



History of Hazing: Purged on the Students' Behalf

BY CALEB RUDNICKI '15
Staff Writer

Loomis Chaffee is a school filled with tradition, such as the rubbing of the nose on the Taylor Hall plaque, playing Kent for the spoon and bowl, and ringing the victory bell after a big win. But most students and community members would agree that the most popular tradition of all is the Senior Path. This holy walkway leading from Founders Hall to the old Dining Hall holds a sacred tradition that has been sustained throughout Loomis' near-centennial career. Legends, some true and some not, have been passed down from class to class pertaining to the actions Seniors used to take when non-Seniors strolled down the path.

In 1976, buildings like the RAC, Kravis, Harman, and Carter did not exist on campus, which meant that the Quad was the metropolis of life on the Island. It was the cynosure of campus. The Quad grew even more popular when, at a class meeting in 1976, seniors voted to revive the tradition of bricking the path in honor of each graduating class. After this vote, and with the return of the Senior path holding notoriety among Loomis features, underclassmen were drawn to the mystique of the path, desperately wanting to get a taste of history.

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100 Things To Do Before You Graduate

The Log Staff compiles a bucket list for the ambitious LC Pelicans

Eric LaForest: Loomis Teacher, Jeopardy Champion

BY ELIANA
Staff Writer

Have you ever watched Jeopardy? I hadn't, and when I watched my first episode of Jeopardy with my AP U.S. History teacher, Mr. LaForest as one of the three contestants, I ended up gaping open-mouthed at my

computer screen with incredulity. For those of you who are new to Jeopardy, let me give you a brief overview. The contestants in this game show are expected to answer a series of extremely difficult, obnoxiously random, and unbelievably detailed questions in the short span of a few seconds per question. The first

contestant to press his or her buzzer gets to answer the question. In short, jeopardy is about intelligence and fast reaction.

So what made Mr. LaForest go on jeopardy in the first place? Sitting in his study room, I listen with amusement as he starts his story from his rehearsal dinner, the night before he got mar-

ried. On that night, a memorable spring evening of 2009, Uncle Tuffy, his wife's godfather suddenly decided that if Mr. LaForest gets into Jeopardy and wins, he would pay for his wedding. Right away, Mr. LaForest jumped on the opportunity; after all there was nothing to lose. And

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New and Exciting Classes

BY ANNIE FERREIRA
Features Editor

The excitement that is brought on by flipping through the course catalogue during the spring of each year is rivaled only by the thrill that one gets from taking a never-before-offered, fresh-out-of-the-oven course. This year, Loomis has added quite a few exciting courses that have the entire campus buzzing.

The faculty over at the RAC are revamping the art history department, which kicks off three new classes this year. Actually, none of these classes are "new," for they were listed in the course catalogue but never officially offered. But, with the addition of teacher Rick Taylor, who will be teaching all three classes, as well as U.S. History, these classes are being reintroduced to students this year. In the fall, American Art is offered, in the winter, Renaissance/Baroque Art, and in the spring 19th and 20th Century Art. "My aim in all my Art History courses is to develop students' cultural and visual literacy," says Taylor. In these courses, Taylor plans on emphasizing the multidisciplinary of art as an area of study, and its connection to History, English, and Science. And, to emphasize that point, homework is just as likely to be literary ("Essay on American Scenery" by Thomas Cole) as visual.

The third floor of Brush is hearing some new lectures and reading some new textbooks as well. The History department has added four new classes and revamped or brought back three. The Modern History of Brazil, taught

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Getting Involved: New Clubs on the Island

BY STEPHANIE YIU '14
Staff Writer

Are you always bored after school? During those all school frees? If so, then hit these new clubs up! These organizations range from donating used equipment to representing yourself through fashion to winning cash prizes! For those of you who missed your opportunity at the clubs and activities fair, or for those of you who did not even show up, here's another chance to sign up!

James Daring '14 already has the Breaking Club, but James has also started another organization called XLC: Xtreme Loomis Chaffee. Ever heard of tricking? No, not that kind of tricking,

the dance tricking. Well James can teach you all about it and even show you a few moves. Tricking involves not only break dancing but also martial arts and gymnastics. Cool, right? James will supervise you to make sure you get the moves down and to prevent you from getting injured. You don't even have to know any tricking! Just sign up for the club and learn some challenging moves that will impress other people.

The Loomis Chaffee Fashion Club's table was a hit when I passed by. Sarah Horowitz '13 and her partner, Quinn Schoen '14, actually already have a blog set up. On the blog they've uploaded some pictures of students who wore amazing outfits. You

should check it out sometime: <http://lcfashionclub.wordpress.com/>. They also have a facebook page, just search for "LC fashion club" and like their page. What's the point of the club? Sarah says the point is, "To show who you are, from the inside out, and maybe even discover something about yourself you never knew existed." They're hoping to make fashion trips to New York and to even watch some fashion shows. Join soon and get some fashion tips from Sarah and Quinn!

Michael Basmajian '13 and Melissa Laudner '13 started the LC Finance Club. The club is divided into two groups: a stock market side and a microeconomics side. The stock market side

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Loomis Students Attend Hotchkiss for Political Conference



BY CHARLIE KENNEY '15
Staff Writer

We arrived mid-morning to a sunlit campus where we were led into an enormous, majestic building. Inside, there stood a simple table with a few Hotchkiss students behind it, checking-in students from the 11 attending schools, among them, Loomis, Greenwich, Kent and many others. The Hotchkiss dining hall is similar to ours, with flags lining the ceiling but with rectangular tables. With some soggy pancakes in our bellies, our day of listening to and participating in fervid political discussion went underway. We were led into a modern theater room where Loomis, being the cool school, sat in the back of the room, instead of in

the half empty rows of chairs set up for the conference. From 11:00 to 12:00 we were given a powerful keynote speech by Lisa Brown, Hotchkiss class of 1978, about the importance of civility in government and her life experiences surrounding that topic. She currently works for the Obama administration and has worked for multiple presidents in the past, including the 2000 Al Gore campaign. Although the White House prohibited her from releasing any of her speech in writing, due to its somewhat personal account of high-level executive events, the speech elicited a feeling both of pride in our country and longing for it to mend its flaws. The theme of the day was "an experiment in policymaking." After the keynote we were

divided into sub-groups, each focusing on hatching solutions to the many issues plaguing the functionality of our government. The individual issues in each group were, "Increasing Executive Power, Campaign Finance, Congressional Partisanship, Partisanship in the Supreme Court, and Healthcare." We then had two and a half hours of Harkness-table discussion in the Hotchkiss English department. There were two separate committees for each issue. I was involved in the congressional partisanship committee with Mike Horowitz '13 and many students from non-Loomis schools. In the words of Paul Lee '13, who was on the healthcare commit

tee, "I thought the Hotchkiss

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Editor's Picks

NHL Lockout

Yet again, a lockout threatens to cancel another NHL season. Within the past two decades, such events have unfolded four times, inclusive of this current and alarming prospect. NHL players are beginning to leave the NHL for leagues in parts of Europe. Fans hope that the NHL players and members will come to an consensus regarding current issues, but as shown by past cases, this is not always the way things play out.

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Cutest Roommates

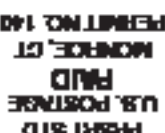
Two Senior girls, roommates for the past three years, are put to the test. They answer questions about each other- questions that only roommates would know. The girls answer both seriously and humorously, both bantering and complementing one another.

ON PAGE 4

Religious Holidays

A senior takes an exploration of the nature of religious holidays. At a school where students constantly feel pressured because of time, a surprising break in the normal school schedule comes as a pleasant occurrence. But just how does the administration validate what days are important and worth taking time off classes?

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Sophomore Retreat as a Senior

BY HARRIS FISHER '13
Staff Writer

Whirling around in circles, dizzily watching the blurred colors of the other participants and the stacks of chairs streak by, I locked elbows with Lauren Horn, both of us caught in the goofiness of the moment that was the hoedown during the Sophomore Retreat. Constantly grinning and laughing until it hurt, we, along with all of the other groups of eight, alternated between promenades, do-si-dos, and partner swings to the tunes of the famous White Boots. As I looked around, I saw nearly every other senior leader and sophomore all partaking in the same silly, yet extremely fun dance moves that brought out the inner country-lover.

Despite the overwhelming excitement, a glimpse of a few hesitant sophomores sitting on the sidelines sent me back

to memories of my sophomore retreat with a surge of nostalgia. That same face on the reluctant sophomores, wary of judgment from others, not quite ready to completely commit to the seemingly embarrassing dance routine, once adorned my face as the bus rumbled by Moose Field, inaugurating my sophomore retreat. As I stepped off the bus, my legs buckled slightly and I almost tripped down the stairs (great way to start the trip, right?). Questions bounced inside my head. Will I have any friends in my group? Will I have to do anything awkward? If I put myself out there, will people like what they see? All of these anxieties seemed to affect my control over my motor skills. Intently focused on my own fears and doubts, I barely noticed that almost everyone else in my group shared a variation of my sentiment, a natural nervousness.

As our group progressed through the first few team-building activities, I remained on the outskirts, participating just enough to slip under the radar. However, my apprehen-

sions melted away when we played a fantastic game called Blind Fetch, where the group must soundlessly direct one person to command another blindfolded participant to locate an object. As I looked around at my group-mates, I realized that even though we were all frantically motioning with our arms—screaming with our violent gestures, stop, go forward, turn left, no your other left—and looking quite foolish in the process, no one seemed to care; our united self-consciousness liberated us and enabled us to fully commit to the silliness of the game. From that point on, we acted as a singular unit accomplishing each amusing activity together, instead of a mix of slightly inse-

act a little nervous and perhaps wary of each other. Clearly we were not a cohesive unit. Often we didn't even remember each others' names—many apologies to Kijoon, whose name I repetitively butchered. Fast-forward through rock paper scissors entourage, screaming toes, blind fetch, and the human knot, to the low ropes, and the group had undergone a complete metamorphosis. This same group that once hardly knew each other's names clung to each other for balance, tightly packed onto a small wooden platform, singing a verse of "Call Me Maybe" to finish the activity.

As the sophomores grappled with low ropes and high ropes activities, I too engaged in self-betterment, through my building of leadership skills. With self-restraint, I managed to stop myself from divulging the secrets keys to completing the various challenges. In the debriefs, I worked on guiding the sophomores to discovering the lessons intertwined with each exercise. Shout-out to my fantastic group: Paul, James, Aswini, Lea, Henry, Jean, Maggie, Ethan, Kijoon, Tessa, Tyler and my co-leader Grace.

sure, awkward individuals.

Now, two years later, I find myself back at Camp Becket, but this time, I am uninhibited from the inception of the trip, fully prepared for the inevitable goofiness mandatory for the activities. With memories and lessons learned from my sophomore retreat tucked in my back pocket, I was eager to connect with the sophomores and guide them on their individual journeys to self-discovery.

As this year's retreat progressed, I had the opportunity not only to reflect on my own development, but also had the chance to facilitate and observe the transformation of a new group of sophomores. Just as my sophomore group learned to leave behind hesitation and to fully embrace the collective silliness of the activities, this new group was entirely different at the end of the retreat when compared to the group at the onset. When we began our teambuilding with a simple name game, our group dynamic not yet established, and subsequently we followed the natural tendency to

with each exercise. Shout-out to my fantastic group: Paul, James, Aswini, Lea, Henry, Jean, Maggie, Ethan, Kijoon, Tessa, Tyler and my co-leader Grace. Echoing the words of a camp Becket staff member, "If you go into sophomore retreat with a positive attitude and know that you'll have fun, then you will have the best time," Lauren Horn, a fellow senior leader on the trip, emphasize that you get out what you put into each activity. Both of my journeys to Camp Becket afforded me numerous opportunities for personal growth: the first excursion helped purge me of my self-consciousness and fear of judgment, and the more recent trip enhanced each lesson with the chance to apply the knowledge gained from a new perspective. Only by recognizing the power in the unity of the group, embracing the inevitable goofiness, and fully committing myself to each activity, could I take advantage of the chances to grow as person both in relation to myself and in relation to others.

Changes to the Admission Process

BY NATALIA GUITTEREZ '14
Staff Writer

Many of us can recall some bit of our first moments on campus. Whether it's the awkward anticipation of waiting on the red sofas in admissions for an interview, following returning students around the labyrinth that is Loomis Chaffee, or the exact name of our interviewer and what we were wearing. A lot has changed since those simpler days of campus tours and mailed applications, unless you're a new student, in which case not much has changed since your admissions process. For one, the Loomis Application process is no longer solely produced by pen and paper and mailed by good-old snail mail. In attempt to "go green," the Loomis Chaffee Admissions office has begun accepting online applications.

The application, including recommendations, essay, and official paperwork, is submitted online and printed out by admissions after it has been completely finished, saving paper waste from unfinished mailed applications.

The Admissions office hopes to transform its process to be a one hundred percent paper-less online application, though official plans have not yet been put in play. Last year, Loomis received 16,000 online applications and otherwise applications, including nearly six hundred from outside the United States for the 2012-2013 school year. To add to this advancing

application process, Loomis has established a new database to connect prospective students with faculty members working in departments that interest the student. While I wandered the Admissions office, in hope of collecting detailed information for this article, I caught a glimpse of Mr. Mullin striking up a scheduled conversation with a potential student who had expressed an interest in computer design and visual arts through the database.

To match up to the new technology in admissions, the office welcomed a large set of new and returning faculty and student members to the team. This year, the admissions office has a total of one hundred and thirty one tour guides. The tour guides range from brand new to four year seniors, both work job and volunteer tour guides. The Admissions Office also welcomed Ms. Nixon, a not-so-new new faculty member, who will be taking Ms. Parson's position while she takes her fall sabbatical. Ms. Nixon has been a faculty member of the admissions office for six years, working primarily during the admission season, interviewing students and working on application related paperwork. Also, Mrs. Gautier was welcomed to the admissions faculty as the Admissions Administrative Assistant last year.

Loomis Chaffee is one of ten schools in the Ten School Admissions Organization (TSAO), along with members

such as Hotchkiss, Choate, and Exeter. TSAO is an organization of prep schools in the United States that works to promote the goals of prep schools. TSAO is also the creator of the SSAT that we all loved during our admissions process! As part of TSAO, Loomis, along with other schools, sends representatives to travel in a group to advertise prep schools in non-local areas. Loomis has sent and will be sending members of the admissions faculty to Jamaica, Antigua, Barbuda, Mexico, and South America to network with possible students and family this year. Loomis is also part of the Diversity Round Table (DRT). DRT's goal is to enhance prep school education through diversity in a series of events that take place in New York City. Through DRT, Loomis has joined the National Association of Independent Schools (NAIS), which runs the People of Color Conference in Houston, Texas for independent school workers to network, and the Student Diversity Leadership Conference (SDLC) for students to attend. Loomis has used its membership in these organizations to enhance the diversity of our community and knowledge of the independent school concept.

Though it still has its loathed SSATs, essays, and interviews, the admissions office has clearly advanced from the dark days of allowing nervous students to just timidly await their interview.

Mr. Dyreson reveals Sustainability Committee's Plans

BY JOHN MACDONALD '13
News Editor

Several years ago, as the green movement began in its nascent stages on the Island, several different groups embraced the notion of sustainability and began to undertake their own individual projects. One organization, the Darwin Club, challenged the community members to experience the outdoors in a world where many people forget to notice the beauty of nature. In addition, Project Green worked to fundraise and spread awareness about becoming more environmentally friendly. Also, the Physical Plant has worked to make Loomis's fundamental core more sustainable, notably with the incorporation of our Co-Generation unit. Despite these individual green projects having similar goals, there was a lack of cooperation which inhibited the dissemination of ideas, projects, and successes with one another.

From this void in communication, the idea came about to create a committee where interested community members could present their ideas to other like-minded Pelicans. Thus, the Sustainability Committee was formed. For several years, this committee has been the cynosure of all environmental initiatives occurring on the Island.

Earlier this fall, the Sustainability Committee met for its first time in the 2012-'13 school year. Jeff Dyreson, science teacher and Sustainability Coordinator, led the meeting which had a variety of attendees including a plethora of students, teachers, physical plant members, and other faculty members. In order to familiarize the first time attendees of the affairs of such meetings, Mr. Dyreson presented several of the accomplishments of the Committee from the last several years, referencing such successes as the inculcation of the Sustainable Agriculture Plot, the participation in the Green Cup Energy and Recycling Challenges, and the

Campus' conversion to single stream recycling.

After these past accomplishments were presented, Mr. Dyreson delved into the current undertakings of the group and the projects of the Environmental Proctors. He began this discussion by touching upon the notorious campus-roaming chickens. The proper protocol when crossing paths with a chicken on campus, Mr. Dyreson explained, is to leave a chicken alone as long as it is not within a great distance from the coop. For example, a chicken wandering through the community gardens is fine; however, a chicken past the road of the loop or past the dining hall on the side of Founders or the meadows is not okay. If a chicken should be found at any of these prohibited locations, Mr. Dyreson asks that someone contact John Macdonald '13, Payge Kerman '13, Julia Hinchman, or himself through e-mail and the problem will be solved. For the majority of cases though Mr. Dyreson said, "If a chicken is out, say hello and carry on."

Next, Mr. Dyreson moved to the topic of the upcoming Green Cup Recycling Challenge. Environmental Proctor Emma Gwyn '15 explained the challenge in greater detail. Emma described to the group what the challenge is, and how the committee would run the challenge in the Loomis community. As Emma explained, The Green Cup Recycling Challenge is an event sponsored by the Green Schools Alliance, which calls for each participating school to check 20 unique garbage and recycling bin locations around its campus. For every item in a trash bin that could have been recycled, the school gets a check, and similarly a check is earned for any item in a recycling bin that should have been placed in the trash. This challenge not only allows for schools to evaluate themselves on recycling campaigns, but also, it allows for a friendly competition in order to facilitate the conversation

of proper recycling.

After the presentation of the Green Cup Recycling Challenge, the co-president of Project Green, Wyatt French '13, explained the undertakings of his club. Wyatt spoke about a Chicken Naming Raffle, in which the club would raffle off the names of our Rhode Island Red hens in order to raise money for future projects of the club. Furthermore, his co-president, Claire Hard '13, announced Project Green's efforts to sponsor a speaker from Project Wolf, an outside organization that would visit the school to present on the topic of wolves and their vital importance to our ecosystems. If Project Wolf did visit, they would bring tamed wolves along with them for students to see.

Finally, Greg Walters, the Head of Physical Plant, shared with the committee the status of our Co-Generation system. Mr. Walters explained that the system, which provided electricity as well as supplemental heat for our campus, was currently down due to an out of date emissions monitor. He further explained that Physical Plant is working to get the CoGen system back up and running as soon as possible. Unfortunately, the process has been slow due to the difficulty in initially finding the necessary replacements for the system.

After this announcement, Mr. Dyreson once again took control of the meeting and asked that everyone in attendance "Keep the conversation going." He admitted that despite the efforts of the Committee members, the school as a whole is still unaware of several sustainability initiatives and proper procedures regarding the chickens and recycling. With that, the Committee adjourned and the now fully informed community members went out onto the Island to share their knowledge on the notable work of Physical Plant, Project Green, the Environmental Proctors, and, more generally, the Sustainability Committee as a whole.

The Pledge Committee Plans Initiatives

BY ROWAN RICE '13 & PAUL LEE '13
Staff Writer and News Editor

Extending its purpose to collaborate with the Center for the Common Good, the Pledge Committee launched a "Pledge Week" (September 24-29) to promulgate the values of the Pledge and to attract members of the Loomis community to sign the Pledge Book. The Book, large enough to hold enough signatures for over 40 years, can be signed in Head of School Sheila Culbert's office. By the end of Pledge Week, almost 300 members of the Loomis Chaffee community, including students, faculty, and staff, had signed the Book in support of the Pledge. The Pledge Committee is very happy with the success of the Pledge Week, and hopes to see an even greater participation rate by the end of the year.

Now that the Pledge Committee has gained momentum, it is ready to take on its next task: selecting "Champions of the Common Good" for every Log publication. The Pledge Committee has talked endlessly about how to implement the Pledge in an encouraging and friendly way

and it has decided to recognize people who perform acts in concurrence with the morals included in Pledge, much like the Athletic Department's Pelican of the Week. However, the Pledge Committee's Champion idea has a few spins. As a member of the Loomis Chaffee community, it is vital to be aware of the means in which the Committee will go about recognizing individuals.

tions for Champions can come from anyone—teachers, students, administrators, etc. However, if you are nominating someone, you must give a brief overview of what this person has done (ex. John Smith threw away some dirty napkins after dinner one night, even though the mess wasn't his.) After the Committee has selected individuals to recognize, a short blurb about the selected Champions will be published in the upcoming Log, accompanied by a small picture of the individual. The committee believes it is essential to point out that being a Champion does not mean that you have to be an RA, on the Student Council, and a volunteer at the local animal shelter—if you perform small acts of kindness to help make Loomis a better place, you could be recognized as a Champion of the Common Good.



JUWON JUN '14 FOR THE LOOMIS CHAFFEE LOG

Every cycle, the Pledge Committee will select members of the community (including students, faculty, and staff) who have done things that have promoted the common good. The committee will choose these students from nominations received from community members. Such nomina-

The Pledge Committee hopes to set up a nomination drop-box either outside the dining hall or in the SNUG in order to encourage people to nominate others, so keep an eye out and submit some nominations!

CORRECTIONS

September 28 Issue

In "LC's Community Shares Thoughts For New Pledge" (page 3) the Pledge in the article should be "As a member of the Loomis Chaffee Community, I pledge to honor the school's mission, to promote the best self and the common good by Living with integrity and Championing a respectful culture."

In the previously issue, the faculty advisor was incorrectly named. The new faculty advisor of the Loomis Chaffee Log is Mr. Marco Rodarte.

In "Problems with Democracy: The System and The Book" (page 7) an erroneous, unintentional editor's comment was left in the end of the article. We sincerely apologize for this error.

FROM PAGE 1

Clubs

of the club competes in a Stock Market Competition. The competition is against a dozen other New England prep schools. Cash prizes are available, and LC is currently winning!

The microeconomics part of the club works to raise money for a charity called Kiva, a site that supports independent businesses in developing countries and lends them money so that poverty stricken people can improve their lives. So whether you're in it for the money or want to help other communities, you should contact Michael Basmajian '13 or Melissa Laudner '13 and start investing today.

Do you think green is the new black? Want to make a difference on the LC campus? Min Yong Jung '13 and Leon An '13 formed the Green Energy Technology Club. They want to do big things, one of which involves solar panels. But that is not currently the first item on their priority list. First, they hope to build a wind turbine for our lovely chickens! If you care about the chickens (and I'm sure you all do) be a part of this project!

Engage Me was founded by Carolyn Gershman '14, Mia Scanlon '14, and Will Santoro '15. The goal of this club is to raise money for various charities. What makes them different? They don't require donations from the students! Your job is to participate and get local stores, companies, restaurants, and any other places you can think of to donate the money. One of the club's plans involves a beach ball and lots of signatures. Carolyn says, "It's a way to get people on campus involved in something fun, new, and different, while at the same time providing them

with the knowledge that they are helping out with something bigger than themselves."

Another club dealing with donations is Pass it On, created by Kristy Cheyne '15 and Kelsey Duffy '15. So what are we passing on? Used sports equipment, ranging anywhere from shin guards to balls and cleats. They will be dropped off once a term to an undetermined location. How do you become a member? All you have to do is grab any of your old equipment and donate it, simple as that.

Speaking of sports, Tyler MacGillivray '14 and Lindsey Kendall '15 started Be a Good Sport. They organized this club to work with elementary and middle school students involved in athletics. They want to raise money for local schools and sports teams, and they hope to host a field day inviting the local schools, sports teams, and clinics. If you enjoy sports and helping out the community, this is definitely your club!

For those of you who enjoy wall-ball and squash, go check out the Handball Club. Ben Suski '15, Tyler Mulberry '15, Aidan Dunlavey '15, and Kyle Douglas '15 established this club. Usually, they play this unique sport during community frees. Sometimes tournaments are held during the weekend, too! The game is relatively simple: you throw

the ball against the wall and the other player must catch it before the ball bounces twice. Then once they catch it, they throw it against the wall. There are several supplemental rules to add excitement to the game, so check the club out if you're interested!

If sports aren't your thing, and you prefer staying inside, the Video Games Club might be for you. Ethan Lawrence '15 and Bil-

for music, and of course have fun!

Leah Rubin '14, Juwon Jun '14, and Julia Song '15 initiated In the Loop. In the Loop there will be a blog where they highlight talented artists, musicians, writers, dancers, and singers who belong to the LC community. They're hoping to become an annual magazine and if you have amazing pieces, you can submit them to

or ancient history. Chet, Mr. Z, also known as Mr. Zunino, and Mr. Taylor sponsor this club. If anyone is an artist or writer, they should email Ji Hee, Suzie Jung '14, Harriet Cho '14, Karen Cha '14, Jaewon Kim '14, or Juwon Jun '14.

Kevin Cha '14, Jeremy Bogle '14, and Jeff Greenberg '14 began the Future Business Leaders of America. If you're thinking about business as a later major, you can join this club to learn what it feels like to be out in the business world! You can visit <http://www.fbpa.org/> for more information about what the club is like.

As some LC returners may remember, we once had an LC Film Club. This year, we have the Loomis Chaffee Film Appreciation Club and the Film Appreciation Club. They both have the same plan. You get to watch movies and then discuss them after, and if you're one of those people who always critique films, you should definitely join. Sign up for the club by getting in touch with John Wong '13, Jack Bradley '14, Doug Eisman '14, or Billy Holloway '15.

Ekaterina '13, also known as Kath, and her friend, Andrey Boycko '15 started the Russian Club. In this club, you can taste authentic Russian food, learn about their culture, and maybe even learn a little Russian while you're at it! There's also a French Club. Grace Denny '13 is the leader of this group and in this club you can practice your French, learn and experience the French culture, and maybe even eat French food, watch movies, or travel to museums. They might even exchange letters with a French school! If anyone is interested in learning about other cultures, they should sign up for these!

Of course, if you want to sample food from all over the world, you can always sign up for the Brasserie Chaffee Club. Philip Cui '15 and Charlie Kenney '15 are beginning this club for those of you who want to try something other than chicken nuggets or hamburgers. Explore other cuisines and take a break from Bob's pizzas. Whether you're a foodie who can eat fancy foods like escargots, or just a general food-lover, then check out this club!

Are you one of the best people in your science class? Are you good at math? Then you should sign up for the Science Quiz Team, especially if you are in AP or advanced sciences. Mr. Osei-Mensah is leading this club and encourages all to come!

Although all of these new clubs are tempting offers, don't forget about old clubs such as Project Green and the Badminton Club. Choose what you want to participate in and most importantly, have fun! So, what are you waiting for?

Hazing

As described in the Log at the time, "The innocent lads [underclassmen], while strolling down the Path immediately find themselves surrounded by vengeful seniors. The upperclassmen then proceed to mangle, pummel, and otherwise devastate the unsuspecting freshmen -- in fine Loomis tradition, of course." These events often went under the notice of Loomis administrators. Seniors did not see their actions as a form of bullying, but rather as an action of self-defense, protecting what was rightfully theirs. Seniors never went out in search of freshmen to drag or bother, they simply used hazing as a tool for discipline. Another former Log statement, "If they [underclassmen] wished to run the Path, they would be dragged down to remind them that it was exclusively for Seniors." For the next ten years these attacks continued.

Finally, in October 1986, Dean Hess recognized the necessity to stop this cruel tradition

from continuing. A Log article in the mid-80's explained the assessment of the new rule, "Dean Hess made it official: the Senior Path, a clay walkway that bisects the quad from founders to the dining hall, is off-limits to underclassmen. At the same time, he warned seniors that the long time tradition of path dragging underclassmen who dared to run its entirety was a form of bullying, a major school offense that would result in disciplinary action."

From then on out, if one of these two rules was broken, deans were to handle the consequences. In short, these offenses were now considered a level two offense. This change was not taken well by the seniors. An article in the same Log issue stated, "making 'running the Path' an official school violation is not a sign of respect for the seniors," showing the Seniors' opinions regarding the rule against defending their beloved path. Stifling the seniors' desire to haze students took time and perseverance on behalf of the administration.

However, this rule eventually ended the tradition of daring underclassmen attempting to run the path. Hazing is an obvious disparity with the current and past morals of our community. Currently our school, with its LC Pledge, Center for the Common Good, and other morally conscience organizations, is clearly a community that commends kindness and respect. This rule change that prohibited hazing pushed our community to tighten the bond between each and every Pelican.

Today, all non-seniors are still not allowed to walk the Senior Path. However, seniors no longer will perform the acts of the past. Underclassmen and juniors respect the tradition, and typically do not break the rules. Any perpetrators may be yelled at, but never would our community perform or allow hazing on these daring students. As Mr. MacClintic stated, "Some of what was 'OK' in the past is no longer acceptable...we have evolved, I guess."

Political Conference

Political Conference was an excellent foundation for future political forums of this kind. Though I learned much about healthcare and the various issues underlying it, I'm sure that once students from more schools begin to attend and the event becomes more publicized, the emphasis on actual problem-solving and policy-making will increase as well. Overall, I enjoyed my Sunday at the conference representing Loomis, meeting new students interested in politics, and attempting to analyze issues that Congress has struggled with."

Our discussions as a whole, from what I witnessed and heard we were incredibly unpartisan and forward-thinking (we were even prohibited from disseminating our own political party), and focused solely on the issues that affect the American people negatively. According to Jackson Philips '15, the discussions were "fun, interesting, and quite

productive."

We then enjoyed a powerful question and answer session with state senator Andrew Roraback—also Hotchkiss class of 1978 (currently running for U.S. Congress in Connecticut's 5th District). Joining him was investment banker and part-time Lakeville resident Noel Sloan (Hotchkiss class of 1980); History and Spanish faculty member Keith Moon, and Town of Salisbury First Selectman Curtis Rand. From Loomis, Paul Lee '13, Rekha Kennedy '13, and Mike Horowitz '13 asked thoughtful questions of the correspondents. We then moved on to a luncheon comparable in edibility to the breakfast, though at lunch there were some very yummy chips.

Each of the committees, within their two and a half hours created plans to solve the ailments of our government in model united nations style proposals. After lunch, we reconvened in the room of the keynote speaker

and each group nominated a representative to voice their proposals to the crowd. From my committee on congressional partisanship, Mike Horowitz '13 was elected to give our proposal. Of the 12 LC students attending, half of us were in groups winning gold, silver, or bronze for our propositions, while only one third of the entire conference was honored in one of these groups; Mike Horowitz '13 and I were both included in the gold-winning group. At this political conference, no individual awards were given, but rather group awards for the best proposals. Soon after receiving awards, we all crowded back into our toaster and made our way back to campus.

In this reporter's opinion, the first ever political conference was much more productive and non-biased than even Model United Nations, and I believe that Loomis Chaffee should strongly consider hosting one itself.

LaForest

guess what? He won! In fact, Mr. LaForest also came really close to winning the gameshow a second time, losing to the winner by a dollar. Uncle Tuffy, a man of his words, did abide by his promise and bought all of their plane tickets to Florida and paid for Mr. LaForest's wedding. Chuckling with amusement, I try to picture my history teacher at the game show, but ended up failing to conjure any images of him in any sort of TV show.

With a bright smile on his face, Mr. LaForest adds that he did well because he grew up playing video games and crossword puzzles, when he wasn't playing baseball and reading. When I asked him how he felt when he started Jeopardy, he said, "I started out terrible," and claimed that he thought, "I'm going to embarrass my family." But towards the end of the competition, he luckily encountered a question on his favorite novel in the whole world: Blood Meridian by Cormac McCarthy. When this question arose, Mr. LaForest gained a greater confidence in his chance of winning.

Again, I beamed as I imagined my teacher at the game show, holding up a gigantic check worth thousands of

dollars. At this point in the interview, Mr. LaForest whipped out a DVD recording of the two shows he competed in and asked if I was interested in watching a part of the show. Overjoyed, I received the disk and inserted it

if he ever thought that he would end up as a history teacher, he alluded to his grad school career. As a TA in grad school, he had to juggle his time between researching and teaching. However, he felt more at home as a

TA than a researcher or as a student. After a pause, he said that his college friends wouldn't be surprised to find out that he became a teacher.

As we all know, Mr. LaForest also works in the Center for Common Good. When asked why he participates in the Center, Mr. LaForest claimed his interest started with a series of academic experiences. As a teacher of a senior seminar on social responsibility, he learned about topics such as gender issues in

Africa, politics in Asia and global environmental issues. This experience helped to corroborate Mr. LaForest's interest in topics similar to those discussed in the Center for the Common Good.

Mr. LaForest also highlighted that the boarding school environment helps people to contemplate issues of community. Living together strengthens individuals' understanding of the importance of helping one another, Mr. LaForest concluded.

As I asked Mr. LaForest



SARA GERSHMAN '14 FOR THE LOOMIS CHAFFEE LOG



SHANNON DEVENY '14 FOR THE LOOMIS CHAFFEE LOG

Apples To Apples

BY SARAH HOROWITZ '13
Staff Writer



1.) Gala - a perfect

combination of sweet and sour, this apple is one of my favorites. The outer skin is thin with vertical stripes of yellow and red, while the inner flesh is crunchy and fragrant. Gala apples are good for baking, but I prefer them fresh with a delicious slice of American Cheese.



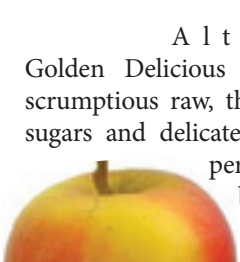
2.) Golden Delicious - For self

-admitted sweet tooth's, this extremely sweet apple is a delicious and healthy alternative. Radiating with a greenish-yellow hue, the Golden Delicious apples are encased with a thin, golden skin and a silky, delicate flesh. Although Golden Delicious apples are scrumptious raw, their natural sugars and delicate flesh lend perfectly to baking. They are not too juicy, so they won't cause a goopy mess in an apple tart!



apple of them all, the famous Granny Smith apple is bursting with succulent, piquant juices and bright flavors. Granny Smith's are notoriously known for their thick, green skin and extremely crisp, sour flesh. These apples are great raw with peanut butter, but is my personal favorite apple to bake with. The tart flavor and robust texture of this apple reacts well to cooking, and brings a

3) Mrs. Pond's recipe - Here's a great recipe for Apple Cake (I trust you'll make up some great story about either its family (or generally historic) origins. In truth, I got it from my parents' friend who lives in northern New Jersey...
Ingredients:
8 medium apples
2 T cinnamon
5 T sugar + 2 c. sugar
3 c. flour
3 tsp. baking powder
1 tsp. salt
1 c. oil
4 large eggs
2 1/2 tsp. vanilla
1/4 c. orange juice
Instructions: Firstly, grease a tube pan and preheat the oven at 350 degrees. Peel and cut any apple of your choice (take some risks!) into small chunks. Then, mix cinnamon and 5 T of sugar together in a bowl and gently toss the apples in and set aside for a while. Now here comes the fun part: place the rest of the ingredients into a bowl and beat well. Then, pour 1/2 of batter into the greased tube pan and add 1/3 of the cinnamon, apple and sugar mixture. Repeat these two steps twice, ending with an apple layer on top. Bake in 350 degree oven for 1 1/2 - 1 3/4 hours.



3.) Granny Smith - The tartest

PHOTO COURTESY OF GOOGLE

aftertaste. Covered with a deep purple flush, the flesh of the Macoun is grainy and dense with a brilliant, snow white hue. Completely delicious and utterly unique, this apple is perfect on its own with a really great cheese and a warm fire.

apple cider
-Candied walnuts on top (optional)

Instructions:
Preheat

on your puff pastry dough in an overlapping diagonal line. Sprinkle the tart with 1/2 cup of sugar (depending on how sweet you want it), and dot with 1/2 stick of butter, cut into cubes. Place in a 400 degree oven and bake for 45 minutes, or until the crust is golden brown and the apples have caramelized. As you let the tart cool, in a

hall, sliced thin
-Two slices of American cheese or cheddar
-Smear of Dijon mustard
Instructions: Take two slices of Honey Nut Bread, and on one side place thin slices of a dining hall apple and two slices of American cheese on top. On the other side of the bread, put a smear of Dijon mustard. Make these two slices into a sandwich, and put into the panini maker until the cheese is melted and everything is warm.

The leaves are blushing, the air is cooling, the knit sweaters are shaking off their summer dust, and the apples are piling up in food markets everywhere. From Granny Smiths to Pink Ladies, all types of apples are resting in shiny pyramids along wooden grocery shelves, just awaiting our culinary imagination. The possibilities are endless! There is a bountiful amount of options when it comes to this classic fruit, and with over 7,000 different varieties of apples out there, it seems there is nothing that can't be done. From a savory roasted side dish to a sweet and sticky dessert, apples are versatile, manageable, and simply delicious. They have all different characteristics, from sweet to sour to floral, and as autumn emerges from the warmth of summer, apples are not only at their peak of deliciousness, but are also at their nadir of prices. This is even more of an incentive to zip up your coats and head over to Geisslers for a little shopping spree. There is nothing better than a warm cup of apple cider or a steaming slice of apple pie to warm up Fall's biting chill. But with all these delicious varieties of apples, how can we possibly choose which ones to buy? Walking past barrel after barrel of apples, the possibilities can be daunting. There are green apples, yellow apples, pink apples, red apples, dappled apples, small apples, plump apples, squat apples. Soon they all combine together into an apple-flavored blur! In attempts to avoid a mental break down, this section includes a road map to some of the most delicious apples readily available in your nearest grocery store. Of course an even better option would be to take a little time off and go apple picking at the Four-H Farm, but if you are lacking free time and are craving a fall favorite, head over to a local market and discover all of the delicious possibilities apples have in store. Buy a bundle of Golden Delicious or a few Macintosh and experiment in the kitchen. Add a dash of cinnamon, or a spoonful of sugar, and feel your troubles melt away like the butter in your pan and the apples on your tart. In the words of Julia Child, "Learn how to cook- try new recipes, learn from your mistakes, be fearless, and above all have fun!" Bon appetit, Loomis Foodies, and never stop having fun.

Recipes:

- 1) Easy French Tart/Apple pie (makes 1 Tart)
-One sheet of puff pastry dough
-4 Granny Smith Apples (or any type of apple you desire!)
-1/2 stick unsalted butter
-1/2 cup of apricot jam loosened with 2 tablespoons of

oven to 400 degrees. Allow the puff pastry dough to soften out of the freezer so you can easily roll it out onto a greased cookie sheet. Take a fork and poke holes into the puff pastry dough to avoid too much bubbling. Peel four apples of your choice and cut them as thin as you can, preferably 1/4-inch thick slices, and lay the slices of apple

in order to create a glaze. Once the mixture is a liquid, brush the glaze over the apple tart and sprinkle candied walnuts over the top. Enjoy!

- 2) Dining Hall Apple Sandwich
-Honey Nut bread
-Sweet apple from the dining

Roomie Love in Mason Sisters from the Start



BY ELISÉ BROWCHUK '14
Staff Writer

Caroline Landy '12 and Melissa Haganey '12 take the special bond that roommates share to the next level. Entering Loomis as roommates in their sophomore year, the former Carter girls now room together in Mason Hall for the third consecutive year. The two seem to know each other inside out. In order to test their knowledge of each other, I created a "Roommate Tag" or a set of personal questions, that only roommates could answer about each other and asked them.

What's her favorite thing to do after study hall?
Caroline: Study while watching Teen Moms; she has to be watching Teen Moms when she studies.
Melissa: Eat. She snacks on everything; humus with pita chips and weird carrot chips. Gross!
What song does she sing in the shower?
Caroline: She doesn't normally

sing in the shower, instead she opens up the curtain on me. She used to sing "I Won't Give Up" by Jason Mraz and now she sings "Wanted" by Hunter Hayes.
Melissa: She doesn't sing in the shower, but if she were to sing, she would sing some sexual rap song.
How would you classify her style?
Caroline: Her style is J.Crew Catalog
Melissa: Her style is modern preppy.
When you walk into the room during a free, what is she doing?
Caroline: Studying in her bed.
Melissa: Caroline is looking in my mirror or on her computer.
What is the one thing you miss most about your roommate during the summer?
Caroline: I cannot sleep when she's not in the room with me, so basically I don't sleep during the summer. And I miss her warm demeanor.
Melissa: I miss when she tries to make a joke, and she laughs, although her jokes aren't even that good...
What is the one thing she does that annoys you the most?
Caroline: She's too pretty and she takes forever to go anywhere!
Melissa: Caroline chews like a cow.
Want to nominate a pair to be featured as the "cute roomies" section? E-mail anne_ferreira@loomis.org or harriet_cho@loomis.org

Bob on Top: The Pizza-making Guru

BY NATALIA GUTIÉRREZ '14
Staff Writer

Here at Loomis, we know little about the man that makes each of our days a little more tolerable with his expert pizza-making skills and the grand (aresonal of pizza flavors) variety of pizza available. His name is Robert Huk, but he is more commonly known as Bob. Bob is a Windsor local, twin, and sibling of five sister and three brothers. He has been working with the Loomis food department for seventeen years now, starting out in the snug, and then moving to the kitchen. During our interview he reminisced about his first day at Loomis, working in the snug, "I knew I would love it because of the kids, faculty, and cooking. I had never seen such polite kids anywhere else." Bob later commented on how much he loves being part of the Loomis community, bringing his half pug half pincher Butch to campus to visit. Bob remarked humbly, "We say it's a community, but Loomis is a family. I'm part of it because I care. I do what I can."
After ten years of working in the Loomis kitchen, Bob was promoted to the pizza station, where he was able to express his creativity through his daily pizza flavors and Wednesday/Saturday sandwiches. As we all have seen

and tasted, Bob's pizzas range from sausage jalapeño to goat cheese to chicken ginger. When describing how he produces these various selections, Bob explained to me, "I



Bob the Pizza Guy didn't go to cooking school, I just cooked. It's about being creative and if it's with love, it comes out right." Bob takes pride in his pizzas, Currently he's working on improving his chicken ginger pizza with more spices and sauces. From Bob's perspective, the title for his most popular pizza on campus is tied between his

pesto pizza and his pierogi pizza. On the flip side, he reveals his least popular pizza at Loomis to be the Halloween themed pumpkin pizza, which he may discontinue this year. Personally, Bob's least favorite pizza topping is olive, which explains the lack of olive pizza at lunch.
Bob can be described as a modern renaissance man. Besides being the crafty pizza maker he is, Bob is part of a catering business at the Elk's Club, a recreational landscaper, handyman, and professional shop- per. When describing himself, one of the first phrases Bob uses is "jack of all trades." He enjoys working with different types of tools, working on his carpentry, and landscaping with tiles and walls. But, the most impressive of his un-pizza related hobbies is his superior shopping abilities. Bob has an eye for snagging deals

at flea markets, on eBay, or at yard sales. His skills translate to objects big and small, and he was even able to snag a superb quality high power car for just a tad more than \$12,000 on eBay. He also uses his powers for good, helping the other members of the kitchen staff do their bargain shopping.
Bob's time is also wholeheartedly devoted to his spirituality. Bob is a strong believer in giving to others, prayer, and his personal relationship with God, and Bob has done multiple trips down South to work with Christian groups and service organizations. After Hurricane Katrina, Bob traveled down south to provide his services to aid New Orleans, and he often works with many different organizations, including a men's spiritual retreat. Bob is a natural optimist and tries to spend his life "changing negatives into positives" for himself and others. He follows his motto, "Live life on life's terms" and is always available to help others with their problems. Bob expressed that his God given goal is to be a giver and make people happy, and "by making people the pizzas they want, I'm making them happy" says Bob.

Hidden courses in LC

CONTINUED FROM PAGE 1

by Elliott Dial, debuted this year but was proposed by Patricia Chambers, who left last year to pursue a Masters degree. "This senior elective will be a little different compared to other history courses," says Dial. The class looks at Brazil through a lense of history, culture, and its potential in the future. The class aims "to see whether Brazil has the ability to turn the corner to become one of the world's leading powers in the near future" according to Dial, or, if the upcoming 2014 World Cup and 2016 Olympics means its already gotten there.

Arab Culture Today: Youth Uprising is not exactly a new course; it has been offered for the last two years, but the course has been retitled "to match the changing times," says Lucy Thiboutot, who teaches this class along with Arabic. This course is firmly centered in the modern times and the current happenings in the Arab world. "It is inspired by all of the revolutions going on in the Arab world, and looks in particular at how these revolutions have been started by youth and impact young people in the Arab world," explains Thiboutot, who designed the course based on her personal experience in the Middle East. She lived in Syria for two years (2009 and 2010) and spent this past summer in Egypt where she got to see and experience the effects of the revolution firsthand. The class often focuses on analyzing current events and looks at the how different news and media outlets in the Arab World portray the same events. Thiboutot is hoping to "provide Loomis students with background in the Arab world that will allow them to have a better understanding of what all the revolutions going on today are about."

Other new classes in History include Contemporary Economic Perspectives, taught by Mr. McCandless and Mr. Murphy, Women in Politics taught by Mrs. Caligiuri, and Desegregation and Democracy in South Africa, which is an interdisciplinary course taught by both Ms. Blunden and Mrs. Knight. Additionally, the Advanced Presidential Election Class, which is taught every four years, is under

the guidance of Ms. Engelke and Mr. Henderson.

New life has been breathed into Chaffee as well with the addition of two new classes. Race, Roles, and Religion and Voices of Dissent have taken the place of African American Lit, Women in Lit, and Existential Novel. Scott Purdy, the head of the English Department, explains that the first two were removed because the department wants every class to feature both African American and Women authors. Before, many teachers couldn't teach the books that they wanted because they were already taught in African American Lit or Women in Lit. Now, those books are open for different classes and allow LC teachers to diversify their curricular. As Purdy says, "It's too be of a world of literature to preserve for one class." (For underclassman who were looking forward to taking these classes, no worries because they might pop up in varied form, like Harlem Renaissance Literature.)

Race, Roles, and Religion focuses on voices that push boundaries, books that Purdy describes as "the anti-cannon," while Voices of Dissent focuses on books written in rebellion to something. This course has a more global focus, and includes "A Room of One's Own" by Virginia Woolf and "Wise Blood" by Flannery O'Connor in its curriculum. Both classes leave lots of freedom to the teachers, who are able to pick which books they specifically want to teach.

In the Philosophy, Psychology and Religion department, Introduction to Hinduism and Buddhism and Children of Abraham: An Introduction to the Lives and Teachings of Moses, Jesus, and Mohamed. Both are taught by Dennis Robbins, who is also the head of the Department, and focus on the history and modern interpretation of their various religions.

From Brazil to democracy in America, from Renaissance art to voices of dissent, the new classes this year give students opportunities to explore previously untaught worlds.

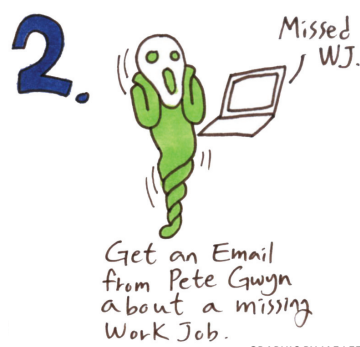
LC BUCKET LIST 2012

Log Staff Report



GRAPHIC BY JAE LEE '14

- Deep a class
 - Eat at the Whistle Stop
 - Visit a teacher's house
 - Join a club
 - Feel weird at SCAM as a freshman
 - Get weird at SCAM as a senior
 - Pull an all-nighter on a week night
 - Write an essay on the day it is due
 - Don't do an assignment
 - Run around the loop
 - Get Bob to make you a custom pizza
 - Deep a work job
 - Sleepover at a day students house or in a boarders room
 - Prank your roommate
 - Go to Dunkin' during the Gap
 - Take a class with Chet
 - Wear a bowtie
 - Come to school dressed monochromatically
 - Share stories about Betrand Okonkwo '12



GRAPHIC BY JAE LEE '14

- Skip lunch to finish your work for next period
 - Yell at someone for being too verbose in English class
 - Sign the Honor Pledge
 - Swim in the pool
 - Buy a club tee-shirt
 - Go to a football game under the lights
 - Cut through the Snug when it's raining
 - Don't run to class... it's okay to be late, nerd
 - Walk in on someone hooking up

just to make it awkward for them

- Take a class you don't think you can handle
- Wait in the academic office for 45 minutes before arguing with Mr. Lawrence about adding or dropping a class
- Take a class you will actually enjoy
- Skip a convocation so that you can sleep in
- Ask Coach Reid for a hug
- Chase a squirrel
- Pick up a chicken
- Chase a squirrel while holding a chicken
- Tan on the Senior Path
- Apply for a leadership position
- Swing on Shimkus Rope



GRAPHIC BY JAE LEE '14

- Huck a disc in the quad
 - Use your graphing calculator to make a cool graph (this one's for you, Pat Dickert)
 - Tell the cardio supervisor that "you're going for a run..."
 - Embarrass someone on their birthday in the dining hall
 - Hook-up in the squash courts
 - After, play squash with your hookup in the squash courts
 - Break the dress code
 - Procrastinate 'till midnight
 - Ignore an inconvenient e-mail
 - Go to the LC pep-rally
 - Make a rude Kent joke
 - Figure out what the "hell rule" Ten is
 - Get yelled at by a dean for talking on the phone
 - Write a paper like Dean Hess writes e-mails
 - Go to a musical
 - Fake being sick and sleep through a class in the health center
 - Test your car's acceleration on the causeway
 - Wear school spirit
 - Ask Mr. Purdy about his alma mater
 - Have a teacher take you out to eat
 - Be friends with Mr. Ross
 - Do homework in the Zen garden

- den
- Run to Bart's
- Walk down the senior path, as a senior
- Order from Taste of India
- Lose your backpack in the dining hall atrium
- Call Dr. Culbert "Sheila" to her face
- Go to ropes course, not as a freshmen
- Pull a car prank on your day student friends
- Eat cereal in a cup on the way to class
- Play broomball on the cowpond
- Make a trip to the Archives
- Catch yourself saying "I have so much work tonight," "I'm so tired," and "I have so many things to do today" more than 10 times a day

- Write your name in the cupola
- Go sledding down Flagg Hill
- Make yourself a milkshake in the dining hall
- Eat a sausage, bacon, egg, and cheese from the Snug
- Buy yourself a senior kiss from your senior crush
- Lounge on the poofy green mat in Shimkus
- Throw a used napkin into another person's cup in the dining hall
- Earn a varsity letter
- Take a philosophy class with Mr. Robbins
- Have a snowball fight outside Longman



GRAPHIC BY JAE LEE '14

- Look at pictures of faculty members in yearbooks from the 70s
- Accidentally receive girls underwear in the laundry
- Play chess with Enver
- Feel the joy of seeing an early morning Snow Day email
- Get a voicemail from Pete Gwyn saying "you missed your work-job, come see me ASAP" and then get EM cleanup as a make-up workjob
- Say "Happy Birthday" to a tour guide while he or she is on a tour
- Yell "Tracks!" for a driver on a

- toaster
- Ride a scooter around campus
- Go to Saturday night study hall
- Go to the (haunted) third floor of Founders at night
- Ring the victory bell
- Give a senior meditation
- Convince yourself that there will be a flood day in the spring
- Flip off the high dive in the pool
- Have a conversation with a con-



GRAPHIC BY JAE LEE '14

- vocation speaker
- Feel left out at a table where everyone else is speaking a foreign language
- "Borrow" a Loomis grey from the cage
- Go to the health center and hear the nurses say, "Here's some ice and advil. Why don't you go back to class."
- Carry the crosswalk flags across the street in town
- Wear flip flops in the winter
- Argue your way out of a deep
- Get kicked out for being loud in the library
- Waste a weekend in the Snug
- Go to Nat Hayden's
- Pull an all-nighter writing your history term paper
- Be Pelican of the Week
- Walk across the causeway on the side-rail
- Make yourself a fluffernutter for lunch
- Get a chemical shower during a science lab
- Feel insignificant lifting weights next to Jae Lee '14
- Beg a teacher for an extension
- Continue your discussions about a reading with your class...outside of class
- Dress like a lax bro
- Awkwardly sit with the hockey crew at lunch
- Get your waffle stuck in the waffle maker and pick at it feebly with a fork before giving up and walking away
- Experience the trepidation when your stream of chocolate milk during family style starts to dwindle
- Write for the LOG

FANTASY COMES TO THE ISLAND

Interview with India Carpenter '16

BY MAGGIE UPJOHN '16
Staff Writer

India Carpenter '16, a freshman boarder living in Harman, is currently writing a dystopian futuristic novel, *The Gate into Faylynn*. Carpenter has been working on this 360 page novel since February of 2012. The book revolves around a 15 year old girl named Faye and a castle land, Bluelyn, which no one has stepped outside of for thousands of year. The Log got an exclusive interview with the aspiring author.

Can you give us a short summary of the book?

-15-year-old Faye lives in Bluelyn--a castle where nobody goes in or out. I mean, there is no need to go in or out, right? People think that there's nothing else out there but Bluelyn. When Faye is pushed and crashes into the castle wall, she falls into the real world--the world nobody knew was out there, and she begins the journey of her lifetime. Fighting dragons and exploding trees, Faye attempts to stay alive long enough to figure out the future she is meant to pursue. This future includes a government willing to destroy her and Remi, her friend and companion during the fights. Together they flee into the world of Faylyn. Following clues left by a stranger, they find, among unsuspecting citizens, a world hidden by cruel people.

What inspired you to write this story?

-All sorts of dreams have inspired me. Random objects can also inspire me because I can come up with entire stories based around one small thing.

How would you describe Faye? What personality traits do you share with her?

-I would describe her as timid yet occasionally outgoing, curious and a bit of a risk taker. I'm also rather outgoing and I've dealt with a bunch of things that a lot of people at Loomis probably haven't done. For instance, I climbed and hiked part of the Teton Crest Trail.

What other main characters are in the book and how are you similar to them?

-Remi is a 16 year old friend of Faye. They are both resilient and tend to be very protective of each other. The Grey Suits or the government are the main antagonists. There is a female enemy but her true identity is never revealed.

What are the main genres that you

prefer to write?

-I like to write fiction fantasies. Realistic stories are also enjoyable to write.

Since you are writing a dystopian futuristic novel, what comparisons can you make between the Hunger Games and *The Gate Into Faylynn*?

-The protagonists of both books have rather similar personalities but they live in different environments. A fun fact: I am a frantic fan of Hunger Games. I have a huge poster of Hunger Games in my room.

What other stories have you written?

-When I was in seventh grade I wrote a story named Aurora with one of my friends at a camp but we never finished it.

Are there any symbols that the readers should look out for?

-When you read further in the book you should pay attention to the secrets people have been keeping. Also, pay attention to the Key and the Book of Hearts.

When do you expect to finish the novel?

-I will finish this story in a couple of days and someday I want to have it published.



India Carpenter '16

SHANNON DEVENEY '14 FOR THE LOOMIS CHAFFEE LOG

Faylynn potentially have a sequel? If so, what do you think you will name the following books?

-Yes, I intend to write a trilogy because the second one has a huge cliff hanger. I'm not sure what I'll call the third book yet but I want to call the second one *The Gate into Faylynn*: The Realm of Faylynn.

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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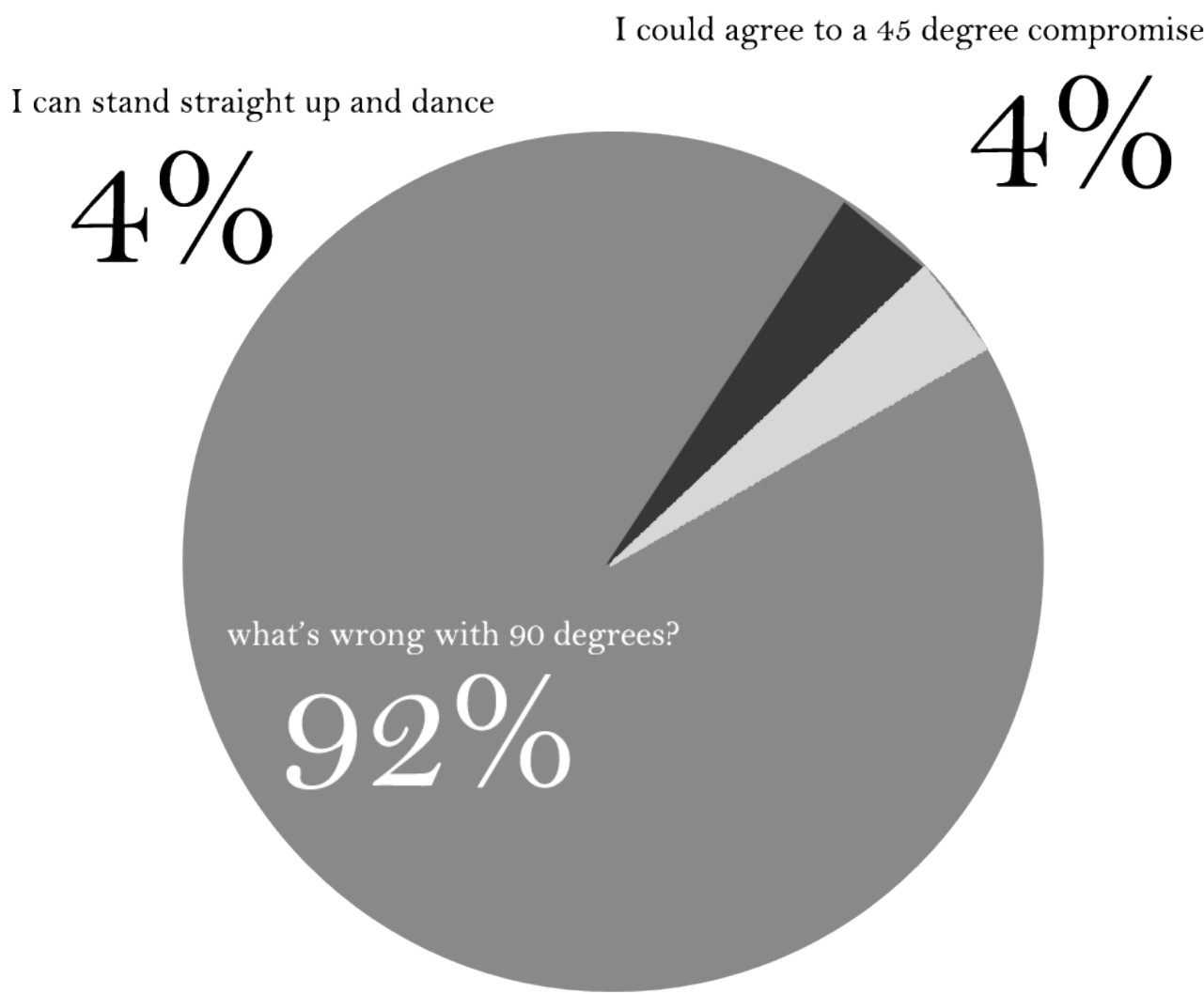
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CONTRIBUTORS *Caleb Rudnicki '15, Stephanie Yiu '14, Charlie Kenney '15, Harris Fisher '13, Natalia Guíterrez '14, Rowan Rice '13, Sarah Williams '13, Maya Ernest '16, Jenny Li '14, Felicia Woron '13, Sarah Horowicz '13, Elise Browchuk '14, Maggie Upjohn '16, Tyler Rehor '13, Jamie Neikrie '13, Sam Adler '15, Arnav Kapur '14*

EDITORIAL NOTEBOOK



In a poll on the Loomis Chaffee Log Facebook page, we asked what YOU thought of the new dance policy. Out of the forty eight votes cast, an overwhelming majority were for “what’s wrong with 90 degrees?”

“Because of the new dance rule, large groups of students won’t attend the dances...when teenagers can’t find any way to do something they consider to be cool or fun, some may turn to more illicit activities.”
 Alyssa Reámy '13

MAYA ERNEST '16

Is 90° Too Hot?

Opinions concerning the new dance rule from students, faculty, and parents

This year started out with our infamous SCAM dance in the first week, followed closely by Homecoming. Historically, Loomis dances were created in order to celebrate school pride, bring the students together, and foster a non-threatening, friendly atmosphere. Apparently, these dances have now become recognized for the number of students kicked out for ‘inappropriate’ dancing.

With the new 90° dancing rule, students are not allowed to dance bent over more than a right angle. If confused about the parameters of the rule, ask Dean Seebeck to demonstrate. He showed the freshmen class how NOT to dance at their class meeting on September 21st.

If spotted dancing this way, students are promptly tapped on the shoulder and asked to leave the dance. At SCAM, before the rule was set, many freshmen were introduced to this “controversial” style of dancing, and seemed to enjoy it. After only two dances, the general consensus seems to be that they like the dance move and are already against the 90 degree rule. Some students have even joked about bringing their protractors to dances. Despite the jokes, a majority of students are upset about this recent change, and rumor has it that a group of students are even starting a petition. Would a petition change the minds of the deans?

“I doubt it,” says one student. “This form of dancing is inappropriate and unacceptable. I think the deans made a good decision.” Fellow classmates seem to disagree. One anonymous student even said: “To ban [this form of dance] is like banning rap. They

are both forms of expression. They are just perceived differently in other people’s eyes.” This student does have a point: is this form of dance just another way of expression, and should it be respected just like other art forms like rap? After I talked to some parents and explained both sides of the argument, they sided with the deans, naturally. One parent responded, “A clearly suggestive dance is not an appropriate ‘form of expression’ for someone of high school age. I applaud the deans for taking an appropriate and swift public stance on this.”

Some people, despite the issue being a comical matter, do not realize the importance of this rule. This sort of dancing can lead to one thing or another, all of which may inevitably create negative consequences. The rule is intended to prevent any and all those things from happening, to save the students from unwise decisions.

When I first came to Loomis, I was told that at dances there was a lot of “grinding.” As I look more into the subject, however, it seems that a lot of peer pressure is behind the omnipresence of the dance move. When I walked into SCAM, I saw nearly everyone grinding. No one was dancing in any other form. Could it be that students dance this way because everyone else is doing it? Is it the influence of older, supposedly wiser and more experienced upperclassmen? Is it ‘all the rage’?

The Halloween dance is coming up. Will the students show up, or go on strike? The deans have to evaluate the effects this rule will have on the dances. Fewer people might come, and those dances fund other dances, like the senior

prom; therefore, if no one attends, will the prom be affected? Alternatively, those that didn’t like the pre-rule dancing may now feel that the new environment promotes appropriate yet fun dancing.

While the quote, “Dance like nobody’s watching” is highly popular, you have to consider the fact that you are still at school. Lots of people are watching you, including peers, advisors, and even the deans. Do you want your math teacher thinking about how you were explicitly dancing while filling out your college recommendations? What if your mother walked through the gymnasium doors and saw you dancing that way? What would she say?

Is this ‘grinding’ how our generation dances now? With the way most students are responding towards this rule, the answer seems to be “yes.” It seems that in their eyes, there is no other way to dance. Many people see school dances as a way to be free and choose to give up proper judgement; I cannot help but wonder, does it have to be this way? Is this considered ‘letting go’ to teens nowadays? Remember the days of the ‘macarena’ and the ‘dougie’? What happened to going to dances just for the sake of enjoying yourself in the presence of your friends? Both parents and some students argue that there are many more ways to dance and have fun. (You could even ‘Gangnam Style’ at the next dance for all their care!) So why is this so important to the other students? That’s the question that will have to be answered if you want to change the deans’ minds.

JENNY LI '14

Through The Looking Glass: New Study Rooms

Do the new study rooms destroy our privacy?

The Island greeted us this fall with a newly renovated library; the first floor looked dramatically different, and I couldn’t help but be in awe at the fancy furniture, new circular desk, expanded area replacing the balcony, and newly designed study rooms. Students can enjoy the full view of the meadows, sitting in the spacious glass rooms positioned by the windows; it was just like being out in the old balcony, only in the warmer and cozier indoors. I also mustn’t forget to mention that each study room has an air conditioning unit. These units seem like state of the art air conditioners to me, but I’m no Carrier handyman. Each of the units has a separate control box, which displays the temperature and fan level. This new feature, needless to say, is awesome. Throughout the early fall and spring, it can get hot and humid on the Island, and these new air conditioners have transformed the new study rooms into oases. I can foresee that these new rooms will become more coveted as the year progresses.

However, I have heard quite a few disgruntled complaints from those who used to love being out in the balcony and chat freely with their friends or do homework out in the open, breezy space. My first response is to scold these dissenters for being negative nancies, but I restrain and realize that they’ll come to their senses sooner or later. When I actually paid my first visit to the new library on my way to history class, I fell in love with the new layout, despite the influence of my unsatisfied friends.

I do not feel that the library has lost anything at all without the balcony. As far as I know, people

used the balcony mostly when the weather was beautiful; no sane student would go out to study in the middle of January when there is a snow blizzard! Besides, with other outdoor study spaces like the tables outside of the snug, the open space behind Carter, the Zen garden, an additional balcony in the library didn’t seem necessary. Expanding the first floor so that there is plenty of space for students during the busy study hall hours seems a brilliant idea to me.

Many may have thought that the number of private study rooms had decreased since the inclusion of a new classroom and a room for global studies; however, Mr. Styles, our head librarian, confirmed that the number of study rooms did not decrease. Instead, the rooms had improved, as they are more spacious and have moveable desks and chairs for the convenience of the students.

Some of you may now have a burning question in mind: why are there no doors for these private study rooms? And here’s my perspective about the door situation. When we are in the study rooms with our friends for group studying, we often get distracted from our work, relying on the closed privacy of the room. The absence of doors now pushes us to concentrate on work since we must be relatively quiet and focused in order to avoid trouble from the librarians. I personally used to get sidetracked from work and gossip away with my study buddies about completely irrelevant topics. The fact that the whole library can hear me naturally suppresses my naughty tendency to chat instead of focusing, helping me stay pro-

ductive with my study group. And if there are still complaints about the door-less classrooms, rest assured because the library is now putting in doors for the glass study rooms.

While some may be unhappy with the idea of a see-through classroom, where there seems to be no privacy, the glass-paneled rooms works the same way a door-less environment does to help the study groups focus. By adding the pressure that others, including the librarians, may potentially be evaluating whether or not the study groups are being productive, the glass-paneled room will actually keep the students on task.

Last year, when the Kravis Center was built and used as a study room, I was very excited to have such a unique environment to work in. I could have the privacy I needed with my group but also still feel connected with the rest of the library instead of feeling secluded in one corner of the building. The new study rooms provide the same features: they supply some degree of privacy, but don’t completely isolate the groups of students into separate sections of the library.

As is the case with any change made on campus, some students will oppose or criticize the change. These students should be glad to know that the old, traditional rooms are still here, providing an option for the groups. Despite all the hoopla I doubt this situation really is or will remain a big deal because, whenever I sign up for a study room, the new, glass ones are always the first ones to be full.

OP-ED

SARAH WILLIAMS '13

The High School Lunch Room: American Political Style

A Comical Look at the Political Parties and Recent Presidential Debate

While watching the presidential debate, a sudden analogy overcame me: the current American political system reminds me of a stereotypical high school with two overwhelming cliques. Within each clique, there are subdivisions of who is the most important, the most popular, but regardless of those arbitrary social ratings, each member of the clique may not under any circumstances associate with the other group. If they associate with the other group, they are exiled into a strange middle ground where few dare tread alone. In the United States, those two omnipotent cliques are the Republicans and the Democrats, with the independent politicians swimming in rough water amidst a sea of potent jellyfish with the power to sting.

But perhaps this metaphor is too simplistic to encompass the complexity that is represented in our democracy. Let's add in multiple smaller cliques formed by those floating alone in limbo, as well as graduated high school students, dissenting current students and teachers. The graduated high school students include the likes of President Bill Clinton, President George H.W. Bush, and all other retired politicians who make their living trotting across the country, criticizing the process that they helped foster for years on end. These high school seniors graduate, go to college and then look back on their years with

scorn, often questioning their decisions, their morality, their friend groups. And then they attempt to help change the system from afar by throwing out backhanded advice and criticisms that in the end, rarely change anything at all.

The dissenting current students are the political pundits who float around our media analyzing what occurs but rarely offering any ideas as to how to fix the system. They're those kids who claim to deplore high school and then never go out of their own way to change how they perceive the system, always condemning, never approving. Even if they half-heartedly attempt to intervene, they often fail to do anything other than aggrandize their audience's already polarized views.

The teachers are the lobbyists that constantly batter the students with different desires and wants such as homework and essays that the students have to fulfill in order to graduate and become a retired politician - their ultimate end goal. Each teacher has a different set of goals, whether it be to teach a student how to properly observe the Chain Rule for derivatives, correctly conjugate the word conduire, or perhaps learn to not split infinitives (see

what I did there?). They are not oblivious to the desires of other teachers, lobbyists, but rather think that their cause, their homework set is the most pressing, important issue of the day.

Now, in essence, the President of the United States is the equivalent

of the American population. Perhaps Barack Obama has a harder job set out for him than Paul Lee does.

Is there a true difference between high school and American elections? Discounting the influence of the electoral college, in essence, the President is chosen

them? And if these characteristics impact the election in any way, do his true policies actually matter or only his abilities to express them?

In Wednesday night's debate, President Barack Obama and Governor Mitt Romney sparred over economic policies in their first nationally televised encounter.

After watching the hour and a half of political tomfoolery, I, as an average, uninformed voter, came to multiple conclusions about the candidates. First, to quote the headline of the satirical newspaper "The Onion", Romney attempted "to lay off [the] moderator" halfway through the debate. Both candidates possessed an impolite habit of interrupting the moderator, Jim Lehrer, and frustrating a large portion of the television audience. Secondly, Romney presented a much more composed viewpoint, articulating his ideas and attempting to avoid ambiguity with the help of concrete statistics. Contrasting with Obama's drawn out, scholarly approach to re-

buttals, Romney seemed to have initially won the debate in the eyes of not only the American public, but also political pundits across the country. But has he won due to his statements or the way that they were composed?

First impressions, in general, are formed upon sight, judging the person upon their appearance,

and the overall way that they present themselves. Both candidates have had many opportunities to make impressions upon the American voter, but this is the first impression of the candidates side by side, in a direct comparison. And thus, the question remains: will this first impression last?

I'm certain that when I roll out of bed tomorrow morning and check the New York Times, the fact checkers will have had a field day with the statistics and ideas spewed from both candidates' mouths tonight. But will the American populous be listening to the discounted facts, or will they simply judge from tonight, from the appearance of sophistication and clarity of thought?

Returning to the original analogy, Romney and Obama ultimately build their original bases from their parties, "cliques", but may also win over the independents through the debates, convincing arguments, and a confident façade. But the reality of the situation is that no matter how much the candidates attempt to sway the voters, a majority of opinions and votes are already decided. The American Political system is nothing but an elaborate, aggrandized version of a high school election, and frankly, I find that a bit terrifying.



PHOTO COURTESY OF GOOGLE

lent of the president of a student body in high school. The president of the student body must accommodate many opinions and ideals of occasionally apathetic high school students, while the President of the United States must accommodate many opinions and ideals of annoyingly zealous, unwavering politicians as well as

by popular election, by popularity amongst American citizens. In most high schools, the president of the student body is also chosen the same way. Now, what constitutes popularity? Is it the appearance of the candidate, the tone of his voice or the way that he speaks? Is it truly his ideas or the manner in which he presents

FELICIA WORON '13

Reflecting On Our Need To Reflect

Does a day off for Yom Kippur call for recognition of other religious holidays?

Last Monday, as my week's work started to pile up on me, I began to wonder how I was going to pull straight through a Week 1. I let futile hopes that I knew would never attain fruition entertain my mind: If only no one had ever decided that Saturday classes were a good idea. If only there were magically an eight-day week, with an extra day in between Saturday and Sunday, or perhaps planted smack in the middle of the week.

And then I was met with the rare and pleasant realization that we did have a day off in the middle of the week, the occasion being the Jewish holiday Yom Kippur.

For me, Yom Kippur was a pleasant Wednesday in which I caught up on sleep and homework, but it was not a lazy day for everyone. Plenty of Jewish students attend services and spend the holiday with their family, fasting for the day then celebrating and feasting at night. Yom Kippur is the most important Jewish holiday, the "last appeal" to "atone for the sins of the past year."

Now, this is my fourth year at Loomis, and I don't remember getting Yom Kippur off every year - I seem to remember getting a Jewish holiday off near the beginning of freshman year, but I can barely remember. One thing we can be sure about is that religious holidays do not necessarily equal cancelled classes at Loomis Chaffee. So what spurred the administration to give us Yom Kippur off this year?

Growing up Catholic, I have always attended Good Friday Masses with my family - until I came to Loomis. Of course, Loomis has the policy that school can be missed for religious obligations (as well as no homework assigned over Easter weekend) - but personally, I've always opted not to miss my last period class and to attend water polo practice on a spring afternoon instead of going to church. Despite Good Friday

and Easter being the principal Catholic/Christian holidays, celebrating Jesus's death and rebirth,

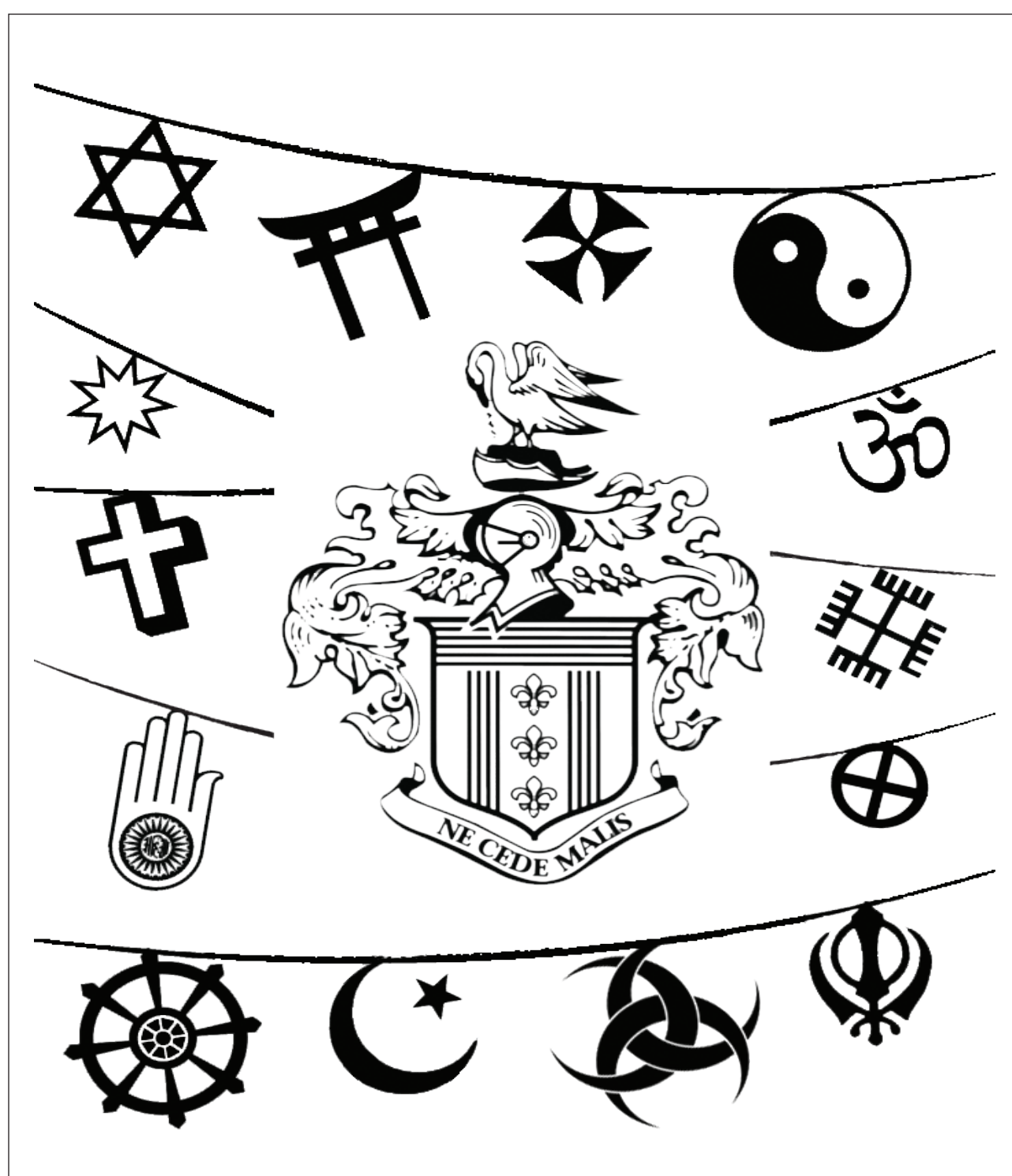
So here's a disclaimer: We're lucky to get any days off at Loomis, and although Loomis is non-

denominational, everyone is tolerant of all religious and any other differences. I'm not complaining about LC's religious policies. But is it fair to pick and choose what days some students can celebrate? If Yom Kippur, why not Good Fri-

day? Some LC students celebrate Diwali, a Hindu holiday. There may not be a plethora of religious

holy days have nothing really to celebrate but an additional church service to attend on a weekday. But others are times that some students would spend the day reflecting, worshipping, and celebrating with their families, and who can really decide which ones are more crucial to celebrate? Unfortunately, religion might fall out of top priority for some at Loomis - it's hard enough to attend church or your religious service on a Sunday when you spent Saturday in classes and games and you have a pile of work to do, let alone opt to take a religious holiday off, miss all your classes and be forced to catch up on work. This is especially because the point of having a religious holiday off would be to celebrate that holiday and not do work: in fact, religious holidays are often considered days of rest, with labor forbidden (and if reading *The Scarlet Letter*, conjugating Spanish verbs or doing anything precalculus or physics-related isn't mental labor, I don't know what is.) And is it fair that even one student who legitimately celebrates a religious holiday might get set back if they skip school?

I'm not saying we need all religious holidays off: Yom Kippur



GRAPHIC BY NATHA SINGHASANEH '14

during next week's calculus test and next Wednesday's water polo game, I'd likely have forgotten about my Easter weekend already and care more about knowing those integrals and those shooting drills.

denominational, everyone is tolerant of all religious and any other differences. I'm not complaining about LC's religious policies. But is it fair to pick and choose what days some students can celebrate? If Yom Kippur, why not Good Fri-

holidays dotting the calendar, but the ones that do occur are significant.

And religious holidays are going to be more involved than others - for example, many Cath-

Editor's Note: The reason Loomis Chaffee have Yom Kippur off is to make up for the two other Jewish holidays that fall on school days.

On guarding and achieving goals

highest in all of New England water polo. He makes an astounding 10.5 saves and 1.5 steals per game, specifically making fifteen saves and four steals against Choate, eleven saves and three assists against Andover, while recording an incredible 17 saves against Staples High School. Coach Ed Pond stated, "As strong as his play has been, his work bringing Jeff Greenberg ('14) along has been just as important for the program." Ryan's dedication to the program makes him a great teammate and an even better captain, while his comedic personality keeps practices enjoyable for all.

I recently sat down with my teammate to ask him a few questions for the Log.

What inspired you to become a goalie?

I never sat down one day and decided, "Hey, I want to be a goalie!" I was horrible at swimming and I was tall, that's why I'm a goalie. Coach Pond asked me one day if I would like to try playing goalie. I said anything but more swimming. Apparently I was good, and next thing I knew I was starting on Varsity.

What's it like to sit in goal before a shot, knowing very well a ball may smash you in the face?

Being a goalie in any sport requires equal part of toughness and craziness. In water polo, I have to be constantly aware of a shot coming from anywhere. Anybody on offense could potentially put up a goal-threatening shot from anywhere in the pool. While treading

water in the deep end, I have to make sure that I am working my legs hard to keep my upper body out of the water to be able to block shots. For this reason, my legs have to be the strongest on the team. An average workout for a goalie consists of treading with medicine balls, in-pool lunges, and weight belt training.



SHANNON DEVENY '14 FOR THE LOOMIS CHAFFEE LOG

Describe what goes through your head before and during a penalty shot?

In my opinion, the penalty shot in water polo is one of the hardest shots to block out of all sports. For starters, the goalie has to be inside the cage, with the shooter seemingly right in front of your face. Inexperienced shooters subconsciously indicate where they are going to shoot, but for the most part I have to guess where the shot is coming from. Before the shot,

I remember that I have at best a 50% chance of blocking the shot, and that statistically, it is unlikely for even Olympic goalies to block the penalty shot.

What is your favorite aspect about being a goalie?

Being a goalie has its ups and downs. I feel as if I have to train much harder than everyone to get my legs strong, even though in the games my job is much easier, physically. While everyone else is busting their butts sprinting up and down the pool, I get to sit in the cage and yell at them. The mental part of being a goalie, however, is much tougher than the other players' roles. A goalie, in theory, has the fate of the game on his shoulders. My favorite part of being a goalie is knowing when I'm "on" in a game, and feeling like a brick wall that nobody can score on. My confidence level skyrockets and my ability in goal seemingly doubles.

What are your hopes for the rest of the season?

This year I really want to make it back into New England's. Last year was the first year that Varsity Water Polo had made it in three years, and we only got sixth in the tournament. This Year, I not only want to make it to the tournament, I want to place in the top three. As a senior, I want to leave a legacy that is greater than when I arrived as a freshman. Water polo has shaped me into a new person, and I hope that I have had that effect on the team's future.

LC's Newest Addiction

BY JAMIE NEIKRIE '13
Staff Writer

Unless you're a loner and spend all of your time doing homework alone in your room, then you've probably heard about something called "Fantasy Football" recently. Maybe you're a girl, who knows it as "that stupid thing that guys talk about," or maybe you're one of the cool girls who actually participates in a Fantasy Football league (like Annie Ferreira '13 or Rekha Kennedy '13). Or, maybe you're one of the guys who hears about it in the locker room and nods like you know what it is when you really don't, for fear of



PHOTO COURTESY OF GOOGLE IMAGES

looking like an idiot. Well, lucky for those ill-informed, I'm here to tell you all about this crazy game. At it's simplest, Fantasy Football is a game where average NFL fans can act as big-shot general managers and build their own team, accumulating fantasy points based on the statistics generated by actual NFL players. How well your fantasy players perform in real NFL games determines how many points the player scores for your fantasy team, and the team with the highest point total wins. Still confused? Well, let's say I have Tom Brady (everyone knows who he is right?) and he throws for 400 yards and 3 touchdowns. That will give me a certain number of fantasy points, (in most leagues, one point for every 25 passing yards, plus four points for each touchdown pass) and since it's Tom Brady, he would probably score me a ton of fantasy points, just because he's awesome. On the other hand, if you play a weak quarterback, like Tim Tebow, you're not going to score many points. Fantasy teams are limited to quarterbacks, tight ends, wide receivers, and running backs. Plus, you can select a kicker and a team defense, (for example, if a player on the team's defense you select intercepts a pass from an opposing QB, your team scores two points) along with backups for each position, rounding out your squad to 15 players.

On the surface, Fantasy Football seems like a childish dream for lonely men with no lives, where in actuality, Fantasy Football is the most brilliant marketing strategy in sports history. Launched officially in 1997, Fantasy Football has spawned an entire industry that has spread to nearly every sport, even on other continents. You

can play Fantasy Soccer, Fantasy Basketball, Fantasy Cricket, and even Fantasy Congress, although I'm not entirely sure how that would work. Anyway, in 2010, the Fantasy Sports Trade Association (yes, there is one of those) estimated that participation in Fantasy Football has grown over 60 percent since 2008, having a \$3-\$4 Billion annual economic impact on the sports industry. The actual value of Fantasy Football is, in

all likelihood, far greater than those estimates. Fantasy Football is a catalyst for the NFL by elevating television ratings for games and increasing jersey sales. For ESPN and the NFL, the two most popular websites

that offer Fantasy Football, the game generates millions of dollars in advertising revenue. Personally, since I started playing Fantasy Football, my interest in NFL games has skyrocketed. Every Sunday, I will tune in to each of the the NFL games, just to see how my various players, spread across different NFL teams, perform. As ridiculous as it sounds, Fantasy Football has even generated an industry for fantasy advice; thousands of websites and subscription databases exist solely to help you defeat your friends in fantasy.

Because I am nice enough not to spam all of your Email in-boxes with a survey about your participation in Fantasy Football, I can't tell you exactly how many LC students play the game or compete in a league consisting solely of Loomis students. I can tell you, however, that I am in an 8-team fantasy league with 7 other idiots (RJ Paige you said you wanted a shout-out, so here it is) as opposing owners, each of whom I crush on a weekly basis. I can say, with certainty, that within a few years, Loomis Chaffee's average GPA will plummet as a result of the increased participation in fantasy football. This is the curse of Fantasy Football. It's an addiction. Even when your opponent crushes you in one week, there's always the next week to redeem yourself, but all too often, you just get crushed again. Above all, Fantasy Football is not a game for the faint of heart. It is a game for champions, like me, Jamie Neikrie.

Editor's note: Jamie Neikrie currently sits in last place in his fantasy league. He has no chance of winning this year.



BY TYLER REHOR '13
Staff Writer

Ryan Shelby '13, LC Varsity Water Polo's starting goalie, plays one of the most difficult and demanding positions in all of sports. He often can be found exploding out of the water to block shots, treading water while holding forty pound water jugs over his head, and exhibiting borderline insanity by sitting in a goal to block balls that regularly travel around 30mph.

Incredibly perceptive, Shelby has an unparalleled understanding of the game, a skill which the LC Varsity Water Polo immensely benefits from. A strong vocal presence, Ryan directs the Pelicans while on defense and offense, constantly making on-a-dime outlet passes to fuel the team's speedy counterattack. Consistency is Ryan's strong point; he recorded a save percentage of 53% last season, one of the

The Cage: Behind the Scenes



SHANNON DEVENY '14 FOR THE LOOMIS CHAFFEE LOG

BY ARNAV KAPUR '14
Staff Writer

The Loomis Chaffee community lauds partners Joe Billera and Keith Armstrong for their tireless work with all of the athletic equipment at "the cage", and we thank them for the extra effort and care they give. Recently, I had an opportunity to talk to Mr. Billera about what goes on behind the scenes at the cage, and also about his thoughts on the Loomis community. I started

off by asking him about the common fear that some students, especially freshmen, have. "Is it sanitary to wear uniforms that other students have worn before me?" Immediately, Joe mitigated the fears, stating that "We have a very carefully designed program back here in the Wash Room. We have six chemicals and disinfectants going into the washers and dryers, and the machines are very well programmed so that we can get the shirts, shorts, jerseys, and cleats to be as clean as possible. We have chemicals that can remove any type of stain, and the whole set up back here was pretty well looked into and studied."

According to Joe, they go through about 540 gallons of water every day just to clean the clothes. That amounts to eight full bins of dirty laundry, just in case any of you were wondering. Washing the clothes is only one aspect of keeping the cage up and running; Joe organizes the clothes and orders new items, while also making sure that the

cage's store is running properly. Clearly, there is a long list of tasks to be done on a daily basis, so Joe and Keith enlist some help. They give thanks to all of the students who help out at the cage, performing basic tasks such as folding shirts, cleaning out Gatorade bins, and even taking inventory. They recognize that doing the "equipment room" work job occasionally can be redundant and boring, but the students provide much needed assistance to Joe and Keith, help of which they are grateful for. Joe adds, "We couldn't really do it without the kids who help us out. It's a big part of keeping the cage up and running."

Joe is, without a doubt, one of the friendliest and most assuring members of the LC community. He strives to maintain the cage as a friendly and comforting environment, commenting that his open personality toward students helps them adjust to life on the Island. "I try to get kids out of their shells, try to help them with the new exper-

ience, try to be there for them... Lots of kids are away from home, so it's a part of my obligation to make sure that they are comfortable. I try to make them all feel comfortable...Let's put it that way." As a former assistant in the cage, I know first hand how monotonous and hum-drum working there can be. I wondered if Joe still possessed the daily motivation to come back to work day after day, especially since at the beginning of last year, Joe suffered from a serious case of pneumonia. I asked him if he still enjoyed working at the cage, to which he replied earnestly, "Yes, I absolutely love working here. Actually, it's not even like a job; it's more like a joy, and I mean that. It's very rewarding." This year marks Joe's ninth at LC, and to our good fortune, Joe will continue to return year after year, unless his family or health calls for otherwise. LC students and faculty will continue to love him, as we all know that he would show the same type of care for us if we ever needed it.

NFL Lockout

BY SAM ADLER '15
Staff Writer

For the fourth time in two decades, a devastating lockout threatens to cancel an NHL season. A lockout occurs when a league's collective bargaining agreement (a contract between the players and owners that includes how the league should be run and how the income should be distributed) expires, delaying the season until both sides settle on an alternative contract. The NHL team owners and the Players Union have tried desperately to agree on a new contract, but so far little progress has been made. Players are beginning to sign contracts with professional teams in Russia and different parts of Europe, and the 2012-2013 season is dwindling with all preseason games cancelled.

The core issue of this labor dispute is the manner in which hockey related revenue should be divided among players and the owners. In the previous con-

tract, the players received fifty-seven percent of the NHL's 2.1 billion dollars in revenue. Now that the league's income has increased to 3.3 billion dollars, the owners want a larger percentage of the revenue and are attempting to decrease the players' share by 10-20%. The owners believe the offer is reasonable because, in their opinion, the last deal was too generous and that the players need to cut back in these difficult financial times. The players feel that they should not make significantly less money when the revenue has increased. The players offered to slightly lower their share of the income to 53%, but the owners are unlikely to accept the offer. Gary Bettman, NHL commissioner, and Donald Fehr, NHL players association (NHLPA) executive director are the protagonists representing both sides. Neither side is willing to concede, and this obstinacy will certainly prolong the process of coming to a fair agreement. This topic of

splitting the income, however, isn't the only component of the collective bargaining agreement.

The collective bargaining agreement as a whole describes the responsibilities of both parties including player safety, drug testing, the entry draft, and many more important details. These other parts of the CBA aren't as crucial because they aren't highly contested. Both parties were able to agree upon the terms of drug testing and are having further negotiations on player safety. A small, yet admirable, start to this long process.

With the regular season slated to begin on October 11, both sides are urgently trying to agree upon a rational contract. Meanwhile, North America's loss is Europe's gain. The players have already signed contracts with leagues in Europe, Scandinavia, and Russia. NHL stars such as Evgeni Malkin, Pavel Datsyuk, Alexander Ovechkin, Ilya Kovalchuk, and Sergei Gonchar

joined teams in the KHL (Russian Hockey League), while Jason Spezza, Rick Nash, and John Tavares signed contracts with teams in Switzerland. This widespread integration of NHL players into foreign leagues has considerably enhanced the league's skill level, but certain restrictive rules have been put in place. The KHL, for example, has specifically limited each of its teams to signing only three NHL players and their contracts can't be more than 65% of the prior NHL contract. The players though, can terminate these contracts when the lockout ends so they can return to the NHL.

Unfortunately this can be a long process. The worst lockout occurred before the 2005-2006, cancelling the season, lasting after the lockout lasted 301 days. If the players and owners cannot come to an agreement then the NHL may lose income as fans move on.

Results Box

BOYS XC	VARSITY BOYS SOCCER
2-1	6-4-2
GIRLS XC	VARSITY GIRLS SOCCER
4-5	9-1
VARSITY FIELD HOCKEY	VARSITY VOLLEYBALL
6-2-1	5-5
VARSITY FOOTBALL	VARSITY WATER POLO
4-1	6-5