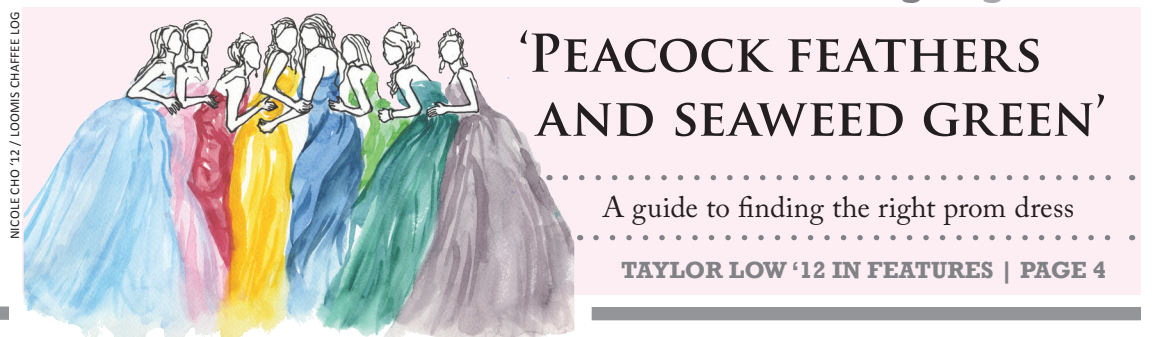




TRACK & FIELD

HURDLING ITS WAY TO A CHAMPIONSHIP TITLE

THE SEASON THUS FAR AND PROSPECTS MOVING FORWARD | PAGE 8



'PEACOCK FEATHERS AND SEAWEED GREEN'

A guide to finding the right prom dress

TAYLOR LOW '12 IN FEATURES | PAGE 4

THE LONG HAUL

Over the years, StuCo has been increasingly led by boarders

StuCo's focus has remained on school-wide issues

BY MIKE HOROWICZ '13
Staff Writer

The last two decades have seen a significant rise in the number of boarding students leading the Student Council, according to a Log analysis of the history of the Council's leadership. From 1992

STUCCO ELECTION

20 years of StuCo leadership

A complete list of StuCo's leaders over the past two decades, page 2

to 2001 not a single boarding student was elected Student Council president. However, in the past decade, the number of boarding student presidents has drastically risen: six boarding students have occupied the presidency since 2001.

Current president Lindsay Gabow '12, who is a boarding student, acknowledges the fact that the Council represents boarders more than it used to. "We do have more boarding students than day students at LC, so it would make sense that they would get slightly more representation on the Council," she said.

The shift towards an increasing number of boarding presidents is likely to continue in the coming

years as the school's 2009 decision to cut down the number of day students by 75 takes full effect.

Of the six declared candidates in the running for next year's presidency, only one, Rekha Kennedy '13, is a day student.

The current senior class, on other hand, has five boarding representatives and four day representatives, a more balanced mix (the seniors have fewer representatives in total because too few candidates ran for the available positions).

With greater numbers of boarding students leading StuCo, it might seem likely that a more boarding-focused agenda of issues would dominate the Council's time. But these issues, such as interdorm policies, Internet access and family style, have not been taken up more by StuCo in recent years than in prior ones. In fact, longtime StuCo faculty adviser Fred Seebeck thinks the opposite shift has occurred. "Although over the years I've seen the leadership change, the focus had been on boarding events," he said, "but recently we've done more about the whole community."

This year's officers say the

STUCO, PAGE 2



GRAPHIC BY WILL DORAN '12 FOR THE LOOMIS CHAFFEE LOG

SENIOR SPRING: A RELEASE OF TENSION

PERSPECTIVE

What is senior spring, anyway?

CHRISTIAN BERMELE '12

I write this on a week 1 Saturday on a four-hour drive back from Philadelphia. My Veracross tallies 21 absences for this term (20 of which are excused, thanks very much). I've spent three days of this term at colleges, and another at a track meet.

Prom is approaching. Frisbees perpetually fly across both quads. Kids are moonwalking during study hall. Paper airplanes are being flown through the library. Even Michael Danielczuk '12 admits to being checked out. Spencer Congero '12 went to a dance! It seems senior spring has sprung.

So is this proof? Does senior spring, senioritis, senior slide really exist? Well, it's complicated.

For one thing, the work hasn't exactly slowed down. I have another Log article to write after this one (both this one and that one are overdue, by the way). My friend just had a test and a quiz in Calculus in the same class period (!). I'm 120 pages behind on my English reading (rest assured, Mr. Scanlon, I'll have caught up by the end of the day). AP exams are approaching fast, too fast. Last Tuesday, I could count the hours of sleep I'd gotten the night before on one hand (If I'd had some bizarre childhood accident leaving me with a three-fingered hand, I still could've counted my sleep hours on that hand).

Undeniably, though, we seniors are more relaxed. When I get home, I don't feel that urge deep within me to get my work done. Scott Casher '12 put it best: "Yo, I'm not tryna do any homework right now!"

Picture the typical Loomis Chaffee student as a rubber band. During freshman year, we're not stretched too much. Sophomore year, we're stretched a little more, but it's comfortable. But junior year and the first two terms of senior year, we're stretched pretty far, like stretched to shoot the furthest distance possible. Senior spring, I suppose, is that time when the rubber band is released and allowed to return to its natural position. It feels good.

Admittedly some of this relaxation has to do with the fact that in some ways we seniors do have it a little easier this term. We have the option to take an elective class pass/fail. We don't have to take an exam if we have a B+ or higher in any given class. And some teachers really do relax their standards a bit. But for what it's worth, I (and most others) am just as challenged this term as any other. I just feel better.

SENIOR SPRING, PAGE 3

PERSPECTIVE

Senior path to get a bold new look

ADRIENNE HENDERSON '12

For three years I cautiously avoided it. Freshman and sophomore years, I walked the perimeter of the upperclassmen quad, marveling at the prospect of one day confidentially strolling down it myself. Junior year, I respectfully stood off to the side in the grass if my senior friends congregated on it. This year, I incorporate it into my route to classes, no matter how unnecessary and out of the way it is. Suddenly, a short trip from the Library to Chaffee clearly required a detour down the center of the quad: a detour down the legendary 'Senior Path'.

When I first toured Loomis in 2007, my Mom's jaw dropped as we

rounded the corner of the dining hall and beheld the view of Grubbs Quad. One of my tour guides amiably laughed, "Running down the middle of the quad there, you see, is the senior path. It is a long standing tradition that only seniors and alumni can walk on the path. All others caught on the path will be thrown in the cow pond." Noticing the shock of horror on our faces she added, "I am only kidding" and after a moment or two she whispered under her breath "... sort of." Needless to say, as an underclassman, I avoided the path, only making my first stroll down it all the more special. Walking on the path that first sunny afternoon this fall, I admired all of the brick patterns embedded in the ground, relics left

SENIOR PATH, PAGE 2



JOHN PATRICK III '14 / LOOMIS CHAFFEE LOG
Addison Wright '11, designer of the 2012 class square, looks down the senior path

Wright's 2012 senior path design, page 2

Longtime English teacher Andrew Watson to leave LC, start consulting business

Watson was Loomis's first openly gay faculty member

BY IZZY KORNBLATT '12
Editor in Chief

Longtime English teacher Andrew Watson, who is on a leave of absence this year studying neuroscience and education at Harvard, will not return to his position next year. Instead, he'll be working for his new consulting company, Translate the Brain, which, according to its website, works to "translate the recent brain science research so that teachers, students, parents, and schools can put it to practical use every day," and, conversely, to "translate the experience of teachers and students so that researchers can build on and learn from their wisdom."

Mr. Watson first came to Loomis as an English teacher in 1988. He served in various roles around campus - including those of dean of faculty, theater teacher and dorm parent - over the years, and quickly

WATSON, PAGE 3

Seniors conduct independent study in genetics

BY SAM ADLER '15
Staff Writer

With head of the Kravis Center for Excellence in Teaching and science teacher Scott MacClintic and science teacher Simon Holdaway guiding them, Erin Currey '12 and Krishna Ragnathan '12 have been conducting independent research concerning bacteriophages and the process of RNA interference for their respective independent study projects this past term. Independent study projects originated with college professors visiting Loomis and selecting students to work with them in lab. The program has, in recent years, fallen by the wayside, but was resurrected by the school in from of intrascholastic independent study projects such as Ragnathan's and Currey's.

Ragnathan's work with RNA interference (RNAi) focuses specifically on disrupting the production of muscle cells in nematode worms *c. elegans*. The process re-

volves around exposing the worms to RNA, the chemical that serves as an intermediary between the genetic information coded in DNA and the proteins that are ultimately translated from this information, that has been synthesized in a lab.

This "artificial" RNA is made not only to resemble the RNA that would be injected in a cell by a virus, thereby triggering an immune response in the worm, but also to bind to certain strands of the worm's natural RNA. As a result, the worm's own immune system breaks down the synthesized RNA and the complementary natural RNA, resulting in the protein being blocked from production.

Ragnathan's interest in RNAi started when he learned about RNAi in science teacher Jeff Holcombe's genetics class this past fall. In the following term, Ragnathan enrolled in MacClintic's molecular biology class, in which his teacher recommended he pursue an inde-

ISP, PAGE 3

Global awareness organizations to collaborate next year

BY GRACE FOSTER '13
Staff Writer

Established in the 1980s and then resurrected in 2001, the Foreign Policy Association, led by history teacher Rachel Engelke, is a group of 19 juniors and seniors who come together once a cycle to share their common interest of various global issues of the modern world and the United States's response to such issues. The mission statement of the organization states, "The mission of the Foreign Policy Association in its most general sense is to understand current affairs in our world today. More specifically, the FPA desires to

promote a deep understanding of foreign policy issues in the United States through careful investigation of various regions in the world, and through rigorous examination of all sides of seminal issues—geopolitical, socioeconomic, religious, historical—involving conflict in the world today and its impact on U.S. policy-making. Through its research, the FPA is committed to fostering awareness in the Loomis Chaffee community of global issues and U.S. foreign policy alternatives in response." However, over the course of the past few



LUKAS ODERMATT '13 / LOOMIS CHAFFEE LOG

FPA
PAGE 2



Mr. Watson in 2010

JUSTIN ZHENG '11 / LOOMIS CHAFFEE LOG

44 seniors inducted into Cum Laude Society

LOG STAFF REPORT

On Thursday, April 26, 44 seniors were inducted into the Cum Laude Society at an all-school convocation. The society, a national organization dedicated to recognizing academic excellence, has hundreds of chapters around the world. LC inducted 20 percent, the maximum allowed, of its senior class.

Curt Robison, secretary of the society, gave the Cum Laude address after the induction ceremony. He reflected on the question "Why be moral?" in accordance with this year's school year theme of 'doing the right thing.'

The following students were inducted:

Abigail Adams
Christian Bermel
Scott Casher
Samson Chow
Robert Citrone
Theodore Cleveland
Nathaniel Cleveland
Spencer Congero
Erin Currey
Michael Danielczuk
William Doran
Christopher Edwards
Peter Falsey
Jing Shirley Feng

Liana Fernez
William Fierston
Junjie Monica He
Benjamin Hiskes
Sara Kase
Patrick Kennedy-Nolle
Chate Khemakongkanonth
Ian Knapp
Isaac Kornblatt-Stier
Alexander Lafrance
Kikyung Lee
Jeesue Lee
Kevin Lee
Sara Martino
Joseph Niemiroski
Kevin O'Neill
Patryk Radlowski
Rachel Rosenblatt
Jun Hwan Joshua Ryu
Andrew Shichman
Chan Jeong Michael Siu
Jarrod Smith
Nickolas Stasack
Mae Stover
Heidi Taggart
Meredith Thomas
Elizabeth Titterton
Steven Wang
Shihui Wang
Theja Yalamanchili



Cum Laude inductees pose for a picture in front of the Olcott center

PHOTO COURTESY OF LOOMIS CHAFFEE

Alex's Lemonade Stand sponsors dance, holds semiformal dinner

BY HANNAH SHUSHTARI '13
Staff Writer

On April 28, the Lemon Ball, a semiformal dinner for sophomores, juniors, seniors and faculty, raised approximately \$2000 for Alex's Lemonade Stand Foundation. Organized by Allison Byrne '13, Mark Crawford '13 and Alexandra Smith '14, the Lemon Ball featured an acting company who attended the dinner and acted out a murder mystery. Throughout the dinner, they acted out the mystery, giving students characters with whom they could interact and try to solve the murder.

By the end of the meal, the murder mystery was solved, and the students proceeded to the Carey Room for a dance. The event allowed students not only to donate money to a great cause, but also to partake in an eventful night.

Alex's Lemonade Stand Foundation began unofficially in 2000

when four-year-old Alexandra Scott, diagnosed with cancer just after her first birthday, held a lemonade stand to raise money to help find a cure for childhood cancer. That day, she raised \$2000. Alex passed away in 2004 after having raised over \$1,000,000 for kids like herself. In 2005, her parents started the foundation, known at Loomis as ALS, and since then have raised over \$5,000,000 dollars and educated thousands of people about childhood cancer.

This past summer, Ann Walsh, an active contributor to Windsor community service asked Junior Allison Byrne the Bring Alex's Lemonade stand to Loomis. With the help of faculty member Tricia Chambers and junior Jordan Niezelski, Allison brought ALS to LC with abounding support. In the winter, ALS attended a boys' varsity hockey game at which they sold cupcakes, hot chocolate, and lemonade, raising approximately \$100.

FROM PAGE ONE

Senior path

CONTINUED FROM PAGE 1
behind by past classes, and couldn't help but wonder what my class would decide to leave behind for future students to admire in the years to come. Will it be a bold batman sign like 2010? A traditional, elegant pattern such as the 1978s swirl? What design could possibly capture all of the personalities of my peers and condense them into a mere conglomeration of bricks laid into mud? Well, about two weeks ago, I found out.

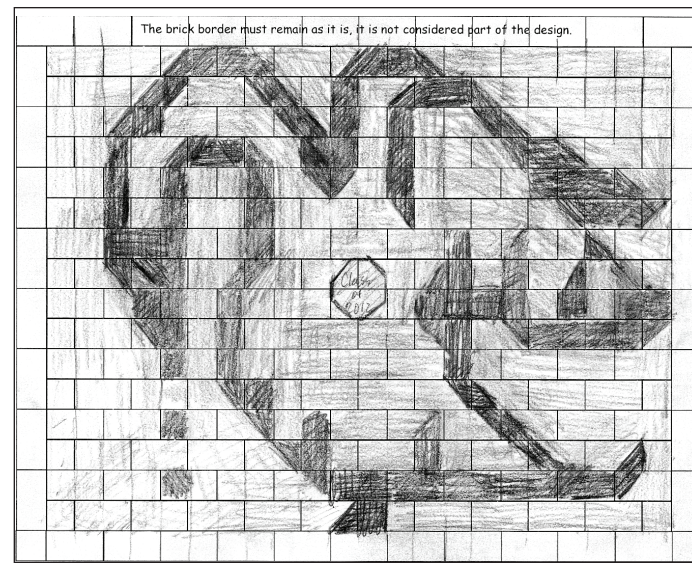
Two years ago, in a Flagg bedroom during a stormy winter night, Addison Wright, current senior and Batchelder RA, lounged lazily in his room. Undisturbed by Sam Broda's snoring from the bunk bed above him, Addison was afflicted by a vivid dream that he now believes was a message from Sheila Culbert herself, declaring his fate as the 2012 senior path designer. As this dream continued to recur over the next few years, Addison claims he felt compelled to carry around a design pad with him at all times in order to draw any inspired ideas that might come

his way at any time. When the time finally came to submit drawings for the senior path design, Addison knew what he had to do. As the morning dew settled over the grass in the meadows, Addison perched himself thoughtfully on a bench to watch the sunrise and reach within himself to access his inner artistic prowess. The sun

crested over the trees, casting beautiful reflections on the river. From the breathtaking beauty of nature all around him, Addison felt unbelievably moved in particular by the interactions of all of the birds on LC's own little Island of paradise. Swiftly racing back to his room, he turned off the lights and tried to position himself in a such a way

as to channel the inspiration of his dreams onto a piece of paper. After a few minutes, he opened his eyes and beheld the image of a majestic pelican of his own creation, the future 2012 senior path design.

In five, 10, 15 or even 20 years, I cannot imagine how I will feel looking back on the Class of 2012's small imprint on the Loomis campus. Dozens of bricks leave a seemingly insignificant impact on the campus, but will leave a lasting impression on me. I finally understand now that the identity of each graduating class will be remembered through its design and will always have a special place in the hearts of the graduated students. For no matter what, memories fade and LC will continue to change, but I will always look back on that little pelican and remember how much I laughed listening to Addison concoct the story of his inspiration, along with other similarly small moments that permeate each brick of the senior path and make the Loomis family stick with us all throughout our lives.



Addison Wright's '12 senior path design for the Class of 2012

StuCo

CONTINUED FROM PAGE 1
Council has worked hard to address issues that pertain to all students.

"We always try to serve the student body as a whole," said boys' vice president Steven Z. Wang '12, who is a day student. "If you look a lot of the things that we've passed, such as the lunch stagger change, which effects both boarders and day students, you can really see that."

Gabow said that she sees the mix of boarding and day representatives as a boon to the Council. "Student Council meetings are much more productive than Congressional discussion on legislation, because we tend to have great discussions with both boarders and day students contributing heavily," she said. "Some of our most active members in the Council are day students; half the officers are day students."

This year StuCo's house system proposal, which has now been turned over to a new house system committee, sought to bring together day students and boarders. "One of the main reasons we thought of this idea was to alleviate the divide between day students and boarders," said Wang.

The 'day-boarder divide,' a major topic of discussion in recent years, is difficult to gauge and understand. Two years ago

head of school Sheila Culbert announced to students that she saw it as a serious issue for the school to address. At the Loomis Leadership Conference this winter, an event where a wide variety of student leaders discussed school issues, there was little consensus on the issue of the day-boarder divide. Most students did agree that if such a divide exists, it's not one of animosity or anger.

Wang points to other examples of the Council working to address issues that affect the entire school. "The Honor Pledge pertains to all students regardless of residence, and the level III proposal is also a school-wide issue affecting all students," he said.

Mr. Seebeck also said that many boarding issues aren't within the Council's purview. "Sometimes we're discussing issues that really aren't up to us to decide; they're the Dorm Life Committee's job," he said.

Additionally, records show that, in recent decades, males have dominated the presidential position, leading StuCo for fourteen years in the past 20 years. Eleven of the past 20 StuCo presidents were day student boys (most recently Zach Wolf '11 and Nick Judson '10).

20 years of StuCo leadership

- Lindsay Gabow 2012 Boarding Girl
- Zachary Wolf 2011 Day Boy
- Nick Judson 2010 Day Boy
- Tyler Eldridge 2009 Day Boy
- Todd Mendlinger 2008 Boarding Boy
- Matt Ginsberg 2007 Boarding Boy
- Chris McKay 2006 Boarding Boy
- Lauren Robertson 2005 Boarding Girl
- Ray Carta 2004 Day Boy
- Elizabeth Byrne 2003 Boarding Girl
- Jacob Sills 2002 Day Boy
- Donald Turnbull 2001 Day Boy
- Andrew Powell 2000 Day Boy
- Dave Tahl 1999 Day Boy
- Stephen Matzie 1998 Day Boy
- Zachary Sandler 1997 Day Boy
- Dan Vacek 1996 Day Boy
- Jodie Hamilton 1995 Day Girl
- Dan Oppenheimer 1995 Day Boy
- Heidi Erdmann 1993 Day Girl
- Heather Moran 1992 Day Girl

SOURCE: LOOMIS CHAFFEE ARCHIVES

CORRECTIONS

April 19 Issue

In the page 1 news story "A competitive StuCo race heats up," the quotation "I believe that the experience and dedication I have shown during my tenure on the Council, as well as the almost brotherly connections I have made with my constituents, will make me stand out in the election" was not properly attributed to StuCo presidential candidate and Log News Editor Paul Lee '13.

In the page 5 features article "Timeless or just traditional? The classics cut both ways," the 1960 Harper Lee novel "To Kill a Mockingbird" was incorrectly referred to as "How to Kill a Mockingbird." In the same story the author Roald Dahl was incorrectly referred to as Road Dahl.

Ever notice a factual error in the Log? Tell us about it! Email log@loomis.org. You can also find corrections at www.lclog.org/corrections.

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FPA

CONTINUED FROM PAGE 1
years the group has moved away from both the mission statement and from "fostering awareness in the Loomis Chaffee community" by discussing personal interests more frequently than global issues.

In light of this, Ms. Engelke has expressed a desire to strengthen the organization's reach on the Island in the coming years through directing the FPA's attention towards like-minded organizations elsewhere in the community, including the Model United

Nations team and the Loomis Chaffee World Bulletin (the foreign affairs journal founded in the Spring of 2010). Many of the students who participate in the FPA are also involved in these similar organizations and drawing them closer together would be more effective in streamlining each and in better utilizing the time, energy and resources of the students who make them up.

"The FPA isn't "going away" next year," assures Ms. Engelke. "Quite the opposite, in fact. If anything, I hope that its pres-

ence will be felt even stronger next year—but not simply on Week II Tuesday evenings in the Brush Mezzanine!" Coinciding with this foreign interest movement is next year's recently announced school theme, Democracy at Home and Abroad. The FPA is eager to play active roles throughout the year. A series of articles exploring both President Obama and Mitt Romney's stances on various foreign policy topics is planned for the Spring 2012 issue of the World Bulletin. In the fall of next year, the

FPA expects to enthusiastically participate in the campus-wide mock election that will be run through the history department.

In the coming years, the Foreign Policy Association will look to broaden its influence on the Island, as the students who engage in it, MUN and the World Bulletin, look to share their passion and knowledge with the community in hopes of generating exciting conversations all throughout the Island as we head into an exciting year, filled with moments that will strike up debate.

Project Green sponsors Earth Week events

Holds 'no power hour,' bake sales and two guest speaker presentations

BY KEARA JENKINS '14
Staff Writer

You may remember some of your teachers opening shades on Wednesday, April 18 as an alternative to turning on lights. This "no power hour" was part of a chain of Earth Week-themed events coordinated by Project Green from April 16 to April 22.

Project Green is a student-led organization advised by science teacher Jeff Dyreson dedicated to raising awareness about environmental issues, minimizing Loomis's environmental footprint, and inspiring eco-activism on and off campus. Claire Hard '13, co-vice president of Project Green, said that "the major purpose behind the events is to raise awareness about the ways to live sustainably without drastically changing your life style."

During their bake sale on Monday and Tuesday Project Green used only organic and locally grown ingredients. "We hoped to demonstrate how easy it is to purchase or make more environmentally friendly foods. Local foods or foods grown organically can help decrease carbon footprints and support companies that don't use fertilizers and chemicals," said Hard.

The organic goods will not only promote sustainable food sources, but also generate funds to bring environmental speakers to campus. Loomis received two visits from

environmental speakers during Earth Week: one from 'Sustainable Dave' and one from Richard Kauffman, senior adviser to the U.S. secretary of energy and parent of Ezra Kauffman '13.

Students had the opportunity to express their own commitment to protecting the environment during Earth Week through the signing of leaf-shaped pledges. The pledges were hung up by Project Green and displayed at the end of the week.

The week's most memorable event was the "no power hour," during which teachers were asked to conserve energy for an hour. Some teachers found that opening the blinds eliminated the need for lights; others took the creative approach of holding class outside. Walking through the major academic buildings, the environmental proctors noted over 50 percent of the classrooms were honoring the challenge and conserving energy. They reported that the effort produced a 10 percent decrease in energy reduction—the equivalent of turning off 5,000 desk lamps. "That might not seem like a lot," said Hard, "but for only one hour and during classes this is a great accomplishment that our school should be proud of!"

The presentation by Kauffman was held Friday. In, "Unraveling the Mystery: Obstacles to a Clean Energy," Kauffman explained some of the barriers to clean energy in the United States. He argued that



Seyun Kim '14 turns off the lights during the power conservation hour

the obstacles are not only technical, but also political, economic and environmental. He pointed out that the government has subsidized all conventional energy

sources; the only energy source yet to be subsidized is renewable and clean energy. This uneven playing field makes it even more difficult for renewable energy, he argued.

FROM THE EDITORS

INTRODUCING THE 2012-13 LOG EDITORIAL BOARD

To our readers,

We are pleased to announce, after much deliberation, the Log's 2012-13 Editorial Board. This year we received a high volume of applications and carefully considered each one. The students we've selected are not only skillful and intelligent but committed and engaged to creating a newspaper that is innovative and dynamic.

The final issue of this year, the Commencement issue, will be produced by the 2012-13 Board with the help of our current editors.

To our successors: make the Log your own. We wish you way more than luck.

Sojin Kim '12 and Izzy Kornblatt '12
Editors in Chief

JAEHWAN KIM '13 AND PIM SENANARONG '13 *Editors in Chief*

PAUL K. LEE '13 AND MIKE HOROWICZ '13 *Managing Editors*

JUWON JUN '14 *Director of Design*

REKHA KENNEDY '13 AND JOHN MACDONALD '13 *News Section*

HARRIET CHO '14 AND ANNIE FERREIRA '13 *Features Section*

KAREN CHA '14 AND CLAIRE KIM '14 *Opinion Section*

JOHN FURLONG '14 AND NICK SAILOR '13 *Sports Section*

SHANNON DEVENY '14 AND SARA GERSHMAN '13 *Graphics*

ANA FLEMING '14 AND GRACE WOO '15 *Layout & Design*

MAISIE CAMPBELL '15 AND DIONNA RIVERS '14 *Website*

MICHAEL AHN '13, EZRA KAUFFMAN '13 AND

LANDON THIES '15, *Business Managers*

Write for the Log!

...because let's face it, otherwise you'll spend all weekend playing Call of Duty.

Email any editor or log@loomis.org

FROM PAGE ONE

Watson

CONTINUED FROM PAGE 1

developed a reputation as one of LC's brightest and most colorful teachers. "He brings a nearly palpable passion to each class, implicitly insisting that his students join in on the party," wrote Jeffrey M. Scanlon '79, then head of the English department, in a letter of recommendation for Mr. Watson last year.

In 1993, Mr. Watson became the school's first openly gay faculty member when he came out of the closet in a Log editorial. "Stereotype or no stereotype, the ugly truth is, I'm gay," he wrote. "I haven't changed at all. I'm exactly who I was ten minutes ago. You just know a little more about me, that's all."

Mr. Watson recounted the experience of publishing the piece last year in a speech at Senior Meditations. He said that he was surprised at the reactions he received: "Everyone wanted to shake my hand. And they didn't really care I was gay," he said.

His speech centered around the idea that students need not just to be open-minded in theory, but in practice as well. Statistically speaking, he said, at least 5 percent or roughly 30 students in the crowd, were gay, and that alone, he argued, was reason enough for students not to use words like 'faggot' or 'gay' in a derogatory manner.

The speech received a standing ovation.

At the end of the year, Mr. Watson was presented with the teacher of the year award. When he stepped up to the Olcott stage to receive the award, he seemed to be at a loss for words. He received another standing ovation.

This year at Harvard, Mr. Watson is earning a master's degree in mind brain education, or MBE for short. Mr. Watson, ever the English teacher, doesn't like the name mind brain education – it's "awkward" and "lumpy," he says – but nevertheless it captures a large part of what interests Mr. Watson about the field: the idea that neuroscien-

tists aren't telling teachers what to do, but rather, providing ideas that can inform classroom teaching.

At Translate the Brain, Mr. Watson hopes to bring that information to teachers and at the same time allow teachers to bring their own insights to the conversation. "I'm not interested in neuroscientists bossing teachers around," he said.

Mr. Watson said he remembers going to a speech at Harvard earlier this year in which a professor argued against "cold-calling" in the classroom. (Cold-calling is when a teacher calls on a student who hasn't raised his or her hand.) The professor, Mr. Watson said, offered a variety of theoretical arguments based on psychology and neurology to make his case. But to Mr. Watson, a longtime teacher with extensive knowledge of classroom dynamics, that argument was largely bust. Mr. Watson went on to write a lengthy paper arguing against the professor, drawing on his experience to inform his case.

In situations like that one, he said, teachers have important insights and ideas to bring to the table.

Currently, Mr. Watson said, most schools "don't talk about brain science." The discipline is in fact quite new: "People reading this article have more information about how their brains work readily available to them than people have ever had," he said.

Research on the brain has wide-ranging practical applications in education. Mr. Watson pointed to the example of LC's shift of its starting time from 8:10 to 8:30 as one policy decision that could be informed by brain research.

As a consultant, Mr. Watson will visit various schools and work

with their teachers, and, in some cases, students, to help them better understand their brains. One convocation speech he's prepared for students aims to teach students ways to improve their grades without doing any additional work. The secret? "It'd take me an hour to tell you," he said.

Mr. Watson has already built relationships with several schools through his new company.

But even though he expects to travel quite a bit as a part of his new job, he hopes that he'll be able to spend some time at LC and work with the school in his new capacity. "I would be very sad if that didn't happen," he said.

ISP

CONTINUED FROM PAGE 1

pendent study project to further his education on RNA interference. Yet Ragnathan noted that he has learned more than just the process of RNAi, and told the Log, "The best part of my ISP is being able to actually learn about my interests, to be able essentially to run my lab. And at the end of the day, if the experiment doesn't work, it's my responsibility, and that's the beauty of it."

Searching for new species of bacteriophages, viruses that infect only bacteria, comprises the main part of Erin's ISP, but the project also entails a number of additional lab skills. On weekends she, occasionally helped by the backcountry program and members of the Pelican Phage Hunters, collects soil samples to screen for viruses. Once the viruses have been extracted from the soil via a special phage buffer solution, Erin applies these samples to Petri dishes containing microbacterium smegmatus, a bacterial strain engineered

to be especially susceptible to viral infection.

Based on the places where the bacterial growth ceases, she can tell whether a bacteriophage is present, and can proceed to the purification process in which she isolates the viral species and ideally sends a sample to an external lab for genetic sequencing. Yet in addition to this basic screening process, Erin must also attend to her *m. smeg* cultures, pour petri dishes, prepare a number of solutions necessary for growing bacteria and isolating phage on her own.

When asked to recount some of her observations made during her ISP, she noted, "People forget that science is an art form. They see the numbers and equations and definitions and assume that the discipline is dominated by facts and figures. Rather, the opposite is true, as scientists are forever drawn to the unknown details, the unasked questions."

Senior spring

CONTINUED FROM PAGE 1

So my thesis is that the college process puts up a sort of barrier between students, teachers and coaches, and the elimination of this barrier during senior spring allows us all enjoy our last term at Loomis a lot more. Any competitiveness between students that may have existed seems to melt away, and teachers seem more like wise people that you can have a conversation with than aloof, all-powerful figures of authority. Senior spring isn't a time when kids stop working and teachers stop assigning homework. It's just a time when we have one fewer big worry.

Of course this end of the college process is a double-edged sword. Along with the relaxation comes the stress of making a decision. For those of you who know where you're going, feel blessed. Feel like the luckiest people alive. Weep for those of us who have no clue where we'll be spending the next four years of our lives, even as the deadline fast approaches (May 1, I see you). Dinnertime conversations have turned into either discussions of how bored we all are or shouting matches over where we should matriculate. Still, I think it's better to be into college struggling to decide than not to be in at all.

There's another important reason that the legend of senior spring endures: it's that this is our last term, so everybody gets sentimental. I will never again hear Mr. Matlack say the word "crux" daily, hear Scando call an insightful comment from Sojin Kim '12 a "snipe," hear Izzy Kornblatt '12 vent about Log censorship, hear Mr. Purdy say, "Track is the truth," hear Dr. Culbert's infamous British accent (is she faking it?). Senior spring is the term I realized that I'll miss it all.

NEWS IN BRIEF

Two Men Falling attracts full house in Hubbard

Led by Melanie Silverman '12, Spencer Congero '12, and Jessica Faust '13, the cast of Two Men Falling, the annual musical revue, performed songs from *Jersey Boys* to *The 25th Annual Putnam Spelling Bee* at the Hubbard Music Center on April 27 and 28. The members were Chloe Alexander '12, Samantha Asher '13, Theo Atkinson '12, Liana Barron '14, Spencer Congero (accompanist) '12, Jessica Faust '13, Liana Fernez '12, Sarah Horowitz '13, Andrew Jones '14, Sara Kase '12, Tony Lee '15, Amanda McParlane '13, Darius Moore '13, Thuy Nguyen '13, Jacqueline Rigney '12, Lily Rosenberg '14, Ben Russell '13, Kayla Schriebstein '14, Hannah Shushtari '13, and Melanie Silverman '12. The production, including the choreography, auditions, and song choice, was entirely student-run.

PSO sponsors Oxfam America Hunger Banquet

For the first time in recent years, the Oxfam America Hunger Banquet was held during lunch on Tuesday, May 1. The meal types, lower class dinner, a middle class dinner and an upper class dinner, were determined by a lottery-type system. The lower class dinner consisted of water, rice and an apple and students and faculty dined without tables. The middle class dinner consisted of rice, cooked vegetables, an apple and water. The upper class dinner consisted of deans serving students bread, salad, steak, mashed potatoes, lemonade and cookie pie. The Oxfam Hunger Banquet took place to teach students and faculty about the disparity between social classes through the food that was served on Tuesday.



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Peacock feathers and seaweed green

A guide to finding the perfect prom dress

BY TAYLOR LOW '12
Staff Writer

As the end of the school year approaches, Loomis seniors prepare for a variety of exciting events—graduation, class night, and, of course, prom. To some, prom may seem like just another dance, but deep down we all know it's really not just any other dance. It's magnified, glorified and expensive! So, obviously, girls are beginning to spend hundreds of dollars on dresses that they will probably only wear once. Why any girl would want to dish out that much dough for one night is unfathomable. But we do, and in the end, it's probably going to be worth it.

After scanning through the LC Senior Girls' Dresses Facebook group (yes, there is actually a Facebook page dedicated to it), asking girls around campus what their ideal dress is, and searching on the Internet for this year's hottest prom trends (purple, feathers, metallic colors, and

ing on what to avoid while shopping for a prom dress this spring. First of all, there is no need to wear every color found in a Crayola Crayon box. Pick one or two. Seriously, that's enough. The same goes for prints. A jumble of floral, zebra, leopard, tie-dye, and cheetah... just don't. Definitely don't wear half a dress. Why spend twice as much for half as much material? You do not need a cutout on your thigh, your left shoulder blade, your belly button, and your right butt cheek all on the same dress. Sometimes, less is more but please, for the sake of all, leave something to the imagination! Also, you don't want to let the dress wear you. Too much intricacy and details and you run the risk of being just another girl in 'that dress.' It's your night; so all eyes should be on you,

much every aspect of a dress—may be misrepresented online, so remember to allow some room for error.

I ordered my prom dress in January through a small store in Springfield—a little earlier than the norm, but I loved the dress so much that I couldn't wait. I was confident that the light, sea foam green color would flatter my skin tone and my dirty blond hair. I knew that the gold beading on the bodice would add just the subtlest touch of sparkle. It was perfect—absolutely perfect.

When the dress came in, my mother and I ventured to the store. While I was scanning the racks for my dress, I heard the exact words that no girl would ever want to hear in my situation.

"That can't possibly be your dress," my mother gasped. She followed her initial comment with a hesitant, "Uh, I mean that ugly purple one next to it," but I had a feeling her later comment was more to alleviate my agony than any thing else.



DRAWING BY NICOLE CHO '12 FOR THE LOG

one-shoulders), I became positively certain about two things. 1) Some dresses are just absolutely ugly and some trends are plain bizarre. And 2) many Loomis girls tend to elude the "typical" prom trends, opting for much more unique dresses. The latter fact can have its ups and downs. On the up side, girls do not have to worry about bumping into someone at prom and staring at what feels like a morphed version of their reflection. Pictures become more elegant because of the broad spectrum of colors and styles. And the wide range serves as proof of the wonderful diversity and individuality in the Loomis community. On the downside, unfortunately for me, it makes writing an article about prom dress trends incredibly hard, especially when focusing on such an exceptional group as this year's senior class.

What is easy, however, is giving a warn-

not your dress! If you look in the mirror and all you see is the dress, you're probably trying on the wrong dress. Lastly, don't wear a dress that you can't move in! Do you really want to be the girl who stands in the corner all night because her dress is too tight or too puffy or too long or too short? You might look great, but it's not worth it.

And just one more warning. While shopping for a prom dress, many girls turn to the Internet, a seemingly fast and easy way to discover the perfect dress. But one must keep in mind that pictures can be deceiving. No offense, but you probably don't look like that weirdly skinny model in the photo, so the dress won't look exactly the same on you. Also (and trust me on this one), the color, the silhouette, the fit—along with pretty

When my eyes locked on the dress—my dress—I felt my stomach jump and turn and twist and drop all at the same time. My mom was right; that couldn't possibly be my dress. In front of me hung a dark, seaweed green dress. It was not elegant, it was not light, it was not subtle, but it was absolutely mine—and absolutely unreturnable.

In the end, who am I to say what everyone should wear to prom this year? After all, I am going to look like I went to the beach, rolled around in seaweed, and then showed up to prom. But what I can say is this: choose a dress you love. It does not matter what I am wearing or what your roommate is wearing or what anyone else is wearing. Wear what you like because you love it and couldn't imagine wearing any other dress! That's the best trend.

FEATURED STUDENT: JEFF CHIN '12

JPulse: Rapper, producer, pianist, peer counselor

BY MADISON PETERSON-PORTA '15
Staff Writer

Think back to two years ago, when a new sophomore named Jeff Chin first made his rapping debut performing at an all-school convocation. He was nervous and shaking and somewhat shorter than his current 6-foot-2-inch self.

"I think you'd call what I had 'butterflies,'" he later said. Jeff recalled the mixed feelings of anticipation and dread that filled him while he waited in line for his first performance onstage. "When I got up there and started rapping, the butterflies went away and it was a lot easier than I thought it would be."

Now 18 years old, Jeff, both taller and more mature, has greatly improved his rapping.

Jeff's love for music initially started with the Jamaican reggae he frequently listened to as a child growing up in Jamaica. "The music and the sound, I learned to listen to it," he said. Now that Jeff is older, he listens to many different genres of music. Among his favorites are rap, jazz, and hip-hop.

"At the end of the day, hip hop combines so many music forms that it will always be my favorite. If I could do any type of music though, it would be jazz. I love the sound of it. But I like rapping the most."

There are few people in this world that have such a wide list of 'favorite' artists as Jeff does. Among his all-time favorites are Imogen Heap, Notorious B.I.G., Common, Late Night Alumni, John Legend, Janelle Monae, B.o.B., Jhene Aiko, MGMT, Skream, Brian Culbertson, Pharrell, Wiz Khalifa, and Stephen Marley. "I am also into old school Hip-Hop and R&B such as Pharcyde and Boyz II Men," said Jeff, "There are many more favorites, but to list them all would take away the majority of this page. I am not bound by genre; if a song has a good melody and a positive message, I like it."

Jeff started writing his own music as a sophomore. Along the way, he encountered things that didn't work for him before he finally stumbled upon a method that just clicked: associating rap with poetry made it easier for Jeff to write his songs. "When I make a new song, I don't just listen to the music, but also to the words. In a good song, the words will come to the music."

Not only does Jeff write his lyrics, but he also produces his own music. "A producer is someone who can turn feelings and imagination into a relatable language: music." Cooperating with Daniel Yoon '12, whom he commends as an amazing beat boxer, Jeff has had the opportunity to work with a variety of people at Loomis with unique talents.

Aside from being a rapper and producer, Jeff also has many hidden talents. He plays three instruments, including the guitar, basic saxophone, and the piano. He especially enjoys playing the piano and has a particular talent for playing by ear because he finds that reading the music slows him down. In addition to performing his raps, Jeff also showcases original songs on piano he has composed.

Musical talents aside, Jeff also enjoys serving as a Peer Counselor. Alongside his Peer Counseling partner, Steven Wang '12, Jeff dedicates himself to serving as a positive role model for his freshmen and helping them get adjusted to Loomis. Jeff's experience with his family plays a large role towards his being a peer counselor. Jeff is the oldest child in his family, with two younger sisters and a brother. He says that his responsibility as a role model at home has helped him do the same at school. Jeff's family also has a huge impact on his work as a musician too. By running ideas past them, he can get the feedback that he needs to make his music the best it can be.

In the future, Jeff plans on studying medicine at UConn. But with a smile he says, "If I can do something in the music world, if I get good exposure, then I'll definitely go as far with it as it will take me." From this interview and from his role on campus, it seems like Jeff will not go wrong in any direction he chooses to pursue.

A chat with VP Dao '11

2012 recipient of the Carrol Fellows Initiative

BY THOMAS LAM '14
Staff Writer

Why did you choose to apply to this prestigious award, the Carrol Fellows Initiative? What would it mean to you in terms of your future career and personal development?

Tyler Eldridge '09, who is a Carroll Fellow himself, told me about the program. I read more about it, and thought that it would be a great opportunity for me to challenge myself further at Georgetown.

What have you learned so far in the program—being a research assistant in the Library of Congress? What specifically are your obligations as a research assistant?

My research assistant position at the Library of Congress is separate from the class I am taking with the CFI—although I did receive it through the CFI-Kluge Center partnership. In the Carroll Fellows Forum, I have learned some important research skills. We are also talking about "thinking in the round"—thinking about issues from all angles and through all lenses, constantly aware of the biases built into our perspectives.

At the Library of Congress, I am working for Morton Kondracke (look him up). At the moment, most of my work centers on finding materials for Mr. Kondracke, both from online databases and from the Library's Manuscript Division. He is doing research on Jack Kemp, one of the most important Republican politicians in the twentieth century.

How have your experiences at Loomis helped you character-wise? How has Loomis helped you with gaining the knowledge and skills needed to achieve this amazing award? Who at Loomis would you attribute this achievement to and why?



DRAWING BY NICOLE CHO '12 FOR THE LOG

In all honesty, every class I took at Loomis contributed to the abilities I have today. Loomis

helped me in many ways with my critical thinking and my writing, and introduced me to doing research. In several classes, not just Scando's class (although his is certainly the famous—or infamous—one), the teachers really challenged me to think deeply about the questions in front of me, rather than just play with them at the surface. Math and science classes helped me think more logically, as well as quantitatively.

All four of my English teachers—Mr. Marchetti sophomore year, Mrs. Grinspan for Writing workshop, Mrs. Moos junior year, and Scando senior year—did wonders for my writing skills, and I owe so much of my achievements to them. I learned to deliver my arguments not only with force, but also with grace.

Research, of course, is a key feature in the CFI. AP US History with Mr. Williams taught me how to do research, with primary sources, footnotes, a bibliography, and the whole set. I cannot overstate the advantage this gave me over many of my classmates, knowing how to do rudimentary research as a freshman.

Back in Vietnam, would you say your experiences in your previous high school before Loomis contributed to your current success in any significant manner? Or did those experiences provide you more incentive to achieve more?

Did your background help you achieve success in Georgetown just as in Loomis?

I think my overall experience as an international student has given me a diverse perspective on the issues I come into contact with. I have come to appreciate the fact that most, if not all, issues are multifaceted, and that I must be thorough when examining any of them.

How would you describe your transition from Loomis to Georgetown so far? Did it remind you in some way of how you first came to the Island?

My transition to Georgetown has been relatively "painless" so far. This year I am on the freshman crew team as a coxswain. I staffed a model UN conference in February as well. I am running for a seat on the School of Foreign Service Academic Council for next year. I am now on the Senior Staff for NAIMUN (the North American Invitational Model United Nations)—Georgetown's MUN conference for high schools. This is the 50th anniversary for NAIMUN, so this whole venture will be very exciting.

Can you talk about your work with VietAbroad-er?

I've been working with them at their conferences in various capacities. Right now, I'm on the member relations board of the VietAbroad Executive Team. My board is tasked with finding new ways to provide service and assistance to our members, in line with our mission to "empower Vietnamese youth."

Any thoughts, comments, advice for current Loomis students? Or teachers?

I'd say that Scando's modus operandi of "drowning his students" in work worked out well for me in the end.

On a serious note though, BE YOUR BEST SELF.

So you think you can play sports?

Athletes weigh in on (other) sports teams

EDITED BY LIZ TITTERTON '12

TRACK & FIELD

Three things remain constant year to year with the track team—their coach, Scott Purdy, their need to stretch on the turf, and their continued success in the Founders League. Allegedly, when asked about the team's progress this season, Purdy rattled off his dominant track times at Williams College. The reporter, befuddled with Purdy's answer, continued with his next question, "How do you expect seniors John Abraham and Christian Bermel to perform this season?" Purdy responded with "You know, I probably could have ran track and played basketball at Williams... But I wanted to focus on my academics." Their competitive coach aside, the track team's success stems from their inability to practice anywhere but the turf. "Sure, we could stretch in the meadows or on the grass fields surrounding the turf, but come on, short shorts and grass stains don't mix well," said one senior. Clearly these traditions play some role in their dominance the past few seasons... or maybe it's the six football postgraduates the track team receives each year.

-Addison Wright '12 and Dan Trompeter '12

LACROSSE

This year the Loomis lax bros came out a little flat by getting ripped by Trinity-Pawling (10-3), Brunswick (10-5), and Hotchkiss (7-3) for three straight losses. At this point, the Pelicans have decided to live by the coined motto: lax or die. They chose lax. PG leaders Pat Dunn, Cam Williams, Christian Miranda and Chris McCleod aided the senior laxers Dan Trompeter, Sam Broda, Addison Wright and Michael Siu to help get this team into the true "flow" of things. After much blood, sweat, and hair products, the team put up an impressive win against Kent and Berkshire. After this impressive turnaround one can expect a hella good season out of our lax bros as they rise to the top of the food chain on the island with their "spoons" in hand. LAX4EVER!

-Jeff Burke '12

IT DOESN'T GET ANY MORE RIDICULOUS THAN THIS.



LUKAS ODERMATT '13 / LOOMIS CHAFFEE LOG

GOLF

Golf? ROFL. It's not even a sport... How hard is it to put a ball in a hole? It's more like a pas-time... like a tea party on grass. You're getting a varsity letter for a hobby. I wish I could get a varsity letter for Call of Duty: Modern Warfare 3. Yeah, I got recruited for shooting virtual terrorists. And also, I'm pretty sure you don't wear polos when you play an actual sport like lacrosse. You don't even run or do anything physically strenuous in golf. Walking doesn't count. Also, why should young, strong high school students receive varsity letters for a sport my 80-year-old grandfather plays in between his nap times? And I always see them carrying around their two million dollar golf clubs and their rich people clothes. You want to show everyone you're rich? Is that it? You don't need to take your clubs to the dining hall and carry it through the dining hall. We know you're going to have fun standing in the sun.

-Lukas Odermatt '13

TENNIS

Tennis, huh? Where does the boys' team even practice and play? I have not once seen them. I'm convinced they don't even exist. As for the girls' team, they don't even grunt the way they do on T.V., and that's no fun. If I were a ball boy, I would dive in the way of the serve to purposefully hurt myself just so I don't have to sit through all 3 sets of an exaggerated version of ping pong. To make the sport more interesting; every time someone hits the ball they have to grunt at the top of their lungs and every once in a while a serial killer will be released onto the court to really test their agility. Ha.

-Stewart Anoya '12

TENNIS

Tennis -- the only sport wherein a female can be scantily clad in an all-white outfit and a tacky visor and not be ridiculed... because if you ridicule a tennis player, it's actually considered rude and in bad form. In the event that your obnoxious laughter allegedly distracts the player, you will probably fall victim to the anger management problems plaguing the vaguely attractive, all-white figures hopping back and forth while wielding extremely aerodynamic rackets.

-Lindsay Gabow '12

BASEBALL

Baseball. I guess you boys think you're better than softball because you play with a smaller ball. Why are they always in uniform? Do they have games every day? Probably not, because whenever I run the loop they're always just practicing with themselves. Also, those electrolyte necklaces you guys spend at least \$50 on...I can make one of those at home, cast a voodoo spell on it, and you guys could probably hit a home run at every Wednesday and Saturday game. And come on now, the sun is not even out, (this is New England) so put away those rainbow-streaked sunglasses. Oh, and I heard about that "sexiest mustache competition." Why try to grow mustaches when half the team is 12 years old?

-Sojin Kim '12

WATER POLO

One simply cannot snub girls' water polo, where spectators can watch with bated breath for twenty eight minutes Kelsey Millward '12 pummel and/or drown her opponents, while the lucky escapees of her wrath cower in the corner of the pool. Simultaneously, the scoreboard tips more and more in the incredibly talented Pelicans' favor, partly because no one floats between them and the opposing net... because they're all cowering in the corner of the pool, hoping that their vitals don't fall victim to the likes of Captain Millward.

-Lindsay Gabow '12

I DON'T ALWAYS WRITE HEADLINES, BUT WHEN I DO, THEY'RE ABOUT MEMES

BY ALEXANDRA SMITH '14 AND STEVEN Z. WANG '12
Staff Writer & Features Editor

Many of us routinely check the Loomis Memes page on Facebook or at least see the numerous 'likes' for the page pop up on our newsfeeds. However, few of us know where it came from or when and how it started. Who is the mastermind behind this Loomis Memes page and what motivated him or her to do this? The answer to these questions and more lies with three seniors: Bertrand Okonkwo, Jake Bosee, and Peter Reheis. These three are the brains behind all of our Loomis Memes and, believe it or not, their reasons are actually more profound than one might think.

"I got the idea from one of my friends at my old school," said Bertrand. "He made a memes page for his school and it became really popular there."

After much deliberation, and some prodding from recent alum Frederick McNulty '11, Bertrand started a Loomis memes page and was later joined by Jake and Peter who serve as the current administrators of the page.

"It just seemed like a great idea to have a satirical take on Loomis," said Jake.

But fame and Internet hits aren't the true motivation behind the making of the now renowned memes page.

"At times it seems like Loomis lacks solidarity and pride," said Bertrand. "So why not use humor and Facebook, something that everyone uses, to

unite our student population?"

What initially started as a joke when Jake posted a meme he made on Bertrand's 'wall', has snowballed into a page with over 250 'likes' on Facebook with new photos being posted daily. It appears the page's goal of uniting the school has succeeded; snapshots of Loomis life and culture, both the frustrating and the enjoyable, have been submitted by numerous students and 'liked' by hundreds more. The topics of the memes range from memorable campus events, the academic workload, dining hall food, workjobs, and the amusing idiosyncrasies of certain students and faculty, among many other topics.

What is even more interesting is the three seniors' dedication to keeping the Loomis memes page rated PG and completely appropriate. Every meme submission is first reviewed before being published. "A lot of times, things on the Internet end up getting out of control and becoming offensive. Sometimes people get hurt. We wanted to avoid that here," said Jake.

But our understanding of Bertrand, Jake, and Peter's motivations and how they run the Loomis Memes page does not entirely tell us how and why this meme-making phenomenon has come about. What makes this new trend so catchy? What makes us spend our study hall hours scrolling through the long list of memes as opposed to completing the tedious homework due first period the next day?

Elizabeth Weathers '14 may have the answer. "The memes are so funny because they're relatable. You can look at them and go, 'Wow that's so true.'"

"Some memes are kind of stupid because you don't really understand

them, but the ones you do relate to are really funny," said Pat Afriyie '14.

According to Tyler MacGillivray '14, not only are the memes funny, but they can also alleviate stress. "Loomis memes are a funny and interesting way to get a good laugh during some of the more stressful days on the Island", he said.

"Memes in general are funny because they are short and offer you a quick laugh. They are also pretty clever and you can scroll down pages of them without getting bored. What's better, I can relate to the Loomis memes page," said Jaehwan Kim '13.

As creative as our Loomis students are, rest assured we weren't the first ones to come up with the idea of a meme.

The word 'meme' actually stems from the Greek word 'mimeme', meaning "to imitate." In 1976, it was coined as a term to describe the rapid spreading of cultural phenomena and ideas. By late 2010, the site memegenerator.com appeared on the scene giving the word meme an entirely new meaning.

And while the "cultural phenomena" known as memes is rapidly gaining prominence in popular culture, some students still aren't aware of the LC memes page.

"I don't even know what a meme is," said Nick Miceli '13.

Despite some students' lack of understanding, memes are still spreading like wildfire both across the country and across our very own Loomis community. Between the growing number of 'likes' and the number of memes being added to the Loomis page each day, there's no way to deny memes' presence in the Loomis community.

Loomis Chaffee Log

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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 email at log@loomis.org. Letters to the editor and op-ed piece submissions are welcomed via email. 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 Loomis Chaffee School. Unsigned editorials represent the collective views of the Editorial Board.

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CONTRIBUTORS *Sam Adler '15, Stewart Anoya '12, Jeff Burke '12, Nicole Cho '12, Will Doran '12, Grace Foster '13, Adrienne Henderson '12, Mike Horowicz '13, Keara Jenkins '14, Molly Johnson '13, Claire Kim '14, Ekaterina Kryuchkova '13, Thomas Lam '14, Jeessue Lee '12, Taylor Low '12, Madison Peterson-Porta '15, Lukas Odermatt '13, Purven Parikh '13, Hannah Shushtari '13, Alexandra Smith '14, Landon Thies '15, Daniel Trompeter '12, Addison Wright '12*

EDITORIAL NOTEBOOK

IZZY KORNBLATT '12

For the students, by the students?

A proposal to fix student government

Chances are good that if you're a Loomis Chaffee student, you don't really care about the Student Council as a political entity. This is the sorry truth.

Two anecdotal observations to back this up:

(1) At least in this writer's experience, representative elections are seriously depressing: some candidates prepare speeches, others don't (this choice seems to have disturbingly little bearing on the election results). Many of those who do, tend to speak about topics that are vacuous and self-aggrandizing and obviously motivated by pure self-interest. In a few cases someone gives a thoughtful speech about wanting to be involved in student government for all the right reasons, and it's really great, and then that person does not get elected because someone else made a funnier joke. I have seen this happen several times and it is even more appalling to see in person than to read about here. Fortunately most of the students who do get elected make an effort to pull their weight and work pretty hard for StuCo, but the point is that they weren't elected by their constituents because they had those qualities; they were elected because they're popular or they said something funny in their speeches, etc. The democratic process is not working.

(2) The number of non-StuCo reps who have come to any of StuCo's weekly open meetings this year can practically be counted on one hand. That number is six, and it includes this writer, who came once and was told that the issue I wanted addressed wasn't going to go over well with the deans.

All this goes to show that there is an obvious and serious "who cares" prob-

lem, a problem that is by no means new or unique to Loomis, but a big problem nonetheless. Surely it isn't the fault of the StuCo officers, who are intelligent and proactive and not blind to the problem, and also not the fault of a lazy or unintelligent student body.

The thing is that students have good reason not to care. Here's my theory:

Students have good reason not to care about the Student Council: it just can't stand up for their interests.

StuCo exists in the first place to represent students when their interests are not the same as those of the school. But right now, the Student Council can't fulfill this very basic function on account of the fact that the deans control everything it does--that's right: StuCo has little actual control over school policy changes (except for its ability to influence adults).

This is a really bad thing. It means that StuCo can't stand up for you any more than you could stand up for yourself by sending an email to a dean. And students, who aren't dumb, realize that the Council has little power and so they don't care.

This is a harsh indictment. But it's the truth -- at least for now, anyway.

So here's a somewhat harebrained scheme to fix things: create a bicameral system of school governance in which StuCo wields some serious power. Here's how it would work: basically any policy

change would have to pass a majority vote in both the Student Council and the faculty in order to make it the desk of the head of school, who would 'sign it' into law. A two-thirds majority vote of both the Council and the faculty could overrule a head of school veto. (Remind you of anything?) The idea here is to transform a system of student governance that has about as much power as the queen of England into one that plays a legitimate role in the school governance process.

There would, of course, need to be a few caveats/exceptions. Certain policies only relevant to the students would only need a Council majority vote, not a faculty one, for instance, and vice versa. And probably a near-unanimous, say, like 80 percent faculty vote could override StuCo. (Sometimes adult wisdom is indeed necessary.)

But minutiae aside, this system would give the Student Council actual power. Students would care because they would know they could make an actual difference. Representatives would not be able to get away without representing their constituents, students would come to open meetings and elections would center on tangible issues.

Now this is the part where to prove I haven't gone completely off the edge I assure you that I don't think this could actually happen. It couldn't. It's radical and it gives a great deal of power to students in a time when the student voice has been in a sorry state of decline. But I still think this idea is worth considering, even if just as a thought experiment to figure out if maybe in some alternate universe students could care about their government. I'd certainly like to think so.

THE ONLINE CONVERSATION

Prefect/RA applicants are indeed faced with an unfair rule

Students respond on lclog.org to our April 19 editorial "An unfair rule for prefect/RA applicants."

I never thought about this subject before, but I completely agree. This is an insightful, perceptive, and sadly accurate view of one of the most esteemed Loomis leadership positions. While many prefects and RAs are qualified and good at what they do, there are always the few who make people wonder "are they really just a trophy for 'good behavior'?"

Furthermore, there are always prefects or RAs who don't demonstrate 'good behavior' and who break the rules just as much if not more than students who have been placed on a level two, who may have already learned from their mistakes.

As a student who made just one mistake and was placed on level II status last year, I can tell you from personal experience that I follow the rules more closely than almost any other student I know, because I now understand that even if taking just one sip of alcohol isn't against my moral code, it's against the rules, not to mention illegal, so it's unacceptable for me to do. Many, but obviously not all, students who have not faced consequences for their mistakes have not yet come to this realization.

I think someone who has made a mistake, suffered the consequences for it, and truly grown as a person would make the perfect dorm leader, and I agree completely that any rule restricting them from applying should be put down.

-Lauren Chase '13

I completely agree -- I think the idea of getting de-prefected or de-RA'd is still important and should remain the way it is for obvious reasons ... but, like Lauren said, doesn't making a mistake make you an even better dorm leader? Maybe it has to do with sending a certain message to students...I don't know, but it seems extremely unfair to me.

I think you'd make an awesome RA, Lauren; you've done your work hours, etc., and you've learned so much... Why should the school continue to punish you for one mistake? That is definitely not the behavior of a so-called 'two-chance school'!

-Shannon McCabe '13

One Sunday at Grand Central

Lindsay Gabow '12 on American 'diversity'

In seventh grade American History, you all learned that the United States is a massive melting pot filled with a diverse mixture of human beings. Maybe you, like me and the other fortunate children in my Westchester County middle school, got to visit Ellis Island, where, perhaps, your ancestors passed through in their trek from some western European country. Maybe they, like my great grandfather Louis, were told the mildly irrational cliché that the streets were paved with gold in the United States... or, perhaps, purer gold than notoriously anti-Semitic Russia.

In addition to the obvious hot spots for those who search for the epitome of "America" in their free time, like Ellis Island, the Statue of Liberty and the White House, it would behoove one to add Grand Central Station to the list. As I stood on the majestic balcony of Grand Central the other day, I could certainly see why the station was worthy of a spot on this coveted list.

As it turns out, I actually live in New York. No, I did not spend the \$14 on a round-trip ticket simply to stand on the balcony like a wide-eyed, awe-struck, drooling tourist from Missouri or South Korea. In retrospect, I realize that I probably looked much more peculiar than that, maybe even bordering on creepy. In any case, I had some time to kill before meeting with someone for lunch, so I stood on that balcony in the main concourse, the two screens displaying the train times to the left and

right of me, the restaurants below me, and the massive American flag dangling from the ceiling above me.

I eyed the Chinese couple crouched under the staircase, picking at a container of salad. I wondered if they were aware of the multitude of tables located just down those very stairs. Maybe they, like me, enjoyed people-watching.

"Sir, sir, I have a psychology project! Can you just answer this-- oh, okay... ma'am! Ma'am, please answer this one question; it'll take only a sec!" I watched the female New York private school student with pity. Shoving her unwieldy glasses toward her eyes with one hand and gripping a notepad with another, a backpack larger than she (think freshman day student boy) slung over one bony shoulder, she was clearly lost.

Then I noticed the Irish couple a few yards away from the schoolgirl, the husband laughing hysterically at her plight, the wife admonishing him, but sporting an amused expression on her freckled face.

Turning towards the shops, which consisted of a couple of hallways filled with upscale stores (because people do come to Grand Central just to buy that extremely sexy gold watch from Swatch), I noticed a rowdy group of flamboyant Californian men, clad in expensive suits and designer sunglasses (even though they were inside). "Oh, I just love coming to Grand Central, Richard! Don't you just love coming to Grand Central? Where else could you see all this diver-

sity?"

"And these chic vendors," remarked another. "I never thought I could get my hair gel from a vendor! How quaint!"

Ah, America. In the span of just a minute, my world has been encapsulated. Because, honestly, where else could you see all this diversity?

I check my watch; I am meeting my friend for lunch in just a few minutes. I begin to descend the dirt-encrusted marble stairs, when I notice a vendor selling little cupcakes. He's a short, pudgy Hispanic man; he accepts a bill from a hurried mother, grinning daughter in tow. "Cupcakes, cupcakes! Magdalenas!" His voice is surprisingly loud for such a small fellow. "CUPCAKES! MAGDALENAS!" His words become shrill, desperate. "Por favor, señor! Cupcakes!"

But no one stops anymore. They rush by him, some on cell phones, some chatting to friends, some alone. They all ignore him.

Ah, America. In the span of just a minute, my world has been encapsulated. Because, honestly, where else could you see all this diversity?

Don't get me wrong; I love America. Independence Day is my favorite holiday, even though you don't get any presents.

I smooth out my skirt, and I check my iPhone for messages. Then, I walk past the cupcake vendor.

I ignore him, too.



Grand Central Terminal

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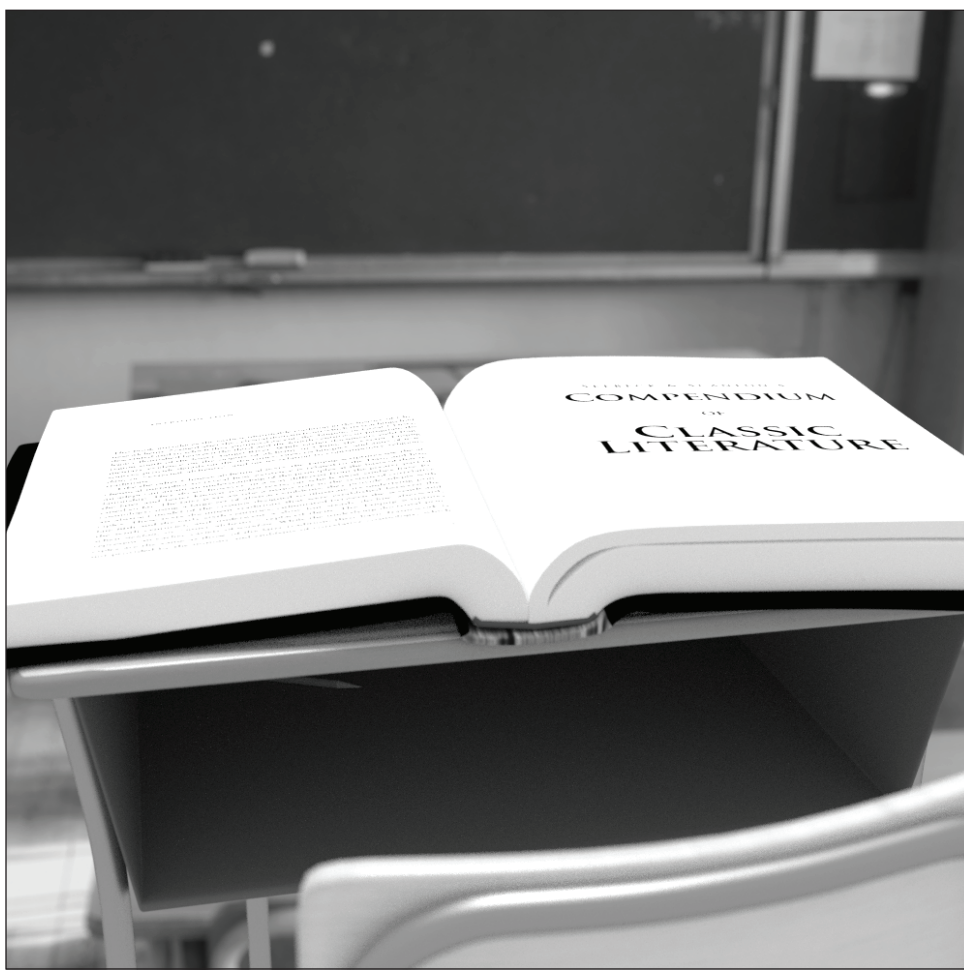
EKATERINA KRYUCHKOVA '14

Why we do and should continue to study the classics

Recall the last book you have read in your English class. Are you thinking about the title, the author's name, the characters, or the plot? Or rather the language, the theme, the idea, the conflict? I hold that the latter list contains more significant standards. It is evident that in English class, we do not read books to become loyal fans of the characters or to shallowly follow the storyline. The plot is a mere skeleton, and therefore has one basic criterion for evaluation: all the elements must come together for it to work. But the events themselves do not contain any intrinsic value—a skeleton cannot move by itself, and a lone summary does not provide the flow. Identifying the genre is tantamount to differentiating a bird from a reptile, and while classification facilitates navigation, it often co promises judgment.

It is tremendously easy to stigmatize *Pride and Prejudice* as a soap opera, and declare painful familiarity with the kind. But there are a few elements that set the book apart. Although some might claim that Austen's vitriolic social criticism has lost a fair amount of its relevance, I strongly believe that as long as there exist hierarchy and gossip, the book deserves to be read and appreciated. Furthermore, apparently, in several millennia of human history, no other book featured a man choosing a smart woman over rich and pretty ones (correct me if I am wrong, though I have been fruitlessly inquiring on the subject for quite a while).

Frankly, *The Grapes of Wrath* has not been my personal favorite. But this year's history class has taught me to appreciate the work. When I think "Great Depression," Steinbeck comes alive in my mind. For me, a new international student with a merely tolerable level of English, getting through the book was indeed a journey full of boredom, desperation and pain. The objective was nothing but liberation from the burden of the very activity. The ending was insultingly unsatisfactory. But how astonished I was to realize



WILL DORAN '12 / LOOMIS CHAFFEE LOG

that the characters had been subjected to the same emotional experience! Steinbeck does not obligingly paint the Depression before his readers' eyes. Rather, he brusquely drags his victims into the era with its frustrating combination of inconclusiveness and disillusionment. No history textbook conveys that sense of long, never-ending suffering as vividly.

As to the annoying characters, complaints seem irrelevant. Yes, there are characters whose actions cause an opinionated observer to roll eyes in exasperation. Unfortunately, the phenomenon is not confined to the world of literature, and therefore should not be labeled as a foible. Irritating characters create conflict and vivify the story. For example, James Baldwin's *Go Tell it on the Mountain* abounds with

rather unpleasant personalities and their poor choices. The interactions of a sanctimonious megalomaniac preacher, his spiteful sister, and two wives—one passive on the verge of indifference, and the other frustratingly dependent—evoke disgust and call into question human ability to measure up to the most basic of moral standards. But the characters' integrity or the lack thereof has nothing to do with the quality of the novel, which is wonderfully structured and skillfully balanced. Lastly, an advocate of a popular saying that humans possess traits they hate the most should find an opportunity to reflect upon his or her own traits. The resonance one experiences with a particularly annoying character may be no coincidence.

Finally, the English department is not exceptional. Some years ago, Spanish III used to teach short stories by Enrique Anderson Imbert. The stories were short indeed – just a paragraph or two – and very witty. However, the practice came to its end. Not because of challenging vocabulary or complicated sentence structure, but rather because of the students' sense of humor. Subtle situational irony slipped through the fingers of those who did not see the forest through the trees, and jokes that require explanation are never funny.

The book was taken out of the curriculum, and the name of the Argentinian writer vanished from planbook pages.

I fear that eventually the English department will be condemned to similar incidents. If each year fewer and fewer students take the effort to appreciate the uniqueness of *Pride and Prejudice* or the universality of Shakespeare's tragedies, the classics will not only turn obsolete, but also come to transcend students' decaying level of understanding. The novels written in English will turn foreign. Do we want to lose the very ability to comprehend the intricate and sophisticated writings of James Joyce and Nathaniel Hawthorne in our search for the path of least resistance?

EDITORIAL NOTEBOOK

SIOBHAN REID '12

Zimmerman case makes mockery of U.S. legal system

Most of the country has heard of the Trayvon Martin tragedy, but for those who haven't, I'll summarize the case briefly before I begin my argument.

Trayvon Martin was the 17-year-old African-American male who was killed by George Zimmerman, a 28-year-old Hispanic male from Sanford, Florida, on February 26, 2012. Allegedly, Martin was wandering around a gated community, wearing a hooded sweatshirt that obscured his appearance. Zimmerman called police shortly before he shot Martin, and he was told not to react, but when the officers arrived on the scene Martin was dead and Zimmerman had a bloody head, nose and grass stains on his back, indicating that he'd been pushed.

On April 11, approximately six weeks after the shooting, police arrested Zimmerman and held him on a charge of second-degree murder, a non-premeditated killing arising from dangerous conduct with little regard for human life. In Florida, the minimum sentence is 25 years in prison. He was released after posting a \$150,000 bond on April 23.

The defendant maintains that he acted in self-defense, in accordance with Florida's Stand Your Ground law. The statute affirms: "a person is justified in the use of deadly force and does not have a duty to retreat if: (1) He or she reasonably believes that such force is necessary to prevent imminent death or great bodily harm to himself or herself or another or to prevent the imminent commission of a forcible felony." Zimmerman's lawyers will surely cite this ordinance in court, but despite the clarity of the law, the defendant really stands no chance of acquittal, for a variety of reasons.

Nearly a month after the shooting, a correspondent asked President Barack Obama about the validity of the Stand Your Ground law in Florida and the right to use deadly force. Obama replied, "If I had a son, he'd look like Trayvon."

Well, that seems a bit inflammatory, doesn't it? Saying that

SOJIN KIM '12

Afternoon activities not for everyone

There are three groups of athletes here at Loomis Chaffee: the legit athletes (interscholastic kids), the club athletes, and the compassionate athletes (community service participants). To all those of you who participate in club sports (dance, yoga, pilates, cardio/weight training, weight-lifting, cycling, frisbee, club softball, club tennis, club basketball, club squash, etc.), consider: how many times have you deeped your 'sport' for the sake of catching up on homework or sleep? My guess is that most of you have done so quite a few times. Some of you even seem willing to do just about anything to miss your 'sport'.

The health benefits associated with exercising is a concept almost everyone is (hopefully) familiar with at Loomis, yet many still choose not to exercise. This is understandable but obtuse. It's obvious that the person who runs at least two miles everyday will stay fitter and less prone to obesity than one who doesn't participate in any type of physical activity.

But as hard as the school tries to force students at Loomis to exercise for the sake of keeping themselves healthy (as well as to keep them out of trouble after school), it must come up against a difficult fact: forcing teenagers to do anything never works out. Students need to learn to manage

their own workouts.

If students choose not to work out even though they are aware of the beneficial and healthy aspects of doing so, then mandatory after-school sports won't change their minds. Either the kids will do everything in their power to get excused from the sport or just take up space in the gym in

Forcing teenagers to do anything never works out. Students need to manage their own workouts

place of the other kids who actually wish to get a decent workout.

Sports should be added to that all-too-short list of activities that are optional at Loomis. Students who know the importance of working out and being active will find time to go to the gym, lift weights, or run the loop regardless of whether sports are mandatory or not. I've seen plenty of friends go on Wednesdays, Saturdays and Sundays when cardio doesn't meet because they wish to exercise. They've learned how to place workouts into their everyday schedule

was black does not mean that any crime committed against him is automatically a hate crime. Zimmerman is Hispanic, but he has African-American ancestors, so chances are the shooting was not motivated by race.

Another immediate reaction was to call Zimmerman a vigilante: "a person who seeks to avenge a crime by taking the law into his or her own hands." Certainly he took the law into his own hands. But it was most likely not motivated by retaliation. Actually, Zimmerman's neighbors had appointed him head of the local neighborhood watch committee, and police had warned him to get a gun. Zimmerman says he shot Martin as a reaction to his suspicious behavior, and, as Zimmerman claims, in self-defense. Proper investigative measures need to occur before one can categorize the reason for an altercation.

By and large, the media ignored the \$10,000 bounty set by the Black Panthers for Zimmerman's capture and its implications. Mikhail Muhammad, leader of the Jacksonville, Florida branch, cited Hammurabi's "eye for an eye, tooth for a tooth" law when asked if he intended to incite violence. Lex talionis, the law of proportional retribution, seems a lot like vigilante justice. I realize that this is a side note, and a different issue altogether, but shouldn't the Black Panthers face some sort of penalty?

Young Trayvon Martin's story is certainly sad, and his family must be experiencing tremendous grief. But emotions and judicial activism do not belong in a court of law, especially when debating a man's future. If George Zimmerman's case continues, he may well resign himself to life in prison, whether he deserves the sentence or not. Life isn't fair, but a trial should be. *All legal definitions come from Black's Law Dictionary, Third Pocket Edition.*

regardless of whether or not their sport was mandatory.

Of course, I do not say this to disparage the kids who don't wish to put in the time to work out. Those students are maybe saving the world, or, more likely in LC's case, dedicating their personal time to helping elementary students with homework or playing chess with retired citizens at a local nursing home. PSO never has enough volunteers for their boys and girls club, discovery center, Pelican Husky club, Caring Connection, Habitat for Humanity on Sundays, food drives, etc. These students shouldn't be forced to work out when they just don't see the importance in doing so and would rather spend their time helping younger students with homework or serving at Windsor soup kitchens.

Like homework, physical activity is something that students should learn to fit into their schedule on their own. There are simply too many students at school who run on different schedules and have differing habits to force everyone to work out at a given time everyday. Students won't value the importance of working out at least four days a week unless they learn for themselves the importance of that routine, and no amount of deeds will push students to change their minds. Current policy just turns them off more and makes them despise exercising all the more.

The art of family balance

When I was five years old, I fell off my tricycle. Somehow I managed to take the brunt of the impact on my chin, resulting in a rather large and nasty scrape, and leaving me bruised and wounded. Crying big salty tears, I reached my arms toward my mom as she ran to me, having seen the entire degrading scene from the kitchen window. Yet,

THE LITTLE THINGS

Jeesue Lee '12

instead of embracing me and giving the reassuring kiss I hoped for, she simply scooped me up and took me inside. Sobbing, I tried harder to win some kind of sympathy from her, beating my little fists this way and that, expecting an affectionate pat or rub. Instead, my mother asked me to quiet down. While examining my face, she clasped onto a thin paperback book about home remedies and solutions, and told me, "Tears won't do anything."

Funnily enough, she would tell me the exact same thing, thirteen years later, as I lay on the floor of our living room. Somehow in the past week, I had managed to develop a kind of inflammation in my stomach. Of course, being me, I had stupidly thought it was a cramp of some sorts, and had initially ignored the pain. I had had similar ailments before, and if anything, thought it would go away in a couple of hours. Instead, the sensation of the growing, agonizing pain, stayed for three whole days. I finally collapsed, dramatically draping one hand over my eyes, while the other clutched a pillow to my belly. I was in pain and I wanted - needed - love. Now.

But, as per usual, my mother simply looked me over and told me to stop goofing off.

"You're eighteen for goodness sake," she snapped from the kitchen, after asking if I was all right, "We'll make a doctor's appointment and that's that."

Harsh. Yet even as I lay there, feeling wave after wave of stabbing pain hit me again and again, I could feel my hand being brushed by something soft. Could it be my mother's soothing hands coming to take care of me, after all of my suffering? I opened my weary eyes and there, sitting right beside me, was my dog. She watched, curious, her little head cocked to one side.

"Go away," I whispered to her, giving her side a nudge. She remained.

"I said go away," I repeated, feeling slightly irritated. I had no interest in playing or going for a walk. For all I cared, my mom could figure it out. Clearly, she had better things to do than pay attention to her poor, achy, debilitated daughter.

Yet my dog still remained. Heaving a little sigh, and giving a small shake, much to my surprise, she lay down next to me. She placed her little paws right near my own, and in one simple gesture, gave me all the care I had craved for the past three days. I at last received that tender kiss on my boo-boo.

Of course, it would be easy to write off the entire experience as a simple, random moment of canine seeking warmth, and to antagonize my mother as an emotionally vapid, cruel woman. But that would be to ignore how much a family - pets included - can attend to each other in so many ways. My mother was simply encouraging me to be a bigger, bolder woman and I suppose she was trying to do the same (unsuccessfully) when I was five. There's only so much empathy and compassion available in this big tough world, and the best one can ever do is to simply brush off the dirt and move on. Grow up.

My dog, on the other hand? Well, she let me play baby just this once. Even as I napped, she stood nearby, a dotting guard at the foot of my bed, a gesture I still find extremely touching. She gave me all the figurative hugs and kisses of assurance that I needed. She gave me her paw and her attention. And it's that interplay of good cop, bad cop: snuggling dog, and tough-love-mom, that will always make me love my family.



BY MIKE HOROWICZ '13
Staff Writer

The Loomis Chaffee boys' and girls' track and field programs have histories of excellence and have continued this excellence well into the 2012 season. The girls' squad took second place in the 2011 Founders' League Championship and earned third in the NEPSA Division I Championship.

The two teams began their respective 2012 seasons in Avon, CT, at the Avon Old Farms School, on the 14th of April. At this meet, the girls competed against Miss Porters School and Greenwich Academy, and the boys took on the Winged Beavers of Avon Old Farms. Both LC teams won easily. The girls won 115.5 to 37 (Miss Porters) to 24.5 (Greenwich), and the boys won 107-38. The leading team scorers for the girls' team were senior co-captains Lind-

LC track: hurdling its way to a championship title

say Gabow '12, Kelsey Adamson '12, and Caroline Mordan '12. Similarly, on the boys' side, the top performers were senior co-captains John Abraham '12, Spencer Congero '12, Ian Knapp '12, and Christian Bermel '12.

The following weekend the two talented teams took a modified group to the Hunt Relays hosted by Deerfield Academy. In this highly competitive meet, many schools participated in nontraditional relay events. The Hunt Relays gives teams a chance to scout the opposition throughout New England and to see which teams pose the most competition. Despite the large number of teams and competitive atmosphere, the girls' team rose to the occasion, breaking three meet records. Just as impressive, the boys' team, with its 4x400m relay team of Austin King '12, Ben Hiskes '12, John Abraham '12, and Christian Bermel '12, broke the meet record. In addition, the girls' team garnered first place in seven of the fourteen events, and the boys' team earned first place in seven of the fifteen events offered. From the success at this meet, the two teams were able to realize their potential as contenders for both the Founders' League and the New England Championship.

The following Wednesday,

April 25th, the two squads hosted the Rhinos of Taft on the Wilde Track. Once again, the teams won by large margins, with the girls winning 91.5-53.5 and the boys topping the Taft team 8-59. On the girls' side, Faith McCarthy '13 stole the day by breaking the school record in the modern javelin set by Lauren Ragen back in '07. Additionally, it's worth noting that in the meet, seventeen different pelicans scored varsity points. A third of the entire girls' team scored, showing fantastic depth. For the boys' team, no records were broken, but Abraham came within two tenths of a second of his 100m school record of 10.88 seconds.

King and David Balise '12 set two personal records. Austin set his in the 400m and 200m, and David in the 1500m and 3000m. Not only did Balise set two personal records, but he also won both of his events convincingly.

Both of these well-coached and talented teams work hard day in and day out, and the work is paying off and will continue to in the future, as both squads have set their sights high. In the next few weeks, these athletes will face talented teams from Deerfield, Hotchkiss, Choate, Hopkins, Northfield Mount Hermon and Andover, before heading into the championship season.

Stay tuned for more successes, and keep your eyes on these talented pelicans.



The track team in action

PHOTOS BY JAEHWAN KIM '13 | COLLAGE BY JAEHWAN KIM '13 FOR THE LOG

LC's own water polo phenomenon dominates the prep school circuit

Kelsey Millward '12: All-American athlete

BY LANDON THIES '15
Staff Writer

This year, Kelsey Millward '12 leads the varsity girls' water polo team in their exciting undefeated season. Millward came from Montreal, Canada as a freshman who intended on excelling in hockey, but soon found that her experience and commitment to water polo would grant her even more success in sports at Loomis. At age seven, Millward played one game of water polo and promptly vowed to never play water polo again after she received ridicule for her lack of skills by the boys on the team. Millward's brother chose to play water polo and soon the rivalry between siblings got the best of her. Luckily, at age 11, Millward started playing water polo at a community pool in an Under-14 league. Two years later, with the encouragement of her coach, she joined a year-round club team where she racked up the experience and skills that gave her a competitive edge in the water.

During her freshman year, Millward brought with her a level of play that the New England league does not see too often. Millward says, "making the transition to a pool with a shallow end always shocks players who have learned to play in all deep pools," which was something she would have to adjust to. As she progressed, her water polo skills improved at the same pace as her increasing love for the sport.

Millward came to Loomis as a long-time hockey goalie, who also played water polo on the side. However, Millward's passion for water polo drove her out of the net, off the ice, and into the pool. Millward chose to swim during her junior and senior years in hopes of improving her game play during water polo season. In addition to swimming in the off season, during the fall term,

for the last three years, Millward has managed the boys' water polo team in order to get more time in the pool and play with competitive opponents. When she manages the boys' team, new play-

matched level of competition to the pool in the girls' polo league. Millward enjoys watching all of the extra effort and dedication that she puts into her practice and training come out and shine

skills have also earned her records in every offensive category. Millward broke the record for career goals last year with 240 goals and continues to break her own record with every game she plays. Millward also owns the records for most steals, 241, and shots, 484, during her water polo career at Loomis.

Next year, Millward will attend Connecticut College and continue to pursue water polo. She may be leaving next year, but her legacy will live on. Millward takes pleasure in helping the new players learn the game and in leading the team to success. Millward credits her Loomis coaches with "showing me how to be the ideal team player. They taught me to recognize my own strengths as well as those of my teammates, the ability to capitalize on those skills, and how to help my players while in play." Millward acts as a role model and mentor to all of her teammates. Liz Titterton '12 credits Millward with "always being committed to the team, bringing a new level of play to the league, and helping the inexperienced players obtain game skills." Without a doubt, Millward exemplifies the perfect Pelican athlete.

Under the leadership of Millward and co-captain Liz Titterton, the girls' varsity water polo team has not been defeated in their league this season. The girls continue to crush their opponents, game after game, with Millward's immense help. The girls have a good shot at winning the New England League title this year, which will surely top off Millward's tremendous success in the pool. The team this year displays widespread promise in both senior experience and underclassman eagerness. The great mix of talent on the team will surely push them to the top for this year's New England League tournament.

Under the leadership of Millward and co-captain Liz Titterton, the girls' varsity water polo team has gone undefeated so far this year.

ers tend to go easy on Millward when playing against her, right up until the moment when she burns them so badly the pool sizzles. Millward brings an un-

during her game time performances. Her success does not go unnoticed. Last year, Millward received an All-American award for her success in the sport. Her



Kelsey Millward '12

SARA GERSHMAN '14 / LOOMIS CHAFFEE LOG

Meet the 'BFPGs' (big friendly PGs)

INTERVIEW BY JAEHWAN KIM '13 AND MOLLY JOHNSON '13
Director of Design & Staff Writer

Loomis Chaffee welcomed many talented postgraduates this year, including three PG football and track stars: Stephan Turner '12, Steven Martinez '12 and Zach Williams '12.

Q: How long have you been playing football or running track?

Stephan: I've been playing football for 15 years and running track for five years.

Steven: I've played football for 15 years and run track for seven years.

Zach: I have played football all my life. Track since I was a sophomore in high school.

Q: How do you feel you've grown as an athlete at Loomis?

Steven: I feel like I've matured more as a player by improving my decision-making skills during games and being more of a team player.

Zach: My work ethic has improved. The coach really helped me improve my abilities.

Q: What's your most memorable game at Loomis?

Steven: The game against Kent is the first that comes to mind. It was my last time in a Loomis uniform and I felt the tradition of the Kent rivalry. We played our best and lost BUT I guarantee that they wouldn't play us again.

Zach: The Trinity-Pawling game where it snowed. I would not have given that game up for anything, to be honest.

Q: What sets apart your Loomis experience from your previous high school?

Stephan: The education is deeper, and the teachers actually care about you. At my old school, the teachers didn't care and I didn't have to do work on game days.

Steven: The weather.

Zach: Girls. Girls. Girls. I went to an all boys school, so girls. It's weird getting used to having girls in the classroom and seeing them everyday.

Q: What has Loomis allowed you to work on/develop as an athlete and a student?

Stephan: It has improved my study habits and time management skills.

Steven: Like I said before, Loomis has improved my decision-making skills on the field and also has made me a lot stronger. As a student, the school really improved my time management. This is the first year I've done homework.

Zach: As a student, it helped me learn how to procrastinate more. As an athlete, it helped me develop more and become stronger and faster.

Q: Do you find being a PG more enjoyable than regular high school? Why/why not?

Stephan: I don't think I can say whether or not one high school is better because I really enjoyed myself last year at my old school, but I'm doing the same here as well. The education is much stronger at Loomis Chaffee.

Steven: It is more enjoyable, but then it isn't because it's a fifth year of high school. Although it's harder than it seems, I think the benefits of meeting new people, experiencing new things, and accomplishing your goals outweighs the negatives so you can say it is more enjoyable.

Zach: No, I came here for a reason and after that being a PG kind of sucks. I see all my friends having fun in college, and I am frustrated I am not there with them.