequent visit I make. Not to detract from the excellence of the entrees, the appetizers are truly where Sakura Garden shines. The gyoza (pan fried dumplings) and haru maki (spring rolls) top any other Asian eatery in the area. Japanese cuisine is set apart from many other cuisines because of its delicateness, which is found in all of Sakura Garden's dishes. Sakura's calamari would make any Italian restaurant green with envy, and easily tops the list as the best appetizer on their menu.

Sakura Garden maintains a level of tradition in the food while pushing boundaries with fanciful dishes

Keeping in mind that this is a Japanese restaurant, one must not forget the Sushi, and Sakura Garden does not disappoint here. The bountiful amount of fresh fish on the menu is a delight to say the least, including such classics as tuna (though I would opt to pay the extra money for the Toro, the highest quality cut of the Blue Fin tuna), as well as the exotic octopus, a personal favorite of mine, reserved for only the most adventurous. I seldom eat hand-rolled sushi, but Sakura has changed me in that regard; rolls can only be described as superb.

And last but certainly not the least, the entrees. Sakura sticks to tradition with many of its entrees, and excels at every dish made. The nabeyaki udon is their magnum opus; a massive bowl of hearty soup filled with thick udon noodles, topped with chicken, shiitake mushrooms, kamaboko (fish cake) and shrimp tempura. It is a delight in every sense, epitomizing elegance, and is the most visually stunning dish on the menu.

To say that Sakura Garden is the the best Japanese restaurant in Hartford county is an understatement. For anyone who enjoys Asian cuisine or is looking for something different, visiting Sakura Garden is a must.

Island clubbing

Some clubs to join this fall

BY NINA SAYLES '13
Staff Writer

Here at Loomis Chaffee, we pride ourselves in the involvement of our students in many different areas of interest. One of the easiest ways to get involved is to join a club...or two...or three. With almost 50 clubs on campus, you'll have no problem finding one that interests you, and if you do, it's easy to start one of your own. Below, you can find previews of just a few of the many student-run clubs here on the Island.

DARWIN CLUB, the outdoors club on campus, focuses on combining outdoor education with community service. Recent projects have included bridge restoration, trail work and the completion of the new Darwin Club cabin in East Hartland. To be able to spend a day in the great outdoors while making a difference is a great way to relax after a hard week of school, and may even include s'mores! If you are interesting in getting involved, contact juniors

Nina Sayles, Kate Fotos or Nathan Harris, or faculty adviser Pete Gwyn.

If you are concerned about the future of our earth and how humans have been treating our natural resources, then maybe **PROJECT GREEN** is right for you. The goal of Project Green is to raise awareness about problems facing Earth today and to try to make the world we live in greener and more sustainable, one step at a time. Throughout the year, Project Green shows films about bettering the earth and sponsors off campus events to raise awareness on issues such as global warming. To get involved, please contact junior Wyatt French.

If you would like to make a difference in someone's life, then consider joining **OPERATION SOLDIER RELIEF**. Operation Soldier Relief focuses on getting the Loomis Chaffee community involved in helping to support our soldiers overseas. Operation Soldier Relief sponsors drives to collect items for care packages and also organizes students to write letters to soldiers. Contact junior Allison Byrne or junior Michael Horowicz to join.

If your plan is to make the days of students on campus, then maybe the **BBQ CLUB** is right for you. The **BBQ CLUB**

does just what the name says - barbecue. The **BBQ CLUB** is present at the many large school events such as football games, Rock the Lawn and the dodge-ball tournament. All of the proceeds of the grills go to local charities such as the Connecticut Children's Medical Center and the Hartford Boys and Girls Club. Regardless of barbecue experience, there will always be a job for you. If you are interested in helping out, you can contact senior Nathan Papermaster or faculty adviser Mike Donegan.

If you're looking for a club with a competitive edge, you might consider joining the **PING-PONG CLUB**. The Ping-Pong Club is purely for the fun of the game. The Ping-Pong club offers you a chance to be a part of the growing fad. Whether you're looking for a social rally with a friend or you want to be the next Loomis Chaffee ping-pong champion, this club is for you. The club officers are even trying to set up off campus events against other schools. Please contact senior Will Doran or senior Peter Reheis to join.

And these are just a small portion of the clubs on campus. Keep an eye out at for the clubs and activities fair on September 30. You're bound to find something that's right for you.

MEET THE NEW FACULTY

BY SHAY HEARN '12

Each year Loomis Chaffee welcomes a new class of students to the Island. And this year, like most years, in addition to the new students, the school also welcomes a number of new faculty.

English Department

Marco Rodarte, hailing from Phoenix, Arizona, enjoys coffee and books, particularly those by his favorite author, Thomas Pynchon. Mr. Rodarte recently graduated from Yale University.

Benjamin Halderman arrives at Loomis Chaffee after returning from teaching English for a year abroad in Japan. Before that he taught and coached for four years at President Obama's alma mater, the Punahou School in Honolulu, HI. A religious studies major at Williams College, he somehow found himself working with an archaeology professor in the summers. Along with teaching, Mr. Halderman is excited to get back to coaching wrestling.

Paulette Studley, a published writer, has significant experience teaching in the area at the Greater Hartford Arts Academy and was awarded an artist's residency in Ashfield, MA, for working on a chapbook of poetry.

Languages Department

Charles Bour, a new faculty member teaching both Spanish and environmental studies, is also the new coach for boys' varsity soccer. He even went with that team to Spain this summer for training and practice. Mr. Bour is a graduate of St. Lawrence University.

Nilder Giraldo, arriving all the way from Cusco, Peru, where he taught and served as a white water rafting guide, has significant experience teaching Spanish. He designed the Spanish curriculum at Shoreline Christian Academy, in Madison, CT.

History Department

Elliot Dial, a graduate of Dartmouth College, comes from Dallas, Texas and enjoys cooking in his spare time.

At LC he will coach football, basketball and live in Flagg Hall.

Megan Bluden, a graduate of the University of Virginia, hails from South Africa and attended Choate Rosemary Hall, where she was a varsity athlete and a prefect. She will be living in Mason Hall this year.

Lori Caliguri has served as a TV producer, a director of communication for the Red Cross, and, of course, as a teacher. She earned a Master's in history from Yale and attended Lehigh University as an undergraduate. She formerly taught at Miss Porter's School.

Katharine Brush Library

Having lost the direction of Elaine DeVoss last year, the library now welcomes Eric Styles, the new head librarian. After living for six years in a boys dorm at the Hotchkiss School, Mr Styles now lives in Carter Hall with his wife, Julie.

The library also welcomes librarian Katherine Popadin. Originally from Australia, Ms. Popadin is an avid reader. "Surprising in a librarian, I know," she joked. In addition to reading, Ms. Popadin enjoys knitting and crocheting.

Math Department

Alicia Specht, a graduate of Hamilton College, is extremely enthusiastic about teaching at LC. She will be working as a dorm affiliate in Harman Hall.

Isso Shimamoto, having lived in California for most of his life, can't wait to experience (and complain about) the winters here in Connecticut, she says. Ms. Shimamoto. She is a graduate of Pomona College and has experience teaching at Phillips Exeter Academy's summer program.

Amanda Holland, a graduate of Skidmore College and Suffield Academy, will not only teach math but will also work to bring computer science back into the Loomis Chaffee curriculum next year. She will serve as an affiliate in Longman Dormitory.

Science Department

George Osei-Mensah, a graduate of Middlebury College, previously worked for Teach for America, where he taught chemistry and AP chemistry in a low-income neighborhood of Houston. A native of Ghana, Mr. Osei-Mensah attended boarding school in Germany.

College Guidance

Jami Silver, though considered a new faculty member, is actually returning to Loomis -- from 2000 to 2002, she worked as a teacher in the history department. She has served as an associate dean of admission at Wesleyan University for the past four years. Originally from Bristol Connecticut, she now lives here with her husband and son.

Admissions

Helene Ramirez is returning to LC -- however the last time she was on campus she was as a student. An alumna (class of 2007), Ms. Ramirez was born in Guayaquil, Ecuador. At Hunter College she pursued dance and psychology. She is extremely excited to be back on the island and can't wait to experience life on the other side of the desk here at LC, she says.

Welcome to all and we look forward to a great year with you!

Fashionable-Lee

An interview with Jae Lee '14

INTERVIEW BY MIA SCANLON '14

Log Staff

If you're ever stumped on fashion, Jae Lee '14 has become the go-to person and the genius for knowing what's in and what's hot. You may see him strutting around campus, clad in his signature black suit, blind knot tie, and shades that just scream fabulous—encompassing the coveted chic look with apparent ease. From an interview with Jae, he demonstrates how one could be fashionable and unique without having to hide behind designer labels.

What are some current trends that you love?

I would say vivid color palettes and certain sorts of oriental silhouettes.

Not to anger anyone, but what are your opinions about the LC dress code?

I understand the effort of our faculty members trying to make the school look more presentable and academically appropriate but there are definitely some points that call for clarification. For example, if I were to wear a T-shirt with a dress shirt over it, some would call it against the school dress code while others deem it acceptable. In my opinion, I really think there should be a large-scale modification of the dress code. T-shirts and jeans should be allowed as long as they are appropriate and presentable in public. This would definitely alleviate the stress students go through each morning in front of their closet as well as cut down on the money students spend each year on school specific clothes.

Do you believe that the general task of waking up every morning to find something to wear is stressful because of our dress code?

For me, I don't really find it all too stressful but as far as

I've heard from some people, it gets really difficult during late fall term until the end of winter term. There is something special during that time period.

What inspired you to begin designing your own fashion?

Believe it or not, I was far away from fashionable back when I was in 6th grade. I honestly think I was the most unfashionable person in the universe. Fortunately, one day I got a chance to watch Giorgio Armani's Prive Fashion show online and just like that I got inspired by the textiles and the perfect lines of clothing.

Is it difficult for you to put on paper the designs you envision in your head?

Putting the exact image in my head on paper sometimes prove to be quite hard but the more I practice, the better the symmetry of the model and the proportion of the article gets. As I was never really formally educated in fashion design/sketching, I wouldn't say I know the 'right' way of sketching.

What are your hopes when it comes to your designs?

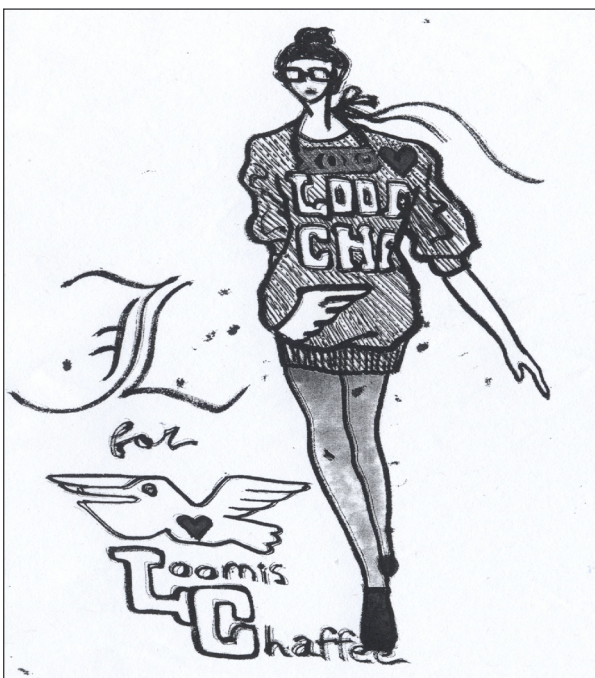
If I were to become a designer in real life I would want people wearing my clothes to feel both pride and self confidence in themselves. I've read an article about how fashion was developed in human society to cover up "not-wanted-to-be-seen" parts of the individual, but I want people to feel proud and unique. I want them to acquire that pride from who they are underneath the clothes, not from the brand they're wearing. My pieces will just be humble decorations.

What do you want people to think of when they see your future potential clothing line?

I would appreciate it if they paused in their tracks to take a look at my work but I don't want them to feel the need to buy it. I just hope they admire it and appreciate the beauty of it, that's all.



A design by Jae lee '14



A design by Jae Lee '14

NOTE: This interview was edited for grammar and brevity.

Loomis Chaffee Log

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ABOUT THE LOOMIS CHAFFEE LOG

Published since 1915, the Loomis Chaffee Log is Loomis Chaffee's official student newspaper. We can be found online at www.lclog.org and we can be contacted via e-mail at log@loomis.org. Letters to the editor and op-ed piece submissions are welcomed via e-mail. The Log reserves the right to edit all letters and pieces for brevity and content. The views expressed in the Log do not necessarily reflect those of the school or of the Log's Editorial Board. Unsigned editorials represent the collective views of the Editorial Board.

STAFF EDITORIAL

Rethinking school spirit

At this year's opening convocation, Head of School Sheila Culbert spoke strongly about the importance of the maintaining a close-knit community and school spirit. Her remarks posed the question, "What is Loomis's school spirit?"

The phrase "school spirit" is sometimes tossed around carelessly by faculty encouraging students to do their work jobs and arrive at class on time; however, following the school's defined rules, while important, is entirely separate from actual school spirit. Students attend class meetings and keep up with work jobs not because they believe doing so will promote their Pelican pride, but because they fear the just repercussions of Saturday night study halls and Level IIs if they don't. It should be noted that constant complaints about discipline on the part of students have a similarly dampening effect on school spirit.

Kent Day. Hundreds of students, faculty and alumni wildly cheer as they stand crowded on the turf sidelines in a sea of maroon and gray. The pound of war drums echoes from the corner of the track as enthusiastic students with giant Ls and Cs painted across their chests streak across the bleachers waving "Beat Kent" banners. This long-standing tradition in which the entire Loomis Chaffee community comes together to support our football teams presents far more real school spirit. It is this type of pride and enthusiasm Loomis Chaffee should seek to promote throughout the rest of the school year.

In order to promote school spirit we need to come together and plan unifying events — a whiteout varsity soccer game under the lights or a 24-hour Relay for Life charity event, for example. The possibilities for events are endless. What's really important is that these ideas come from the student body, and that they build on one the school's greatest strengths — its free-thinking and unique student body. Prospective families often comment on Loomis Chaffee's close-knit community vibe. We need to maintain this reputation by making sure that we feel a sense of pride in Loomis Chaffee, and we aren't afraid to show it.

We are glad the the Student Council has made building school spirit a priority for the year, but we know StuCo can't do this alone. Get involved. Tell your StuCo representative what you think; write in an op-ed to these pages. Have pride in your school.

Letter from the editors

CONTINUED FROM PAGE 1

(thoughtful criticism of the school is encouraged), dynamic, eye-opening features articles and an exciting, current sports section.

We firmly believe that the best way to uphold the reputation of the school — while being "our best selves" and serving the "common good" — is to put out an excellent newspaper, one that pursues and reports all the latest scoops, including news that might portray the school as something other than perfect. We hope the administration will agree, and assist us in our quest to end faculty censorship of the Log.

Addressing real issues is only the beginning — it is how we address them that really matters. Our goal is to address them in

thoughtful and effective ways, focusing on building understandings of serious issues and bringing out new perspectives.

Furthermore, this summer, the Log went online to a brand new web site entirely independent from the school's — you can now visit us at www.lclog.org. The site includes such features as commenting on articles via Facebook, interactive polls and photo galleries. It will be updated bi-weekly as new print editions are published.

That's right: the Log is going bi-weekly. Monthly production meant news was stale upon arrival. Now, you can reliably expect to see the Log every

single Week II Friday (barring certain scheduling irregularities). And it won't just be sitting around on a few stands around campus. Distribution in the dining hall will ensure that people know when a new issue is out and have quick, easy access to it.

But none of that explains the look of this paper. In addition to more frequent production, a new website and radically more interesting content, we've switched back to newsprint paper and color printing. We've also redesigned our layout and scrapped the name "The Log" in favor of our former name "Loomis Chaffee Log." We find the new layout more dynamic and engaging, and more flexible in the case of special features.

We cannot, however, do all this alone. Our changes are designed to make the Log relevant, dynamic, frequent, attractive and easy-to-access. We hope you'll notice our efforts and start reading — and maybe even comment online or send us a letter to the editors (e-mail log@loomis.org), or even better -- write in an op-ed piece to the opinion section.

Students: this is your paper now. We're convinced, and this is not hyperbole, that the Log, after a good deal of transformation and reinvention, can again become the best high school newspaper in the state of Connecticut.

- Sojin Kim and Izzy Kornblatt, Editors in Chief

Students: this is your paper now.

OP-ED CONTRIBUTOR | FRANCESCA SALVATORE '12

Frankie's tips for success at Loomis

If you were to stop a Loomis Chaffee student briskly walking down the quad to reach class before the ring of the bell and ask what single piece of advice they would give to a new student, you would surely receive a wide range of responses. While some would urge new students to master their time-management skills and spend every free period cornered up in a cubicle on the second floor of Brush, others would encourage them to simply have fun, make countless friends and spend as many afternoons sitting on the sundial in Rockefeller Quad as possible. Others would insist that freshmen load their schedules with every AP class offered and sign up for every single club offered here on the island until their inbox becomes routinely bombarded with emails from the LC Scuba Club or the famous BBQ Club. Even with a plethora of advice from seasoned upperclassmen and adult faculty, adjusting to life on the Island can still be a challenge for many new Pelicans.

Rather than overwhelming you, though, I've compiled a list of simple things every student at LC must do before graduation:

1. Go to at least one football game under the lights — even in the middle of frigid November, bundling up in your school apparel and coming together as a community to cheer one another on is undeniably one of the best parts about fall term.
2. Buy a friend a kiss on Senior Kiss Day — nothing beats seeing your friend's face when she gets a surprise kiss from that senior she's had a secret crush on!
3. Take a painting class with Chet — there's no better way to spend first period than sitting in the RAC, painting, eating munchkins and listening to the radio.
4. Walk to the Tavern and order a chocolate explosion — after one bite, you will understand.
5. Try out for a sport you've never played before — coaches and teammates are always really supportive and, who knows, you might discover a hidden talent!
6. Go to the AP Art Opening in the spring — not only are mouth-watering brownies served, but it's also really fun seeing what upperclassmen have been working on all year.
7. Do community service! — There are so

many opportunities and different programs to become involved with, and it's a really good way to build relationships with both students and faculty.

8. Attend the musical — seeing what your peers have been working on is definitely worth missing a night of homework for.

9. Square dance with your friends at the sophomore retreat hoedown — don't worry if you make a fool of yourself, the square dance is unquestionably what makes sophomore retreat worthwhile.

10. Become friends with an upperclassman — we ourselves were freshmen not too long ago, we are always eager to give you guys advice and help make Loomis a more comfortable environment for you.

Certainly there are more than just ten things every Pelican should experience—if you've always envisioned yourself playing ice hockey, try out for the team. If you know you're a born leader, run for class president. Your time at Loomis will fly by; before you know it you will be walking down the senior path yourself. Don't hesitate! Jump right in to all the amazing opportunities here at Loomis.

Uncommon applications: finding your voice

The Common Application is widely used among the most selective colleges. Theoretically, it is one of the small perks of the application process, as students don't have to fill

OP-ED COLUMN JESUE LEE '12

out individual forms for every single school. Instead, everything is reduced to student information and an essay. Of course, there is always a spin to anything remotely college-related, and now, students are relegated to not only filling out the form, but somehow making theirs the most interesting out of the pile.

Imagine my shock when I realized how much I had to convey in a matter of only one essay, one short answer and a list of my extracurricular activities. What? I am a person who enjoys composing long-winded sentences filled with lavish details and delightful metaphors while snidely commenting on social structure and politics. I don't do quips.

Also, "interesting" is so subjective, so personalized. How am I supposed to catch the

eye of a reader who is sifting through piles and piles of applications from equally qualified, or even better students than I? I pondered over my faithful computer, Jeremy, quietly wondering, "Who am I?"

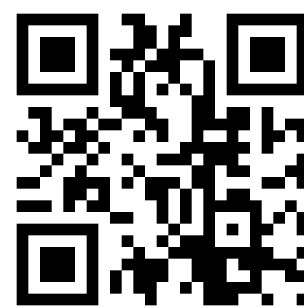
Existentialism aside, the Common App doesn't just challenge the individual's brevity; it challenges his or her amount of self-awareness. I quickly realized how plain-Jane I can be. Scores and grades aside, I am a senior at a college preparatory school. I am an Asian female. I have an affinity for literature and I, like most lovers of the word, enjoy writing. I have written for the school newspaper for a year and I tend to work within the realms of the NEO. I do community service during summers and have no athletic talent whatsoever. Pretty boring, right?

Now, as my college applications' due dates loom, I am admittedly pretty desperate. How am I interesting? I scramble every day to think of just one awesome thing. I draw a blank. My mind races, screaming and regretting all the times I could have saved a child from a burning building or designed

a machine that could save the Earth's water supply. "I should have picked up a hobby," I moan, "maybe even stuck to piano."

How exactly do you tell a college your biggest dream in thirty years is to be living in the heart of London, in a tiny flat, with writer's block? How do you describe that you prefer Marvel to D.C. because you disagree with the concept of the Archie comics and think Veronica and Betty's fight for Archie is a blatant stereotype that teenage girls care only about boys? (Though I admit, Marvel doesn't have the most positive female role models either. Mary Jane anyone?) How do you even admit that your greatest hero isn't Gandhi or Mother Teresa, but a fictional character that kills a snake? (Go Team Neville!)

The Common Application may currently pertain to only a quarter of Loomis students, but I think we can all learn: ask yourself who you are, multiple times. It's definitely hard; after all, I am still struggling. But eventually with the dedication we use on the field and in the classroom, I'm sure we'll get there.



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WRITE FOR THE LOG!

E-mail any of the editors listed on the other side of the page or log@loomis.org to sign up.

www.lclog.org/writeforus

OP-ED CONTRIBUTOR | ERIN CURREY '12

For 2012, Republicans need a moderate

The Republican debates began this summer, and candidates have come out swinging. In the early summer, pundits began proclaiming Mitt Romney, the governor of Massachusetts, to be

NATIONAL POLITICS

the clear favorite in a field including Representative Michele Bachmann, R-MN; Jon M. Huntsman Jr., the former governor of Utah, Newt Gingrich a former speaker of the house; and Representative Ron Paul, R-TX. It seemed the primaries would be a battle between Romney, whose voting record has flip-flopped between liberal and conservative views, and Bachmann, the 'tea party' sweetheart and extreme conservative. Then Rick Perry, governor of Texas, entered the race with a bang, and quickly usurped Romney's lead and forced him to adopt more conservative stances in order to try and reclaim the votes of critical southern states. With two debates come and gone, every candidate seems to sense the current weakness of Washington, and has adopted aggressive tactics to try and knock Obama out of power. Certainly, this summer's tense political atmosphere has left voters looking for a change in Washington.

Congress's approval rating has hit a critical low, and the management of the debt crisis was embarrassing on an international stage. Obama's cool, critical demeanor has weakened his image, since many Americans seek a president who is aware of their anger over the 0% job growth in August, and the looming threat of a double-dip recession. They see his latest 'job creation' package as a repeat of the bailout of 2008. The average American wants to see a president who can shame Congress into shape, forcing the radical right and left to settle their differences and actually accomplish something.

Obama's position is tenuous, and the Republican Party has a chance to reclaim the White House if they can just cooperate well. Yet they are losing critical northern votes by being, quite frankly, too conservative. Of the three leading candidates, Romney, Perry and Bachmann, two support teaching creationism next to evolution in science classes, emphasizing the idea that evolution is only a theory, and thus open to challenge.

However, most of the candidates are trying to

focus on economic rather than social issues. Perry, the leading candidate, raves about Texas's stellar job creation rate, but it must be noted that the majority of jobs created were minimum wage jobs. Also, Texas has an unusually high amount of natural resources, like oil.

Bachmann's early lead has tapered off, for she



Former Utah governor Jon M. Huntsman Jr.

without saddling the U.S. with another war), but he has a weak history with the economy and job creation. In another decade, this international political success could have had a more significant effect on the elections, but the crux of the matter is this: America needs to create more jobs, particularly in the middle class. Unemployment is still a major

issue, and some citizens have been unemployed since the initial crash at the end of 2007.

The class of 2012 will be graduating from college as the next presidential debates are in full swing. What kind of economy will we be joining? We need to know that the hundreds of thousands of dollars we have spent, and will spend on education, will get us jobs. We need to support a candidate who has a history of job creation, the diplomatic skills to navigate the political tensions in Washington and the courage

to stand by his beliefs through the tough times ahead.

We need Jon Huntsman.

He's not one of the leading Republican candidates. He's often a footnote in news articles. He is a rather liberal Republican, with a liberal orientation on social issues and a conservative tendency on economic ones. He supports same-sex civil unions, but not gay marriage. He, unlike Bachmann and Perry, believes in global warming, and has signed bills which support the further reduction of greenhouse gas emissions. He agrees with the rest of the Republican field in that illegal immigration must be restricted, but fully supports increased legal immigration, asserting that the influx of people will bring more consumers to the U.S., increasing houses sales and boosting up the real estate market. Most importantly, he has a history of deficit reduction and job creation.

He cut taxes in Utah by \$400 million, but main-

tained a budget surplus. His political strategy led the Pew Research Center to name Utah the "Best Managed State in America." He's been a CEO in the private sector, as well as a diplomat to China for two years after being nominated by Obama and approved by the Senate unanimously. Basically, he has the full support of both major parties. Considering that Democrats and Republicans are now more divided than ever, Huntsman has the unique position of having already gained the Democrats' trust. With a more centrally-located candidate, perhaps the fiery emotions permeating Congress will abate without angering the Democratic sections of Congress.

Huntsman has flown under the radar as some of the leading candidates have claimed both great victories and embarrassing defeats. Bachmann has shot herself in the foot with embarrassing sound bites, and radically conservative social and economic policies. While Perry is less extreme in his views, he is still extremely conservative in most northerners' minds, and his Texas background arouses unfavorable comparisons to George W. Bush. Romney may be a good politician in that he adapts as the times change, but after four years of Obama's compromising, the American people want a leader who will stand up to the extreme factions, liberal and conservative, who currently dominate Congress.

Vote Jon Huntsman in the primaries. Otherwise he will never have the opportunity to challenge Obama and redefine what it means to be a Republican president. Ironically, the very facet of Huntsman that would make him a fantastic president (his confidence in his views and his refusal to compromise them for votes or media attention) will probably lose him the primaries. Then we will be left with Bachmann and Perry, who seem to be too conservative for the general public's acceptance, and Romney, who has fluctuated between opinions for his entire political career. If Romney wins the primary, Obama might have a few challenges facing him. If Perry or Bachmann wins, Obama will simply have to remind the public about the Democratic support for unemployment benefits, and he will emerge as the leader in the polls.

Huntsman's central politics could attract critical independent and mid-western votes, and give Obama a run for his money.

OP-ED CONTRIBUTOR | SARAH WILLIAMS '13

A whole new world: the opening dance

The cool night air echoed with the sound of whistling in the dark quad, a sign that the first dance of the year was about to begin. I glanced out my window to see red shirts streaking across the quad and became momentarily blinded by flashes from cameras. I plugged in my iPod and music pulsed from my measly speakers into my pitch-black room as I kicked off the dance with a party of my own, hoping to start the night with a bang.

My memories from my freshman opening dance aren't what one would call forgettable. We were jostled around, bewildered by the hundreds of new faces jam-packed into the small space, pushed towards the middle of the group, and acquainted with the strangeness of high school dances. Yet somehow, freshman opening dance stands leagues above the rest. Each year before the dance, I hope that the memories will be surpassed. I hope that this night will outshine that of 2009, and each year I'm disappointed.

Eventually I noticed seniors chaotically stampeding into the squash courts, and I took it as my cue to escape the confines of my room and jump into the circus. I walked, surrounded by my friends, into the gym, only to watch herds of freshmen, sophomores and juniors running from the near-empty Erickson into the crowded

lobby. We all stood awkwardly, wondering when to enter. Suddenly, I felt a spray of water soak my back. Turning around to see my RA ordering me with a whistle and a wrist flick, I joined the rush back into the gym. Apparently, it was time to begin.

I thought back to my freshman year, when a world of opportunities lay at my feet, and nobody's face was familiar. In 2009, the students were shooed away from each other by the deans who walked to the middle of the dance floor, right into the inner circle of dancers. The lights flickered, sending hordes of students toward the day student parking lot, where the dance was continued via car radio. It was a wild introduction to Loomis Chaffee.

Two years later, things have changed. The location of the dance has moved from the boundaries of the underclassmen dining hall to Erickson Gym, diminishing the mosh-pit effects that concern the deans. Not only that, but the deans no longer wander amongst the students. Instead, faculty chaperons circumnavigate the perimeter of dancers.

The opening dance is one of our first encounters with shaping our new Loomis identities, and the exciting process of becoming a new person brings a rush that is unparalleled.

To returning students – our past at

Loomis is not something to hide but rather something to exemplify. As hackneyed as it sounds, love the person who you've become and embrace the maturity that you've gained. You have an evanescent amount of time on campus; ensure that you make the best of your time.

To the new students – take advantage of the anonymity that a new school provides you and explore things you formerly wouldn't. Who you were doesn't matter here, it's only who you choose to be. Eventually you'll find yourself mixing the words "school" and "home" and on occasion, you'll miss the place when you've left. Loomis has an addictive quality that makes you want to return after a long summer away. As you grow and find your niche in the community, whether you're a boarder or day student, art student or all-star athlete, Loomis will become your home too, a home filled with familiar faces who you will learn to love, and hate to miss.

To me, the dance will never compare to freshman year because it was new. Everything held a novelty that won't be recreated. The opening dance has a tradition of being for the seniors and the freshmen; maybe next year will compare to my first year. As a senior, there's nothing left to lose, and that may be where the fun begins.

OP-ED CONTRIBUTOR | ABBY ADAMS '12

Space program in a jam

This July, we watched the launch and landing of the final American shuttle, marking the end of an era – but not of NASA. Once a matter of national pride,

THE SPACE RACE

the National Aeronautics and Space Administration has become almost a punchline to many. Many people feel that with budget cuts looming we should all say goodbye to our chances of becoming an astronaut, but I think NASA just needs to remind America of its capabilities.

Founded as part of U.S. foreign policy, NASA was our contribution to the space race, planned as an advance toward space in competition with the militant Russians who plagued the nightmares of Americans. While in 1969 we won the race to put a man on the moon, in the modern world we're losing ground. Without our shuttle program, it will be the Russian Soyuz shuttles that bring astronauts to the International Space Station. Should we sacrifice decades of time, energy, and money only to allow the Russians to have a monopoly on space transportation?

NASA has a pressing responsibility: to find a new driving force, a focus that can unite the program. In my opinion, NASA's time is not over, but now it must delve even further into the realm of research. Without a doubt, answers

to some of our most puzzling and meaningful questions lie in space, future revelations in physics, and mathematics as we piece together the picture of our existence.

In addition to these questions, the research performed as a part of the space program has consequences that extend into our daily lives. As we head into Breast Cancer Awareness Month, we remember that the mammograms that have become so important were actually improved using image processing techniques developed for the Hubble Telescope. From CAT scans and MRIs to the ATM and the athletic shoes on your feet, many significant inventions have utilized space research.

With budget cuts looming, the financial situation of NASA comes into question. Currently NASA receives approximately \$18.5 billion, around 0.5% of the 3.7-trillion-dollar budget. While not insignificant, it hardly dominates scientific funding. For 2011, the National Institute of Health received about \$30.7 billion in fields where private grants are available. NASA is also a fairly significant employer with 19,000 civil servants and 40,000 contractors.

NASA has been, and will continue to be, a symbol of American progress. Its research could change our lives in profound ways and it deserves continued support.



LOGSPORTS

Loomis goalie gets the call

Steve Michalek '11 is drafted into the NHL

BY SAM ADLER '15
Staff Writer

"With their fifth pick of the 2011 NHL Draft, the Minnesota Wild select... Steven Michalek of Loomis Chaffee."

Steven Michalek '11 was drafted into the NHL 161st overall, the 10th selection in the 6th round. Michalek always focuses on short-term goals instead of stressing about the future.

In an interview with the Hartford Courant, Michalek humbly noted, "I've always tried to be really realistic about things and always set high goals but not expect good things to come to me." Michalek went on to reflect that "before you can start thinking about committing to a Division I team or say 'I want to play in the NHL,' you have to think about being the best goalie in New England prep school hockey or I have to get a starting job in New England prep school hockey. You can't think two steps ahead [sic]." This mentality, allowing him to focus on the present and not the future, immensely helped Michalek excel as a goaltender.

In the summer prior to his senior year, Michalek played for the U.S. national U-18 team in the Ivan Hlinka Tournament in Slovakia and the Czech Republic. The U.S. national team was able to make it to

the finals where Michalek only let in one goal in a heartbreaking 1-0 loss to Canada.

The Canadian player who scored with a game winning goal, Ryan Nugent-Hopkins, was this year's number one draft pick. Michalek's outstanding game piqued the interest of both the Minnesota Wild and the Harvard scouts.

During his spectacular senior season as goaltender Steven Michalek posted a .918 save percentage and 1,000 saves in his 25-game season. Astonishingly, Michalek saved 92% of pucks that came his way.

This unbelievable save percentage was a major factor in his selection for the National Junior Team Evaluation Camp this August. From this camp, coaches select and prepare a team for the International Ice Hockey Federation World Junior Championship to be held December 26 to January 5 in Calgary and Edmonton, Alberta. The Glastonbury, CT native got the unexpected call to attend the camp on his eighteenth birthday. "It was a very good surprise birthday present," Michalek said in an interview with USA Hockey. "I was sitting there about to do some stuff with my family. Then I got the call from Coach Exter and next thing I know I'm up here playing against the best kids in the country. It's been a pretty cool experience."



PHOTO COURTESY LOOMIS CHAFFEE

Steve Michalek '11 in goal

Michalek is going to be playing for the Harvard-Crimson this year who boast 1 NCAA and 25 Ivy League championship titles so he will have tough competition for the starting spot.

Michalek, from Pelican goalie to Crimson goalie to Minnesota Wild goalie, is working to make his mark in the hockey world, never forgetting his high school team and his time as a pelican.

Fall sports team previews

BY ELIZABETH FREEMAN '13
Staff Writer

GIRLS' VARSITY SOCCER

The girls' varsity soccer team has a great season coming up with a strong senior lineup including Allison Saucier '12 (goalie), Breana Derella '12 (midfielder), Liana Hinds '12 (offense) and Faith McCarthy '13 (offense). The team's collective strength, speed and sportsmanship is sure to lead the girls to many victories on the field this year.

BOYS' VARSITY XC

Favored to win this year's Founders League Championships, the Loomis Chaffee cross country boys are training and running hard. Four-year seniors David Balise and Ben Hiskes hold personal records of 17:07 and 16:23 respectively at the 5K distance, crushing the varsity qualifying time of 18 minutes. They represent only two of the many boys that lead the cross country runners during practice and meets. Patrick Dickert, a new sophomore, has a PR of 17:37, and Dontay Downer, described as a "speedy freshman" by manager Victoria Johnson '12, ran his first race at roughly twenty minutes and is expected to improve throughout the season. Overall, the team has some tough competition this year, but should continue to place well at meets. "My boys know what they want and how to get it, whether that means beating their PRs or surviving hard circuits. I'm excited to see what will happen this season!" said Johnson.

VARSITY FOOTBALL

This year the football team is doing fantastically. The team's scrimmage record is 3-0, and its members are getting excited and practicing hard for upcoming games. It's a strong team this year, with an appropriate mix of seniors, PGs, juniors, and up-and-coming underclassmen. Captains Brian Nance '12, Chris Edwards '12, Jon Spivey '12 and Kevin Caba '12 are looking forward to what is sure to be a good season -- maybe the one in which we finally capture back the spoon from Kent. The team is attacking every practice with

New coach, new start

A preview of the boys' and girls' soccer seasons

BY NICK SAILOR '13
Staff Writer

The summer proved to be an exciting time for the Loomis Chaffee Athletics Department. Both the boys' and girls' varsity soccer teams have welcomed new head coaches. Charles Bour, an alumnus of St. Lawrence University, leads a notoriously successful team, specifically one that has made New England's 28 out of the last 34 seasons. He arrives with youth, vigor, and much coaching experience that will be a valuable asset to the program. He also serves as a Spanish teacher. He was the assistant head coach of the St. Lawrence men's soccer program after completing a four year tenure there as a student. During his playing days, he was a midfielder and captained the Saints his junior and senior year's.

Coach Bour, confident and hopeful for the season ahead, fondly speaks about the team as "a very tight knit group [where] the players are willing to work hard and make sacrifices to get better. We'll be a force to reckon with this season." Coach Bour hopes to play the Loomis way, stating, "I am confident in our players' ability to possess the ball and play at a high pace. We will try to play an attractive brand of soccer, one in which we attack at speed when options are open."

Dilan Casanovas '12, last year's leading goal scorer and this year's co-captain said, "I think that our team has great potential and can accomplish great things. Coach Bour is doing a great job developing the unity of the team as well as working with us to make us bet-

ter players and a better team." she became an assistant coach at her alma mater. For seven seasons she worked under Coach Len Tsantris, a renowned coach in women's college soccer.

Following an impressive season that ended in a semi-final defeat to Nobles, the girls will strive to get back to post-season play this season.

Coach O'Brien praises the team as "a talented group of returning players [and]...several newcomers, we expect to play a high tempo, offensive minded game. The team has set high standards and has high expectations for this year. Our focus is on the process -- working hard, working together and having fun. Overall, we hope to establish a program that is successful based on a commitment to the team, a desire to work hard and dedication to the sport". Senior goalkeeper Allison Saucier '12, said that "this is a strong squad and the most united team we've had in three years. We're very excited about Coach O'Brien, her experience will bring us a long way."

After a well played game against Exeter resulting in a 2-0 loss, the boys' varsity soccer team look to bounce back as they start a five game away stretch starting with Brunswick. The girls look to avenge their semi-final defeat last year to Nobles as they open their season with Nobles traveling to LC. With new additions, new players and a long-standing tradition of excellence, the soccer programs on the Island will surely continue to flourish.



JAEHWAN KIM '13 / LOOMIS CHAFFEE LOG

Matt Gomes '14 goes for the ball with intense concentration

zeal, and its members plan on giving all their effort to each down, quarter and game, with the hope of closing the season victoriously.

VARSITY FIELD HOCKEY

With the three captains of girls' varsity field hockey spread across the field -- Caroline Moran '12 in the goal, Chloe Alexander '12 playing defense and Devin Markinson '12 up at offense -- this year's team is shaping up nicely. The team consists of five seniors,

three other returning players and a PG, Beth Findley. The team to beat this year is Hotchkiss's Bearcats, who are looking to win their tenth consecutive New England tournament. Captain Moran has a positive outlook on the future of the team. "We always give all that we have in practice, which is what makes the difference in a close game. I am excited for the season and find myself looking forward to practice every day for a chance to play with my teammates," she said.



CHLOE ANDERSON '12

Varsity football takes on Nobles and Greenough School