

**IN OPINION**

**The Interview:** Ethics teacher John Robison '05 on the school year theme of 'doing the right thing'

**Jake Verter '12** on why we still need affirmative action

**Pauline W. Chen '82** on the role of the new Diversity Task Force at LC

EDITORIAL, OP-ED | PAGES 6-7

**FUN & GAMES**

DL DL DL DL DL

FEATURES I W TL TL TW **PAGE 5**



**"Good morning, Baltimore!"**

WAYNE DOMBKOWSKI

From February 14 to 18, the NEO Theater presented the musical *Hairspray*. Photos and a techie's reflection, [page 5](#). An actor's view, [page 7](#).

## Sales in the Snug double with new ID payment system

Snug projected to avoid monetary loss for first time in years

BY PAUL K. LEE '13  
News Editor

The 2011-2012 school year brought the inception of the use of student ID cards as a way to pay for items in the Snug snack bar. This change, initially proposed by the Student Council in 2009, has led to an overall increase in sales revenue and popularity.

Compared to last year, when the snack bar collected only \$33,000 from sales by January, the increase in sales revenue has been substantial: by January 2012, the snack bar had already collected \$66,000. According to director of dining services Fred Aransky, the sales revenue goal for this school year is \$115,000, an increase from the \$85,000 gained in the 2010-2011 school year.

Although the snack bar had losses in sales for the past five years, it would break even in net revenue if it continues at the current rate of sales. "The change has also helped the Snug support its staff," said Mr. Aransky.

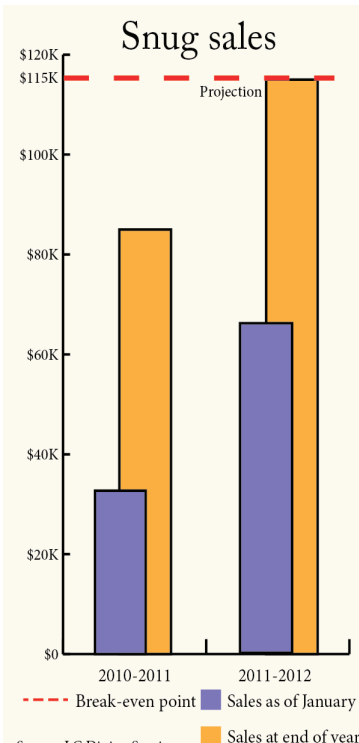
"It is definitely a positive change," said snack bar employee Richard Reylene. "Now the whole process is much easier."

There are aspects of this change, however, that go beyond simply making revenue. "The snack bar is not designed to be a moneymaker,"

said Mr. Aransky. Largely due to a \$3,000 contribution by Aramark for the new ID-compatible cash register, the snack bar has been able to provide improved variety and accuracy for its customers.

"In the beginning, we didn't know how effective the change would be. As the popularity grew, it became more feasible for us to

SNUG SALES, PAGE 3



Note: dollar amounts are not adjusted for inflation

## Rethinking the ADHD problem

As issues like shortages and addiction emerge, some psychologists are reconsidering Adderall as a solution

BY SOJIN KIM '12  
Editor in Chief

"ADHD is real," according to Dr. Lawrence Miller, who recently published the book *Running on Ritalin*. "However because these [attention deficit] behaviors vary from none to many in a bell shaped distribution curve, most ADHD diagnosed in this country is of the mild variety."

For decades, there has been a go-to treatment for ADHD of any sort: stimulant medications like Adderall and Ritalin.

But Adderall and similar stimulants bring a host of new issues to the table.

For one, Adderall, classified as a Class B drug, is considered highly addictive and is directly monitored and controlled by the International Narcotics Control Board. And according to the 2008 survey of drug use among those 12 and older in the U.S., stimulants including Adderall are the sixth most abused illegal drug in the country.

In fact, prescribed Adderall is legal only in the United States, Canada and a few European nations such as Britain.

And that's not all. In recent years, shortage is-

ssues have emerged with Adderall. Currently, the U.S. produces 88 percent of the world's amphetamine, yet due to what the New York Times called "troubled relationship between drug manufacturers and the Drug Enforcement Administration," pharmacies are losing stock in Adderall and Ritalin, frightening customers who live off those medications to get through jobs, school and other daily activities.

But a larger question has loomed over the Adderall debate in recent years: the question of whether such drugs really get to the root of the attention deficit problem.

An increasing number of psychiatrists and scientists have begun to argue that attention deficit problems are caused by environmental factors rather than biological ones.

A recent study done by psychology professors at the University of Minnesota of 600 children diagnosed with attention deficient problems found that for most subjects, the effects of stimulant medications wore off after just three years of use. After eight years, most subjects had in fact built up tolerance for the medication.

There were some subjects who after ceasing to



LUKAS ODERMATT '13 / LOOMIS CHAFFEE LOG

### PERFORMANCE HIGH

Final of three parts

CONTINUED ON THE NEXT PAGE

## Record 1,800 applications received

LOG STAFF REPORT

The number of applications to Loomis Chaffee received by the admission deadline of January 15 jumped this year to roughly 1,800, according to a speech given by head of school Sheila Culbert to student tour guides. This all-time high number of applicants surpasses the record of roughly 1,600 received by the same time last year, which in turn surpassed the record of roughly 1,300 received by the same time two years ago.

(A February 24 blog post by Dr. Culbert later identified this year's number as simply "more than 1,600")

The Office of Admission declined to provide exact statistics for this article, citing database issues and the busy nature of the past few weeks.

The Log projects that Loomis Chaffee's acceptance rate will fall this year to roughly 25 percent from 28 percent last year, and that the school's yield rate (the percentage of admitted applicants who choose to attend) will remain relatively constant at around 45 per-

APPLICATIONS, PAGE 3

## LC resurrects tradition of farming on campus with a new agricultural plot

BY JOHN MACDONALD '13  
Staff Writer

With the new Sustainable Agriculture Plot, Loomis Chaffee will renew a tradition of incorporating agriculture into its curriculum. The result of collaboration between the Sustainability Committee, e-proctors, faculty and the Physical Plant, the plot will come in the form of renovations made to the land behind the Clark Center for Science and Mathematics, due to occur in the near future, to establish a miniature campus farm. The plot will include a compost repository, greenhouse, several community gardens, a hoop house (a sort of greenhouse characterized by a half-cylinder frame covered by a plastic sheet) and a chicken coop.

The main focuses associated with the agricultural plot's establishment revolve around the idea of sustainability and of conserving the earth's natural resources in a manner that will not deplete them at the expense of future gen-

erations. The chickens will reduce food waste through their consumption of scrap food, provide poultry manure to fertilize the gardens, and lay eggs that will be sold. In turn, the gardens will provide food for the dining hall - mainly tomatoes, herbs, and spices. Also, the composter, currently cycling 20,000 pounds of food waste a year, will continue to provide fresh soil for all campus gardens, including the community gardens. Through this loop, the Sustainable Agriculture Plot truly provides an environmentally friendly cycle.

The community gardens are also intended to provide teachers and faculty with a place to come together to share expertise about gardening, as well as to further LC's community relationships on the whole. On the other predicted benefits of the agricultural plot, history teacher Lori Caligiuri said, "I think it's a great idea because it gives our community a healthy respect and appreciation for the work it takes to get our food."

AGRICULTURE PLOT, PAGE 3



Loomis Chaffee has a long history of farming on campus -- even going back to the founding of the school.

PHOTOS COURTESY OF LC ARCHIVES. COLLAGE BY JAEHWAN KIM '13 FOR THE LOG.

## LC takes 8th place in Green Cup Challenge; 7.6% reduction in energy use

Carter Hall reduces usage by the highest percentage, Warham takes second place; full statistical breakdown on [page 2](#)

## Debate scores big win

Top debaters take first, second place at tournament

BY FRED MUN '14  
Staff Writer

When Debate Society faculty adviser Curt Robison returned from a sabbatical year in India in fall 2009, he felt as if he'd gone back in time to 1981, just before he'd started LC's Debate Society. There was just one returning debater, Ye Dam Lee '11 (for whom Robison said he was "very thankful"), and a whole slew of novices ready to try debate for the first time.

For Robison, LC's definitive win at the February 12 St. Sebastian's School parliamentary debate tournament is a sign that the Society is back up to full strength. At the tournament, senior debaters Izzy Kornblatt and Patrick Kennedy-

Nolle took the top two awards; Kornblatt tied with Phillips Academy Andover's Haonan Li for first place advanced speaker and Kennedy-Nolle tied with Sarthak Agrawal of Choate Rosemary Hall for second place advanced speaker. Together, Kornblatt and Kennedy-Nolle had the highest speaker point total of all 24 two-person advanced teams at the tournament. As a team, Kornblatt and Kennedy-Nolle won third place overall because of their 2-1 record (the top two teams had 3-0 records despite having lower scores).

Also noteworthy at the tournament were seniors Kelvin Gonzalez and Paul Han's 2-1 record in the advanced division, and sophomores Fred Mun and Jaewon Kim's 3-0 undefeated record.

Jenny Li '14 and Eliana Zhou '14 both made their debate debuts at the tournament. "They both have tremendous potential," said Kornblatt.

The team as a whole did less well at February 26 tournament at Hopkins School, losing more debates than it won, but LC's top speakers continued to score very well.

The Loomis Chaffee Debate Society goes back a long way. Curt Robison, the faculty adviser to the team, in fact helped found



Izzy Kornblatt '12 and Patrick Kennedy-Nolle '12 in front of the new debate trophy case in Chaffee Hall.

DEBATE PAGE 3

PRSRST STD  
U.S. POSTAGE  
PAID  
MONROE, CT  
PERMIT NO. 140



Printed with soy inks on partially recycled paper.  
Please recycle this publication.



## LC strives towards sustainability goals in Green Cup Challenge

### LC achieves 7.6% reduction in energy usage over 4-week period; Carter takes the prize

BY LINDSAY GABOW '12  
Managing Editor

Between January 18 and February 15, Loomis participated in two Green Cup Challenges. One was inter-dormitory, the other interscholastic. Mason won the inter-dormitory competition in terms of the lowest kilowatt hours (KWH) per person with 82.7 KWH per person. Carter won in the highest percentage decrease of KWH per person with a 12.4 percent decrease per person.

As a whole, the dormitories improved the campus's eco-friendliness, achieving an overall reduction of energy consumption of 7.63% KWH per person over the whole month. The school placed 8th out of 40 schools, the second best finish in school history, reducing energy costs approximately \$7,790.

Jeff Dyreson, head of the Sustainability Committee, said of the Green Cup challenge, "What excites me the most is that people recognize their actions do matter and just communicating about what they do affects others. In other words, just keeping the conversation going helps in the long run." In the years that LC has participated in the Green Cup Challenge, dormitories have taken several measures to decrease their overall energy consumption, such as remembering to turn off the lights of individual rooms and bathrooms when not in use, sharing mini fridges, and taking shorter showers.

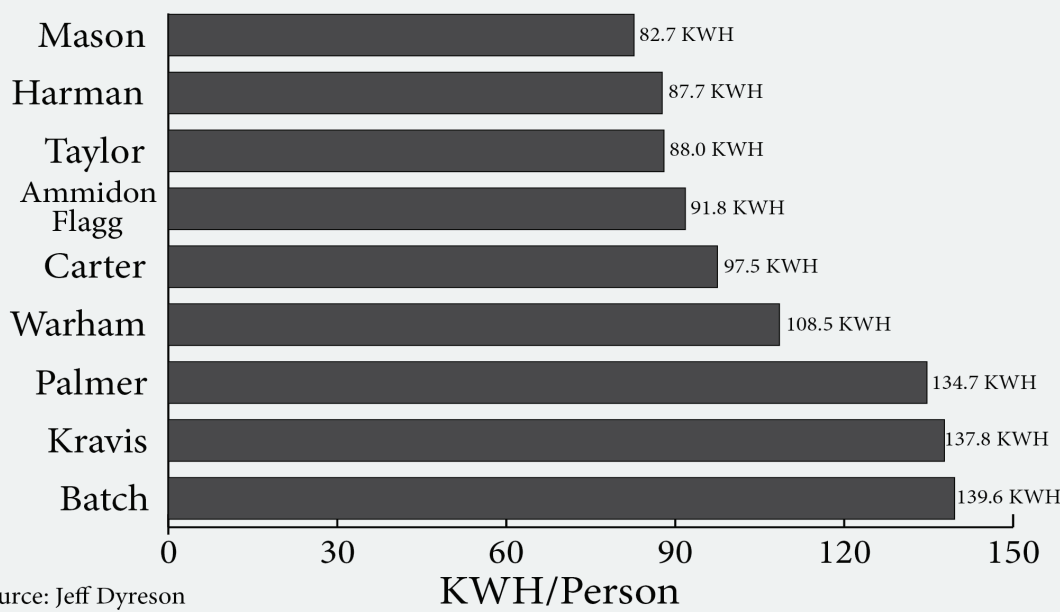
LC will continue to participate in the Green Cup Challenge in the future, and, according to Mr. Dyreson, "The LC e-proctors will continue to monitor energy consumption for the rest

of the academic year and communicate their findings in an effort to identify those areas that need more attention. Likewise, the sustainability committee is looking into proposing a new energy monitoring system to both help in education and reduce the overall carbon footprint of LC."

Other eco-friendly changes have occurred throughout campus already, including the recent conversion to single stream recycling. Loomis's e-proctors, the Sustainability Committee and Project Green have striven to ensure that LC will follow the rest of the country and the world in moving towards a more environmentally friendly lifestyle.

"Sustainability is about enhancement, not sacrifice," said Mr. Dyreson.

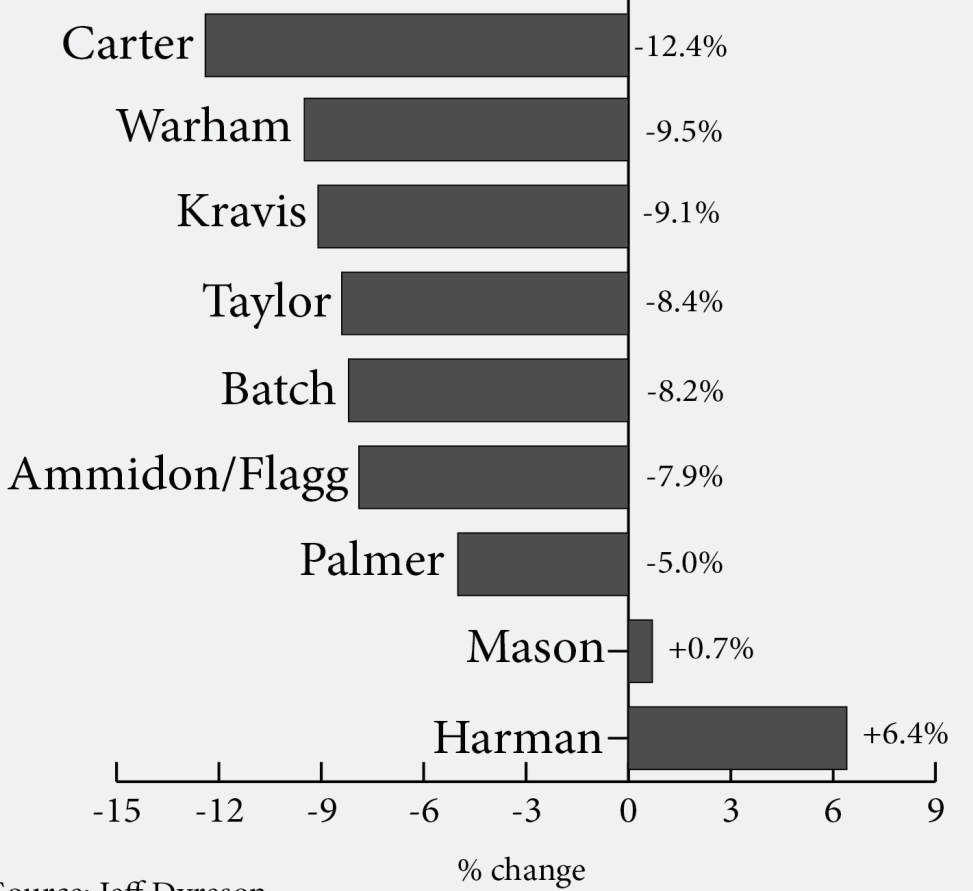
### Green cup challenge final results Dorms (lowest KWH/person for the month)



Source: Jeff Dyreson

### Green cup challenge final results

Dorms (lowest KWH/person for the month)



Source: Jeff Dyreson

GREEN CUP RESULTS GRAPHICS BY LUKAS ODERMATT '13 FOR THE LOG

### CORRECTIONS

#### January 20 Issue

In a page 2 news story headline, the name of convocation speaker Sameer Hinduja was incorrectly spelled "Sammer." The name was spelled correctly in the story.

Due to an editing error, a features story on page 5 was incorrectly printed with the repetition of its last two paragraphs.

A photograph of football player Tim Tebow on page 8 was incorrectly credited to Google Images. The photograph was taken by Julie Jacobson of the Associated Press.

#### February 1 Issue

A front page headline identifying the winners of art awards did not mention Juwon Jun '14, who received a Silver Key award for a self-portrait at the Connecticut Scholastic Art Awards Show. She was mentioned in the article itself.

In a page 1 news story about math teacher Frank Merrill's retirement from LC, the year Mr. Merrill received the Teacher of the Year award was mistakenly listed as 2010. He actually won the award in 2008.

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

### NEWS IN BRIEF

#### Scott Wallace '72 speaks at convocation

At a convocation on February 16, Scott Wallace '72, author of the 2011 nonfiction title *The Unconquered*, spoke on his experience in the Amazon searching for an uncontacted tribe known as the People of the Arrow.

Given an assignment by National Geographic to write a profile on famed explorer Sydney Possuelo, Wallace eventually ended up deep in the Amazon jungle. Possuelo, at the time of Wallace's assignment, was searching for uncontacted tribes in the Amazon jungle for the Brazilian government. Wallace said he had no choice but to join Possuelo on his trip. Wallace said he was initially unprepared for the rough conditions in the jungle, claiming to have lost over 35 pounds on the grueling expedition.

As Wallace delivered his narrative, a slide show projected photos and videos taken during his journey.

#### Senior dollar drive kicks off

Numerous seniors lined up in the Parton Room in the dining hall this month for the annual senior dollar drive. Started four years ago under the leadership of Kari Diamond in the Alumni Office, the senior dollar drive attempts to introduce seniors to the spirit of philanthropy to both Loomis Chaffee and the greater community. As of Friday, February 24, the class of 2012 had a 70 percent participation rate and had raised roughly \$3,000, with around \$500 coming from the seniors and an additional \$2,500 donated by trustee Jason Karp '94. The school hopes to raise participation percent as Karp has offered to donate bonuses for every 10 percent beyond 50 percent, in addition doubling whatever the class raises with matching funds.

Will Fierston '12 and Liz Trousdale '12 serve as student chairs of the dollar drive.

## Write for the Log!

It'll change your life, get you into college and make you attractive.

Email any editor or [log@loomis.org](mailto:log@loomis.org)

# Rethinking the 'quick fix' of Adderall

### PERFORMANCE HIGH

The Log explores the use — both legal and illegal — of Adderall and similar stimulants in a three-part series.

### PART ONE | JANUARY 20

Tales of student lives impacted by Adderall in a wide variety of different ways

### PART TWO | FEBRUARY 1

Addressing unauthorized Adderall usage as an issue at Loomis Chaffee and beyond

### PART THREE | TODAY

Looking at the wider trends in Adderall usage around the globe and figuring out a way forward

#### CONTINUED FROM THE PREVIOUS PAGE

use Adderall for a while showed significant attention problems until they began taking it again, much like the way tobacco addicts who attempt to quit smoking often show behavioral problems after quitting.

Numerous studies have also found that environmental factors may contribute more to ADHD than genetic ones.

A study done by the University of Minnesota's Child Development department showed that children born into poverty were highly susceptible to attention deficit problems based on the their 200 sampled children, in which 50 percent of the children showed attention deficit problem by adolescence and had dropped out of school because of their behavioral problems.

The university's study showed that while environmental factors predicted developments of ADHD, measures of neurological anomalies at birth and infant activity didn't predict ADHD symptoms, proving that environmental factors play a huge role in affecting children's development.

The University of Minnesota's study identified two major environmental factors that contribute to ADHD: domestic violence and intrusive parental behavior during children's infant years.

Because of this study, many psychologists have begun to suggest intense therapy as a treatment alternative to medications like Adderall. These psychologists have stressed the need for parents to be cautioned and made aware about the effects of both the home environment and their behaviors on their children, especially during children's early stages of development.

Though the debate is far from settled, these studies have made what many psychologists view as a powerful case for the idea that external factors, rather than predisposed genetics, are responsible for children's development of ADHD. Environmental factors such as familial habits, school related events, and specific attention given to the children are all class-blind issues that have a significant effect on children's attention spans.

As the percentage of people diagnosed with some form of ADHD increases and the shortage of Adderall and similar stimulants becomes an increasing issue, many have begun to push for what they see as a better, non-drug solution to a growing issue.

Here at LC, the use of Adderall is noticeable among students who are desperate to concentrate on their work, regardless of whether or not they are prescribed these drugs. Pressures

from oneself and from families back home drive many students who haven't been diagnosed with ADHD to push themselves to a point where chemical aids like Adderall are required to hit the finish line.

It's not just rigorous boarding schools like Loomis Chaffee where students feel the need to take academic stimulants. Among all sorts of colleges and universities across the U.S., the prevalence of Adderall is common among students who wish to balance both a social life with academic success.

One longtime illegal Adderall user at Brown University wrote of her experience with and reliance on Adderall in the magazine *n+1*. "There's a downside to a drug that makes everything interesting," she wrote. "By the end of junior year, I still had no idea what I liked or was good at."

Her question gets at the heart of the issue: what does dependence on Adderall for academic success really do for students? Life will always throw bigger hurdles at our feet than what we currently face, and Adderall, which is seen by many as a "quick fix," may do nothing to prepare us to really take on such hurdles.

During moments of intense academic pressure and stress and tension, such questions rarely cross the minds of those considering Adderall, illegal

users told the Log.

Administrators at Loomis Chaffee have been clear on one point: Loomis Chaffee's high-pressure academic climate isn't about to change. Students made a decision to come to LC, or at any rate their parents did, and at the core of LC's educational promise is the idea of strong academics.

That doesn't mean illegal users at LC don't wish for change. "If everything were a little easier, less stressful, then I'd feel less compelled to take it for papers or tests," Melvin Puckett, one illegal Adderall user at LC whose name has been changed, told the Log. When asked how the school could place less stress on students' shoulders, he answered, "If the whole system were changed, things would be less stressful, but they have to change the system a lot."

As much as his words may ring true for other students facing similar stress, administrators say the system will not be changed significantly and the level of pressure won't really be alleviated.

The closest LC has come to relieving some of the academic pressure came in the form of this year's review of the school's homework policy, which was triggered by a homework survey conducted by the curriculum committee last spring. That survey was created as a direct response to the overwhelming number of complains by students and

parents about the workload, and sent teachers a clear message that students were virtually drowning under the weight of long assignments.

Advanced and Advanced Placement classes, however, still stick to almost the same syllabi due to the defined material they must cover.

Most administrators interviewed by the Log suggested that students feeling excessive pressure seek help through the counseling department or health center at LC. But many illegal users interviewed by the Log said they were unlikely to do so. Some said they perceived a stigma associated with counseling; others felt that seeking help simply wouldn't help them overcome the fundamental causes of the pressure.

But as increasing numbers of psychologists have begun to denounce stimulants as 'quick fixes,' long-term change seems inevitable in a system riddled with shortages, addiction and abuse. The Adderall issues that students struggle with at LC are by no means unique to the Island. On the national stage, Adderall and similar stimulants are up for scrutiny — and it seems likely that policies are going to change not just to combat prescription, but to reflect psychologists' understanding of ADHD as reflective of more than just genetics.



## Members, and a final name, selected for Pledge Committee

Committee to implement the 'LC Pledge,' formerly titled the 'Pelicode'

BY JULIA SONG '15  
Staff Writer

The LC Pledge Committee was recently established to draft and implement an honor pledge, formerly called the "Pelicode" for the community. Lead by Science Department head Edward Pond and Student Council President Lindsay Gabow '12, the committee body consists of four other faculty members — Spanish teacher Lilian Hutchinson, math teacher Curt Robison, math teacher Elliot Beck, and associate director of college guidance Jami Silver, as well as nine students — Mimi Do '12, Alexander Lafrance '12, James Lee '13, John Macdonald '13, Rowan Rice '13, Christina Wang '13, Rohin Bhargava '14, Jae Lee '14 and Ciera Hunter '15.

In the spirit of promoting both this year's theme of "doing the right thing" and Loomis Chaffee's mission statement — presenting one's best self and promoting the common good — the Pledge Committee will discuss the integration of the pledge into daily life and how to modify the pledge to best fit the goals of the school founders.

"The honor pledge will help to improve overall morale in the LC community by encouraging respect, integrity and goodwill. This is already an amazing

school, but we believe we can make it even better," said Gabow.

The Pledge Committee members collectively noted that the intent of the organization is not to fulfill the punitive role of an honor code. "The Pledge Committee that met today is not in any way

**"We are simply trying to raise awareness in the community about the importance of living with integrity and respect." — Edward Pond**

trying to change the discipline system," said Mr. Pond, "We are simply trying to raise awareness in the community about the importance of living with integrity and respect and who in doing so bring out the best self and improve the common good."

Furthermore, the Pledge was written as a means of providing a set of moral guidelines that students will voluntarily follow. Freshman Student Council representative Gabby Roncone said, "The Pledge is not something that results in punishment if you break it," and noted that it simply includes "morals to live by and

think about."

Simultaneously to the work being done by the Pledge Committee, the Kindness Club and the Student Council are discussing the prospect of establishing a mural to exhibit student support of the Pledge and to remind the student body of its voluntary commitment: to unite the community by promoting respect, integrity and goodwill on campus. The exact wording of the Pledge's text is still in the midst of the refining process, and at present has been modified to read,

"As a member of Loomis Chaffee, I pledge to:

Honor the school's commitment to the best self and the common good by

Living with integrity, and  
Championing a respectful community."

"When I first came to Loomis, the community eagerly accepted me," said Macdonald. "Now, through the Pledge Committee, I can work on something that will allow all students to feel welcome and at home."

The other members agree. "I am eager to work with other committee members in order to bring about an institution that will set a Loomis community standard for our wonderful, diverse, and intelligent population," said Bhargava.

## Preliminary dress code draft completed

Dress code unlikely to change significantly

LOG STAFF REPORT

For the past few months, per the encouragement of Loomis Chaffee administrators, the Student Council's Dress Code Committee has been in the process of creating a proposal to change the dress code. Recently, the committee put together a final list of recommendations that will go through the Deans, the Rules Committee and the faculty.

The philosophy of these recommendations is as follows:

- Clothing must promote a posi-

tive learning environment

- Clothing must be in good repair
- Clothing must be appropriately fitting in terms of tightness, sizing or exposure
- No black, blue or gray denim clothing
- No athletic clothing (including hoodies and unisex t-shirts)
- No outerwear as underwear, and no underwear as outerwear
- No "see through" garments that reveal the skin below; no fishnets

Overall, this philosophy does

not entail any significant changes from the current dress code. Instead, it clearly delineates what is and is not acceptable in order to prevent unintentional deviations from the dress code.

"The biggest problem with the current dress code is not necessarily that it is not strict enough, but that it is too ambiguous and difficult to enforce," said Steven Wang '12, student chair of the Dress Code Committee.

The committee declined to provide the Log with specifics of its proposal.

## Seniors practice entrepreneurship

As part of a senior project, 5 launch an LED underglow company; Lights for your car, bike and even microwave

BY ERIN CURREY '12 &  
ALEXANDER LAFRANCE '12  
Staff Writer & News Editor

On some nights in the upper parking lot, one very well may catch sight of a small group standing around an '01 Grand Prix retrofitted with brilliant blue underglow. The members of this group constitute the core of Club Ja-Rod, five seniors who have banded together to form a business built around the slogan "Underglow Everything." The club sells many "bright ideas," including LED light strings with applications ranging from battery powered desk kits and skateboard kits, to custom ideas and car kits, primary products sold by the business. (Math teacher Andrew Bartlett has jokingly requested underglow for his dog).

The brainchild of president and CEO Jarrod Smith '12, vice

president Krishna Rangunathan '12, research and development director Joe Niemiroski '12, marketing director Alex Lafrance '12, and human relations representative Sirena Huang '12, Club Ja-Rod has already sold five units since the products passed quality control tests three weeks ago, and employees have reported increasing interest and tentative purchases throughout this time period.

Club Ja-Rod's roots trace back to Smith and Rangunathan's plan for a potential joint senior project, which, pending senior project committee approval, will involve modifying and upgrading the students' cars. One of the primary issues the duo faced was funding, and after discussing a number of different possibilities for generating revenue, Smith and Rangunathan stumbled on the idea of neon installations

on vehicles, an outlet that later expanded to include common household devices such as desks, appliances, etc.

Niemiroski noted that he and other members of the business were "optimistic" about the company's future based on the growth seen since Club Ja-Rod's inception. Even with the school year's end on the horizon, the employees at Club Ja-Rod have promised to continue performing select installations and selling kits into the summer months, though they did acknowledge that time and resources were still limited because the business's management will be graduating from Loomis Chaffee. Club Ja-Rod employees also noted that students interested in purchasing LED neon lights or looking for more information can contact the company at [cjrprodinc@groups.facebook.com](http://cjrprodinc@groups.facebook.com).

## Will Adams '01 shares insights on research

BY ERIN CURREY '12  
Staff Writer

LC alumnus Will Adams '01 returned to his alma mater on Saturday, February 18, to give a presentation in the Gilchrist Auditorium about his work in the field of immunology. Currently conducting his post-doctoral research at Columbia's Department of Microbiology and Immunology, Adams only recently returned from Stockholm's Karolinska Institute where he investigated the basic biology of the immune system for his doctorate.

While working overseas, Adams sought to further the understanding of the connection

between the innate immune system, the body's first line of defense against foreign pathogens, and the adaptive immune system, which contributes immunity and long term defenses against diseases. This particular field of research also relates strongly to the study of vaccinations. By injecting weakened or killed strains of certain diseases into the body, doctors use vaccinations to trigger an immune response in the body.

The adaptive immune system, Adams noted, "remembers" the injected pathogen and attacks subsequent infections with greater speed and force. He also explained the limitations of vac-

cines, noting that some diseases, most notably HIV/AIDS, do not engage the adaptive immune system and leave the body unable to fight the attack.

His lecture also included words of advice to prospective scientists: 1) Find mentors who are interested in students' personal development; 2) Always pose and test hypotheses, but do not set out to prove a hypothesis correct or incorrect; 3) Do not become discouraged or fear failure, as 90 percent of the time failures will, and should, be wrong, and failures lead to more questions for exploring; and 4) Never underestimate the power of, reading, writing and thinking critically.



Like the Log on Facebook

Use the QR code to the left or visit [facebook.com/lc.thelog](http://facebook.com/lc.thelog)

Also follow the Log on Twitter at [twitter.com/lc\\_log](http://twitter.com/lc_log)

Loomis Chaffee Log

## FROM PAGE ONE

### Debate

CONTINUED FROM PAGE 1

the Debating Association of New England Independent Schools (DANEIS), the primary league in which LC competes, while a teacher at Deerfield Academy in 1976. When he came to the Island in the fall of 1981, he immediately introduced debate to Loomis Chaffee. By 1988, LC had risen to the top of the league. "Even at tournaments our top debater, Mark Openheimer '92, didn't go to, we were doing extremely well," said Mr. Robison.

LC remained a league powerhouse until 2008, when Mr. Robison left for his sabbatical year.

After he returned, Mr. Robison, with the help of Lee, began re-

building the team that had fallen apart during his hiatus. And the past few years of hard work have finally yielded results. "Where we are right now is very close to before we were before I left," said Mr. Robison.

Mr. Robison credits his team's success mainly to the commitment of the members on the team. He also said that he believes the team's success is due in large part to the introduction of afterschool debate as an alternative to sports during the winter term. While he was at Deerfield in the late 1970s, Mr. Robison observed that because almost all students were boarders, "planning meetings for practice debates during the evenings was easy."

But it's not that simple at LC. "We can't do that at a school where almost 40 percent of the students are day students," he said. "Hence Loomis Chaffee debaters have to be very committed to the activity."

Kornblatt, a current co-captain of the team, agrees. "Since I came to LC as a new sophomore, the team has improved a lot. Over the past two years, we've earned a name for ourselves as a player in the league, and I think at St. Sebastian's, we really cemented that," he said. "Part of the turnaround simply has to do with time, but I also think a big part of it comes from Mr. Robison, who is a fantastic coach, and from Ye Dam, who really helped me understand debate the way I do today."

### Agriculture plot

CONTINUED FROM PAGE 1

"By putting the students in real world scenarios it allows them to become fully prepared for the world outside of Loomis," said David Olio '13.

The idea of providing opportunities for agricultural experience at Loomis Chaffee is not a new one; in fact, the first students at LC lived a life interspersed with farming and agriculture. When the boys of the Loomis Institute applied in the early twentieth century, they were given the option of taking Business, College Preparatory, or Agriculture-related courses.

As stated in the course book from 1914, the agriculture education "aims to provide sufficient training in agriculture to enable a

graduate who has taken it to start farming at once as a vocation." In order to achieve this goal, the young men were educated on the sciences of agriculture and employ actual farming practices under the direction of a superintendent.

During their freshman year, students enrolled in the old agriculture courses would construct their own chicken coops. In their sophomore year they bought chickens that they then cared for throughout the remainder of their time at Loomis. The young men were allowed to use the eggs that the hens provided in any way they desired, whether it was to sell the eggs for profits, use them at home, or in one unique scenario, bring them to their girlfriend at the Chaffee

School every morning. Furthermore, during the summer months, school members would grow crops on the school's land; this included turning the main quad into a plowed field for crops such as corn, potatoes, beans or carrots.

Presently, through the construction of the new Sustainable Agriculture Plot, Loomis Chaffee students will again have the ability to feel a connection to their food that has long been lacking. Students in several classes, including the Sustainable Agriculture class, will be given the opportunity to learn with a hands-on approach that hasn't been available since LC transformed from a partly farming school to the rigorous college preparatory institution it is today.

### Snug sales

CONTINUED FROM PAGE 1

make changes," said Mr. Aransky. In addition to the traditional breakfast sandwiches and chocolate chip muffins, items such as Nerd Ropes, Powerbars, and Sabra hummus and pretzel cups have been added.

The use of student ID cards in

for student performances.

Similarly, at the Taft School, students can use their ID cards as debit cards to make school purchases. The school suggests the parents to make an initial deposit of \$1,500. However, students can purchase items only if they have a positive balance in their account.



A sale is completed in the Snug

SARA GERSHMAN '14 / LOOMIS CHAFFEE LOG

snack bars is popular at several New England boarding schools. At Kent School, all school purchases, including library fines, snacks and prescriptions, are made with Kent School Debit Cards, which also double as ID cards. Parents can make deposits into their children's accounts at any time, and they can also put caps on weekly discretionary spending.

At Choate Rosemary Hall, all students are given ChoateCards, cards that serve as ID cards, dorm door access cards, and debit cards. On top of using ChoateCards to buy items at the school store or the Tuck shop, the snack bar, students can also use ChoateCards to make shuttle reservations and buy tickets

Even with the benefits that have come with the use of ID cards in the Snug, there have been concerns about speed, efficiency, and fiscal responsibility. In order to curb the growth in the line at the snack bar during "rush periods," an extra employee has been added during the gap periods.

Especially because they are not dealing with tangible forms of currency, students might face a greater challenge in managing their own money. On the other hand, it is significantly easier to track a student's spending. Spending caps or student budgets are viable plans for the future, but for now, the use of ID cards is an opportunity to help students learn responsibility.

### Applications

CONTINUED FROM PAGE 1

cent. Dr. Culbert told tour guides that she was very satisfied with the record number and said that she hopes Loomis Chaffee will receive at least 2,000 applications by the deadline next year.

The high number represents a larger trend at elite New England boarding schools, almost all of which have seen skyrocketing application rates in recent years, largely as a result of increasing interest abroad and decreasing faith in American public schools, particularly as the U.S. government at all levels looks to cut back on spending. The trend largely mirrors that of admission to private colleges in the U.S., which have become similarly competitive in recent years.

According to the website [boardingschoolreview.com](http://boardingschoolreview.com), which compiles data on over 200 boarding schools across the United States, almost 30 boarding schools now have acceptance rates of below 30 percent. Among the most selective schools are the Hotchkiss School, Deerfield Academy and Phillips Academy Andover, all of which have acceptance rates of around 15 percent.

The record number of applications received this year is also vindication for the policies of Dr. Culbert, who since her 2008 appointment has pushed to improve the school's competitiveness and broaden its name recognition. Selectivity is often highly correlated with prestige and reputation.

Michael Horowitz '13 contributed reporting.



## Life behind the scenes of *Hairspray*

BY HARRIET CHO '14  
Layout Editor

Actors shine under lights; technicians shine during black-outs. This winter term, I had a wonderful experience in the NEO Theater as a backstage crew of the musical *Hairspray*.

The first day I entered the NEO as a part of the technical crew was the 'strike day' of previous show. Everyone cooperated and worked systematically; not a piece of wood was thrown away unintentionally. However, the crew could not completely hide the reluctance of dismantling the outcome of their effort. Even though the *Hairspray* tech crew was not required to participate, once I witnessed the sheer precision, professionalism and passion these people displayed when it came to their jobs, I knew I wanted to be part of the work as soon as possible.

A week later, when I came back to the little red barn, the new crew had already started building the stage of *Hairspray*. We cut wood to make demonstration signs, learned how to take care of the wigs (there were 37 wigs in total), sewed the costumes, re-arranged the lights, etc. I busied myself with the task of painting, mostly working with a few other back-stage crew members and Rachel Sinay, the properties designer. Thanks to her, my debut in the world of the NEO's backstage became both successful and memorable. The property I was most proud of were the long lines of discs that hung like a curtain in Motormouth's radio shop. Each individual disc was made of wood meticulously cut by our production team, and painted over several times by the techies. Although the process sounds reasonably easy, the actual painting required careful attention and patience, as we had to wait for each disc to dry before we added another coat of paint. Since there were over a hundred discs used in the play, the process had to be repeated numerous times. When I finally saw the discs hanging in the background during the shows, I found myself literally lost for words. Although the discs appeared on stage for only one scene, people's compliments on the scene were enough to make up for our hard work.

The week before the show was the most hectic time for the crew and cast of *Hairspray*. Right before the show started, from Thursday to the following Monday, our time was taken up by final rehearsals. For the tech crew this meant all the properties, costumes and stage settings had to be polished for the last time. Actors had dress rehearsals, and technicians learned their positions for the show. Standing backstage with headphones clamped over my ears, I finally felt like a pro. At long last, I was integrated into the world I admired.

Being a techie is comparable to the process of completing a puzzle; you find the most appropriate place for each costume, property, lighting, and sound effect. Slowly, piece by piece, you get the satisfaction of witnessing the bigger picture you created gradually reveal itself. That completed picture, the product of your weeks of toil, gives a sensation that is unforgettable and is one of the main reasons why technicians return year after year to the NEO. I owe my thanks all the tech crew members that shared all moments of fun and fatigue, and also to Candice Chirgotis, who helped me successfully enter the world of technician. I will be looking forward to returning to the backstage next year.



GRAPHIC: LUKAS ODERMATT '13 / LOOMIS CHAFFEE LOG | PHOTO: WAYNE DOMBKOWSKI



WAYNE DOMBKOWSKI

Above, Amanda McParlane '13; Below, Liana Fernez '12 and Sam Verney '14

### FEATURED STUDENTS: SHEFALI JAIN '13 AND SHAILY JAIN '13

## Pelican pioneers from Bali, India

BY PIM SENANARONG '13  
Features Editor

The transition into a new school can be a frightening process, especially to one that's thousands of miles away from everything one's ever known. Although everything from the Snug to the quads has grown to be a familiar part of our world, to newcomers the campus and its inhabitants may seem complicated and even intimidating. But talking to Shefali Jain '13 and Shaily Jain '13, the pair of optimistic girls from Bali, Rajasthan, India, made settling in at Loomis sound not only almost seamlessly smooth but also rewarding in various ways.

Coming from the Fabindia School, Shefali and Shaily describe their time at Loomis as being widely different from any of their prior experiences. Aside from some obvious differences in the daily schedule, like having to walk from classes to classes, the girls also expressed eagerness at being able to participate in many activities previously unavailable to them at their school back home. "Back at our old school, 11th graders choose their majors and we take courses directly related to our choice. Both of us are in commerce," said Shaily.

"Here we get to take a lot of different subjects," said Shefali. "For example, we're both taking a variety of psychology and philosophy courses here, something that we would've never gotten a chance to do back home," she added. "We're also getting to expand our knowledge and try our hand at painting, with the wonderful help of our painting teacher."

When asked about the brand new experience of dorm life, the girls responded with enthusiastic smiles. "Everyone is very nice to us," said Shaily.



SARA GERSHMAN '14 / LOOMIS CHAFFEE LOG

Shaily Jain '13 and Shefali Jain '13

"Dorm life here is very different from the dorm life we've heard of back in India," Shefali clarified.

"Back at school, the dorm facilities are quite poor," said Shaily.

"At first we were unsure about coming here," said both Shaily. However, after their talk with

Erby Mitchell, director of admissions here at Loomis, they both got a better sense of what Loomis is all about. Upon arriving on campus, they immediately took advantage of the opportunities available. During their time here, Shefali and Shaily have dabbled in painting, participated in hip hop dancing, and tried ice skating for the first time in their lives.

"More like crawled around on the ice," said Shefali, as both the girls laughed, recalling the moment.

When asked about their school, Fabindia, the girls eagerly talked about the school's origin, knowing the information by heart. A Loomis graduate, John Bissell '84, founded Fabindia; the school was opened with the intention of providing a strong and solid education for local kids. Due to the founder's desire for the students at Fabindia to experience the atmosphere in which he grew up, the student abroad program between Loomis and Fabindia was formed. In the past, students from Loomis have travelled to Fabindia to participate in various interactive activities with the students. This year, for the first time, students from Fabindia were offered the opportunity to spend two terms at our campus and enjoy the environment of the island. Shefali and Shaily are the pioneers of an oncoming group of students from this program.

"Our lives have really changed after coming here. I feel more independent now. The exposure to different culture has really helped broaden my thinking," said Shefali.

"Knowing people from all over the world has really helped us and given me one of the best memories of my life," said Shaily.

## How to deal with a Loomis relationship

Sup, Loomis? Welcome back to Snug(glin') Time. Miss me? Yeah, I know you did. If you were all wondering where I was, I am now only published in every other issue. I'm slowly being pushed out!

OK, so today we're going to talk about the differences between the many types of relationships that sprout from the diverse groups of students here at Loomis Chaffee. The three primary groups we

### SNUG(GLIN') TIME ALEX LASKO '12

have are the day student-day student, the boarder-boarder, and the boarder-day student relationships. I have spoken to and interviewed a couple from each of these categories; for the sake of the privacy of everyone involved, however, I have kept their names confidential.

To clarify, the purpose of this article isn't to prove whether one type of relationship is better than the other, nor is it to make a statement about boarders being better than day students or vice versa. It isn't even to encourage you boarders out there to go grab yourselves a day student for the added benefits of access to a car. It is simply to encourage people to examine their own dating situations and see what issues apply to you! Our goal here is to make you both happy and informed!

I won't lie: some of these pairings have it much easier than the others. For example, if you are a day student dating a day student, your life is very easy. But if you are a boarder dating a boarder (this isn't a statement that defines every case) then you might want to murder your significant other after two weeks simply because you are sick of their face. For boarder-day student couples, yes you may have a car to share in between you, but you also have to deal with permission slips so your life isn't easy either.

So here, my friends, are some insights into the lives of various couples at Loomis.

\* \* \*

#### Pros and cons of day student-day student relationship

Well, Alex, I have to say, the whole never-having-to-deal-with-getting-a-per thing and the whole weekend check-in thing are really quite fantastic. I also never have to worry about getting deuced by my parents. Being day students provides ample space away from the LC "gossip," so our private lives are never intertwined with the talk of the school. Consequently, however, we also miss out on some of the social aspects of Loomis on the weekends because we spend our time together instead of with the community. On the bright side, we both are able to go out on actual dates (to places other than The Tavern and Whistle Stop Cafe) and we don't have to hang out in the Snug if we want to spend time together. Overall, I would say things are easier all around. The only issues we ever really have are with our own parents telling us when we have to come home and what we are and are not allowed to do." - Anonymous

#### Pros and cons of boarder-boarder relationships

Perks are that we can see each other a lot. Drawbacks are that we can get on each other's nerves because we are sometimes unable to escape each other, since we are both stuck on the Island 24/7. Another drawback is that we have issues getting any privacy; I mean sure we can interdorm but that means we get 15 minute checkups from whatever dorm faculty is on duty. We also can never really go out because neither of us has a car or means to get off campus. Yes, there are trips to the mall and movies and stuff like that but those involve faculty members' supervision as well. And long breaks like summer can be an issue because we live on opposite sides of the country." - Anonymous

#### Pros and cons of a boarder-day student relationship

Well one of the pros is that there is one car between us so we can go out together if we want, but there is the issue of them getting pers, and the boarder only being able to stay out for so long. Escaping for the occasional Dunkin' Donuts run is always a plus. We have access to both being at home and being a part of the Loomis campus. However, we tend to have more problems with jealousy, because one of us can't always get off campus, and the other can't always be at Loomis, so weekends can be stressful. We've had fights started by one of us being suspicious about what the other is doing on the weekends since we aren't together. Plus our friend groups spread out over a large variety of people, which makes it hard for us to both hang out with our buds at the same time. But I guess it's nice because we don't have to spend 24/7 together but when we do find time to go off campus, it's kind of relaxing for us both." - Anonymous

\* \* \*

So there it is: the self evaluations and pros and cons of relationships at Loomis Chaffee. Don't forget, if you want me to ever include your suggestions or answer questions on relationship issues, please don't hesitate to email me! Or, if you are a day student with a car, don't hesitate to send me your number... (We have fun here at Snug(glin') Time). Till next time, Loomis.

Love,  
Lasko

Snug(glin') Time is a column written by Alex Lasko '12. She can be reached at [snuggl intime@gmail.com](mailto:snuggl intime@gmail.com).



## CHEATING!

LUKAS ODERMATT '13 / LOOMIS CHAFFEE LOG

The rise of *Words with Friends*; Is 'vegete' really a word?

BY CHRISTIAN BERMEL '12 AND  
SPENCER CONGERO '12  
Managing Editor & Staff Writer

Not since Abu Sha'ar was credited with first introducing the mancala board to his fellow Egyptians in the 4th century AD has a game so quickly taken the world by storm. We speak, of course, of the revolutionary new game for smartphones called *Words With Friends*. This game, "inspired" by the classic board game Scrabble, has roused our nation to construct the best one, two, three, four, five, six, or seven letter words that it can. This quest for verbal excellence, however, has caused an unintended consequence: CHEATING.

Not since Bill Clinton's "liaisons" with Monica Lewinsky were exposed in 1998 has a cheating scandal so overtaken this country. Fellow WWF enthusiasts, we feel your pain. Rumors have rippled through the Loomis community that Heidi Taggart '12 has been known to "do some research" before playing a word. English department head Scott Purdy's claims of "five-month-long winning streaks" have not been verified. Even a certain Editor in Chief has not escaped the compelling urge to win by any means necessary. We've received a number of complaints (words like "wrathiest," "tzars," and "vegete," for instance). As we type this article, Microsoft Word has dutifully placed that pesky red underline under each of those "words". Hmm, interesting...

Not since the OJ Simpson trial of '95 have crimes so obviously committed been so vehemently denied. When accosting supposed WWF cheaters, lies such as "I really didn't cheat!" and "Who, me?" are commonly maintained. But just as Barry Bonds committed perjury in federal court, so too would students lie to the deans before admitting to some WWF chicanery. For those of you fighting the good fight, we applaud you.

WWF's sudden surge in popularity has brought about the central question of our generation's existence: *Words With Friends* or *Farmville*? While virtual farming surely has its merits, these writers contend that no planting of strawberries, simulated or otherwise, could ever compare to the ecstasy of throwing down that 41-point bomb. Although taking care of your monstrous 50-heifer herd is a task every bit as important to us Loomis Chaffee students as taking our daily dose of Adderall, we wholeheartedly believe that *Words With Friends* will endure long after the virtues of online agriculture have been forgotten.

We close with some general observations about this classic-in-the-making:

1. No experience is as crushing to the teenage ego as a 170-point loss to your best friend. Just ask Sojin Kim '12.
2. WWF is not a good way to handle your long-distance relationships. Trust us.
3. When your mother plays "sex" for 24 points, things do indeed get awkward.

In the end, though, if *Words With Friends* ever does for some unforeseen reason go out of style, *Mancala With Friends* is right around the corner. Or *Duckpin Bowling With Friends*.



## What we're playing

Log staff members share their gaming preferences

Sojin Kim '12: Hair Salon & Scramble

Jaehwan Kim '13: Temple Run

Izzy Kornblatt '12: Chess

Christian Bermel '12: Duckpin Bowling & Mancala

Spencer Congero '12: Duckpin Bowling & Mancala

Lindsay Gabow '12: Apple Juice Pong

Sara Gershman '14: Scrabble, Boggle, Banana Grams

Paul Lee '13: Super Smash Bros. & Pokemon

Pim Senanarong '13: Diner Rush & The Sims

Steven Wang '12: Tic-Tac-Toe

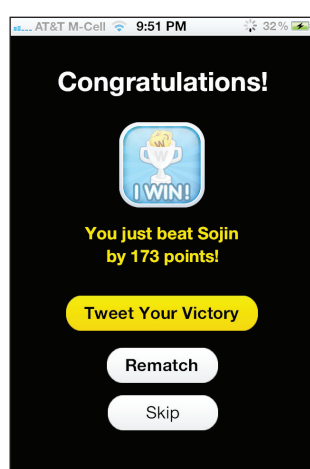


PHOTO COURTESY OF CHRISTIAN BERMEL

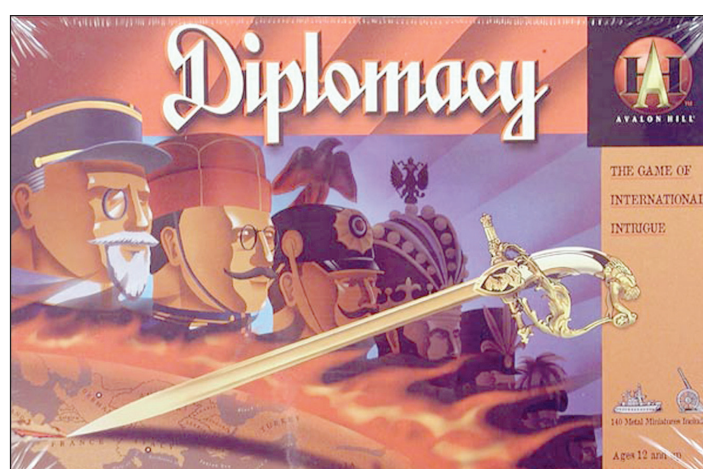


PHOTO COURTESY OF PREZCON

## DIPLOMACY!

A battle for Europe; Planning the next move

BY JAKE BOSEE '12  
Staff Writer

The Prime Minister of England slams his fists down on the desk, spilling the contents of his Gatorade onto the shelf. He hardly seems to notice; his rage blinding as he curses the vile Frenchman who dared break their agreement. He had told France that he planned on taking Holland from Germany, and France had agreed to the attack. Unfortunately, Germany found out about his plans, defeated him in Holland, and to top things off, France snatched Belgium from him right beneath his nose. In hopes of preventing any more destruction, the boy pulled a map out of his pocket and started plotting his next move. In order to pull this one off, he would need cooperation from Italy.

What I'm talking about, my dear Pelicans, is a form of diversion that some of us boarders use to pass the time. The aforementioned diversion comes in the form of a board game called Diplomacy. This inventive game assigns each of its seven players a country in pre-World War I Europe. The controlled nations are England, Germany, Austria, France, Russia, Turkey and Italy. As a player, you command your assigned country's army and navy in an attempt to gain supremacy over your opponents. Starting off in your home country, you slowly expand, turn by turn, into surrounding territories. Each turn is written down on a piece of paper and revealed all at once.

During these moments, the game becomes fraught with tension. The game manages to be incredibly entertaining, impossibly confounding, and at the same time, extremely addictive. When you pass by other players in the Quad during the school day, you wonder if behind that smile they are concealing an elaborate plan to betray you. Alliances in the game are created, disbanded and created again. As a player in Diplomacy, you have to balance your honesty with a tinge of dishonesty, creating a game that extends beyond the board. If you don't negotiate properly, it won't matter how intelligent your moves are. Some past experiences of mine include playing as Austria and having four other countries simultaneously invade me. Safe to say, I didn't last very long after those multiple invasions.

Diplomacy serves as a means of interacting with your dorm mates (inviting day students is also encouraged) in an environment where each person's decisions weigh equally. Sometimes, with the right decisions and the most calculated manners, it's the weakest nations that end up preventing the powerhouse player from winning the game. Hopefully you see Diplomacy as being just as interactive and stimulating as playing sports on the Quad, especially with the whole "fate of the world is at stake" aspect it has to it.

# Games you may never have heard of...

Four hidden gems among a mountain of gaming options

BY STEVEN WANG '12  
Features Editor

Nowadays, the most played games tend to be those played on an LCD screen such as Call of Duty, Words With Friends or Angry Birds. The number of these popular video and social network games is only increasing, as is the number of players. Along with this latest trend in games run on technology, classic board games such as Monopoly and Scrabble, lawn games such as ladder golf and bocce ball, and various card games such as Poker and Blackjack add to the tremendous library of games available to everyone. However, among this vast library, certain gems get buried beneath the mountains of gaming options – great games that you may have never even heard of. Some of these games are popular on the other side of the world, others have developed a cult following, and a few are old games re-invented. Regardless, the 5 games listed below, among many others, are all worth a shot.

### Chinese Chess

Many cultures have some variant of chess. To western players, the traditional chess played on a checkers board with a king and queen is the most familiar. However, in China and other Asian countries, the most common form of chess is Xiangqi, otherwise known as Chinese Chess. Similar to Western Chess, the goal of Chinese Chess is to put the opposing player's king in checkmate. However, the pieces are slightly different; each player starts with a general (equivalent to the king), two advisors (similar to bishops), two elephants, two horses, two chariots (equivalent to rooks),

two cannons and five soldiers (pawns). Instead of moving from square to square on the board, pieces move along the corners of the squares. Also, the middle of the board is divided by a river that throws in some twists in the strategy of the game.

The general starts in a 2x2 area, known as the palace, and can move orthogonally (horizontally and vertically) around in this space, but can never leave it. Similarly, the advisors can never leave the palace and act as the general's personal guards, moving diagonally. The elephant can move two spaces diagonally but only on one side of the board; it cannot move across the river and so serves mostly as a defensive piece. The two horse pieces are mostly the same as the horse piece in Western chess moving in an "L" shape except they can't jump over any pieces. The chariot piece is exactly the same as the rook in Western Chess and moves orthogonally for unlimited spaces per move. The soldier, similar to the pawn, can move only forward and vertically until it crosses the river, at which point it can also move sideways. Finally, the most unique piece in the game, the cannon, moves exactly like the chariot except that it can only capture pieces by a move known as 'jumping'. Jumping is when either a friendly or hostile piece is in front of the cannon, allowing it to launch over an unlimited number of spaces to capture a far off enemy piece. Many players use the cannon as a long-range weapon to capture pieces all the way across the board.

Similar yet slightly different from Western Chess, Chinese Chess offers a unique style of gameplay as well as creative ways to achieve victory.

### Pachisi

Although almost unheard of here, Pachisi is so widely played in India that it is officially the national game of India. For a game with fairly simple rules, it requires a lot of careful planning to win. The game is played on a cross-shaped board with players throwing cowries or dice to move their pieces. The object of the game is to get one's own pieces in a complete counter-clockwise circle around the board. Each player may introduce one of the pieces onto the board on a leg of the cross of the board when he or she rolls either a six or a ten. Players may have as many of their pieces on one space of the board; conversely, if a player's piece lands on a square already occupied by hostile pieces, the opposing pieces are sent back to the start. Furthermore, players may opt not to move their pieces if they choose to – thus adding another layer of strategy to the game. Victory is achieved when one's players move all the way around the board and completely cover all the spaces of one leg of the board. Even though the game is most popular all the way around the world, derivatives of Pachisi can be found here; the popular board games Trouble and Ludo are based on Pachisi.

### Go

Another complex game with simple rules, Go, or "wei-qi," is beginning to gain a large following in Western countries. A traditional game from Asia, Go is a two-player game played on a large board with black and white flat stones. Stones can be placed anywhere on the board at anytime but the object of the game is to capture the most area by completely surrounding a space with one's

own stones. Similar to the game Othello, the players can also claim space by capturing another player's stones by surrounding those pieces. In Asia, the game has turned into large scale competitions with annual inter-country and tournaments. Professional Go players can play the game for a living, even running camps for amateur players to learn. Go has embedded itself into culture so much that in Japan, comic book series dedicated to Go players and their expeditions have been created. Here in the U.S., Go has gained a strong following with the "American Go Association" offering national Go tournaments. In total, the U.S. has spawned fourteen professional Go players and is an incomer on the global competitive Go stage.

### Australian Football

Yes, it is a sport, but Australian Football is a game nonetheless. In a world divided between American football and rugby, Australian Football is the middle ground. Played mostly in Australia, the game is a combination of handball, rugby and American football. Using a ball similar to that used in rugby, players attempt to score points by kicking a ball between tall goal posts. Similar to rugby, the pacing of the game is ongoing. Players may carry the ball in their hands as long as the ball either bounces or touches the ground every 15 meters. The ball may also be kicked or punted at any point during the game. The ball is stolen by either tackling another player and knocking the ball out of the player's hands or by intercepting a pass. The game is vastly popular in Australia, where like the NFL, the Aussie's have an AFL (Australian Football League).



## Loomis Chaffee Log

FOUNDED 1915

### ABOUT

The Loomis Chaffee Log is Loomis Chaffee's official student newspaper. We can be found online at [www.lclog.org](http://www.lclog.org) and we can be contacted via email at [log@loomis.org](mailto: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.

### ADVERTISING

Advertising rates can be found at [www.lclog.org/advertising](http://www.lclog.org/advertising). To advertise in the Log, please contact the Business Managers listed to the right.

Published by the Loomis Chaffee School, Windsor, CT.

SOJIN KIM '12 AND IZZY KORNBLATT '12 *Editors in Chief*  
CHRISTIAN BERMEL '12 AND LINDSAY GABOW '12 *Managing Editors*  
JAEHWAN KIM '13 *Director of Design* ERINROSE MAGER *Faculty Adviser*

ALEX LAFRANCE '12 AND PAUL K. LEE '13 *News Section*  
PIM SENANARONG '13 AND STEVEN Z. WANG '12 *Features Section*  
SIOBHAN REID '12 AND JAKE VERTER '12 *Opinion Section*  
RACHEL ROSENBLATT '12 AND LIZ TITTERTON '12 *Sports Section*

SARA GERSHMAN '14 AND JOHN PATRICK III '14 *Graphics*  
HARRIET CHO '14 AND SHIRLEY FENG '12 *Layout & Design*  
LEON AN '13 AND REKHA KENNEDY '13 *Web Site*

SAMSON CHOW '12 AND ALEXIS DITOMASSI '12 *Business Managers*

CONTRIBUTORS Ben Alziari '13, Jake Bosee '12, Pauline W. Chen '82, Spencer Congero '12, Erin Currey '12, Grace Denny '13, Rashi Dua '15, Will Doran '12, Mike Horowicz '13, Alex Lasko '12, John Macdonald '13, Fred Mun '14, Lukas Odermatt '13, Madison Peterson-Porta '15, Henry Steckel '12, Julia Song '15

## EDITORIAL NOTEBOOK

JAKE VERTER '12

### For now, affirmative action is necessary

“Back when I went to Yale, my first roommate was one of the only black students at the institution,” my grandfather often recalls to me. “He would regale me and my friends with tales from that mysterious land, the American South.” My grandfather brings up an interesting reflective point. Our country has come a long way from nearly seventy years ago. Today, Yale boasts a six percent black student population. But the United States is nearly 14 percent black, so Yale (along with most colleges) has a long way to go to reach full representation of minorities. A recent court case threatens to halt this progress, however.

Nine years ago, in a decisive case against the University of Michigan, the Supreme Court ruled that institutions could take race and ethnicity into account during the admissions process. Soon, the Supreme Court will hear a similar case, this one against the University of Texas, threatening to drag the issue of affirmative action back to the chopping block.

If the court overrules its decision of less than a decade ago, Columbia University president Lee Bollinger fears that the new policy “threatens to undo several decades of effort within higher ed-

ucation to build a more integrated and just and educationally enriched environment.” I question whether Bollinger’s worry could become a reality. As a senior (hopefully) headed to college next fall, I weighed the multiplicity of the faculty and students at each school into my choices of where to apply. Diversity is important, especially during our enlightening years of higher education, when we will be exposed to new people, experiences, and ideas. However, just because a school could no longer take race into account shouldn’t mean that suddenly, our nation’s long progress toward a more heterogeneous society would suddenly crumble away.

In an ideal world, race would not be an issue; admissions officers would judge an applicant based on his or her merits and abilities, and decisions would fall into a perfectly proportional mix of all races. Realistically, that probably could not happen today—socioeconomic divides between whites and minorities are still too drastic. So it seems that, for the time being, perhaps affirmative action is a necessary policy.

That said, we should work toward the day when affirmative action is unnecessary. Until then, admissions officers should focus not on the race of applicants, but on the socioeconomic background of applicants—family circumstances have a major effect on students’ education. The quality of their schools and their ability to participate in extracurricular opportunities determines how prepared they are for college. These variables—income and opportunity—are more important than race in determining educational outcomes. The emphasis on race in the affirmative action debate focuses the issue on ethnicity alone, while ignoring the arguably more important concept of class.

One area that I would bring up for debate is the designation of February as Black History Month. The idea stems from intent to promote diversity, but it may well trigger the opposite effect. Rather than celebrating our similarities, Black History Month isolates black students and highlights their differences. Rather than using terms like ‘Asian-American’ and ‘African-American,’ should we not

simply say ‘American,’ no matter what ethnicity a person is? We pride our nation on being a melting pot of all types of people, but by referring to the components of our country as separate, maybe America places each race of people in a separate pot altogether.

It would be ignorant for anyone to deny that affirmative action has not been useful, but nor has it been a panacea for racism. According to a 2010 U.S. census, women earn 77 cents for each male dollar; blacks suffer double the unemployment rate of whites, perhaps as a result of the 2:1 white to black college attendance ratio.

For the time being, I hope the Supreme Court will recognize the beneficial aspects of affirmative action in higher education. But I exhort followers of this case not to be swayed into thinking that if the court allows affirmative action to continue, white males will suddenly find it harder to get into colleges, and minorities will suddenly start making more money. Likewise, if the 2003 ruling is overturned, colleges will not turn into a homogenous sea of pale New Englanders. In the long run, only greater awareness and more thorough education will be able to reverse the debilitating racism that subtly plagues America.

We should work toward the day when we no longer need affirmative action.

IZZY KORNBLATT '12

### Why I quit reading the New York Times

Rupert Murdoch’s Wall Street Journal presents a way forward for newspapers

As the Connecticut representative at the 2011 Al Neuharth Free Spirit and Journalism Conference, a five-day conference held this past July in Washington, DC, I had the opportunity to explore in depth the forces shaping the future of journalism. My thoughts on one small part of the future of journalism are published here.

\* \* \*

If I owned America’s most-read newspaper, I’d do with it precisely what Rupert Murdoch has done with it: I’d make it my own.

Murdoch’s Wall Street Journal is as dense and quirky as ever, but the stories are shorter and punchier; the graphics are bigger and there are splashy photo-

commentary from a somewhat arrogant and wholly uniform class of pundits.

But that sort of journalism is abrasive in large doses, and, more importantly, boring. So I’ve jumped ship from the New York Times to the new Wall Street Journal.

Full confession: I still visit the Times’s website daily, usually to check out a few columnists and bloggers I like (Gail Collins, Art Brisbane, Nate Silver), and the architecture reviews. But on the whole, though the Times is in many regards an excellent newspaper, it is increasingly caught up in itself: it’s a newspaper so obsessed with its own image as America’s protector of truth that it hasn’t changed its front page layout in years and refuses to acknowledge that its coverage is decidedly parochial. The Times’s target audience is fond of the idea that the Times is transparent and unbiased, and I don’t believe that its news coverage is leftist propaganda, but the Times reflects a very narrow range of accepted world views, and its culture of calcified complacency is frustratingly immobile.

If the Times is a monolithic figurehead aging poorly, then the Journal is a refreshingly edgy behemoth with big ambitions and a very clear target in its staid counterpart.

Under the ownership of the reviled Murdoch, who deserves only some of the hate thrown his way from rivals and observers, and the editorship of Robert J. Thomson, former editor of Murdoch’s Times of London, the Journal has set its sights on toppling the New York Times, which is still owned by the venerable Sulzberger family, and becoming America’s newspaper of record. For Murdoch, a man of deep pockets and a longstanding love of newspapers, this goal is personal: at 80, after more than 50 years in journalism, he is known for his salacious British tabloids, not his respected broadsheets, and he wants to change that. To that effect, he’s sinking money into the Journal — since his 2008 purchase of the Journal he’s added to it a monthly magazine, a daily Greater New York section, and four extra pages of world news — and daring the Sulzbergers to fight back.

To win his fight, Murdoch is banking on the Journal’s becoming a national general interest paper in tune with what readers want, as opposed to what journalistic prize com-

mittees want.

This begs the questions of how much of a difference there is between the two and why it exists in the first place. To do so, let’s consider the opposite extremes of the spectrum: the New York Times and the New York Post. The key differences between the two, to oversimplify, are in the Times’s pursuit of the intellectual and in its supposed focus on giving readers ‘what they should want’ (stories about starvation in Africa) as opposed to ‘what they do want’ (stories about Anthony Weiner’s post-congressional love life).

Award committees reward the Times handsomely. But ultimately, the result of the Times’s insistence on pandering to a very particular kind of audience is a limited newspaper. Certainly it’s true that people should be more informed about global issues and more thoughtful in their political analysis. But shouldn’t a truly successful national newspaper have a broader appeal? Shouldn’t a truly successful national newspaper attract some of those New York Post readers without sacrificing good writing, enterprise reporting or sophisticated commentary? And shouldn’t journalistic prize committees honor papers that make an effort to do so?

Enter Rupert Murdoch and his Wall Street Journal. The paper’s appeal — along with its readership — is broadening as it focuses on general interest news without pretension and its commentary reflects a wide range of viewpoints. The result is a paper that feels more inclusive than the Times — a paper with quirks and fun stories along with serious investigative reports, a paper that makes for far more varied and interesting reading for everyone.

Though there have been notable exceptions, on the whole, awards committees haven’t favored the new Journal (this year the only Pulitzer it won was for its editorial page, a staunchly conservative mainstay of the paper that has changed little in the past twenty years). Unfortunately, the journalistic establishment fears change and innovation and even now won’t own up to its own role in the struggle of the modern daily newspaper. That the Journal’s innovation has gone unnoticed is a product of a too-static industry.

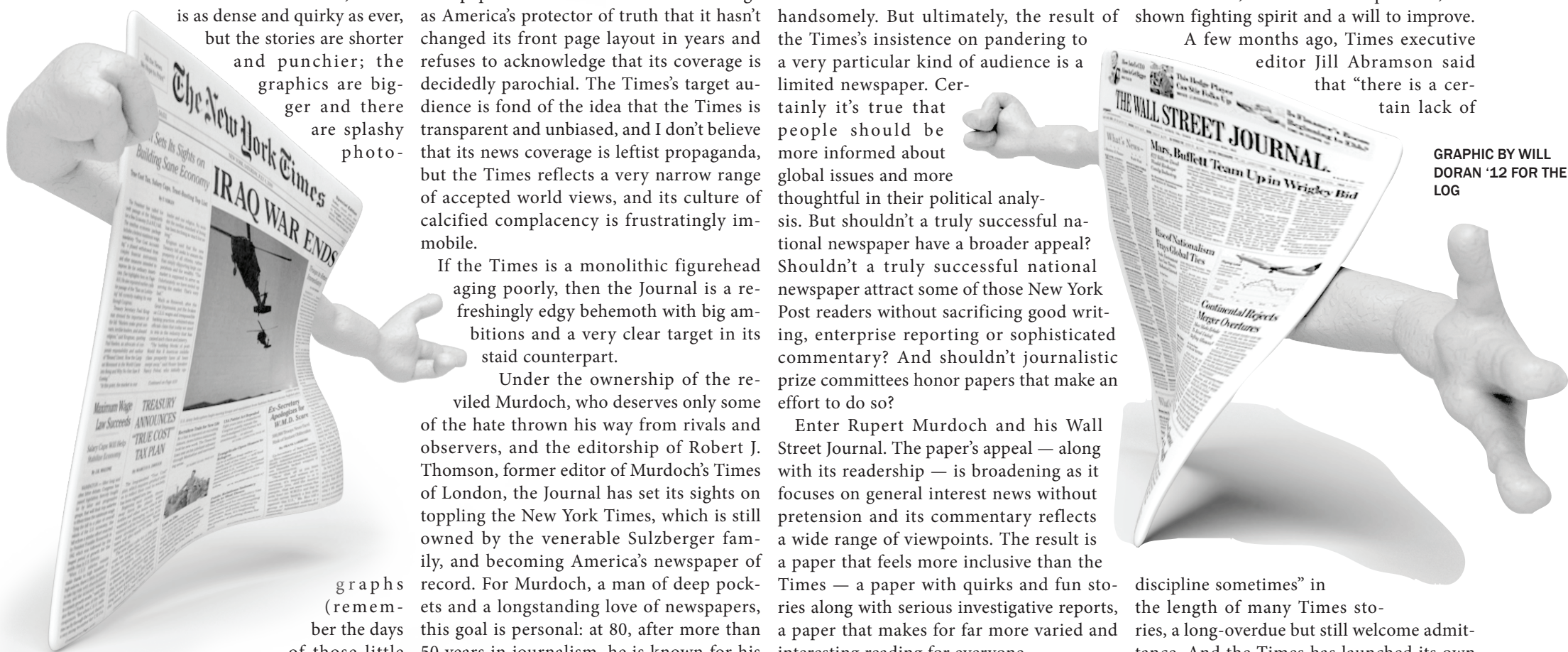
Thank God for Rupert Murdoch.

But the new Journal’s appeal is more complex than one of a very good individual newspaper. Because the truth is that if most all of America’s respected newspapers read like the Wall Street Journal, the Journal, with its libertarian bent and slightly stilted writing, might itself start to feel single-minded and uninteresting. The energy and excitement of today’s Journal resides in large part in the gulf of difference between it and the Times, and in the competition that has induced.

The Times, faced with competition, has shown fighting spirit and a will to improve.

A few months ago, Times executive editor Jill Abramson said that “there is a certain lack of

GRAPHIC BY WILL DORAN '12 FOR THE LOG



graphs (remember the days of those little charcoal drawings?).

Breaking news, not offbeat economic analysis, now resides on page one, and the Journal has decided to limit itself to one, or, at most, two, long stories per day.

The conventional wisdom among the Journal’s ‘old guard’ and much of the newspaper establishment is that none of this is good. That good journalism means long, plodding news stories on a fairly narrow range of subjects, written a very specific way and accompanied by cultural and political



## OP-ED

## Building a diverse community

Pauline W. Chen '82 on the school's new Diversity Task Force and its role moving forward

"If you're a hammer, the world is a nail."

That was a surgical colleague's oft-repeated phrase, a warning about how easy it was to view every patient's symptoms and sufferings through the lens of your own specialty. He said it when surgeons operated on patients who would have been better served with medications and when internists insisted on medicating those who needed surgery.

I have thought of those words often recently.

Two summers ago, head of school Sheila Culbert and Christopher Norton '76, chairman of the Board of Trustees, asked me to lead a group of 11 faculty members, staff, administrators, alumni, parents and trustees with a wide range of experiences and expertise. We were to take an in-depth look at diversity and inclusivity at Loomis Chaffee.

At first, at least to me, the charge seemed obvious, a school governance "slam dunk." Unlike our peer schools, or, for that matter, any of the five other educational institutions of which I had been a part, diversity and inclusivity have been embedded in this community's DNA from its inception. The Loomis family aspired to create an institute where boys and girls from "diverse backgrounds" could become their best selves and work toward the "common good." They firmly believed in the notion that our differences made us richer.

I also had my own experiences as a case-in-point. In the fall of 1978 when I entered Loomis Chaffee, I was one of two Asian American students in the freshman class and one of less than a dozen in the entire school. Although I had been an honors student in the Windsor public school system, I brought no extraordinary extracurricular or athletic talents to this campus and had woeful standardized test scores. Plus, I was in need of financial aid. There was no doubt in my mind then -- or ever since -- that I was a risky prospect.

But Loomis Chaffee embraced me. And over the course of four years, I

became part of this community. *Necede malis*, my best self and the common good became burned in my brain, as did the rightful ownership of a certain spoon, the sacredness of the Senior Path and the lopsided rhythms of an 11-day cycle.

I became a loyal Pelican. As did my younger sister (Lena '87) and brother (Michael '92). And as did my Taiwanese immigrant parents, who continued to cheer at school swim meets, attend music concerts and serve as "den parents" to boarders long after their own children had graduated because they could not bear to part with a community they had grown to love.

Inclusivity and a commitment to diversity were a hallmark of my experiences at Loomis Chaffee.

But that is precisely why over the last year and a half I have made it a point to remind myself often of my colleague's woodshop aphorism: if you're a hammer, the world is a nail.

We learn, work and live in an environment devoted to the lofty goals of "seeking the best self" and "common good" of "diversity" and "inclusion." We are proud of and revel in the extraordinary richness, creativity and productivity those ideals bring our community. And many of us have strived, both formally and informally, to encourage and include a plurality of experiences and opinions in our daily lives at Loomis Chaffee.

But we've also done so based on what we want to see. A student, for example, who has experienced the precise teamwork and camaraderie of a diverse team during a winning season might tend to see the community as inclusive and feel little need for any changes. A parent who sees a child socializing only with other students of the same background might feel the school is not doing enough to be integrated. An alumna who treasures fond memories of her time at the school might fail to see what could be done better.

While all of these perspectives are important, relying on a handful of them would defeat the purpose of a task force, not to mention diversity and inclusivity. To fulfill our mandate,

the Diversity Task Force must get as clear-eyed a view as possible of the whole. We need to try to understand the experiences of all of those individuals who make up Loomis Chaffee. We need to try to understand what exactly diversity and inclusivity mean at our school. And we need to try to elucidate what will and will not work as we try, as a community, to become our best self.

It means that during this period of assessment, all of us will need to have the courage to step outside the confines of a "hammer-and-nails" vision of ourselves. We must realize that while diversity and inclusivity are ideals that we should all strive for, the real challenge will be remaining lucid about -- and open to -- some of the inevitably challenging, complex and perhaps even paradoxical results, then working together to address them.

To this end, the Diversity Task Force has chosen to administer the Assessment of Inclusivity and Multiculturalism survey, or the AIM survey, to the entire community. Created by the National Association of Independent Schools (NAIS) and already vetted in dozens of schools across the country, AIM involves over a dozen focus groups and a 15-minute, anonymous online questionnaire that we hope everyone in the community will complete. AIM has the added benefit of allowing us to benchmark ourselves with respect to similar institutions or, perhaps more importantly, to assess ourselves again in the future to see how our efforts toward the common good of our community have fared.

The AIM survey is now halfway done. It is our belief that this survey will give us a clearer picture of Loomis Chaffee -- a sense of individual experiences, of what we do well and of what we can do better.

Thank you for your help in this endeavor. The Diversity Task Force and I are looking forward to presenting our report to the community this fall.

\* \* \*

Pauline W. Chen '82, a surgeon, author and New York Times contributor, is a trustee and chair of the school's new Diversity Task Force.

INTERVIEW BY IZZY KORNBLATT '12

## Ethics teacher John Robison '05 on the school year theme of 'doing the right thing'

What were your expectations for the school year theme of "doing the right thing"?

I suppose that my expectations were that we would have speakers come in to talk about ethical issues that arise in various fields and to help us appreciate the complexity of moral questions. We had the bioethicist earlier this year, for example, and my expectations going into the convocation were that we would have someone looking closely at some of the difficult moral decisions involved in science and medicine.

How have those panned out in reality so far this year?

It's kind of mixed. That all depends on what exactly the theme is. In my view, what's equally important as (and, actually, probably more important than) doing the right thing is trying to do what you reasonably believe to be the right thing. One thing the school's theme can effectively do, as it is currently phrased, is motivate people to do good -- that is, it can motivate people to see moral obligations as action-guiding.

This is important. We should feel compelled to do what we morally ought to.

Some of the convocations we've had thus far effectively took this route of trying to encourage us to actually do what we know we morally ought to. We had the convocation on cyber bullying and the emphasis was "Here are certain problems with this, therefore we shouldn't do this" and, similarly, the convocation that really kicked off the whole theme with Scott MacClintic and Mark Williams encouraged everybody to go out and do the right thing, on both a large scale

and a smaller day-to-day scale. The idea was, "We ought to see moral reasons as action-guiding."

However, one concern I have is that, as phrased ("do the right thing"), the theme seems to suggest that it will always be obvious what the right thing to do is. I think this doesn't do full justice to the complexity of moral problems and to the type of reasoning that goes on in trying to resolve tough moral questions. Sometimes, we find ourselves in situations where we really don't know what the right thing to do is, and it's important that we treat seriously the process of evaluating our own beliefs and reasons for acting. We want to do the right thing, but for the right reasons.

That being said, I wish that some of our convocation speakers would have done more in the way of providing in depth reasons as to why certain things are right or wrong. When we looked at *The Immortal Life of Henrietta Lacks* at the beginning of the year, the idea that what happened to Henrietta Lacks was wrong seemed to be taken almost at face value. On a similar note, when Dr. Caplan came to speak about genetic testing, he touched on some issues of moral concern, but without going very

far into the reasons underlying his moral concerns. He mentioned, for example, that Penn finds it wrong to test fetuses for gender, but he took that issue and other related issues surrounding the complicated moral question of designer-babies mostly at face value. His talk seemed primarily to be about the mostly non-moral issue of making sure people know that genetic testing services aren't totally accurate yet. Which is fine -- I'm just not sure it fit the moral theme the school is going for.

On the whole, what did you think of *The Immortal Life of Henrietta Lacks*?

I think that *Henrietta Lacks* does a pretty good job of presenting some tricky ethical situations (specifically, it addresses the question of when, if ever, it is okay to compromise the happiness of a few for the possible welfare of many), but one concern I have with it as an introduction to the topic of "doing the right thing" is that there are several very complicated meta-physical problems of identity and ownership that one has to work out before one can begin to responsibly take on many of the moral questions one would hope to with the book. But, I suppose that it's important to realize that many (and perhaps most) moral problems we encounter have factual beliefs and other non-moral issues at their core.

PHOTO BY JAEHWAN KIM '13 FOR THE LOG

GRACE DENNY '13

## Sparknotes should be available as a resource, not as a last resort

Many of us have been there: it's 11:30 at night, you feel your eyelids getting harder and harder to keep open, and those last fifty pages of Hamlet are looking disproportionately long. You consider putting down the book and reading a summary on SparkNotes instead. Because SparkNotes offers study guides with chapter summaries, along with character and theme analyses, it's an easy way to be prepared for class without doing the actual reading. The SparkNotes website says that the online resource is "here to help you learn, not to help you cheat. Our literature guides are meant to be read along with the books they analyze. They are not intended to be copied on tests or papers (aka plagiarized)." Since SparkNotes is a literary short-cut, many schools view its usage as academic dishonesty.

While Loomis Chaffee has not taken a firm stand against SparkNotes as of yet, the English Department does say that it "discourages the use of Internet literature study guides (e.g. SparkNotes, PinkMonkey, Cliff Notes, and the like). All Loomis Chaffee students have the capacity to think for themselves. Such study guides do not provide appropriate materials for research." Furthermore, the student handbook says that "we strongly discourage students from using electronic sources for notes, summaries or analysis, as this often leads to unintended plagiarism, for which the student will be held accountable." The concern is that students could unknowingly plagiarize something from an online study guide, and end up facing disciplinary action for inadvertent dishonesty.

While everyone is in agreement that no student should use SparkNotes without reading the book, the question up for discussion is whether or not students should be allowed to use SparkNotes to supplement their reading and to

help them review the book. Some people have suggested that we should try to find books that aren't on sites like SparkNotes and others similar to it. Jeff Scanlon, head of LC's Summer program, maintains, "I do think we should try to use at least some books that are not on SparkNotes. It would be beneficial and is possible."

But it seems as if finding such books would be an impractical and far-fetched conclusion; the books would need to be obscure and not considered classic works of literature.

There exist dozens of other sites similar to SparkNotes, in addition to a wealth of already written papers available for purchase, all of which Loomis students have access to.

Because it would be nearly impossible in this digital world to select books for which no

online study guides exist, LC must adopt a clear stance on these Internet materials. If LC were to adopt a firm position on SparkNotes and similar sites, there would be less chance of students facing disciplinary consequences who had no intention of plagiarizing, and conversely, make it easier to discipline students who purposefully poached an online source.

Loomis Chaffee's policy should be explicit and unyielding, but not unrealistic. SparkNotes, when used to supplement readings, can be a very helpful resource. Moreover, it would be difficult to completely ban the use of these websites, as enforcing such a rule would be near impossible. Policy makers should keep this in mind, while simultaneously making frank the notion that using SparkNotes as an alternative to reading the books that are assigned is an inexcusable type of academic dishonesty, and will be punished as such.

## Why I will never get in trouble for talking in class

I am a terrible speaker. No, really, I am. While people always claim they suffer from bouts of stage fright or stress, I suffer from a debilitating mumbling problem. Try as I might, I cannot seem to enunciate my words at an audible volume, and when I do, it is usually in a shout. It's one of the many reasons why I am slow to make new friends. I simply cannot bring myself to speak, out of fear that I'll either shower my peer in spittle or deafen the entire crowd. God only knows how I will ever survive my college orientation. Yet, despite having recognized this sad little tidbit about myself, it wasn't until this year did I finally feel compelled to tackle it.

Why? Because I had actual lines in the winter musical, *Hairspray*. True, they were mostly one-liners, and yes, most of them were supposed to have been spoken in a shout anyway, but I still had the duty of relaying those written words in an understandable fashion. I have purposely never taken an acting class at Loomis, mainly out of my shyness and fear of embarrassment. The rumors of having to re-enact an argument or read a love letter in the deceptively harmlessly-named class, Acting I, were too intimidating for my freshman mind to handle and ever since, I have been hesitant to take the challenge, a notion that I now deeply regret.

Despite my fears, I still had a deep, abiding respect for the theatre, and longed, after studying at a school that lacked a drama program of any kind, to get involved in some way. Thus, I joined the ranks of the theatrical technicians (techies), and joined a group of amazing black-clad students after school on Tuesdays and Thursdays. It was a relatively easy transition, as my wardrobe was already predominately made up of shades of black and grey and most of my friends were there also. I even had the opportunity to see a number of shows for free while up in the booth, listening to a series of instructions over head-set and tapping buttons in the dark. It was a wonderful job that never, at any given point, involved getting up and talking to a crowd. I had the comfort and cover of being the woman behind the curtain.

Somewhere within the midst of sophomore year and junior year, I transitioned from techie to dance ensemble member. I still wonder sometimes how I managed to get through the acting parts of the audition. Yet even there, I

was part of a group, and spent most of my energy learning how to smile and create a dynamic scene rather than in learning real dramatics. At most, there was an occasional line of dialogue, and that was, much to my happiness, spoken in unison. Huzzah!

All of that fell apart when I was cast as Tammy/Gym teacher in *Hairspray*. I nervously flicked through the script, taking in the series of things I had to say. I could memorize them easily enough, but having to say them out loud, in front of a crowd? I already had a hard enough time explaining my Calculus homework from my

desk over the phone. There were even times when Mr. K gave me lines of his own creation. "Now I want you to tell Link at this part that, with the best fan girl scream you can do, you want his babies," he said, waving his hand and nonchalantly checking his iPhone.

For any real actor, that would have been a walk in the park, giving the lines a funny little voice or adding certain inflections to stress the funny part of the sentence. Me? Well, I could do a voice, and that was my own mumbling speech. I dreaded having to block or practice the scene. Just let them cut it, I would silently beg, as we inched closer and closer to my scenes. No such luck.

"You are getting pushed out of your comfort zone," Ms. Loughlin once teased, as I bemoaned my anxiety, "just go with it." And, sure enough I did. There was no way I could get myself out of it without causing an unnecessary commotion and making myself look like a giant baby. Yet, most of all I stayed because it was the theatre; the show had to go on in some kind of fashion, despite my inadequate attempts. I eventually had to swallow my pride, hike up my shorts and give what effort I could muster to being the lesbian, butch gym teacher or the fanatic, sexually-deprived TV-show teen dancer I was supposed to be. And in the end, that is life. We can't have everything and we often have to do the things we hate the most. Sometimes, we have to step outside and bypass the roses for once, to smell the nauseating stink bug instead.

So, I might still mumble and I may have slightly embarrassed myself five nights in a row. But, all in all, I am sure that once I brush the sweat away, I will look back fondly on the experience. Perhaps it is that sort of philosophy that will finally allow me to speak the way I want to.





## FEATURED ATHLETE: MAXINE OFFIAELI '14

### A player with heart

BY MADISON  
PETERSON-PORTA '15  
Staff Writer

Loomis Chaffee had possession of the ball and proceeded to run it up the court. As the ball flew back and forth between the guards; one guard, breaking away, passed the ball to the center immediately after seeing the opening. A fierce look of determination overtook the center's face and she easily maneuvered her way around the two nearest defenders, and released the ball into the net. She is Maxine Offiaeli '14.

Having started basketball at a young age, Offiaeli has a deep emotional connection to basketball. Coming from a talented family, Offiaeli is not the only sibling to fall in love with basketball. Her siblings, Kendra, 14, and Chelsea, 11, both play, and her brother Kenny, who tragically passed away playing basketball, would still be playing. With a beaming smile, Offiaeli reminisced, "My favorite game I've ever played in would probably be the three on three tournament for youth basketball players that was held in my town last year in honor of my brother. Participating in this tournament gave me [a] chance to share the one thing my brother and I both loved and shared, which is basketball, and I got to do this surrounded by many of my teammates and friends." Basketball, although it brought a terrible tragedy on the Offiaeli family, still inspires so much love within Offiaeli and her sisters.

Maxine Offiaeli, a new addition to the Loomis Chaffee girls' varsity basketball team, currently lives in South Windsor, Connecticut. The 6-foot 2-inch center shows amazing positive energy on the court and consistently contributes to the team's success.

"Maxine is a leader on the court. She also listens to suggestions from her peers and always tries her best to follow through with them,"

said fellow teammate Chynna Bailey '15.

Offiaeli not only plays basketball for Loomis Chaffee, but also for the Connecticut Attack basketball team, a team she has played for since the seventh grade. Offiaeli stresses "Basketball is the one thing in my life that has always been consistent, [it's] always been there for me through the good and the bad. I've been able to recognize myself from what I've done so far, but also how far I still have to go to reach my potential."

Last summer, Offiaeli realized how much she loved basketball. She recalled, "I couldn't wait to go to practice and I got in the gym for extra practice whenever I could. I would cancel plans I made with my friends just to get in more practice. The feel of the leather ball in my hand, the rush I get when I put on my jersey with my team's name across the front, the feeling of belonging and peace is what I lived for and that's when I realized I fell in love with basketball." Now at Loomis Chaffee, Offiaeli doesn't have to break plans with friends for practice. "She brings a chemistry to the team that I love," said fellow teammate Kayla Schreiberstein '14.

Offiaeli has many basketball strengths, but her main skill is defense. Rebounding, posting up, and blocking shots are her specialties. Not many people can compare to her defensive skills due to her hard work. With great modesty, Offiaeli thinks that she has much room to improve. Specifically, when asked what she thought she needed to work on, she responded with ball handling and her shooting. Offiaeli believes the whole team "can improve in these categories."

Not only is Offiaeli just a talented basketball player, she also brought power to the Loomis Chaffee volleyball team and will continue to amaze us all in the spring with her prowess throwing the shot put. Offiaeli, undoubtedly, is a strong athlete and with her dedication and hard work, she will continue to wow us all with her exploits in the future.



JOHN PATRICK III '14 / LOOMIS CHAFFEE LOG  
Featured Athlete Maxine Offiaeli '14



## London prepares for the 2012 Olympics

BY RASHI DUA '15  
Staff Writer

With more than 200 nations participating every four years, the Olympic Games have come to be regarded as the most anticipated sporting event in the world. Cities from Lake Placid to Moscow have hosted the Summer Olympics for both the prestige and economic growth that hosting the Games provides. Having originated in Ancient Greece, the Olympics began with representatives from competing city-states participating in athletic events including combat fights and chariot races. Though times have clearly changed, that same yearning for glory exists. This year, London has been chosen as the desired spot for the 2012 Summer Olympics. The energy and excitement has been accumulating for the last four years, after the news broke out that the thriving city was going to have their third chance at hosting the Games. London participated in a cultural Olympiad that included enriching events such as free art exhibits and visiting performers like Florence + the Machine and Leona Lewis.

Fireworks painted the sky red in the beginning of this year, marking the finale to the Olympiad, the London 2012 festival. "We will welcome the world with thrilling events in every corner of the capital to create a summer like no other," said Mayor of London Boris Johnson. Extraordinary pop-up events in central London have exhilarated the crowds that have come to experience the metropolis in a new light. Impromptu sound and light shows highlight the already glowing skyline, while banners fill the inside of the London underground Tube stations.

One of the more major changes shaping the ever-transforming city is the new Olympic village in East London, consisting of nine new venues including the wave-inspired aquatic center and the 80,000 seat Olympic stadium. Embedded in the preparation is the idea of sustainability by using already existing sites. Some of London's most iconic sites, such as Wimbledon, Wembley Stadium, Lords, and Regent's Park, will have the honor of being turned into host venues for certain events. Interestingly, places like the Horse Guards Parade, sitting directly in front of the ornate Buckingham palace, will hold beach volleyball, and Hyde Park will become a backdrop for the triathlon.

World-renowned athletes, such as swimmer Michael Phelps, and gymnasts Nastia Liukin and Shawn Johnson will arrive with high hopes for their last chance to earn Olympic golds for the United States. On the track, Jamaica's Usain Bolt, who won both the 100m and 200m sprints with dramatic panache, will look to become the first man to sweep the Olympic sprints twice. Newcomers, such as fourteen year-old diver Tom Daley, have immense pressure to make an impression on this year's judges and world-wide audience. With the countdown beginning, a mere 147 days to go, London is demonstrating that it is and will be one of the finest equipped cities to host the Olympics. From July 27th to August 12th the Games will engross the expected 4.1 billion spectators who will watch in awe as history is made before their eyes.

## To Linfinity and beyond!

BY HENRY STECKEL '12  
Staff Writer

With the Giants fresh off a Super Bowl win over the New England Patriots, why are the Knicks New York's hottest sports team right now? Would you believe me if I told you that their best player this week has been a Chinese Harvard graduate who was not even drafted? Well it's true. Jeremy Lin has led the Knicks to a six game win-streak this past week. He has outplayed superstar point guards such as Deron Williams, Ricky Rubio, and John Wall. His most impressive performance came against the Los Angeles Lakers on Friday, February 10th. He outscored Kobe Bryant, dropping 38 points and dishing seven assists, compared to Kobe's 34 points and one assist.

The probability of this kid being successful in the NBA was very slim. However, this underdog has enjoyed unprecedented and unparalleled success so far. As a starter, the Taiwanese Terror has averaged over 27 points and eight assists per game. Who else in the league has done that this year? Come on, look it up. I dare you. The answer, my reader, is nobody. What separates Jeremy Lin from the rest of the league is his heart. He plays intelligent basketball

and incorporates every one of his teammates into the offense. He sets an intense defensive tone which everyone else follows. He is exactly the kind of player that the Knicks have not had in fifteen years.

So what makes Jeremy Lin so interesting? Can you name three other Asians who have played in the NBA? Can you name the last Harvard graduate to outscore Kobe Bryant? Can you name the last Harvard graduate to even play in the NBA? Can you

name another NBA player who sleeps on his brother's couch? Let me help you out. You probably answered "no" to all of those questions. On top of his uniqueness, his instant popularity is astonishing. As I type in "J" to Google, Jeremy Lin appears as the most frequent search. Jeremy Lin is a hotter Google search right now than Justin Bieber. Jer-

down nine going into the fourth quarter against the Toronto Raptors. They fought back and are now down 87-84 with just over a minute to go. Jeremy Lin hits a layup and gets fouled. He hits the foul shot. Tie game. Soon, the Knicks get the ball back. With ten seconds left, he dribbles at the top of the key, letting the clock run down. The Knicks'

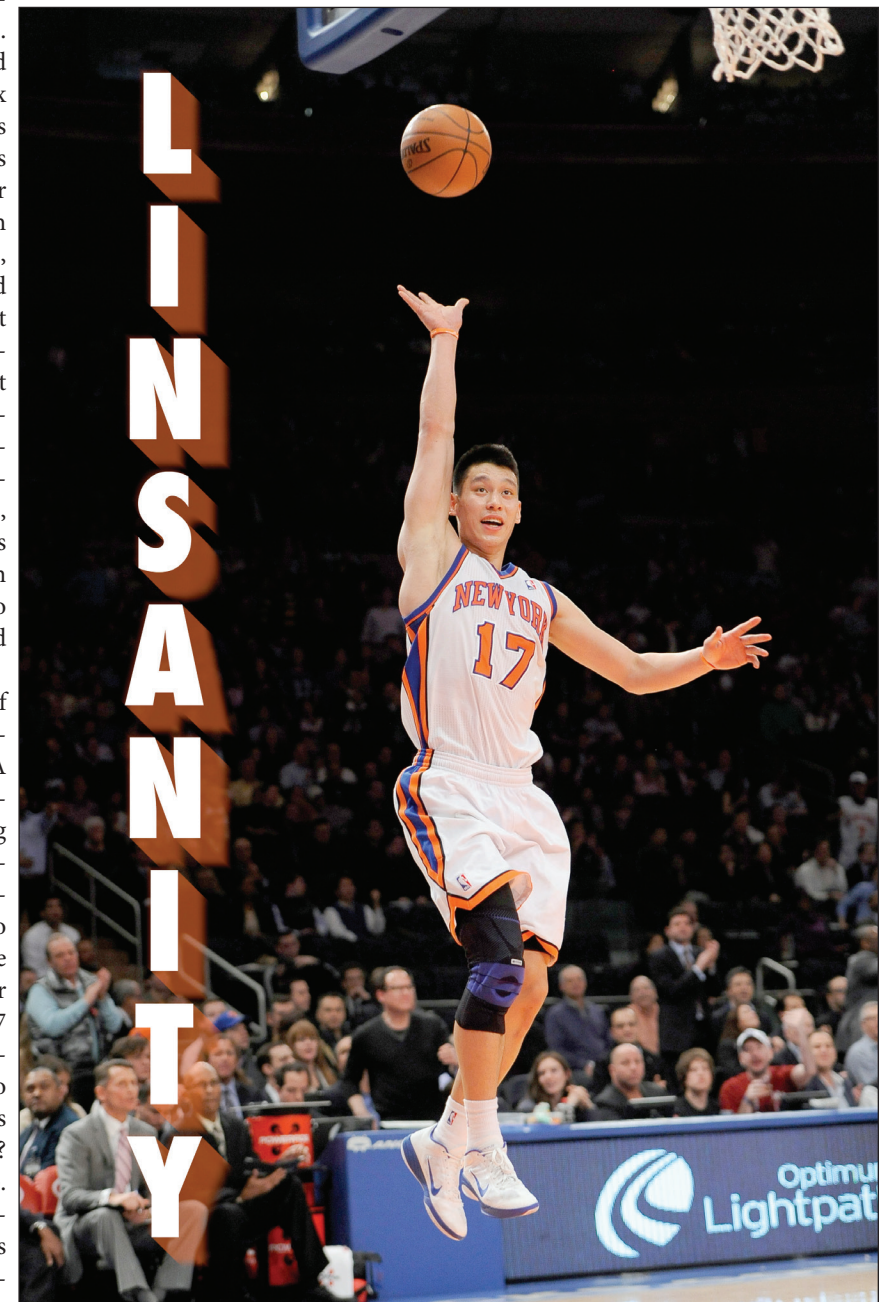


PHOTO: KATHY KMONICEKA / ASSOCIATED PRESS | GRAPHIC: LUKAS ODERMATT '13 / LOOMIS CHAFFEE LOG  
Linsanity! Jeremy Lin goes for a layup against the Utah Jazz.

sey Shore, Jersey Shore Season 5, and even Jerry Sandusky. Also, how many 'punny' nicknames does your favorite athlete have? Here is a short list of Jeremy's best nicknames: Super Lintendo, Linsanity, Lin Diesel, Linception, sippin on Lin and juice, and my personal favorite, the Charlie Sheen mockery, #Linning. How can you not love him?

Let me take a moment to recap one of Lin's most youtubed moments. As I write this, it is Valentine's Day. The Knicks were

coach, Mike D'Antoni, shows confidence in Lin, electing not to call timeout. The clock trickles down. Five seconds. At four, he makes his move. He dribbles between the legs, and crosses over as he inches towards the three-point line. He picks up his dribble and hoists up a three. Just guess what happens. Yeah, you're right. Down three with a minute left, he single-handedly put the Knicks up three points to win the game. Happy VaLIn-tine's Day.

## Varsity squash: what the squash courts are really used for



Boys' varsity squash team

BY BEN ALZIARI '13  
Staff Writer

The Loomis Chaffee boys' varsity squash team played its final game of the regular season Wednesday, February 22 and headed to Phillips Exeter Academy for the New England Championships on Saturday, February 25. After a difficult season, the team's decisive victory at Rye Country Day School on February 22 carried them into the championship tournament with winning momentum. The team's 8-5 record is

a hard-earned one, as they played some of the best competition in the nation, facing national powerhouses such as Taft, Westminster and Brunswick. The team comprises four seniors, Philip Apelles, Henry Steckel, Baxter Wathen and Scott Casher, three juniors, Wyatt French, Noah Blumenthal, Robbie Lusardi, and one freshman, Alex Steel. The team is led by co-captains Noah Blumenthal '13 and Wyatt "Truman" French '13. With an experienced squad, it is no surprise that the team maintained its winning record from last season, in which

as basketball. Each player competes based on his seed with all the number one players competing against each other in their own tournament. The same follows for seeds 2-8. Wins contribute to points for the team, and at the end of the tournament, the points of every player combined determine the team's final ranking. Junior co-captain Wyatt French said "The New England Championships will be challenging for everyone, but we have very good depth."

The team could not have made it to the

championships without the coaching of Elliot Beck, a former player on the Bowdoin College squash team. Said Mr. Beck, "I have had some good leaders in the past two years, which has made it easy and enjoyable to work with them and watch them progress."

The experience is not only enjoyable for Mr. Beck, but also enjoyable for the players. Co-captain French talked of a memorable trip to Phillips Academy Andover in which, "after beating Andover, Mr. Beck's old high school 6-1, we picked up pizza at one of his favorite restaurants and on the ride home, we watched the movie 'The Truman Show'. We all enjoyed the movie so much, that it has led to many inside jokes on the team." While having fun is an important component of having a successful team, being prepared on game day is also crucial. When asked about how he gets the team into the right mind set for squash, Coach Beck said, "Squash is a weird team sport, as every individual has their own preparation. So I encourage every player to have their own routine. I try to work with players to help them find that mind set." While Beck helps the players individually, the team gathers in a huddle before every match, in which they find ways to get each other fired up and excited to play. Robbie Lusardi '13 described the unity of the squad, saying, "Every player is equally important on this team."

There is even some friendly coach, player competition. The legendary Coach Beck, a former college player, boasted, "Every player on this team could give me a good game. Whether they could beat me though, remains to be seen."