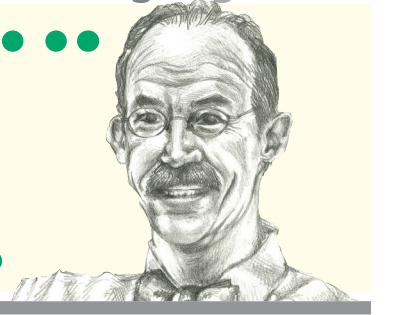


English

Scando papers + book reviews

A SPECIAL FEATURE | PAGE 5



DRAWING BY NICOLE CHO '12 FOR THE LOG

PERSPECTIVE

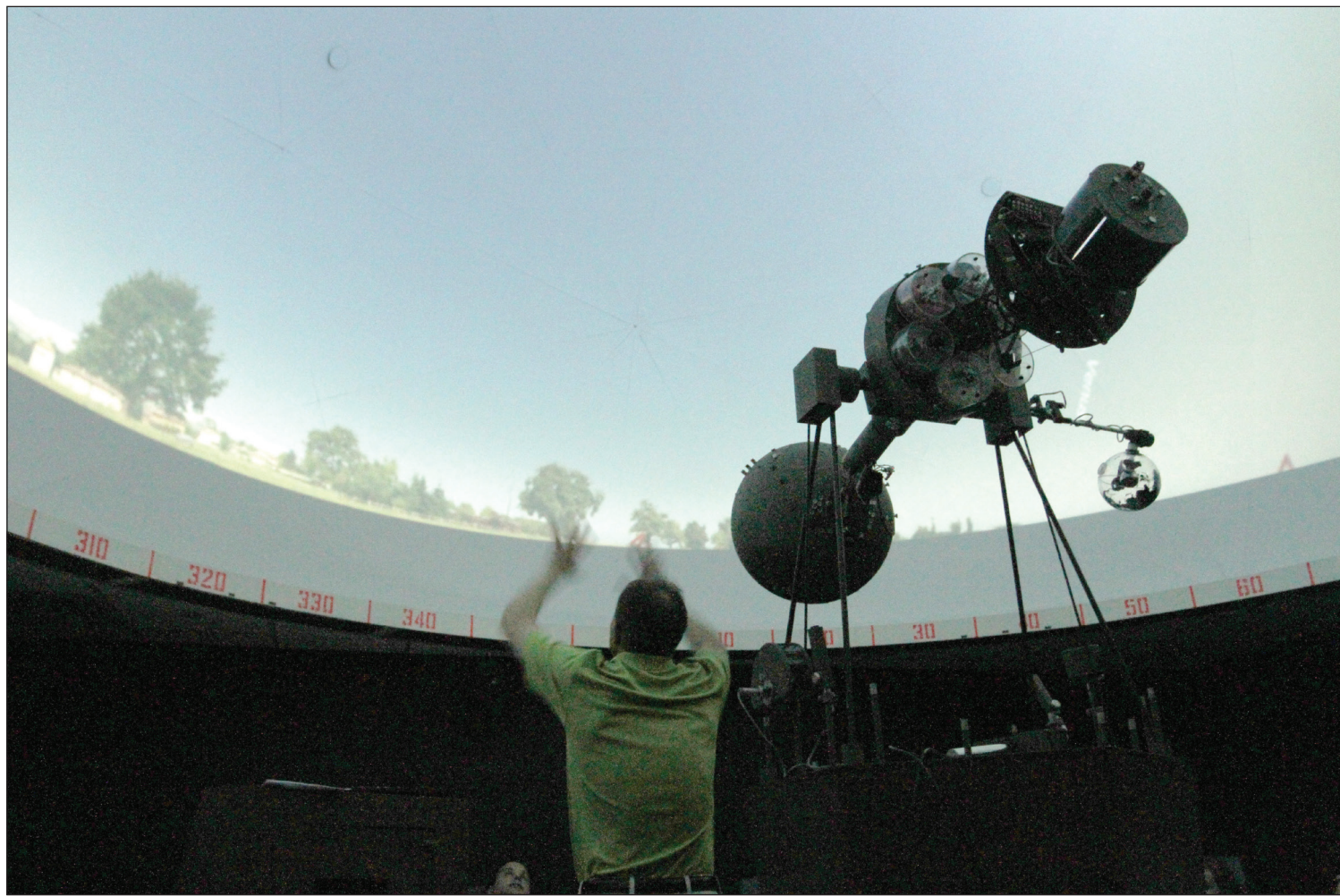
At this UN seminar, women's rights are the focus

KEARA JENKINS '14

While a number of people are well versed in the intimate details of the Academy Awards, only a fraction of that number are as familiar with the Commission on the Status of Women (CSW) at the United Nations. On February 26th, while Hollywood was gearing up the Oscars, women from all over the world descended upon the United Nations in New York to attend the CSW. At the same time, I sat on the bed in my hotel room studying for finals before I too would attend the CSW.

The CSW is a global policy making body dedicated to gender equality and the advancement of women. Each year, 45 representatives from the Member States gather at the UN headquarters in New York for a period of ten working days to evaluate progress on gender equality, identify challenges, set global standards, and formulate concrete policies to promote gender equality and women's empowerment worldwide. The principal output of the commission is to form agreed conclusions on the priority theme for the year.

UN SEMINAR, PAGE 3



Science teacher Ewen Ross presents a video at a showcase of the upgraded planetarium in the Clark Center on April 10.

JAEHWAN KIM '13 / LOOMIS CHAFFEE LOG

Planetarium gets a big upgrade

BY IZZY KORNB�ATT '12
Editor in Chief

Few students know of it, but there's a fully functioning planetarium on the first floor of the Clark Center — a big, black, two-story room with an expansive white dome. Thanks to a costly and long-awaited upgrade, though, the planetarium may soon get some more use.

Over spring break, director of

information technology Dan Corjulo and IT staff member Geoffrey Mattheis spent hours installing a new high definition 3D projector to expand the room's usage beyond traditional stargazing.

"The whole goal of the upgrade was to make the planetarium more accessible to entire department," said longtime astronomy teacher Alice Baxter at an April 10 showcase of the upgrade, an event attended by the Log as well as the school's communications and admissions offices.

The new projector can display high-definition video content of any sort on the planetarium dome, meaning it can show not just the stars but all sorts of videos optimized for viewing on a dome. "The thought is that it could be used for a lot more than just astronomy," said Mr. Corjulo. "It's really a small theater."

Perhaps the biggest opportunity for the new projection upgrade

PLANETARIUM, PAGE 2

A competitive StuCo race heats up

A broad range of candidates circle the 2012-13 presidency

LOG STAFF REPORT

The group of candidates intending to run later in the spring for Student Council 2012-13 officer positions began to solidify in mid-March. The officer elections, held within the council, will take place on May 15, while representative elections will occur later this month on the 27th.

A large number of students than in recent years say they intend to run for the presidency, currently held by Lindsay Gabow '12. Thus far, the declared candidates (provided they are all re-elected to the Council on the 27th — little competition among the juniors is expected for that race) are Lauren Chase '13, Rekha Kennedy '13, James Lee '13, Paul Lee '13, Amanda McParlane '13 and Alyssa

Reamy '13. Catherine Dunlavy '13 said she is running for Vice President, while Tucker Cheyne '13 says he remains undeclared.

All of these candidates have had a large presence on the council offer the past few years. Reamy and Kennedy both helped with the preliminary ideas for the house system at the beginning of this year. Chase has worked on several academic and dormitory life proposals. McParlane, along with Harrison Schulman '13, who does not plan to run for officership, almost singlehandedly organized this year's Game Night. Paul Lee has developed a reputation as an organized, dependable representative who does all the work that is delegated to him. James Lee has served on both the Rules Committee and the Loomis Chaffee Pledge Committee. Dunlavy assisted Erin Currey '12 with several successful Senior

STUCO RACE, PAGE 2

Center for Global Studies to open next year

Global studies programs to find a unified home in Brush Library

BY PAUL K. LEE '13
News Editor

A Global Studies Center, complete with a small conference area, will open in the fall of the 2012-2013 school year on the first floor of the Katharine Brush Library. The center will be led by Alec McCandless, director of Global Studies, and Marley Aloe, the associate director, who will also replace Betsy Tomlinson, who is leaving LC at the end of the year, as the director of overseas travel programs.

In preparation for the most recent NEASC reaccreditation process, which began in the fall of 2010, Loomis conducted a self-study that included the establishment of a Global Studies Task Force. The Task Force, chaired by then-associate dean of faculty Katherine Ballard, was comprised of faculty members Sally Knight, Betsy Tomlinson, Mark Zunino, Rachel Engelke and Alec McCandless. The Task Force "stemmed from the idea that the world today is a much more interconnected place than it was thirty, or even twenty years ago," said Mr. McCandless.

Addressing the global changes that result from global markets, transportation and communications was not an entirely new issue for the school. "Before, the inclu-

GLOBAL STUDIES, PAGE 2

LC to open Center for the Common Good

An interview with head of school Sheila Culbert and Al Friehofer, newly selected director of the center. Features, Page 4

Visitors hail from India

Visitors from Sanskriti School seek a glimpse of American culture on the Island



PHOTOS COURTESY OF SANSKRITI SCHOOL. COLLAGE BY JAEHWAN KIM '13 FOR THE LOG.

A collage of images of Sanskriti students

BY FRED MUN '14
Staff Writer

From May 11 to May 23, Loomis Chaffee will be hosting nine students from the Sanskriti School, located in the Diplomatic Region of New Delhi. The arrival of these international students serves as a part of a global initiative enacted by LC, and is intended to forward the ideals put forth by the school's founders.

"This is a wonderful opportunity for a sort of 'cultural exchange' as well as an opportunity for friendships and connections to be made," said head of school Dr. Culbert. She also noted the value of having "real time connections" around the world.

Unlike Shaily Jain '13 and She-

fali Jain '13, students who were part of a two-term exchange program with the Fabindia School, the Sanskriti students will be visiting for a different sort of academic experience: to satiate the curiosities and questions they have. Dr. Culbert hopes that this experience, for both members of the LC administration and the Sanskriti students, will forge a friendly relationship between LC and Sanskriti so that in the near future, Loomis can share a relationship with Sanskriti similar to that between Loomis and Fabindia.

For a description of the Fabindia School, see the page 3 article "William Bissell '84 to speak at Commencement."

INDIAN STUDENTS, PAGE 3

PERSPECTIVE



A world away from home, l'expérience d'une vie

TEDDY CLEVELAND '12

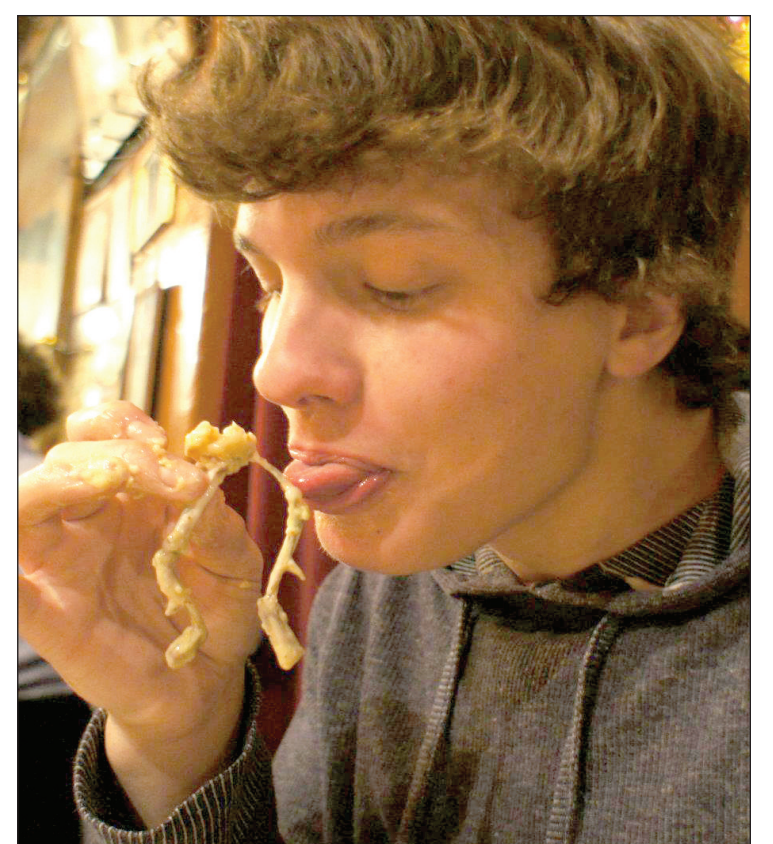
PARIS, France
I'm thinking back to a moment on September 18: I've been in France for just a few hours and I'm tugging hard at my heavy, orange suitcase and I finally succeed at yanking it over the threshold into my new house. My School Year Abroad host dad, Olivier, slips past me, dragging another bag in through the door and plopping it down heavily by the staircase. A short woman fires her red crowned head out of the kitchen, cries "Aie!" in exclamation, and shuffles stiffly towards me. "Teddy!" she practically shouts, her voice thick with a French accent, before planting a *bisou* on each cheek, first the right, then the left — a cultural phenomenon

that feels, even after a whole year here, a bit unnatural.

The household thrums with energy and excitement at the arrival of the new American, and my baggage is quickly ferried up to a room on the second floor (the *1er étage* here in France). My new Mom and I exchange a few words about my voyage from the States, and eventually, between my incoherent fledgling phrases and her energetic chattering, the message seems to come across that it was comfortable and that everything went smoothly, despite a tremendous lack of sleep for all of us Americans.

I circle the half-spiral stair-

CONTINUED ON THE NEXT PAGE



Teddy Cleveland '12 eats *jambees des grenouilles*

France in photographs

A photo essay by Teddy Cleveland '12 on his experience abroad, page 2

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Rhode Island red hens roost on the Island



LAURA PADDOCK '14

BY JOHN MACDONALD '13
Staff Writer

This spring, the LC community is gaining a few new members. No, not new students or new faculty: these are eight Rhode Island Red chicks. The chickens currently reside in Clark Room 235, where they face a constant stream of visitors seeking to catch a peep at them. They are to be part of the new sustainable agriculture plot that is under construction behind the Clark Center for Science and Mathematics. Along with a chicken coop, a hoop house and ten community garden plots are under construction. Already up and running are the greenhouse and a compost heap that have brought LC closer to its sustainability goals.

The school hopes that through use of sustainable farming methods, the plot will provide a fully environmentally friendly 'loop.' This cycle begins with scrap food from the dining hall, which will be fed to the chickens as well as put into the compost. From there the chick-

ens will provide eggs for the dining hall, at a rate of five eggs per bird per week, and poultry manure, which will be used to fertilize the gardens. Within the gardens, crops, some of which will produce food for the dining hall, will be grown. Thus the cycle restarts itself. Furthermore, the chickens are natural insectivores and will therefore eat bugs that could otherwise be harmful to the plants being grown.

The chickens will be brought to their new, permanent home outside in early May — the exact day depends on their growth rate. In addition, the construction of the hoop house is well underway and should be completed shortly.

Faculty and staff who requested a community garden plot will soon be assigned to their plot and are free to begin planting as soon as weather permits.

The E-proctors, who have helped oversee the new sustainable plot, say that students and faculty are welcome to come meet the chicks, but they ask that no one touch or feed the birds without supervision.

Abroad in France, the experience of a lifetime

France in photographs



PHOTO COURTESY TEDDY CLEVELAND '12



PHOTOS BY TEDDY CLEVELAND '12

CONTINUED FROM THE FRONT PAGE

case upstairs and settle into my room, a linoleum-floored, slanted-ceilinged space with white walls soon to be covered by posters from around Europe and photos of friends and scenes from all across the country. Lucas, my host brother, knocks suddenly on the door, walking in before I have time to invite him to, and he extends a hand, introducing himself and smiling relentlessly. I see him pretty much instantly as a third brother and throw a hug, *à la américaine*, and he laughs, a bit confused.

"Viens, on mange," he says, and together we descend the creaky staircase to the kitchen table, a rustic, homey surface more often covered in food than not. Tonight, a bowl of plain pasta positively dominates its center, and Lucas turns to me: "*J'espère que tu aimes les pâtes, parce que chez les Frezel, on ne mange que des pâtes.*" He laughs at me for the few seconds it takes me to realize he was joking, and that pasta was in fact not the only thing we would eat *chez les Frezel*.

To say that the cultural shocks of being in France, from suddenly having to make the complicated choice between *tu* and *vous* to the routine offer of a glass wine at family dinner parties, were not initially shocking, exhilarating and even sometimes frustrating would be to lie. Yet in the end, the experiences that count the most are the simplest and the most habitual: after-class coffee in wood paneled, art-filled, back-alley cafés, with the faint smell of cigarette smoke drifting in from an open door, the late-night meals with four or five families out on the patio during a warm spring night, sitting out with Lucas on his porch under a clear night sky sharing stories from home, or coming down to family lunch and eating what's on my plate before asking what it is (beef tongue, pig intestines, and rabbit or chicken from my host family's yard were just a few of the surprising answers I received).

But even though getting caught up in the euphoric hypnosis of everyday coffee with friends is easy, I've found myself on numerous occasions pausing for a moment or two to reflect, sometimes to myself, sometimes to others, on my experiences this year: I know they'll stay with me for the rest of my life.

I thought this yesterday as my friend Martin and I stood at the top of a cliff off the south coast of France, looking out over the Mediterranean from our lofty perch. A small group of us had hiked and climbed for four hours through crevices and up cliffs to get here. Then we swam in the sea, and later finally arrived in the port of Casis for some well-deserved ice cream and a refreshing ocean breeze. Four or five of us dangled our legs off the edge of a pier down into sand and watched the sun drift slowly down into the ocean.

I took another moment to reflect, and I considered a truth that may seem obvious or banal or superficial or all the above but is true and important nonetheless: my experience abroad has changed my life.

FROM PAGE ONE

Planetarium

CONTINUED FROM PAGE 1

comes in the form of content. Using various software programs installed on a new computer control panel in the planetarium, teachers can access hundreds of pre-made presentations online as well as piece together their own. The school has already purchased videos to be used in biology classes.

The system isn't perfect: the editing software LC has for now is limited in its functionality and much of the video shown on the planetarium dome has a slightly jerky quality to it.

But still, the software options are ever-growing. The entire system is open-source, which means that it's based around the idea of sharing content. "A student can very well decide that as a project he'll create a piece that he can show in class and then make available online," said Mr. Corjulo.

"Once you go digital, the sky's the limit," he said.

But the upgrade has come at a significant cost — just over \$20,000 so far, most coming from a recent alumni donation, with additional money to be spent soon on a second projector and enhancements to the planetarium dome. At the April 10 showcase, science teacher Ewen Ross noted that an even higher definition projector could have cost even more. "This is a good compromise between functionality and cost," he said.

Mr. Mattheis says the digital system is also highly improvable. "It's very modular, so we can upgrade individual pieces," he said.

In the future, he said, a coming Apple iPad app could be used to control the planetarium's audio-visual system. The latest iteration of the iPad includes a high-definition "retina" screen that would allow it to take full advantage of the planetarium's HD capability.

The upgrade also included the addition of a new sound system.

The upgrade process was anything but easy, according to Messrs. Corjulo and Mattheis.

They say the toughest part of installing the new projector was doing so without moving or damaging the old one — a vintage Spitz optical projector that dates back to Clark's construction in the

early 1960s and would cost upwards of \$100,000 to replace now.

The Spitz projector, which looks something like a rather large insect perched on a podium in the center of the room, retains its edge in terms of image clarity; even the most expensive digital projectors can't compete.

So instead of replacing it, the school decided to supplement it with a digital one that could serve other functions. "This was the only system out there that can augment the existing system, and it wasn't even designed for that," said Mr. Corjulo. "We made it do that."

The projector sits near the bottom edge of one side of the dome, aiming towards a convex mirror that reflects its image out onto the entire dome. Most modern planetarium projectors are designed to sit in the center in the location of the Spitz and feature fish-eye lenses facing upwards. In order to make LC's system work, software to distort the image projected was necessary.

Messrs. Corjulo and Mattheis said they encountered a number of other installation difficulties — of all different scales. "We had to black out a lot of the LEDs since many pieces of equipment have indicators on them," said Mr. Mattheis.

The installation was also complicated by the hanging dome's inability to support much weight.

Still, Mr. Corjulo said, installing the new projector wasn't entirely dull. "We have to admit, we were down there watching Toy Story 3D," he said.

Mr. Corjulo said he hopes the upgrade will bring the planetarium more prominence on campus. Few of LC's peer schools have fully functioning dedicated planetariums, he noted.

During a recent visit to the school archives — just across the hall from IT in the basement of the Brush Library — Mr. Corjulo came across a 1970s-era Log article about the school's science program, he said. Its headline: "Loomis has a planetarium?"

"It's one of the best-kept secrets at Loomis," he said.

Global studies

CONTINUED FROM PAGE 1

sion of global studies into the Loomis Chaffee curriculum happened rather haphazardly," said Mr. McCandless, "such as when a teacher wanted to cover certain topics in his course, like the effect of oil on the global economy."

The Task Force met regularly over the course of a few years and made recommendations to head of school Sheila Culbert regarding the expansion of existing courses and the addition of new courses. After the necessary funds were raised, plans for the Global Studies Center were finalized.

The main aspects of the Center, according to Mr. McCandless, "are about a knowledge of inter-connectedness and about a development of skills utilizing that knowledge. We know that many students feel that studying global issues is significant and pertinent for their future, and the center is an attempt to recognize that."

The first item on the agenda for the center is the creation of a Global Studies Certificate given to students who have demonstrated a sufficient interest in global issues, such as taking specific academic courses. "It is not the goal for Global Studies to be a major or a new department. It is not the goal that every course at Loomis will be 'global.' It is not the goal, even, for every student to pursue the certificate. The whole purpose, in fact, has to do with what's going to serve students as they go to college and go into the job market," said Mr. McCandless, citing the multiple professions are 'global' in nature.

"It's not the intention that courses that would classify as 'global courses' would be extra courses to add to the heavy Loomis workload. The vast majority of the courses will be those that are already standard to a student's curriculum," he said.

In addition to taking academic classes, students would be able to gain credit for the certificate by participating in various extracurricular activities. "Programs that already exist, such as the Foreign Policy Association, School Year Abroad, Model United Nations and the World Bulletin, the foreign affairs journal, would naturally fit

into the Global Studies curriculum. Coordinating the academic and extracurricular aspects into one program is only logical, since students that participate in these activities are generally natural candidates for the Certificates," said Ms. Engelke.

A central part of the Global Studies Program would be that students, in conjunction with the center, would submit proposals for travels abroad and share their experiences in a presentation with the other members of the school community. "The goal is to provide a form of financial aid for students that need it so that not just wealthy students can partake in these travels," said Mr. McCandless.

The conference room in the center itself is planned to be used for a term course that serves as the "lens with which to see the world," according to Mr. McCandless. The course, along with giving a basic understanding of the reason for global studies, would also involve connections to issues such as technology, environmental issues, demographic shifts, human rights, business, mathematics and religion.

Although the center is relatively unique among private high schools in the United States, some schools, such as the Hotchkiss School and Choate Rosemary Hall, have their own programs devoted to global learning. The Center for Global Understanding and Independent Thinking at the Hotchkiss School was founded in 2008, with the mission of "establishing a comfort with 'otherness' in the student body, faculty, and curriculum, and providing an adult resource and training center on global issues and independent thinking."

Furthermore, at Choate Rosemary Hall, there is a diploma requirement in contemporary global studies, fulfilled by taking a 'global' course in any department.

Although only the construction of the center is set to occur by the fall of 2012, the various changes proposed by Mr. McCandless and the Global Studies Task Force will be points of discussion for the deans, teachers, and students over the coming years.

Michael Horowicz '13 contributed reporting.

StuCo race

CONTINUED FROM PAGE 1

Meditations. Cheyne is known on the council for his interest in getting the feedback of his constituents.

"I think that StuCo will be in good hands next year, regardless of who ends up with what position," said Gabow. "My fellow officers and I are fortunate to have spent a year working with all of these incredibly motivated juniors. They are all smart; they all work hard; and they are all reliable. I'm sure it will be a solid group next year."

The broad interest in the presidency may be an indication of growing student faith and interest in the council, a priority of Gabow's this year. It will likely lead to a tough-fought race among a wide range of candidates in the coming weeks.

So far, however, most candidates have been reluctant to take hard stands on school issues.

"I believe that the experience and dedication I have shown throughout my tenure on the council, as well as the almost-brotherly connections I have made with my constituents, will make me stand out in the election."

"Going into the election, I know that I have my work cut out for me

STUCO RACE, PAGE 3

Baseball

CONTINUED FROM PAGE 8

to 1915, when Chick Sellers began the first baseball team at Loomis. By 1917, half of the school tried out for the club. Unfortunately for Loomis, Sellers contracted tuberculosis during his military stint in the first World War, and died at the age of 41. Evelyn Longman Batchelder, wife of Headmaster Nathaniel Batchelder, created a bronze bas-relief sculpture for his memorial plaque, and Latin teacher Knower Mills wrote the eulogy inscribed upon it. Now across the street from the admissions office, named for Chick's wife, Florence, the monument ties the rich narrative of the school to every man who plays on that diamond.

Baseball is often viewed as a spectacle of tradition. Yet it cannot be considered stagnant. Similar to the way baseball socks have evolved from the "stirrup" style of the 1970s to the simple-yet-capable-of-staying-up-themselves style we see today, the Loomis Chaffee baseball program has grown and changed, while still maintaining its excellence. It's a brand new ball game this year, and there's no doubt that Loomis athletes will hit it out of the park.

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William Bissell '84 to speak at Commencement

BY SAM ADLER '15
Staff Writer

William Bissell '84, a businessman and philanthropist who has in recent years worked with LC on its growing partnership with the school he founded in India, will serve as the 2012 Commencement Speaker, head of school Sheila Culbert announced on April 13 in an email to the class of 2012.

Bissell will speak, along with a class speaker seniors will select in the coming weeks, at Commencement on June 8.

Bissell has placed a significant emphasis on improving life in India in his business work. He has given a number of speeches on policy in India, mostly focusing on help for the disadvantaged, several of which are available online.

The Fabindia School, which was founded by the Bissell family, began a partnership with LC several years ago that has led to spring break service trips to Fabindia and two Fabindia students' coming to LC for the fall and winter terms of this year. This spring a larger group of Fabindia students will visit LC for several weeks.

The family business

Bissell took control of his father's

business, Fabindia Overseas Pvt. Ltd., in 1999 after his father's death at age 66. At that time, the business had just two locations in New Delhi and its principal function was to export goods. Bissells' goal, he said, was to transform the company into a retail chain with a strong domestic market.

By concentrating on the domes-



William Bissell '84

tic market and incentivizing his suppliers, he has led the company through a period of significant growth. The company originally sold only home furnishing and textiles but Bissell added a plethora of new products to the company's inventory: organic foods in 2004, personal care products in 2006 and handcrafted jewelry in 2008. This retail expansion allowed Fabindia to open up more stores. The company sourced these products from nearly 22,000 artisans. Usually these artisans make 5 percent of the tag price of their product and the rest goes to a middleman. William created an artisan shareholder

system by forming subsidiary companies of artisans. The artisans collectively own 26 percent of each company allowing them to earn a greater amount of money. Now Fabindia has 111 retail outlets within India and six abroad.

The Fabindia School

Fabindia, located in Bali, Rajasthan, says it has the goal of providing affordable and high quality education in a rural area. This secular, non-profit school for grades pre-K to 12 has an eight-acre campus that includes a library, science lab, computer center, playing fields, an outdoor auditorium, a water harvesting system and forest area.

Extracurricular activities include drama, debate, arts and crafts, music, environmental education and community service.

There are also field trips offered both in India and abroad exposing the students to different environments. The school started off with 11 students in 1992 and now has around 1,000 students with a 40 percent female student body. It is able to maintain a 1:30 teacher to student ratio -- an impressively low ratio for India. All of the school's students live within a 30 km radius of the school and are bused to school daily.

Dean Ruthanne Marchetti to retire after 34 years

BY GRACE DENNY '13
Staff Writer

After working for 34 years at Loomis Chaffee, dean of the class of 2013 Ruthanne Marchetti plans to retire at the end of the 2012-2013 school year.

Her first visit to the campus was in 1981, when she shared lunch with close friends Glover and Jane Howe. That one conversation ultimately led her to agree to serve as a dorm head in Palmer Dormitory.

Mrs. Marchetti says that she found a real sense of community for herself and her family at Loomis. She greatly enjoyed being a dorm head, and later a dean of boarding girls because she felt "they could call me, any time, day or night." Mrs. Marchetti has worked in multiple departments and had different roles during her time here - a dorm head, member of the counseling department, dean of boarding girls, and the junior class dean.

When Mrs. Marchetti first stepped foot on the Island, no support system existed for students with learning disabilities.

StuCo race

CONTINUED FROM PAGE 2

because all of the candidates are all very capable people," said Reamy. "I wish all of my fellow candidates good luck in this upcoming election, in their time here at Loomis, and in their life. It's truly remark-

ably, a mentality that no students with such learning disabilities attended Loomis Chaffee dominated. Marchetti worked to address this issue, working with the dean of faculty and the head of school to educate the faculty about supporting students with learning disabilities and to creating resources for those pupils. "I tried to help get kids the supports they need to grow and be themselves," Mrs. Marchetti said.

At the time, there were also very few resources for the LGBT community at Loomis. When none of Loomis Chaffee's peer schools would volunteer to host a conference on homosexuality, Mrs. Marchetti volunteered to host it herself. "For me, as an educator, I've always thought that if kids felt more comfortable about who they are they'd make better decisions," she said.

Mrs. Marchetti also founded the tradition of the sophomore retreat in the winter of '92, holding the event on the Loomis Chaffee campus. "I feel good about that," she said. "I also feel really good about working with the Health Center on a sanctuary policy."

able to work with such dedicated people."

Chase had this to say on the election: "It's definitely daunting. There are so many qualified candidates who would each bring something great and different to the table. I think it is important for the officers

She collaborated with the Health Center and counseling services to raise awareness of eating disorders as well as a time when general understanding of symptoms and treatments were minimal.

Ron Marchetti, her husband, will continue to teach English and Latin at LC. However, the couple will move to house in Bloomfield, CT built by the Reverend Hezekiah Bissell in July, so they will no longer live on campus. "This small physical distance should have no negative effect on my connection to the school and the students," said Mr. Marchetti.

"I think it's time to move on and let other people do things," she said about her decision to retire over the summer, and also said, "there is a lot of good energy here." She plans to do "whatever she wants, whenever she wants to," with emphasis on spending more time with her family, friends and granddaughter Lila. "I think this junior class is a great class," she said. "It's good to go out with a class that is one of the best I've ever worked with."

Alex LaFrance '12, News Editor, contributed reporting.

FROM PAGE ONE

UN seminar

CONTINUED FROM PAGE 1

This year, during the 56th annual CSW, the priority theme is the empowerment of rural women and agriculture, and bringing about sustainable rural development in their communities. Though women produce between 60 to 80 percent of the food in developing countries, they own only a small portion of the land on which it is produced. For example, in Africa women own only 1 percent of the titled land. In addition, women receive less than 10 percent of all loans and less than 5 percent of all technical assistance resources. Women give a greater percentage of their income back to their families than men. According to the Food and Agriculture Organization, if women's access to productive resources were the same as men's, women's contribution could reduce the total number of hungry people by 12 to 17 percent.

Truth be told, prior to my involvement with Girls Learn International (GLI), I hadn't known about the CSW either. GLI is an organization of the Feminist Majority Foundation that supports global girls' education. It sets up student-run chapters in high schools and middle schools across the United States and links them with partner schools in foreign countries where girls' access to education is typically denied. U.S. chapters, like the one that I lead at Loomis, learn about human rights and girls education, communicate with their partner school, and raise money to support girls' education at their partner school. Every year, GLI sends a small amount of youth delegates from its chapters to the CSW for one week. This

year GLI chose me and 18 other girls from various chapters throughout the U.S. to attend the CSW as GLI Youth Delegates.

GLI is one of the many NGOs that are invited to the CSW each year. As a GLI Youth Delegate I had the opportunity to participate in a variety of CSW events,



Keara Jenkins '14 at the CSW

attend advocacy workshops, prepare speeches for our discussion panel, work with policy makers on the CSW statement, speak on panels, and work with foreign embassy representatives. In addition, each GLI Youth Delegate received one or more special roles during the CSW. Some delegates facilitated small group discussions, some spoke on CSW panels, some prepared speeches, and some moderated discussion groups at the CSW or the U.S. Embassy.

My special job was to serve as moderator of a CSW discussion panel side event hosted by GLI. It is the most popular and well-attended CSW Youth

Panel event, and unique in that no adults are allowed to attend. The theme, "Girl-Boy Dialogue: Financing for Gender Equality," focused on how girls and boys can work together to finance gender equality within their communities. As moderator I hosted the event for several hundred people and was respon-

sible for moving the discussion from one step to the next. I gave brief introduction about GLI, introduced myself and each of the other youth panelists, and provided each panelist with their cue to speak. After each panelist spoke, I divided the audience into small groups for discussions and at the end wrapped the event up with a short speech summarizing everyone's thoughts and conclusions.

In addition to running my own event, I had the freedom to choose which other CSW events I attended. The events I attended include a European Union Commission panel on "Engaging Young Women and Men in Advancing Gen-

der Equality," a Middle Eastern Panel on "Women in the Arab Spring," and a U.S. panel on "Women in the Media" and "Physical Activity and Sport: Rural/Urban Considerations for Improving Women's Health," hosted by the Women's Sports Foundation.

Over the course of my one-week sojourn, I heard a lot of great speeches and met a lot of accomplished people. But by far the greatest aspect of any of the events I went to was the value I felt as part of the audience and even as a teenager. Every speaker put an immense value on what youth had to say. Our opinion was greatly valued and the panelists were very attentive to the youth delegates. I had the opportunity to speak to several prominent journalists about the content of major teenage magazine publications. I also had the opportunity to speak one-on-one with Mrs. Kathleen Lynch (the Minister of State for Disability, Equality, Mental Health and Older People in Ireland), about ways that young men and women are involved in the gender equality programs.

In the end, the UN turned out to be a lot more like the Academy Awards than I'd expected. While there weren't any Hollywood celebrities followed by storms of paparazzi, I found the closest thing to it. Whenever Michelle Batchelet (the Executive Director of UN Women), Leymah Gbowee, Nobel Peace Prize Laureate or any other prominent women finished addressing the CSW, hundreds of Youth Delegates would swarm the stage to get a picture with them. But while the Academy Awards bestows only a few people with recognition, the CSW seeks to reward all women with basic rights and equality.

Indian students

CONTINUED FROM PAGE 1

"I really hope that Fabindia and Loomis can continue to foster such an amazing relationship," said Dr. Culbert. "The experiences that Shaily and Shefali had during their stay, according to them, were amazing."

Head of International Students Betsy Tomlinson said, "The success of the Fabindia program just convinced us as a school that exchange programs like these should be pursued more."

Dr. Culbert discovered Sanskriti while visiting India last November. The Fabindia School administrators recommended and directed her to the Sanskriti School, an institution that, while not affiliated in any way to Fabindia, is renowned throughout New Delhi for its rich academic program.

Originally, Sanskriti was set up by a civil services organization, which, according to the Sanskriti website, was geared towards the children of civil servants belonging to the various branches of the Government of India. Today, the school also accepts students whose parents work for independent companies, including students from families in the lower economic classes. Like Fabindia and Loomis, the Sanskriti school is dedicated to educating people regardless of their financial situations.

NEWS IN BRIEF

English teacher Andrew Watson to leave LC

Andrew Watson former English teacher and recipient of the Teacher of the Year Award in 2011 has decided not to return to LC next year. Currently he is on sabbatical in Cambridge, MA. Previously, he had said he did intend to return. *More coverage to come.*

Application total revised to 1,600; previous estimates said 1,800

The total number of applications received by LC prior to the application deadline of January 15 was roughly 1,600, not 1,800 as previously estimated. The Log reported in its March 1 issue that head of school Sheila Culbert gave tour guides the number 1,800.

The lower applicant total will mean that LC's acceptance rate will likely be higher than 25 percent, the Log's estimate given the higher number.

The school expects to have received 1,800 by the end of the summer.

Hubbard Series speaker Taylor Mali visits campus

Taylor Mali, a former teacher and current slam poet, visited the campus on Thursday, April 12, to share elements of his philosophy, his past as teacher, and works of spoken art - excerpts from his two books, *The Last Time As We Are* and *What Learning Leaves*. Weaving together a variety of emotions, Mali shared stories of his experience with students in various stages of self-discovery and growth, as well as allegories concerning love, loss, and a dog named Bodisopa. According to <http://taylormali.com/bio/>, "Mali is a vocal advocate of teachers and the nobility of teaching, having himself spent nine years in the classroom teaching everything from English and history to math and S.A.T. test preparation. He has performed and lectured for teachers all over the world, and his New Teacher Project has a goal of creating 1,000 new teachers through "poetry, persuasion, and perseverance."

StuCo's Pledge to be presented to faculty for a final vote

The revised proposal for the Loomis Chaffee Pledge, formerly the "honor code," is being presented to the faculty at the April 24 faculty meeting.

The LC Pledge Committee has been working hard on this proposal, as well as continuing a discussion on ways to give the pledge a face on the Island if and when the proposal is passed. The group is formulating a plan for a matriculation ceremony for all new students at the beginning of the school year involving, for example, students signing a book signifying their commitment to honor the pledge.

They have been discussing conversations between all advisors and advisees on the pledge, also occurring at the beginning of every year. Anyone with other ideas are encouraged to contact a member of the LC Pledge Committee.

You're bored on weekends and you want to get into college.

So write for the Log. Contact any of the editors listed on page 6 or email log@loomis.org

FEATURED ARTIST: TORIA SOCOLOSKY '12

For this musician, saxophone is just the start



Toria Socolosky '12

JOHN PATRICK '14 / LOOMIS CHAFFEE LOG

BY JI HEE YOON '13
Staff Writer

For an artist like me, it is hard enough to keep up with just one instrument, the flute, although I have been playing for seven years. However, for a musician like Victoria Socolosky '12, the ability to play multiple instruments comes easily. Playing tenor sax, alto sax, oboe, fife, flute, guitar, piano, and currently working on the trumpet, Toria is a musician who knows no boundaries.

In hopes of getting some tips for becoming an amazing musician like Toria, I asked her how she developed her talent in music. The big secret behind it all, as it often is with successful, famous people, is simply passion. Since she was young, Toria spent a lot of time at her grandparents' house where there was a piano that she habitually enjoyed playing. Completely mesmerized by this musical instrument since she was little, she says of the piano, "It must've been magnetic because the only

time my grandmother could pull me away from it was when lunch was ready."

When offered the opportunity to play the violin when she entered first grade, Toria immediately agreed with an enthusiastic "yes!" Although she did not find violin as interesting as the piano and went back to playing the piano in second grade, her passion for music never diminished. In fourth grade, she finally met the love of her life, the saxophone. "When the teachers gather all the fourth graders in the cafeteria and told them to choose a band instrument after listening to samples, I picked the saxophone ... It was shiny and gold, and had a really cool shape--so much cooler than a trumpet! All my friends picked the flute and the clarinet (classifiably girly instruments) but because of a drive to be different, I picked the saxophone. That's when it all started." Since then, the saxophone has been one of her favorite instruments. Although she struggled with my question about her favorite instrument, which to her seemed like the

clichéd and cruel question "whom do you like better, your mom or your dad?," Toria explained that she tends to label herself "as a sax and fife player."

Her musical journey moved on to other levels with her introduction to other musical instruments. She explained her introduction and extensive learning of more than four instruments as if it were not that big of a deal. The vast range of instruments and her true interest in the woodwinds, incited by her love for saxophone, is clearly conveyed by her participation in many musical groups both on and off campus. "I joined the Windsor Fife and Drum Corps in fifth grade, picked up a \$15 used electric guitar at a flea market a bit later, played some clarinet somewhere in between, began the oboe sophomore year when the concert band was lacking in oboes, and started the flute this year," said Toria. Much to my surprise, Toria revealed that she "never had any formal music lesson" until her junior year.

Describing the extent of her passion for Music, Toria said, "More than anything else (except for ice cream)." Being a Loomis student, which of course entails getting lot of homework and academic expectations, Toria explained that music means a lot because it allows her to relax. She said, "Music makes me less stressed between classes and homework assignments. Like some people feel great after working out, I feel the same way about music." It is this positive attitude towards music that leads her to define her art as something more than "work." She explained, "Though I do have homework for some of my music classes, I think of it more as something I can do to improve my playing and my understanding of the musical concepts. I like the feeling of nailing a line and knowing I've now improved just a little bit. Most of all, Music is simply fun, and I don't have a lot of time to have fun, so whenever I get the opportunity to play music, whatever it is, I take it not only for the fun, but also for the experience. The only way to learn is through experience. It makes me feel really good when I can see myself improving on a piece. The end product is rewarding when I look back and see all the work that I've put into one piece."

A true aficionado of music, Toria plans to play in a lot of different music groups in college. Whether it is a big marching band, a classical orchestra, or a small casual band, she hopes to continue her passion in music in the most diverse ways possible. In her interview, Toria jokingly said she "plans to take over" her college's music department. Her big dream of playing in a New York City jazz club or in Broadway pit orchestras does not seem out of reach for the feature-worthy LC musician, Toria Sky.

AN INTERVIEW

Culbert and Freihofer on LC's soon-to-open Center for the Common Good

INTERVIEW BY XIN WEN '14
Log Staff

Next year, Loomis will be welcoming the Center for the Common Good (CCG) to campus. The CCG plans to initiate programs that promote the "common good," a goal stated in the school mission. Head of school Sheila Culbert and Al Freihofer '69, current trustee and newly announced head of CCG next year, recently sat down with the Log to discuss the goal and purpose of CCG as well as some logistics.

Why has the school introduced the Center for the Common Good (CCG)?

Dr. Culbert: The school just finished the curriculum review and the New England Association of Schools and Colleges (NEASC) Accreditation Process, so we have been thinking about what we did well and what we need to improve. CCG ties back to our history and value that Loomis always encourages students to be their best self as well as to do good to the community. For example, our workjob program is a way to give back to Loomis while community service help the bigger community. We wish to teach students about democracy, good citizenship, and responsibility at Loomis and in the bigger world.

Mr. Freihofer: To only slightly para-

phrase the CCG's mission statement, we intend "...to encourage in students an understanding of their roles as citizens in a diverse democracy...and to foster an active, engaged approach to citizenship in a global society." I see this (CCG) as an initiative of the head and the heart, one which embraces the best of what LC has always been and which enables all of us to examine, enrich, and foster the common good of our school and society.

How would the CCG promote the "common good"?

Mr. Freihofer: "Promoting" the common good will embrace life across the campus in ways both familiar and new. We'll be developing a course for freshmen in collaboration with the greater LC community, provide resources, ideas, and support for co-curricular and extra-curricular experiences aligned with the theme of the common good, develop a speaker series, and explore ways to be more "intentional" each day about an idea that has infused our school since its inception. The work of the Center will welcome any and all!

Will the CCG be open to students?

Dr. Culbert: Yes, the center will be open to everyone. It will be students-driven as well as faculty-driven. A new committee will be elected next year to work with the center, like the way e-proctors work with

sustainable projects. This will be a collaborative initiative. We will also cooperate with the existing clubs and organizations, like Model UN, Foreign Policy Association, peer counselors, etc. The center will make the effort we already put in to promote the common good and civic awareness more explicit.

Mr. Freihofer, as the head of the CCG, do you already have some specific projects in mind?

Mr. Freihofer: Yes! But my first priority is to listen to my LC faculty colleagues to learn what is on their minds before I get too demonstrative about my own passions. They bring a wealth of insight, perspective, and experience to the idea of "the common good"; I want to learn from them, too!

When will the CCG be open?

Mr. Freihofer: I don't mean to dribble around this question, but you give me a chance for an easy lay-up! To the degree that so many of my future colleagues are already thinking creatively and expansively about this initiative, I'd suggest that the Center has already been open for some time. Furthermore, countless Pelicans who have found their best selves through service to a common good would argue - convincingly - that the "Center" has been in business since the founding of the school!

Spreading kindness on the Island

BY RACHEL ROSENBLATT '12
Sports Editor

Life on the Island moves at a fast pace, and unfortunately, the importance and power of kindness are often overlooked. Caught up in our world of impending deadlines, we often forget the positive effect a simple "hello" or a hug can bring. However, many members of the Loomis Chaffee community, even with incredible responsibility weighing down on their shoulders, manage to dedicate themselves to being kind. Kindness is often an unobtrusive thing, but those who choose to lead their lives with honest intentions and compassion for others, make a large impact on others.

In recognition of their subtle commitment to kindness, the Kindness Club would like to recognize Dale Reese '13, Margo Rybeck '15, Victoria Johnson '12 and Paul Lee '13.

Dale Reese, co-captain of the boys' varsity soccer team, varsity basketball player, varsity baseball player, peer counselor, and tour guide, invests time and energy in others, brightening other people's days with a genuine smile, wave, or conversation. Every day, Dale remembers Ger Andlinger and his brilliant smile. Dale learned from his best friend that "a smile can make all the difference sometimes," and saw "Ger's smile [as] a paragon of a smile that could brighten someone's day." Reese's kindness, also stems from his family, and in particular his grandmother. Affectionately known as Shee Shee, Reese's grandmother always opens up her home, welcoming guests, and cooking for everyone. Reese works hard to emulate her selflessness and altruism. Similar to his grandmother, he makes a conscious effort to put others first, believing that it is "easy to come up short, when you're only focused on yourself." Reese lives by this philosophy of selfless teamwork and reaps the benefits on the fields, courts, and in the classroom. Reese often studies in groups, carrying his "team first" attitude from the field to the classroom.

Margo Rybeck, still in her first year at Loomis, has quickly dove into the busy LC community, her schedule teeming with extracurricular activities such as tennis, field hockey, yoga, and violin. Rybeck believes that "it's the little things and the things you do when no one is watching" that make a difference. For example, Rybeck sees the simple task of holding the door for someone as a kind gesture that goes a long way. While playing field hockey, she comforts teammates after a disappointing game and always praises their efforts. Margo believes that a random act of kindness can be the little bit of sunshine that brightens someone's day.

Paul Lee, never caught without a smile on his face, tries his "best to take advantage of all the opportunities we have here at Loomis." That being said, he does it all! Lee is a prefect in Kravis, student council representative, news editor for the Log, cello player, member of the Acapellicans, active member of the Foreign Policy Association, Model UN participant, cross country runner, swimmer, and tennis player. Even with his incredible involvement on campus, Lee prioritizes kindness, always willing to lend a hand or even just share a smile. In reflection on the kindness present on campus, Lee recognizes the dining hall as a place where manners and compassion are often forgotten. Lee said, "I know that many people rush to get to their classes, but that's not an excuse to not pick up your napkin, or leave your food at your table. I want Loomis to be a place where any student feels comfortable sitting and eating at any table in the dining hall."

Victoria Johnson's bright aura is contagious. Johnson has the unique and vital role of manager of the boys' cross country and track team. Always with a smile on her face, she manages the largest teams on campus, connecting with the team members and learning the intricacies of the sport. Working hand in hand with Ms. Knight, Johnson contributes to the great success of Loomis's running programs. Employing her great managerial skills, she was also a leader at the sophomore retreat. Johnson cheerfully greets others with compliments that can make your day. When prompted about the prevalence of kindness on campus, Johnson said, "I think it's good that there are a lot of kids at Loomis who are not bystanders." However, she does recognize online bullying as a source of concern for the morale and kindness in the Loomis Chaffee community. Johnson sadly reflects that some hide "behind their screens [with] huge confidence" and little regard for the consequences. With a big heart, Johnson positively impacts those around her with her genuine concern for others.



Dale Reese '13

SARA GERSHMAN '14 / LOOMIS CHAFFEE LOG



Margo Rybeck '15

JOHN PATRICK '14 / LOOMIS CHAFFEE LOG



Paul Lee '13

SARA GERSHMAN '14 / LOOMIS CHAFFEE LOG



Victoria Johnson '12

SARA GERSHMAN '14 / LOOMIS CHAFFEE LOG

Scandalicious: putting the ‘bro’ in ‘broken-hearted’

BY STEVEN Z. WANG '12
Features Editor

It's 12:33 AM. I've just finished reading 50 pages for AP Lit. For some odd and inexplicable reason, at this time of night, between 12:00 AM and 2:00 AM, my eyes begin to droop, my head begins to tilt forward, and the reading material begins to slip out of my loose hands. The words on the page become difficult to understand even after I mistakenly reread a paragraph multiple times while the last ten pages appear the same as the ten pages before them. I don't fully comprehend the last few pages but I have read enough to know that it is late and that I am tired.

As much as I love doing AP Lit homework at midnight, I enjoy my sleep even more. I happily stow the book into my backpack, brush my teeth, don my Power Rangers pajamas, and prepare to go to bed. However, just as I am about to go to sleep, the ominous “ding-dong” of Microsoft Outlook alerts me of an incoming email. At 12:42 in the morning.

With my Spidey-Senses tingling and with great trepidation, I approach my computer. I rub my eyes a few times hoping that what I see in my inbox will just turn out to be another one of those “Your Inbox is Almost Full” emails. Unfortunately, no amount of furious eye rubbing can change both the title and the sender of the email: (3 Paragraph Paper + Graded). Sender: Jeff Scanlon.

My seemingly imminent reprieve, the all so welcoming resignation to sleep, is shattered by this sudden email. How can I sleep with

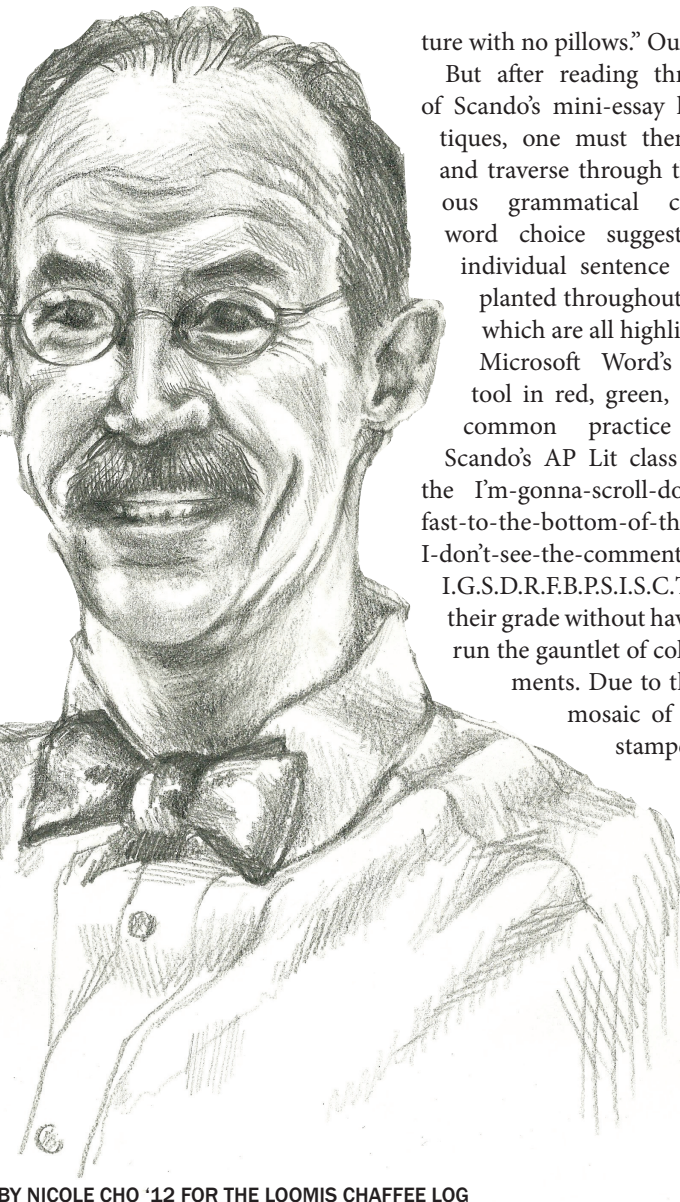
such a piece of dynamite alight in my inbox and my conscience? More importantly, why is Scando up past midnight grading papers?

For any class, the return of graded assignments is nerve-racking. For Scando's class, however, the apprehension gets kicked up to a whole new level. In the wild, animals are known to have dilated pupils, increased respiration, erect hair, as well as the tendency to play dead when faced with danger. Similarly, AP Lit students act in the same way when faced with the return of a Scando paper.

But what makes Scando's assignments so frightening is not so much his notoriously tough grading but his brutally direct

comments. As a for-

mer Scando student once told me, “He breaks you down to build you up,” and in AP Lit, Mr. Scanlon sure does a lot of breaking down. Some infamous (notice I use infamous and not memorable) comments include the likes of, “Your thesis is like skiing down a mountain of



DRAWING BY NICOLE CHO '12 FOR THE LOOMIS CHAFFEE LOG

glue.” “You have 100 sentences here. Of those 100, 80 are too abstract,” or the gem, “Reading your essay is like watching a movie (or tv show) in black-and-white, with people all dressed in gray, living in apartments with no rugs, no paintings on the walls, no draperies, books without titles on the shelves, and drab furni-

ture with no pillows.” Ouch!

But after reading through one of Scando's mini-essay length critiques, one must then go back and traverse through the numerous grammatical corrections, word choice suggestions, and individual sentence comments planted throughout the paper, which are all highlighted with Microsoft Word's comment tool in red, green, or blue. A common practice amongst Scando's AP Lit class is to pull the I'm-gonna-scroll-down-really-fast-to-the-bottom-of-the-page-so-I-don't-see-the-comments-trick, or I.G.S.D.R.F.B.P.S.I.S.C.T., to view their grade without having to first run the gauntlet of colored comments. Due to the colorful

mosaic of comments stamped all over graded papers, computer

screens often resemble a game of upside down speed-Tetris whenever I.G.S.D.R.F.B.P.S.I.S.C.T. is used.

Unpredictable paper return times, I.G.S.D.R.F.B.P.S.I.S.C.T., piercing comments, critiques wrapped in deceptively joyful colored boxes; how do Scando's students survive

AP Lit? Well, we don't. We all die first – or drown is the better term. Scando once said, “I train all of my AP Lit students how they train Navy SEALs. I make sure they are all drown-proof.” For those who don't know, Navy SEALs first undergo an intense program where they are practically drowned every day until they emerge as unstoppable machines of destruction. That's us; that's AP Lit.

Scando tears down a paper to get at all the places where improvement is needed. He changes the way one thinks of both literature and writing papers. He trains you to stretch your mind so that you make connections that you previously never would have made before. He breaks you down and then gives you the tools to build yourself back up even stronger than before. Yes, the harsh commentary stings. Yes, the late night paper returns are scary. Yes, rewriting papers is frustrating. Yes, I am slightly frightened by the colorful notes in the margins of papers. But you know what? All of these things that supposedly ‘suck’ have made me a lot better student in terms of my writing, my thought processes, and my attitude. In the real world, people aren't going to sugar coat everything, might as well get a tiny taste now.

You know, after AP Lit, I do feel like a Navy SEAL, like a machine of total and utter English domination. But before I put on a red cape, scream “THIS IS SPARTA!” and kick down the door, I will be anxiously awaiting the return of that in class writing... I.G.S.D.R.F.B.P.S.I.S.C.T.



English



Timeless or just traditional? The classics cut both ways

BY PIM SENANARONG '13
Features Editor

There seems to be some strange, intangible yet unbreakable bond between English classes and the classics. By the classics, of course I mean the likes of Shakespeare, Jane Austen, and—who could forget—John Steinbeck. It seems like

BOOK REVIEW

it has always been this way for as long as I can remember. Back in the days of backpacks and lunch boxes, it was always household names like Road Dahl and C.S. Lewis that stocked up our shelves. Eventually we exchanged those paperbacks for other classics like *How to Kill a Mockingbird* and *Moby Dick*. In fact, if I traced back my bookish journey to the very start, I can still recall my younger, bossier five-year-old-self, chanting Dr. Seuss's *Green Eggs and Ham* with obnoxious pride. What is it about these so-called phenomenal books that dictate generations after generations to require them to be on our curricular lists? What sets apart *Pride and Prejudice* from the average soap opera? What makes Tom Buchanan any different from the average “sugar daddy,” as someone in my English class recently inquired? Maybe there is some profound gem about human nature concealed in between the pages of these familiar titles. Or maybe this practice is just another habit that time and tradition has made hard to break.

Let's start with the unforgettable *The Grapes of Wrath*.

All of us who have gone through sophomore year here at Loomis Chaffee have taken the journey back to the depression era through John Steinbeck's classic, *The Grapes of Wrath*. Whether we considered it a joyride or a painful, backbreaking excursion is left up to the individual's perspective—although, I tend to err towards the latter. Written about the migration of a family of Okies across the country in search of a new place to settle, Steinbeck's narration is every bit as dry and arid as the land post the Dust Bowl. Arguably, one could say that the story itself contained some powerful lessons about “maturity of the soul,” and the “importance of kinship,” however, is there really a need to distend the plot to approximately six hundred pages to teach a few moral lessons? Aside from the excruciatingly slow and rather repetitive read, the book to me personally, also has some pretty exasperating characters. I remember vividly my irritation at almost every mention of Rose of Sharon, the selfish, slightly vain pregnant daughter, who in the end, predictably transforms into a rendition of the selfless, reformed mother figure. The American Dream, a reoccurring theme in the novel, is probably meant to teach the reader about hopes, aspirations and the importance of sticking together, although through Steinbeck's meandering ways, I found myself almost wishing he'd be a little

more direct and even didactic about it. My distaste aside, the novel admittedly portrays America's despair and dreams at the time quite accurately. I just wished it'd do it in fewer, choicer words.

Next up is *Rattlebone* by Maxine Clair.

Detailing the life of Irene (Reenie) Wilson, *Rattlebone* focuses in on separate incidents in a young African American girl's experience growing up in order to demonstrate the complexities and ambiguity of life itself. Surprisingly relatable, Clair unlike Steinbeck delves straight into the heart of the matter through the crisp depictions of simple events that nevertheless harbor heart-wrenching emotions. Thinking back about the book, I immediately recall its bittersweet ending. The plane's collision with her school, her acceptance to a college sorority run by her father's ex-mistress, and the ultimatum that is her parent's divorce—everything leaves me believing in the actual, undeniable existence of this Irene Wilson. The novel's intrigue was completed by Clair's refusal to conclude the story in either a typical “happy ending” resolve or tragic tearjerker. Clair does such an awesome job of telling the story that the fictional piece seems scarily realistic in its effect of producing a reaction from the reader.

Moving on to junior year's first book, *Pride and Prejudice*.

It's very hard to come to a conclusive opinion on *Pride and Prejudice*. The first few chapters frankly bore me to tears. However, after the intricate rules of Jane Austen's hoity-toity 19th century England society were established, the story maintained an easier flow. Cluttered with gossips and marriage-obsessed women, the novel reminds me painstakingly of the typical Asian drama-filled soap opera that yours truly has been subjected to as a child. However, the twist comes in the form of the witty, sarcastic banter between Elizabeth and other characters, especially her love-hate relationship with Mr. Darcy. Gradually you come to love the stoic gentleman, as shown by the girls in my class's increasing admiration of him as the story unfolds, because of his unwavering obsession with Elizabeth Bennett. Another aspect of the novel that enhances it are the characters. Mrs. Bennett's random hysterics and hypocritical antics manage to keep us awake and humored throughout each night's assigned readings. Meanwhile, Mr. Collins's absurd social awkwardness brings a smile to your face every time. For added entertainment, ask Head of the English Department, Scott Purdy, for the YouTube video featuring Mr. Collins in Justin Timberlake's song Sexy Back.

Finally, my personal favorite: *The Great Gatsby*.

Scott Fitzgerald's illustration of the glitzy, glamorous and yet

oddly oppressive world of the roaring twenties melts away everything on my mind when I'm reading *The Great Gatsby*. Transported into one of Gatsby's glowing parties, one is confronted with both a desire to experience the grandeur of a life out-of-reach and a repulsion of the ridiculous frivolities at the same time. In short, one is temporarily and successfully planted into the narrator, Nick Carraway's mind. Through his eyes, you get a chance to glimpse and evaluate several very intriguing characters. Obviously there is the ever elusive Jay Gatsby, but what I really personally enjoy reading about is the dichotomy of personality in the beautiful Daisy, a character I love to hate, partly out of jealousy but mostly for her ditzy selfishness. Although I have yet to finish the book, the smooth and enticing language as well as the wordplay that Fitzgerald flawlessly employ, make me want to relegate all other homework in favor of reading ahead.

In general, I guess there is something to be learnt from reading and studying some classics in our English classes. Still I can't help wondering whether there will be a day in the far future where other great (and sometimes slightly more action-packed) books from newer authors get their chance to graze the list of books studied in schools? Or will we uphold traditions religiously and plow through on learning about such “timeless” books forever?

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 and we can be contacted via email at log@loomis.org. Letters to the editor and op-ed piece submissions are welcomed via email. The Log reserves the right to edit all letters and pieces for brevity and content. The views expressed in the Log do not necessarily reflect those of The Loomis Chaffee School. Unsigned editorials represent the collective views of the Editorial Board.

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Published by the Loomis Chaffee School, Windsor, CT.

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EDITORIAL

The cost of competitive admissions A disingenuous letter from the Ten Schools

At each of our schools, we watch with concern as our students face pressure from colleges to make early and binding college commitments. These and other concerns are valid and we believe place unnecessary stress on students and families." That's from a recent letter to the public from the Ten Schools Admissions Organization, a group of elite boarding schools of which LC is a part that includes the likes of Andover, Exeter and Choate. "Please know that the members of the TSAO are dedicated to alleviating similar pressures at the secondary school level," it goes on.

The idea that pressure to make early and binding college commitments is the cause of the unnecessary stress of the college process comes as news to us. Those programs were in fact designed to do exactly the opposite: to allow students with a strong interest in a single school to bypass the stress of the process. Whether they're necessary or particularly effective is another matter entirely. We don't think Loomis or other boarding schools should enact such programs, but not because they create extra stress; rather, because they over-complicate the process and can hinder applicants from certain backgrounds who aren't aware of their existence.

But there's a bigger problem with the ten schools' letter: it proclaims a commitment to

stress reduction when in fact its member schools have been ratcheting up admissions pressure for years, making boarding school admissions absurdly competitive and stressful for applicants in the name of trumpeting lower acceptance rates. Talk about unnecessary stress.

The problem is certainly not unique to LC, but it's still very much a problem here. As the news pages of this newspaper recently reported, LC received an all-time record high 1,800 applications this year, roughly 200 more than last year.

Head of school Sheila Culbert told tour guides she hopes to receive 2,000 by next year. It's true that receiving lots of applications means the school is doing a great job selling itself and its name. But it also means that Loomis Chaffee is mailing more and more rejection letters each year, and that doesn't seem to us something like to be proud of. Because what it amounts to is a prolonged, expensive and well-manned effort to make the largest possible number of potential applicants feel that LC is the school for them, the

place they need to be, with the goal all along of rejecting the highest possible percentage of them. It's a bit sickening, really, if you think about it.

As virtually any senior will tell you, the college process is a stressful and unfair nightmare thanks to this exact same mindset on the college level. Do we really want to perpetuate that? If you take the ten schools' letter at face value, you

might think LC's answer is no. But take a look at what's really happening and you'll see the answer is very much yes.

The really tough problem is that there may not be a viable way to remain a competitive school without engaging in the distasteful and somewhat cruel admissions rat race. We need to push for more applicants in order to continue attracting good students, admissions officers argue. But we'd like to think there's a better way — perhaps through what in economics is known as 'product differentiation': LC could try to set itself apart by being the school that doesn't engage, the school that goes against the grain and stands up for its principles. A good start would be leaving the Ten Schools and denouncing its letter as manipulative and wholly disingenuous.



WILL DORAN '12 FOR THE LOG

LETTER

The Adderall series: an important discussion

To the editors,

I have followed with interest your recent series on Adderall misuse and academic pressure. Your unblinking examination and presentation of the stresses at elite prep schools is commendable. I'm also strongly sympathetic to administrative frustrations as expressed by dean Mary Liscinsky and other health counselors. It would seem the only way to bring this issue to the full light of day, where it can be discussed and analyzed, is through community dialogue, so I commend both the student investigators who have described the problem and an administration that acknowledges the pressures of a rigorous educational environment and allows for controversial discussion.

However, I think one particular perspective requires some scrutiny: student "Melvin Puckett" is quoted as saying that "If the whole system were changed, things would be less stressful..." (March 1, installment 3) Such conditional rationalization is self-deceptive and shortsighted.

We constantly move from one environment to another throughout our lives (even from classroom to classroom in a single day). Even if there were massive restructuring at Loomis, students would still graduate and go on to other institutions, other demanding and taxing situations. The underlying issue here is the stress itself. A competitive boarding school environment is stressful; students need to be educated—or educate themselves—in stress management. While we can never entirely control environmental stressors, we certainly can learn to creatively regulate our responses to those stressors. There's a famous adage illustrating this, from the Indian sage Shantideva: if the world is thorny and inhospitable to your tender feet, are you going to cover the world in leather, or your feet?

Two elite research universities, Stanford and the University of Virginia, currently support major initiatives (involving diverse interdisciplinary committees) addressing the issues of stress and stress management as lifelong concerns with major significant societal ramifications. I encourage students and administrators alike to explore the Stanford and Virginia web sites as forays into the intelligent and thoughtful ways contemporary education is addressing the health consequences of stress and the benefits of stress reduction across a broad spectrum of professions and circumstances.

The Log investigation has opened an opportunity for conversation within the Loomis community about stress, competition, pressure and expectations. Students and administrators should take it to the next level by pursuing ways to further incorporate reflection and wellness advocacy into the curriculum and culture of the Island.

Sincerely,

Bryan Phillips
Current parent

An unfair rule for RA/prefect applicants

Have you ever made a mistake, a mistake you might regret forever? We have, too. Fortunately, high school is the time to make mistakes and learn from them. That's why we wholeheartedly support LC's two-chance philosophy: provided with the right support, students can learn to make good decisions.

Now here's another question: what if you had done just that — learned from a past mistake — but were then denied an opportunity afforded to others because of it? Applicants for the positions of prefects and RA who in the past year were placed on level II status were confronted with that very situation this spring. That's right: disqualified outright from the application process.

If that seems really unfair to you, you're onto something serious. Students who've been in trouble not only deserve the opportunity to do better but also may have the experience necessary to understand the wide array of social,

emotional and mental repercussions that come from breaking rules. Often these students would make the best RAs and prefects of all. But in denying them even the basic opportunity to apply, the positions of RA and prefect are treated like little more than trophies reserved for system-players who may be successful in their own right but don't reflect the entire student body. RAs and prefects exist to serve the community, not just students' college applications.

The counterargument to all this is that allowing these students to apply is somehow unfair to all those who haven't broken rules. But this line of thinking reflects that same idea that the positions of RA and prefect are medals given for good behavior. It's true that RAs have to be role models, but the best role models are often relatable ones: people who have gone through the tough experiences faced by students everyday and have come back as strong leaders. Not the

only good role models, perhaps, but still good role models.

LC prides itself on its two-chance philosophy. But this rule runs against that in a deeply disheartening way. If the school has so much faith in this philosophy, why are two of the most sought-after leadership positions in the school entirely unavailable to students who have made perhaps just one past mistake? This radically unfair rule needs to be done away with immediately.

None of this is to say all students who break rules would make good RAs; we do in fact believe rule infractions should be weighed heavily in the application process. We simply find it extraordinarily unfair that rule infractions disqualify applicants right off the bat, sending the message that students who make mistakes aren't to be trusted, no matter what.

EDITORIAL NOTEBOOK

The point of Passover, or something like it, anyway

Izzy Kornblatt '12 on Korean dinner and strict Passover rules

On the evening of Friday, January 27, I ended up at the LC Korean students' dinner in the Nee Room on account of my failure to get to the dining hall before it closed and because my favorite coeditor Sojin Kim was either unwilling or unable to let me go hungry. I estimate that around 40 people showed up for the dinner, including the dinner's three visible non-Koreans: me and my Log-editor compatriots Christian Bermel and Pim Senanarong.

The first thing I should note about this dinner is that I enjoyed it a lot. The second is that it was not a very easy dinner to attend.

Since my Korean is limited to two words, one of which is an expletive and neither of which I can pronounce correctly, communicating comfortably proved difficult: I felt stranded and out of place and I didn't want to intrude with my English and for once I understood the urge to become invisible — because even though I knew and liked many of these people, and even though they were all welcoming and friendly and just really decent about the whole thing, I knew

that on some level I was a persona non grata. But to eat I needed some questions answered, so I finally got up the courage to approach a small group of knowledgeable-seeming Koreans with a few inquiries. Turns out the food in front of me was kalbi; it had been cooked by LC students; I did not need to pay, and eating it with chopsticks is really a piece of cake — like this, see? I pretended I saw and they resumed speaking Korean.

Kalbi, I learned, is a certain sort of beef short ribs: basically thin strips of meat with four or five white ovalar 'slices' of bone embedded in it, facing up and looking arrestingly like blank human eyes. I also learned that kalbi is delicious and very messy if you despite some real effort just can't seem to eat it with chopsticks and end up just trying to eat it with your hands and if you then realize there are inexplicably no napkins to be found anywhere around.

The kalbi was served with pork of some sort and rice, plus soft drinks, and the whole thing was really informal, with people kind of milling around and then standing in line to get food and

then sitting and eating at those rectangular study hall tables around the room's perimeter. I stuck with Christian and Pim near the door, feeling intrusive and awkward and also a bit wowed by what seemed to me a rather impressive show of cultural camaraderie and commitment, and also thankful for getting such

Since my Korean is limited to two words, one of which is an expletive, communicating comfortably proved very difficult.

surprisingly good food and pleasant treatment.

I'm thinking about this dinner because right now it's Wednesday, April 11, and I am in desperate need of some kalbi because it's Passover and basically I'm remembering how kalbi is that stunning combination of delicious and Ko-

sher for Passover. The Passover score at present is Izzy 4, God 0, which means that I've gotten through four days of Passover successfully and I've cheated on the rules zero times.

For those of you who wonder what Passover is like, it involves a lot of this: sitting and imagining food wistfully.

For those of you who don't know how Passover works, basically you just can't eat anything with wheat or most other grains in it for eight days. Four to go.

The most striking thing about Passover this year is just how few of the people I know are actually following the rules. Aside from my family, I can think of, like, two or three people. This is kind of a big deal for me because ten years ago, when I was in Jewish elementary school, literally everyone I knew followed the rules religiously. And then over time, the kids around me stopped — they stopped following Passover rules and they stopped going to synagogue and they stopped even keeping regular Kosher (this means following certain year-round rules about acceptable meat-eating procedures). I gladly gave

up keeping regular Kosher and going to synagogue around the fifth grade, but I did not, for some reason, stop following Passover rules.

So for all my complaining to anyone who'll listen and for all the hunger-induced argumentation against religious rules that I regularly inflict on my parents ("arbitrary rules fail to teach values!" and the like), I've got to face the fact that I could have easily defied my parents and quit following the rules a long time ago.

The reason I didn't, I think, has something to do with a sort of deep-down stubborn pride that comes with identity and also a feeling that this tradition, or at least the version of it I know, is dying. The first somewhat obvious parallel for me to draw here is that during Passover and Korean dinner and maybe even all the time, culture and religion define us and really are worth preserving. The second is that food brings people together.

Both are self-evidently true. What Korean dinner and Passover taught me is that both are also very, very real, and affectingly so.

OP-ED

QUOTABLE: GRUBBS ON LC'S IDENTITY

Nearly 50 years later, Grubbs's message still rings true

In April 1964, then-headmaster Frank Grubbs addressed the Newcomen Society about the history of the Loomis Institute, and his observations about the character of the school versus that of other preparatory schools are particularly telling about Loomis Chaffee today. The excerpt below focuses on the idea of the "Loomis identity," which walks that fine line between being representative of having a first-class education and being conformist in nature.

* * *

[Mr. Batchelder] was passionately anxious to make Loomis great but different from the conventional preparatory schools. He knew that this was what the founders wanted when they established the "free and gratuitous" clause in the charter, and it was his belief that character and habits of vigor were the chief goals that Loomis should seek to instill in its students. College preparation would be taken in stride if that was what the boy needed, but it should never be the chief goal.

To help you to catch the spirit this man was breathing into the new school, I will quote from some reflections written in 1929 by Dr. John Edmund Barss, head of the Latin department.

"Mr. Batchelder has said that he does not want Loomis to 'set its seal' upon a boy. If the time comes when you can recognize a Loomis boy by his speech, by his clothes, or, still more totally, by a standard attitude of mind, on that day we shall have

failed." Another oft quoted remark of Dr. Barss's is the following: "The democracy of Loomis is as unconscious as its community life. I know of no school more democratic, or where the word enters less into one's thought or speech. When people talk much of democracy, one suspects that their democracy comes hard."

I believe that Dr. Barss could have written the same comments today. I have been on the Loomis faculty in all the intervening years since that time and it is my observation that Loomis has retained the characteristic qualities that Dr. Barss prized so highly despite all temptations to follow the crowd.

From the very start Loomis did not follow the crowd. First of all, it had an extraordinarily low fee. When other private schools were already charging over \$1000, Loomis charged its boarding students \$450 and its day students nothing but the cost of lunch, for in those days the income from the endowment provided by the founders far exceeded the cost of tuition. (It should be noted, incidentally, that all references to "tuition" in this paper are to be taken in the literal sense—i.e. the cost of classroom instruction for teaching salaries.) All expenses of any kind were cut to the bone. While other schools were providing maid service, waitresses in the dining hall, and a large staff of janitors and gardeners, etc., Loomis put the students to work. They made their own beds, waited on table, took care of the grounds, and worked on the school farm. This was

not entirely unique since Father Sill inaugurated the same system at Kent at about the same time.

When John D. Rockefeller, Jr., was seeking a school for his oldest son, he sent out a scout to study private schools to find one that had no frills, fostered the simple life, encouraged participation in the chores of every day living, and would provide a first class education surrounded by austerity and habits of vigor. The scout picked Loomis and Mr. Rockefeller wrote to Mr. Batchelder to arrange for the boy's admission. The headmaster took pen in hand and explained to Mr. Rockefeller that he regretted to have to turn down his son but he did not want to risk changing the character of the school. He went on to say that if he accepted the boy, it would be unfair discrimination against some other boy who did not have as many privileges as his son. It is said that the ordinarily very restrained Mr. Rockefeller drove promptly to Windsor to tell Mr. B he felt it grossly unfair discrimination of the worst kind to turn down a boy simply because his father was wealthy. I have no specific details as to what happened next, but Mr. Rockefeller's son did enter Loomis that year as did another son a few years later. To put it very mildly, Mr. Batchelder never regretted his ultimate decision to accept a Rockefeller. It should also be noted that the presence of Rockefellers in the school did not change its character.

Text courtesy of the LC Archives

NINA SAYLES '13

Sailing through security: why the TSA runs aground

Since its inception in 2001, the Transportation Security Administration has been revamping airport security procedures. With new machines, more sensitive x-rays, and higher employment of officials, the TSA has no excuse for errors made. Yet the growing bureaucracy may be inhibiting safety, and the agency's frantic attempts to follow all guidelines (politically-correct and otherwise) may actually pose a greater hazard to travelers.

With all the TSA's new policies, you might think you can't get away with anything these days. But really, it seems as though the TSA is digging itself into a hole. The more complicated their policies get, the sloppier they are at checking everyone's bags. With the mix of many new policies, hundreds of thousands of people flying daily, and their attempt to get everybody through security lines in a timely manner, one can expect an airport to miss a few key items in their search.

This March a friend and I flew through LaGuardia, and it's a good thing neither of us would think about starting a knife fight on a plane. My friend Maddy was on her way to Florida for her school's spring training sailing trip. Many sailors keep knives in their sailing bags, and she's



Items banned by the TSA

JULIO CORTEZ / ASSOCIATED PRESS

no exception. Most, though, probably remember to put them in their checked luggage before security. She did not. But it turns out it didn't even matter. Maddy had two bags to

searching it. But she took the wrong bag. She unfolded Maddy's clothes and almost ripped apart her favorite stuffed animal, yet found no knife. Maddy then took her bags to the gate, knives and all.

I happened to have a Swiss Army knife in my backpack, simply because I forgot I put it there months ago. When I flew through LaGuardia a few days after Maddy did, likely ruling out the possibility of having the same security surveyor, my bag made it right through security. Not a single problem. I actually didn't realize that I had the knife until it was found by security on my way home at the Cincinnati/Northern Kentucky regional airport (and subsequently confiscated).

Had the security surveyor at LaGuardia not been so concerned with whether or not my liquids were in two-ounce bottles, maybe then she would have caught my error. My knife was hers for the taking. I didn't sneak past any security lines, hide it inside a stuffed animal, or try to distract her. And yet she still missed it. So, how can one rest assured that his flight is safe, if the TSA keeps making mistakes? Maybe the TSA should stop making ridiculous new rules and focus on efficiency.

MEAGHAN REID '13

Food for thought: the Hunger Games "controversy"

My sister and I took a trip to a movie theater to see *The Hunger Games*, and I thought it was pretty good. Imagine my astonishment, then, when I heard someone on the radio complaining the next day about the same movie. However, after listening to her for a few seconds, I learned that she was not complaining about the movie itself, but the reaction her eight-year-old daughter had upon seeing it. One word: nightmares.

However, the movie cannot be blamed for the girl's dreams. What was her mother thinking, taking her to see a movie like that? That girl should not have been there for three reasons:

1) The movie was rated PG-13. What in this rating indicates that an eight-year-old should attend this movie?

2) The premise of the movie was that twenty-four kids were sent into an arena to fight each other to the death, indicating that the movie will have some scary moments that an average eight-year-old would have problems with.

3) When questioned by the guy on the radio, the girl's mother admitted that no, her daughter had never read the book. Which means that this poor girl probably went into the movie expecting to see something about famine and football.

What did this lady think would happen? That her daughter would switch gears immediately from famine and football to Battle Royale with no problems whatsoever? That PG-13 is just to make the movie look more mature?

A PG-13 movie is defined by the Motion Picture Association of America (the rating board) as a movie where some material may be inappropriate for children younger than thirteen. It may contain only one nonsexual F-Bomb, and extremely

brief, incomplete nudity. As the important part in this case, the movie may have depictions of violence, but the violence may not be both realistic and extreme and persistent, though one or the other is accepted. The violence in the movie was somewhat realistic at times, such as the people who were stabbed, shot with an arrow, stung by genetically engineered yellow jackets, and otherwise painfully dispatched, but the circumstances under which the violences were committed were

If you see *The Hunger Games*, don't go for the politics. Go for the entertainment.

completely unrealistic. After all, these are randomly selected teenagers, not trained gladiators in Ancient Rome's golden age. Who would ever tell a bunch of teenagers to go fight to the death?

The violence was not continuous, either, and, though a twelve-year-old does die (a scene that may have been extremely distressing to an eight-year-old, though not someone who is thirteen), the descriptions of violence in the book were a lot more gruesome than the violence shown in the movie. So, while an eight-year-old could be unable to deal with the violence, the average thirteen-year-old would be fine. As for bad language, nudity, and drug use, there was none whatsoever. In fact, this movie could probably have stood up to scrutiny for a PG rating. A PG rating can have depictions of violence that are not intense, and, in most of the cases in which violence appeared,

there was no blood at all, which is uncommon when someone is impaled, but fine for an under-thirteen to watch.

Aside from the rating, there have also been political arguments centering on the movie. Progressives claim that the movie supports the Occupy movement with its rich vs. poor themes, with the people of the twelve districts representing the 99 percent and the capitol being the one percent. Conservatives also claim the movie as their own, saying that it gives an argument against big government—the government should never be given so much power that they can order children to fight to the death as a reminder of omnipotence. But who says the movie had to have some sort of political theme or message at all? What if none of these political ideas ever crossed Suzanne Collins's mind as she wrote first the book and then the screenplay? Not to mention, the book was written three years prior to the Occupy movement. Why can't people just let a story be a story? Maybe the only messages that we should take from this movie are the messages that have been prevalent in most fictional scenarios throughout all time: that good can prevail, and that a story is supposed to be exciting.

So if you go to see *The Hunger Games*, don't go for the politics. Go for the entertainment, the laughs (which do occur when the person in front of you does not know that something will jump out of the woods and screams when it does), and the story in general. Watch to see the good guys, the ones who did not spend their lives training to kill the other contestants, win. Watch it just for the sake of a great story.

Or at least refrain from dragging me into an argument about the movie's themes.

Ruminating on roommates

Ever since the month of March has come to a close, I have noticed a small but disturbing shift in the tone of my life. For while the daily events are largely the same, I cannot help but feel, especially in moments of extreme normality, discomfort and unease. Try as I might, as I lounge on a friend's futon, or chat with a classmate about school work, I always end up developing a stomach-churning, mind-reeling, toe-curling mix of dread and wonder. Something is coming.

Only I have absolutely no idea what it is. Sure, I could easily write my case off as simple anxiety. After all, my eighteenth birthday has come and gone, and

THE LITTLE THINGS

Jeesue Lee '12

like any teenager, I am somewhat eager to try out my new rights and status. Maybe, one of these days, I'll even invest in a harmless lottery ticket, in cheap hope I'll hit the jackpot. The non-alcoholic possibilities are endless and now, I have the world before me. Yet, being the wimp I am, I am equally, if not more, terrified at the concept of suddenly having a separate identity from my parents. Haven't I lived all of my life under their loving and protective shadow? Haven't I been kept and sheltered from the real horrors of the world, such as poverty and starvation? The only things my parents have ever asked of me were to work hard, keep clean and be a good person. Nothing else. At most, the only real hardship I've ever had was the occasional bully or series of inane chores to do. What makes it so right that I can legally take on the same responsibility?

Sadly, there really isn't, and even after having turned eighteen, I still have the nagging problem of my upcoming freshman orientation. You know, college. Life. All that angst that comes when the glee and triumph of college acceptance has passed. Indeed, the concept of higher education is highly tempting. No longer will I have to worry about the costly College Board standardized exams or scribble in the silly blue books of doom. Instead, I could, if all went well, enjoy and revel in whatever chosen major or majors I desired. What could be better?

Yet, as I began to scroll through my school's Class of 2016 Facebook page, reading the many greetings and threads between my new fellow classmates, I soon realized how out of the loop I actually was. Sure, there are a large number already interested in English literature, film and theatre, but their tastes have proved so jarringly different to mine, that I have found myself falling silent in the virtual conversation.

The real test came when we all began talking about the roommate situation. For as much as my school may boast and brag about having some of the greatest programs in the country, it is also notorious for being overwhelmingly progressive. It puts the "lib" in "liberal arts." Thus, apparently, this means there is no such thing as a roommate survey.

"We find that people tend to lie on those things. Statistically speaking," my tour guide had explained, smacking his gum. "So, you can either do it randomly, or by request."

Oh, the horror. So, in mute protest, a girl created a survey of her own, and asked most, if not all, to elaborate on the following: hometown, academic interests, sleeping patterns, drinking/smoking habits and anticipated roommate vibe.

"I don't want to get stuck with just anybody," she explained, typing in all lower-case. "I'm sure you don't want to either."

And surely enough, it seems that most don't. Writing from all parts of the world, kids have replied with an array of answers, some funny, some charming and others downright weird. One gleefully put that he "smoked non-cigarettes," (a notion that took me, sadly, several minutes to discern) much to the liking of five people. Another put that she liked "to go to bed at twelve and wake up at four to just meditate." My favorite was by a boy from Greenwich who claimed "long periods of anti-social behavior and will be awake at wee hours in the morning to check Tumblr." Me? Well, I ended up writing that I consumed great amounts of coffee, not vodka; I slept like a log, and I hoped for a roommate who was equally adept at general tidiness as well in her knowledge of modern pop culture.

No reply. Not even one "like." It appears that in my hoped for candid-but-cute reply, I instead managed to ostracize myself as a lame nerd. Again. Perhaps it is this quiet rejection compounded with the eighteenth birthday that makes me so nervous. Before, I could easily find a way out, an easy route. Now, I have no choice but to act my age (lest I become Benjamin Button) and go to my freshman orientation in August. Oh goody. I don't want to be awkward, the metaphorical elephant in the room. If anything, I just want the universe to play by my rules and my time, and let me sleep.

Isn't that enough to make any teenager go crazy, to wither in nervous anxiety? Maybe. After all, we spend so much of our adolescence trying to change everything to fit the way we, not the world, wants it. We bend and break rules. We defy and reject institutionalized authority. We demand independence, yet still depend on the likes of our parents and family to support us, to give us rides to school, and to make our dinner.

At most, I can only hope that I will find inner peace (maybe I'll start meditating) that will guide me through the rough waters of my mind. I would still rather be Jeesue, the seventeen-year-old, but as the years change, so must I.

Here's to April.



BY SIOBHAN REID '12
Opinion Editor

Baseball through the ages

A history of LC's highly successful baseball program

we have one misguided New York Yankees fan, and my male cousins play "America's pastime." The Sox were in Michigan, playing the Tigers at Comerica Park, a massive stadium in downtown Detroit. Believe it or not, the park features statues of Tigers' players whose numbers have been retired, a fountain behind center field, a carousel, and a colossal scoreboard. There are several venues where one can purchase snacks and souvenirs.

By contrast, then, the Loomis Chaffee baseball experience is decidedly minimalist. Our Sellers Field, located on the outside of the Loop, near the football field and Sellers Hall, consists of a finely maintained diamond, two "dugouts," a storage shed, and a set of bleachers. Deep in left field, by the Batchelder/Island intersection, stands a brick memorial to Charles Edgar "Chick" Sellers, Loomis's first baseball coach.

Yet the simplicity of the setup does not detract from the enjoyment of observing games; rather, it further emphasizes the success of the program run by Jeff

Ross since 1999. Over the past nine years, Coach Ross's pelicans have maintained a 0.678 winning percentage. An incredible feat, and has been a major contender for the Colonial League title every year. Fans can always expect a good contest.

This year, our boys have started off with three solid victories versus Trinity-Pawling, Deerfield and Hopkins, with fifteen more games on the schedule. Coach Ross seems confident that the team, led by seven seniors, will continue to perform well, but says, "it's way too early to tell how this team will fare or how it will stack up compared to past clubs, but it definitely has some strengths that I'm excited to see them put to work this spring." As it does every year, the program looks to compete for yet another league championship.

Leo Durocher was a player-manager for the Brooklyn Dodgers starting in 1938, and, while ranking the tenth-highest manager for career victories (2,009), he is more famous for his colorful character. Nicknamed "Leo the Lip," Durocher ranks

fourth on the list for career ejections with a staggering 95 removals from the field and a particularly ugly suspension in 1947. He once said, "baseball is like church. Many attend, few understand."

The Major League Baseball rulebook fills 123 pages and God-knows-how-many individual directives. Knowing each and every regulation must consume absurd amounts of time, but the Loomis Chaffee baseball team makes it look easy. "We believe that 'you have to get smarter to get better,'" said Mr. Ross. He stresses fundamentals and basic strategy to create a base upon which more specialized play can develop.

And more specialized play does develop, enough that Loomis players can expect successful careers in college and even in the professional leagues. Pierre LePage, Class of 2007, currently plays for the Peoria Chiefs, the minor league team of the Chicago Cubs. LePage is no anomaly; Loomis boasts a long history of MLB players. Ulysses "Tony" Lupien, Jr. '35 played first base for the Red Sox, the Phillies, and the White

Sox, and coached baseball at Dartmouth for approximately 20 years. (Fun Fact: his grandson is professional wrestler John Cena). Frank Quinn '45 pitched for the Red Sox. Robert Davis '51 pitched for the Kansas City Athletics before the franchise relocated to Oakland. Moe Drabowsky '53 has one of the most interesting stories of the Loomis baseball-playing alumni—a Polish Jew, Drabowsky escaped with his mother just before the Nazi invasion. He lived in Wilson, Connecticut, which is now part of Windsor, and pitched at Trinity College before playing for the Cubs, the Braves, the Reds, the A's, the Orioles, the Royals, the Cardinals, and the White Sox. He won two World Series titles with Baltimore—one in 1966 and again in 1970.

Mark Brown '77 pitched for both the Orioles and the Twins, and Matthew Murray '89 played for the Braves and for the Red Sox. The sheer number of professional baseball players on our alumni list clearly indicates the consistent strength of the Loomis Chaffee program.

This history of excellence reaches back

BASEBALL, PAGE 2

A world of possibilities for the young Austin Rivers

BY ANDREW COWAN '14
Staff Writer

Six foot four inch, 200 lb Austin Rivers by no means dominates the court with size. Rather, a combination of speed, grit, and a killer jump shot propels this freshmen star to near the top of the list of best shooting guards for the upcoming NBA draft. With his father, Doc Rivers, the former NBA great and current head coach of the Boston Celtics, Rivers enrolled at Duke University this year with big shoes to fill. Thriving under pressure, Rivers proved his abilities early on in an exhibition game against the China Men's National Basketball Team, scoring 18 points and shooting over 50 percent from the field. Throughout the course of the 2011 - 2012 winter season, Rivers continuously proved himself to Duke Nation and to the whole nation, holding the position of overall leading scorer on Duke, averaging 15.5 points per game. He even managed to salvage a grim game against the University of North Carolina Tar Heels, adding to one of the greatest rivalries in sports, Duke University Blue Devils versus University of North Carolina Tar Heels.

With an 82-72 lead and just 2:09 left to play, it was a matter of when, not if, North Carolina

would finish off Duke. Cutting steadily away at the Tar Heel lead, Duke found themselves down by two points with less than 10 seconds left in the game. As the seconds slowly and relentlessly ticked off the clock in the Dean Dome, the UNC stadium, counting down to the inevitable victory for the North Carolina Tar Heels, Austin Rivers dribbled the ball patiently, biding his time. Five seconds and one ball-screen later, Rivers was guarded by the 7 foot, UNC forward, Tyler Zeller. As the audience watched in sweat drenched suspense, Rivers, even with the prospect of heroism looming over him, calmly launched up a three-pointer over the outstretched arms of the much-taller Zeller and watched as the ball arced magnificently through the air and swished through the net for three points and a one-point victory for the Duke Blue Devils. The once-frenzied North Carolina faithful had fallen into a nervous hush for the brief time that the ball was in the air, and once it dropped down past the rim, a silence marked by disbelief took over the crowd.

This incredible shot will be remembered as the staple of Austin Rivers's short lived college career because on March 26, 2012, he announced his entry into the upcoming NBA draft. His departure leaves a major void for

the Blue Devils to fill, but adds much excitement and talent to the NBA draft. The Boston Celtics have two draft picks in the middle of the first round, either of which could be spent on Austin, creating a middle-school father-to-son, coach-to-player relationship. Plenty of fathers have coached their sons, such as Bill Walton coaching Luke Walton, or Archie Manning coaching Peyton Manning, however few, if any fathers have coached their sons at a professional level. Austin was quoted saying he would love to play under his father, and Doc is definitely not against the idea either. If drafted to the Celtics, Rivers would add to the Celtics' talented roster and the nation would watch as the River's family relationship is tested on national television.

However, some concerns about the young scorer's ability to compete at a professional level surround all of the hype. Over the season, Rivers experienced problems with turnovers and panicking under heavy harassment from hounding defenses. Experts wonder if Rivers has developed and matured enough as a player to compete with the best basketball players in the world. All of these questions will have to be answered in time, and I look forward to watching how Rivers's future unfolds.

Ultimate frisbee to ultimate proportions

BY WILLIAM DORAN '12
Staff Writer

Ultimate frisbee has finally found our Island. Picture this: Satchel MacClintic '12 hovering a meter in the air, arms sprawled in anticipation, temporarily leaving the earth to mortals in a scene of gladiatorial glory. Or, perhaps this: Peter Falsey '12 in an all-out sprint, leaping up just in time to retrieve a Lusardi huck from the end-zone air.

All this, and plenty more unimaginable events, take place across the causeway, where a new culture is sprouting at Loomis — one of fulfillment and fun, rid of the ball-and-chain of established sport. We have adopted the growing sport, whose contagious spirit will surely change LC for the better. "We aren't on this field because it's the crappiest field," ultimate coach Neil Chaudhary remarks, "We're on this field because it's the first thing visitors see when they arrive." Wise words from a wise man.

When he is not coaching the future of frisbee, Chaudhary educates them in the sciences, himself a second-year chemistry teacher. Along with captains Nick Lucchesi '12 and myself, Chaudhary is crafting juggernauts such as Vijay Mansukhani '12 into veritable gods of sport, engaging in a long and fruitful history of Ultimate proportions.

It has been conjectured by leading anthropologists that early man used Discraft™ products to lure prey, and that the ancient Greeks



LC Ultimate holds a practice

SARA GERSHMAN '14 / LOOMIS CHAFFEE LOG

threw perfect scoobers to disarm their enemies in battle. Although much more refined, this pure, unadulterated manliness and determination lives in all of us in Ultimate, whether we are tentatively awaiting a pull or resigning ourselves to gravity for the ever-hallowed 'Lay Out!' The sport itself was invented in the late 60's by Joel Silver and Jared Kass, from Columbia High School, NJ, and Northfield Mount Hermon, respectively. Their creation lives on at schools across the nation, and, now, finally here on the island.

"I hope to spark interest in a sport terribly neglected by the Loomis community for too long," says Lucchesi, who is seeing his dream fulfilled not only on the field but in the quad as well. Since the new sport garnered interest earlier this spring, casual frisbee sessions have become quite common between periods, the darting Ultimate Flying Object a symbol not of esoteric athleticism but instead of inclusiv-

ity. All members of LCUF leave each session feeling happy, enhanced, and sore. More than just a sport, Ultimate's Spirit of the Game creates a level playing field, where anybody and everybody can play if they so choose. As Patrick Kennedy-Nolle '12 said, "I am the best ultimate frisbee player." Indeed, Patrick's debatable self-praise may well apply to every one of the twenty-odd initiates, each of are equal under the Spirit of the Game, and each of whom are participating in what is no doubt a long-awaited founding event.

Ultimate frisbee can be seen as a growing culture, devoted to healthy and low-pressure competition, and dedicated to fair and inclusive play. Our game revolves around a disc, which, as some of our rank have found, may not always fly straight. However, unlike the fickle frisbee, LC ultimate always manages to follow a direct trajectory.

Stanley Cup prospects: Philly Flyers seek a third win

BY CALEB RUDNICKI '15
Staff Writer

Each spring, the top eight teams from both the East and West Conferences of the National Hockey League compete to win the Stanley Cup. Using statistics and head-to-head player comparisons, here is how I see the battle for the Stanley Cup unfolding.

Henrik Lundqvist, "The King of New York," and player on the New York Rangers is in search of his first Cup, but he first has to lead his team against the young Ottawa Senators. The New York Rangers' success is reliant on the play of Lundqvist, who has had an outstanding 1.97 GAA (goals against average) and a .930 SV% (save percent). On the other end of the ice, 6'7" goalie Ben Bishop of the Ottawa Senators is back in the net after being injured. Together, "Big Ben" and the league's best defensemen, Erik Karlsson, who has scored 78 points this year, look like they'll make a competitive run for the Cup. Still, the Rangers are more powerful and will likely make a deep run in the playoffs, then fall in the Conference Championships.

Looking for a second consecutive Cup, the Boston Bruins are faced with a surging Washington Capitals squad. The Bruins' Tim Thomas, who recorded two shutouts and a 1.14 percent GAA in the 2011 Finals, has fallen short of expectations this season. On the other hand, Alexander Ovechkin has re-found his scoring touch for the Capitals by tallying almost 40 goals. However, the Capitals are relying on young backup goalie, Braden Holtby, due to the injuries



GRAPHIC BY LUKAS ODERMATT '13 FOR THE LOOMIS CHAFFEE LOG

of Tomas Vokoun and Michal Neuvirth. Washington regained its form late in the season and will take advantage of the struggling Bruins, but they will be stopped by a powerhouse team in the next round.

After ten long years of missing the playoffs, the Florida Panthers won the Southeast division and clinched the third seed in the Eastern Conference, where they will face the New Jersey Devils. The "Comeback Cats" do not have a stand out individual, but do have four players who hover around 50 points this season. One thousand miles

up the East Coast, the New Jersey Devils have sniper Ilya Kovalchuck and the aging goalie Martin Brodeur. Although Kovalchuck can score, Brodeur is past his prime and will not be able to deliver his team a Series victory. The Florida Panthers will be victorious, but will lose in the next round to a team with more depth.

A classic Pennsylvania matchup between the Pittsburgh Penguins and the Philadelphia Flyers is certainly going to last the full seven games. The beloved Pittsburgh Penguins are the league's elite team with su-

perstars like Evgeni Malkin, Sidney Crosby, Kris Letang, and Marc-Andre Fleury, and they are heavily favored to win the cup. Their cross-state rivals, the Flyers, led by comeback goalie, Ilya Bryzgalov, use their offensive agility and defensive roughness to earn their wins. Look for "the Broad Street Bullies," who have not lost to Pittsburgh in two years, to upset the favorite Penguins, and then keep winning until they are awarded their third Stanley Cup.

In the Western Conference, the best team statistically, the Vancouver Canucks, takes on the Los Angeles Kings. After a huge disappointment in game seven of the Finals last year, the Canucks look to close some unfinished business with the Sedin twins, who combined for 148 points during the season, leading the retaliation along with the powerhouse Canucks' goalie lineup. The LA Kings' biggest asset is their goalie, Jonathan Quick who led the league with 10 shutouts and has the capability to win in tight games. Overall, the Canucks offense will overpower the Kings defense, leading them to a win, and then they will lose in the Conference Finals.

It was a lopsided season series between the St. Louis Blues and the San Jose Sharks with the Blues winning all four games. The Blues' head coach, Ken Hitchcock, has turned his team around this year with solid goaltending, 15 shutouts during the season, and with an offense that boasts having three players tallying 50 or more points this year. The Sharks have a lot of potential on offense, but their weakness is in their goaltending. Antti Neimi has a record of per-

forming poorly in the 2010 playoffs with the Blackhawks. The Blues will not sweep the series, but they will still win easily, and then lose to a more experienced team.

The Phoenix Coyotes and their phenomenal goalie, Mike Smith, host the Chicago Blackhawks and their superstar, Patrick Kane. After a disappointing season last year, the Coyotes have relied on Mike Smith, who had a record 54 save shutout only one week ago, to win their games this season. Still, goaltending, alone cannot compete with Chicago's sensational forwards team of Patrick Kane and Marian Hossa and hard-nosed defensemen Duncan Keith and Brent Seabrook. Smith will not be able to carry the team on his back, allowing the Blackhawks to get a win and continue on to the second round, but no further.

The Nashville Predators are up against the legendary Detroit Red Wings in what could be the opening round's closest series. The Predators have it all—spectacular goaltending in Pekka Rinne, flashy offense in Alexander Radulov, who has seven points in just nine games since returning from the Russian KHL, and rough and tough defense in Shea Weber. Nashville must contain Detroit's Henrik Zetterberg, with 69 points, and Pavel Datsyuk, with 67 points, to prevent them from scoring flashy goals and making rapid fire passes. After many years, the Nashville Predators have finally gained enough depth to stop the Red Wings, climb past the Canucks in the Conference Championships, and then lose to the Flyers in the Stanley Cup Finals.