

Loomis Chaffee Log

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Artist Spotlight:

Diane Savino

BY PHUONG BUI '16
Contributor

Today's Log features an interview with Diane Savino, the mother of Patrick Dickert '14 and a talented Egg-tempera artist, who recently exhibited her work in our very own Mercy Gallery at the Richmond Art Center.

Q: When were you first exposed to Art?

A: As far back as a young child, I believe I knew I would be an artist. My earliest attempt at art began when I tried to copy the flower pattern in assorted crayon colors on the wallpaper in the hallway of my home. I was probably 5 years old when I attempted this, and luckily, my mother was not too upset!

Q: Where does your inspiration come from?

A: I grew up as an only child in a multi-generational Italian Catholic family based in the rural area of Hatfield, MA. Both my grandfathers farmed in the area, and this was an inspiration for my artwork. Another factor that came to influence my art practice was that I was adopted from an orphanage as a baby. I was searching for an identity, and I wanted a means of conveying my cultural background through art.

Q: Did you receive professional training in the arts?

A: I had always loved drawing when I was younger, but I had no formal art training outside of elementary school and was largely self-taught until I arrived at college. Then, I gravitated towards painting because I loved colors. First I studied oil painting while at Westfield State College, then at UMass I studied alongside Artist Bill Patterson.

"PELICAN PARENT", PAGE 5



PHOTO COURTESY OF AP IMAGES

United States Government Shutdown Political Stalemate Brings Turmoil to One Pelican Family

With House Republicans failing to reach a deal with Senate Democrats over spending, the United States can no longer support some 800,000 government employees, leaving many others—including one member of the LC community—feeling worried

BY SAM COX '16
Staff Writer

fur-lough [fur-loh]

noun

1. Military . a leave of absence granted to an enlisted person.

2. a usually temporary layoff from work

With the government shutdown on October 1, the government's largest employer, itself, was forced to 'furlough' 800,000 of its own workers. How does a government as big and

powerful as our own force like the one we're in today? Simply put: it's politics as usual.

The longer answer is because democrats and republicans are disagreeing

leaders must draw up how much money the government can spend, and on what we spend it on. The reason we haven't been able to agree on spending is mostly due to the disagreement between the Re-

publican controlled House of Representative and the Democrat controlled Congress. The house is against Obama's healthcare vision, and the bill that they have sent to the Senate basically delaying Obamacare's implementation a year has been rejected by Congress, whose majority favors Obamacare. So while our senators and house representatives hack out a compromise over this bill we, in the meantime, are left in the midst of the first shutdown since 1995.

In pop culture the shutdown has been compared to its Hollywood euphemism, "The Purge", while Stephen Colbert has compared the government to Walter White's "once sympathetic character that

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HOW DOES A GOVERNMENT AS BIG AND POWERFUL AS OUR OWN GO INTO A HIATUS? SIMPLY PUT: IT'S POLITICS AS USUAL

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Chipotle Club Supplies Meals to Hungry Pelicans



MERCY VILLAREAL '14 FOR THE LOOMIS CHAFFEE LOG

BY AURELIE LIU '16
Staff Writer

Fellow Chipelicans, have you craved a burrito lately? Are you looking for something more than your usual sausage egg and cheese? Does your life feel pur-

poseless without a regular fix of chips and guac? Fear not, for Melanie Vangel '14 and Anita Richmond '16 have found their newest enterprise: the Chipotle Club. "I think all Loomis students face the adversity of not being able to get chipotle." Mel

explains, "We're trying to serve [to] the common good of the school, and if that means delivering mass amounts of burritos then so be it." Senior Jack Bradley, an "unofficial leader", shares Mel's

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LC's Top Debaters Undefeated at Prestigious Tournament

BY JOHN KIM '15
News Editor

On September 22nd, Loomis debaters Karen Cha '14 and Leah Rubin '14 went undefeated at the prestigious Roxbury Parliamentary Debate Tournament, setting high standards for an already extraordinarily strong Loomis Debate Team.

The Roxbury tournament, like many other debate tournaments, is judged in a fairly basic way. Before each team begins to debate, it is given a random number combination that serves to de-

termine the debate pairings for each round. The actual tournament is composed of three rounds. Each round pits multiple teams of two against one another, and all debaters are granted eight minutes to put forth and refute arguments while attempting to defend their own. An impartial judge grades each individual speaker on a 60-100 point scale, though a perfect score is essentially impossible to obtain. The winners are decided each round via the average of the two speakers' scores. As is obvious, the teams with the highest scores advance to the next round. It is clear that even ordinary debate tournaments are grueling affairs. The Roxbury tournament,

however, is particularly odious because of its allowance of "points of information". Points of information allow debaters to stop speakers and ask them questions at certain intervals throughout the round to weaken their arguments.

Due to the graduation of some especially strong senior debaters from other schools, gaps appeared, opening the way for a new debating elite. Within this new elite exist many familiar rivals. As might be expected, the Phillips Andover debate team was and continues to be a powerful force. The Andover team participated in Loomis' own Policy Tournament

"DEBATERS", PAGE 3

Editor's Picks

The Island's Cutest Pet?

Many LC students see Mr. Bartlett running around campus with his dog, Hobie. Read more about this adorable black lab and how he came to be a part of the Bartlett family!

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Spotlight: Austin James '14

A Six foot One inch Point Guard from New Jersey, Austin James is ready to lead the Pelicans back to the summit of the LC Prep Basketball league.

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Going Green: A Waste of Time?

Lauren Rubino '14 reflects on environmentalist Lawrence C. Smith's convocation, calling on fellow students to help rescue earth from the dangers of global warming.

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Government Shutdown: Who's to Blame? What's to Come of it?



Members of the Senate Debate a solution to the Government shutdown

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“THE PROBLEM IS THAT THERE IS TOO MUCH BIPARTISANSHIP IN THE GOVERNMENT”
-FATHER OF AUSTIN TAUTFEST '16

transformed into an egotistical, self destructive maniac” character in Breaking Bad. Although the repercussions of a shutdown don't include the lack of police enforcement or military, the immediate effects are being felt around the country, and on the island.

Self funded agencies like the postal service won't be affected, but all branches of the government that rely on taxpayer dollars will be. Airports are functioning properly, and the FBI and CIA can still take care

of immediate threats to national security. Agencies being forced to take a break include the National Park Service, the Pentagon, and all long term government funded essential research being done, non essential meaning it is not a necessity in the short term. The Department of Health and Human Services, the Department of Commerce, NASA, and the Environmental Protection Agency are all being told to halt any research or inspections that aren't absolutely critical.

Even on the island some of our own Pelican families are feeling the effects of

this congressional turmoil at home. Austin Tautfest '16 lives in Utah, where his father works for the military defense contractor SAIC, where he has piloted F-16 fighter jets for many years. Because Austin's dad receives a three year contract agreement for his job, his family has been nervous about its renewal during times of government financial cutbacks. “The problem is that there is too much bipartisanship in the government, and an unwillingness to compromise for the greater good” says Austin's dad, who has just recently returned to work.

Out of these 800,000 government employees who are in Austin's dad's situation only about 350,000 of them are returning to work this

week from their leaves of absences, and no worker is guaranteed pay from their hiatus until Congress passes a brand new bill that says so.



PHOTO COURTESY OF AP IMAGES

LC Hosts Interscholastic Latino Fest

BY MICHELLE CHOI '16
 Staff Writer

Despite the dreary weather outside, Latin culture made a splash inside during the second annual Latino fest, held on October 6th. Flags of Latino countries decorated Erickson gym as students, faculty, and, of course, adorable fac brats engaged in all the activities that PRISM, the multicultural club on campus, had planned.

Students proudly bore painted flags on their faces while munching on cotton candy and constructing elaborate piñatas from scratch. At the end of the day, the multitude of hand-crafted piñatas was judged mostly based on creativity. The Howe kids won the competition with their stick and puck piñatas while the Hutch boys' classic pelican came in a close second.

Throughout the afternoon, the nearly refurbished gymnasium was filled with authentic Latin music, cour-

tesy of a lively Puerto Rican band, featuring Mr. Parada, husband of the Director of Multicultural Affairs: Mrs. Parada. Students were taught to dance the Latino way by two wonderful dance instructors. An LC alumni also returned to lead several enthusiastic students in several rounds of Zumba. Another highlight of the afternoon arrived in the form of a food truck, which was filled with non-dining hall food (a welcome break). Located just outside the gym, the food truck sold out within three hours. To round out the day, a final hot chili pepper eating competition commenced. The competition was fiery, but the competition came to a close as Roberto Parada and Marcus Witherspoon tied for first place with ten peppers apiece. This was followed by a final polka dance, led by yet another group of energetic teachers.

Latino Fest was created

by PRISM to educate the students of Loomis Chaffee about authentic Latino culture. Judging from Olivia Diong '16, who said, “I really got to get a feel of Latino culture. I'm not Latino myself, but in that moment I felt like I'd been living in Spain or Argentina my whole life,” PRISM certainly has succeeded.

All funds raised by Latino fest will go to benefit Mi Casa, a Hartford group that helps Latino families in the area. Latino Fest is the first of many PRISM-organized events that will raise money to benefit the honorable cause of Mi Casa. Don't worry if you could not attend Latino Fest this year; the event will grace the island once again next year. With zumba, piñatas, delicious food, and yet another valid excuse to delay homework, who could possibly not look forward to next year's Latino Fest?



Scenes from LatinoFest

PHOTO COURTESY OF MARY FORRESTER

GLOBAL STUDIES CERTIFICATE

BY MALLORY KIEVMAN '17
 Contributor

The Global Studies Certificate Program is another Pelican way to challenge oneself and pursue interest in the world. During the interview, Mr. Alec McCandless, the director of Loomis Chaffee's Center for Global Studies, spoke about the magnitude of valuable resources and opportunities the center provides for Loomis students.

The mission of the center is to “promote academic pursuit, extracurricular involvement, and travel experience that will develop students interest in, understanding of, and engagement with the peoples, cultures, and localities of the world, along with the skills to become leaders in it.” This has more than just immediate effects on students; it is part of a long-term project to prepare the students to face the super-interconnected world before leaving Loomis for their next steps in life. In the words of Mr. McCandless, “the creation of the center is supposed to make our efforts much more intentional in educating stu-

dents for the world they will find.” This core value has culminated in numerous events, including many trips abroad (to locations such as India, the Dominican Republic, and France) and the Bussel Family Lecture Series.

For students who are especially-

service in the nation and in today's global civilization.”

This certificate will be awarded during Commencement and will officially appear on one's transcript. Students can earn the certificate by fulfilling the academic, extracurricular, and travel requirements over their Loomis career.

The Center for Global Studies has been working with the Curriculum Committee and faculty to create the list of course offerings from which the students can choose to fulfill the academic requirements.

Any students interested in pursuing the Global Studies Certificate can contact their advisor and the Center for Global Studies to begin the process of planning. Students that do pursue a certificate in Global Studies will most definitely be satisfied with the opportunities, experiences, and knowledge they gain from their learnings.



PHOTO COURTESY OF CLKR

ly passionate about global and international affairs, the Global Studies Certificate is an advantageous long-term goal to work toward. By official definition, the Certificate “recognizes academic, extracurricular, and experiential studies focused on fulfilling the mission of the school in educating its students for

We've Moved!

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Special thanks to Mrs. Forrester and Ms. Googel for their help on building the site!

Debaters Karen Cha '14 and Leah Rubin '14 Take Home Gold Medal

Continued From Page 1

last year and made a strong showing, even though the Loomis squad did not face them. Two schools, however, draw the ire of the LC Debate team. Hotchkiss one of them, is a rival that the Loomis debaters refuse to lose to. While not particularly formidable, Hotchkiss has been a longtime rival of LC debate. The same is true of Deerfield, whose students were not particularly cordial in previous competitions. Looming larger than all of these schools, however, is a school that many at Loomis have likely never even heard of: St. Sebastian's. This school is without a doubt the home of some of the strongest debaters in the nation and takes home trophies left and right. It was this very school that LC defeated 2-1 to 3-0 Sunday, September 22nd.

Though Karen and Leah were able to come home with

the gold, victory did not come easily. According to Leah, the first round was "especially disheartening". The pair had not done any form of public speaking since their Model UN in Boston their junior year, but eventually, the two fell back into dominating synchronization.

THE PAIR HAD NOT DONE ANY FORM OF PUBLIC SPEAKING SINCE LAST YEAR, BUT EVENTUALLY, THE TWO FELL BACK INTO DOMINATING SYNCHRONIZATION.

"Leah and I have our specialties on certain topics," says Karen upon elaborating on their ability to work as partners. "For example, on issues relating to the Middle East, the environment, or economic issues, Leah will take the lead. I feel more comfortable with arguing about theories rather than facts, so I usually assume control on topics that involve federalism, constitutional precedent, and international

policy." This division of labor allowed Karen and Leah to expand on their partnership over the last year, and is a technique the two plan on teaching the new debaters this year.

The debate team this year shows extraordinary promise. Leah Rubin, Karen Cha, and

Billy Holloway '15, are the "veteran" debaters, though Laurie Zelinski '16, Isabelle Raposo '15, Alex Smith '14, Kijoon

Kim '15, David Shin '15, and Jean Lee '15 all show incredible potential and will undoubtedly continue the team's legacy. In addition to these talented debaters, the debate team has received sixteen new underclassmen, as well as Mrs. Kirschmann, a new faculty co-advisor. Novice debaters will participate for the first time in the Connecticut Debate Association (CDA) this weekend.



Karen Cha '14 and Leah Rubin '14

JULIA SONG '15 FOR THE LOOMIS CHAFFEE LOG

Math Department Introduces New Computer Program

BY RAMAL RAUF '17
Contributor

Last year, the math committee applied for a grant to have an online program in Dr. Nguyen's AP Calculus AB classes. Upon agreeing to their wishes, the cooperating mathematics agency created a program called Web Works. Dr. Nguyen spent the entire summer programming problem sets for Web Works, which gives students the opportunity to do various assignments as well as clarify remaining questions online. It is a brilliant program, a wonderful addition to the Island, and includes several notable features relevant to the future students of Loomis Chaffee.

The main function of Web Works is the ability to upload and edit homework assignments, as well as receive immediate feedback. Each student receives the program and an account, allowing individualized student-teacher interaction in addition to the community learning environment in the classroom. The problem sets that Dr. Nguyen spent the summer programming are the questions that the students are assigned for homework, which can even be set with deadlines. As a more lenient aspect, the program is also forgiving; Dr. Nguyen excuses every student from one forgotten homework, and can re-open the problem sets in order that the student can complete it.

One great feature is the amount of help students can receive in understanding concepts and completing homework. For one, Web Works will tell the student whether or not an answer is correct, and will let the student rework the problem until fixed. This means that students can always earn full credit on their homework, as long as they apply the necessary effort. When students find themselves completely stuck on a problem, they can send an email from the webpage to Dr. Nguyen, with a link to the problem the student is working on. Com-

pared to the difficulties of seeking scheduling a meeting with a teacher and explaining an abstract math question in words, the unique features of the program allow for significantly increased clarity and efficiency. Also, the program provides feedback as soon as an assignment is completed, especially helpful for topics students are struggling to understand, and eliminating the time factor of waiting for papers to be passed back. The program also allows viewing for past problem sets to study for a quiz or test, which Dr. Nguyen's students predict will be a major asset in preparing

complex class in which answers can come in many different forms, the program is smart enough to recognize all the correct ways in which a question may be answered. This way, instead of marking a response wrong because it slightly deviates from the perceived intended answer, the program understands that there is more than one way to write the answer, and acknowledges it in correcting the work.

This new development for mathematical education inspires multiple opportunities for further development. The same company that designed Web Works is creating a program that will give incoming students an opportunity to take online math courses in order to satisfy Loomis requirements before they arrive on the Island. The math department is focusing on an online course for Algebra

I, which Dr. Nguyen believes will be especially helpful for incoming freshmen that have not yet taken Algebra I. He advises that such students take the course over the summer, so that they may begin their time here with Algebra II. The math department hopes that this will create a more level field of math proficiency among new students, and influence other teachers to adopt similar programs. Dr. Nguyen himself is hoping to incorporate it into his other classes soon. By next year, Web Works and other technology may be implemented to several more math classes.

In the modern world where technology is as integral a part of life as tradition, Loomis is attempting to incorporate our own developments into the school and use it to our advantage. Besides the incredibly helpful education benefits, Web Works and other programs may attract applicants with the lure of technology. It is a lovely addition to the academic sophistication of Loomis Chaffee, and it will continue to inspire work for the Best Self.



Math Teacher Long Nguyen

PHOTO COURTESY OF LONG NGUYEN

for the cumulative final exams.

The second main feature of Web Works is its intricacies; Dr. Nguyen has even ensured that the program has techniques for maintaining academic honesty. For one, every single student is given the problems with the exact same concept and process, but the numbers are different. This means, as Dr. Nguyen puts it, they can "collaborate, but not cheat". As if machines can manufacture has morals of its own, these problem sets fix themselves around the user, personalizing the teaching process. But the collaborative aspect is not eliminated—students would be able to talk about what and how in relation to the topics, but when it comes to the specific question, students would part ways. This greatly prevents any cheating of any kind, unlike written homework in which everyone has identical problems.

Another great part about this program is its attention to detail in the answers. As AP Calculus AB is a very

New Interdisciplinary Courses to Begin Winter Term

BY JEAN LEE '15
Staff Writer

For those who are left ultimately unsatisfied with the academic satisfaction granted by regular courses, interdisciplinary courses may be the solution. Interdisciplinary courses are, obviously enough, courses that cover multiple subjects. They integrate certain aspects of different subjects to fit specific topics. For example, take an interdisciplinary course consisting of two seemingly unrelated subjects: history and science. We find "Oil in Water: Topics in Environmental Law," a term course dedicated to the discussion of the scientific and historical impacts of oil spills and cleanups as well as their scientific and legal aftereffects. This course has been and still is available, but this year, two new interdisciplinary courses have been added to the list for any prospective Loomis students who are interested.

"Food in the Americas," a course that integrates history and English, covers American food journalism from the twentieth century. This course will closely study three food items: coffee, meat, and vegetables. Various aspects of these foods will be studied, including their social and historical effect as well as their scientific methods of production and consumption in the Americas. This course is intended to show the close relationship between food and history and the myriad ways in which food reveals the lifestyles of people who lived in that era. Students will also get the opportunity to immerse themselves in food-related experiences. Journalism also plays a big role in this course; students will de-

velop skills in scientific, historical and political journalism throughout the term. Since this deviates from the writing style Loomis students are normally taught in English classrooms, this course will be very helpful for students interested in pursuing journalism in the future.

"Global Literature and the History of Sport and Society," another course combining history and English, will allow students to develop their own perspective on sports, i.e. competitions and athletes, in history through works of literature, poetry, personal narratives, and so on. Athletic competitions have very often served as important backgrounds for larger global issues, and by examining the insinuated significance sports has had on individuals as well as human culture as a whole, this course will educate students about the influence that sports have had on human civilization. Near the ends of the courses, each student will conduct an independent research project. Both "Food in the Americas" and "Global Literature and the History of Sport and Society," however, do not fulfill the requirements for an English diploma.

"All the courses are directed and chosen by students," says Tim Lawrence, director of studies. The courses are created and adjusted according to student interests and needs. Usually, teachers may come up with ideas for a new course. Then, they compose the course with the respective department heads and create a general outline on the course's goal and how much the course covers subjects related to it. The sketch of the new course then is put under examination by the curriculum com-

mittee, which is comprised of department heads, the dean of faculty, the director of college guidance, the directors of studies, the head librarian, the head of global studies, and most importantly, two student representatives. They all have a meeting with the teacher that proposed for the the new course, discuss and answer any questions, and then vote on whether the course will be offered for the academic year or not. Students have a voice not only in presenting their needs and interests, but also in choosing which courses to make available.

Because of the variety of interdisciplinary courses that are offered throughout the year, students have more opportunities to explore areas of study that focus on broader, more applicable information.

Additionally, the interdisciplinary courses often times go beyond the parameters set by the department, and focus on issues in other departments, as well. With the material students learn in class, and the practical application much of it has in life, students are more prepared to draw connections between the things they learn.

The courses, which are taught in a variety of ways, ranging from lecture-based to discussion-based, allow students to be better prepared for the many types of professors they will encounter in their respective colleges.

The extensive reach these courses have is sure to help Loomis Chaffee students apply the knowledge learned in class to their future endeavors in college and beyond.

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'Potle For The People



Melanie Vangel '14 and Anita Richmond '16

MERCE VILLAREAL '14 FOR THE LOOMIS CHAFFEE LOG

tive aspect of the club. Along with the beneficence of their teachers, peers, and the underlying chipelian in all of us, Mel and Anita have managed to turn their dream into reality.

The birth of the club was a spark of genius, a miracle, if you will: "We were standing in the snug, not getting a burrito, and [I] just felt this Chipiphany ... the greatness of Chipotle must be available among the Chipeople!" Anita reveals, "If I remember correctly, there was this celestial glow around us. We began to rise off the ground in sudden awakening as this enlightenment dawned on us." Thus began a new era at the Loomis Chaffee School, one filled with burritos, chips, and guac for all. Yet, to the fervent believers, Chipotle is far from a mere meal. "I've never been to Church, I've never been religious, [but] I found faith in Chipotle" Mel preaches to the club's devotees. Chipotle is a source of guidance and consolation to many overstressed students, giving students the opportunity to unite and chipray for all adversities.

Even amidst the excitement, the Chipioneers also received a lot of skepticism. "A lot of people doubted us," Mel admits, "They didn't think we would actually do anything." This discouragement only pushed Mel and Anita to prove the non-believers wrong. After deciding to form the club (days after the club formation deadline), they ended up stealing a table at the clubs fair to promote Chipotle Club, using nothing but their sign up sheet and fierce Chipassion. The club's first event was during Harvest fest. Using Chipotle feature called "Burritos by the Box", they managed to deliver over eighty burritos to their Chipelicans. Chipotle Club members emailed them their burrito orders beforehand and

paid when they claimed their Burrito. It proved to be a huge success, "[We] realise that we're doing big things with our lives," Anita announced to me. As for future plans, the presidents will continue to mass order Chipotle (\$9 a burrito, get 'em while they're hot!) and are also thinking of getting a bus to drive eager Pelicans to Chipotle. "It's like going to Church on Sunday," Mel explains, "Most people put their hands together to pray, we just put them around burritos."

Their dedication and perseverance certainly inspires Chipelicans. "The Chipotle Club has taken over my life" Mel says, "It's listed as the first activity on my Common App for college." Expecting no more than fifty students to sign up, Mel and

Anita were shocked when they sent their first email out to over two hundred and sixty people. For amused teachers to curious students, the Chipotle Club provides delicious Mexican cuisine along with emotional, physical, and spiritual support. Chipotle goes beyond social boundaries and expectations: Chipotle is a way of life. "I may not know someone's name or what dorm they're in, but I know whether they prefer chicken or steak in their burritos," Anita laughs. Together, Mel and Anita have opened a gate to a whole new realm of possibilities. Whether you are feeling peckish or need some spiritual guidance, know that the Chipotle Club will always be at your door with a burrito in hand.

Abracadabra!

BY LILY LIU '17
Contributor

Everyone at Loomis loves going to see the hypnotist show. Watching your classmates sing, cry, and possibly twerk across the stage at the snap of a finger is not an event to be missed. Jim Spinnato, Loomis' resident hypnotist, visited the Island this fall and conducted his annual show that left many dumbfounded, confused, and in disbelief. For the entire night after, students from around campus huddled up to the kids who had been on stage, pressing to find out if it had all been a hoax, or if magic had really struck the Island. This year, curious to delve deeper into his illusions, I searched for the answer to my main question: how did he enchant our Pelicans, or is it all an elaborate hoax?

What Mr. Spinnato performed was stage hypnosis, a special type of hypnosis used to trick and entertain audiences and schools. You might think that hypnosis is a type of mind-control, but in fact, people under hypnosis are fully awake, extremely focused and have control over themselves. There is not much real hypnosis in stage hypnosis—the extroverted, hilarious acts we all saw are not magic, they are the student's choice. Here are several elements that are important to a stage hypnosis show:

1) Participant Selection: The selection of participants is extremely important. Stage Hypnotists are looking for the most extroverted students in the audience, students who will be comfortable perform-

ing random, weird, and even embarrassing things on stage. If a student is jumping and shouting around, waving his hands in the air and screaming, he'll probably be picked. You might notice that at the beginning of the show, Mr. Spinnato was encouraging sophomore, junior and senior volunteers to come forward, then finally selecting the loudest, boldest, and most comfortable students to appear in his act.

2) An Authority Figure: A person cannot be hypnotized unless he or she trusts the hypnotist. However, a stage hypnotist can convince his participants to follow his instructions by proving himself as an authority figure. In a TV show, participants are suggested to play-along with the hypnotists, and if the hypnotist stays in control, they usually will. Stage hypnotists always say, in their cliché way, "From this moment everything I say to you. Every single thing I say, no matter how silly or stupid it seems will instantly become your reality. Everything I say will instantly become your reality." Even though it sounds cheesy, by reinforcing his authority, the hypnotist convinces participants to follow his suggestions, and makes it difficult for the participant to be that awkward person who walks off stage saying they are not hypnotized. Emotion also plays an important role here, and when participants are excited, their high emotions help the hypnotists by distracting the audience from the truth.

3) Self-Administrative: What Mr. Spinnato did was just lower our students' inhibitions (tell them to relax

their muscles and fall asleep), and ask them to imagine events that they would encounter in daily life. Hypnotists are not able to control people's minds or make people do things that are against their principles and values—therefore, all behaviors we saw on stage come from our students playing along and putting on a show (and, possibly, having an excuse to be a bit crazy for a night). Mr. Spinnato was actually providing the students an excuse to do a bit more of what they would in normal life. For example, Nana Mind-er '14 is a dancer: she did not disobey Mr. Spinnato's ordering her to dance because she also dances in real life. Also, our students' reactions towards physical commands, such as stomachaches, smells, and itches, come from their own imaginations. "Physical senses are merely activity in nerves, the pain is as real as they believe it to be. Extroverts tend to be more easily convinced of physical sensations which makes them such good stage candidates," Farzana Jaffer Jeraj, founder of Clear Mind Hypnosis, explains in her video "Stage Hypnotist Trade Secrets Revealed." Participants can actually feel the pain/itches because they believed they would feel it.

Even though the students danced across stage, ran through the audience, and started jumping across the room while singing Britney Spears, there is not too much magic involved. Instead, with careful student selection, a bit of persuasion, and a lot of acting, the magic happens. I guess they're not really enchanted Pelicans after all.



Hypnotist Jim Spinnato

JULIA SONG '15 FOR THE LOOMIS CHAFFEE LOG

LC's International Student Ambassadors

BY NATASIA NABILA '16
Staff Writer

Every cycle, on Friday gaps, International Student Ambassadors

valuable advices to their mentees in a similar vein to a Peer Counselor. The system greatly resembles a mini Advisor-Advisee program, which continues to be a major support-

Other upcoming events that students should keep a look out for is a proposed movie night in the SNUG by Aurelie Liu '16 and possible food-making workshops. For a fun



Aurelie Liu '16 and Emilio Arellano '14

PHOTO COURTESY OF MEGAN BLUNDEN

(ISA) meet to discuss the lives of the seventy-three international students in our Loomis Chaffee community. As the ISA represents such a diversity of students from multifarious backgrounds, they try to interweave cultures and traditions into daily life at Loomis. Under the guidance of Ms. Blunden, the director of International Students, ISA organizes events to help broaden Loomis' horizon as a diverse, incredible campus full of students whose backgrounds create a melting pot of culture.

One of the ISA's major movements this year, led by Ms. Blunden and the passionate ambassadors, has been to establish a Mentor-Mentee program. The program allows returning international students to mentor new international students, a helping hand to guide and aid them in their transition to Loomis. A mentor would provide moral support, encouragements and

ive element for students at Loomis. Eliana Zhou '14, a senior from Singapore, is the mentor of Alice Jiang '16, a new boarding sophomore from Shanghai. Eliana beams brightly as she explains why this is more than just a position to her: "It's nice to meet the new international students personally and let them know that there is always someone looking out for them."

The ISA and its ambassadors are already planning a plethora of exciting events for the year and each ambassador is required to hold at least one cultural related event per term. On September 19, senior ambassadors Wen Xin '14 and Michael Jiang '14 co-hosted a Mid-Autumn Festival to celebrate the traditional "mooncake" festival. And, as a necessity of any good Loomis event, free food abounded: Asian snacks and moon cakes were stacked on the table—and disappeared within the blink of an eye.

weekend pastime there will be a cooking competition to create your favorite traditional dish from your home country, and a culture trivia game show, an idea suggested by Maggie Liu '15.

The biggest annual event on campus is Cultural Outburst, where international students volunteer to set up booths representing their countries. They cook authentic food and provide a taste of their cultures for non-international students. Every year during Cultural Outburst, the SNUG overflows with curious and hungry students, all eager to learn a little and eat a lot. Benefitting our campus community, our culture, and our student body, the ISA is a powerful organization, bridging international and non-international students to create an integrated, diversified community.

Artistic Insight: An Interview With A Pelican Parent

Continued From Page 1

Q: Why did you choose Egg tempera as a medium over other perhaps more simple and easily obtained materials?

A: It was through Bill [Patterson] that I really learned about water-color, and later, the practice of Egg tempera. He was

Patsy's house. Patsy was very innovative, and he created an homage to the Virgin Mary in his garden. A birdhouse was perched on a steel pole and inside was a statue of the Virgin Mary with a perpetual light. He created this to be some kind of sacred scarecrow to help his crops grow and to protect them. At any rate, the whole idea of icon-making came

dream up stories and translate them into drawings. Now, as a painter I recreated my dreams in living colors. These small narratives are quiet reflections that I have come to share with the public at large.

Q: What are your favorite subjects to paint?

A: When I first began Egg tempera painting, I created small icon pieces that focused on the "garden" and the preservation of the land. I also began to design my own frames, which I had built, and I learned how to gild (use gold leaf) from another artist Marci Gintis, who was a professor at Westfield State. My first pieces resembled houses-tabernacle frames literally housing bucolic scenes of vegetation and small supporting landscapes. When I was a graduate student at Vermont College of Norwich University, my themes included human nature.

Q: Do you have any favorite artists?

A: While in graduate school, I was largely influenced by early Italian Renaissance narrative painters such as Giotto, Botticelli and Fra Angelico.

Q: What do you identify as the peak of your art career?

A: My work caught the attention of an independent art dealer in New York City named Barbara Moran Dervan. She exhibited my work in New York City, Europe, and at the Hooloomoo Gallery in Boston.

Q: What are you working on now, and in the future?

A: I am continuing to



PHOTO COURTESY OF DIANE SAVINO

a great technician, and he imparted a wealth of information on ancient practices. I also took a workshop with a true master of tempera painting, artist Fred Wessel (a participant in the exhibit Untarnished). Something seemed to resonate with me in terms of the jewel-like colors and gold leaves. I realized that these pieces were reminiscent of the icons in my grandfather

from Patsy's garden.

Q: What are your personal motivations and reasons for painting?

A: All in all, my practice of egg tempera painting is a cathartic enterprise. It is through this vehicle that I dream and convey the stories about connections between human nature and the nature that I am drawn to. Even as a child, I would



Diane Savino with Pat Dickert '14

PHOTO COURTESY OF PATRICK DICKERT '14

investigate ideas and new methods of integrating modern approaches with Egg tempera. For example, in one series, I utilized glass and stained glass by etching personal symbols onto their surfaces. The

glass was either placed over a painting or flanked it on each side. The etched lines created strategic shadows on the surface of the painting. My practice of egg tempera keeps evolving, and that is what keeps painting fresh for me. Fur-

thermore, I am developing new themes for curated shows; their major purpose has been to educate the public and students on the ancient methods used by contemporary artists.



PHOTO COURTESY OF DIANE SAVINO

CUTEST PET ON CAMPUS?

BY MY LINH TRAN '15
Contributor

Every Harman girl loves Hobie, but only a few know of his origins. As I was talking to Ms. Appel, I was amazed by how this adorable dog became a part of her family. Back when Mr. Donegan was the dorm head of Mason, Hobie was one of the three black labrador dogs that were bred by Mrs. Donegan. Mr. Bartlett decided to pick one out to be his companion, but he didn't pick Hobie at random. When they saw each other, Hobie walked over to Mr. Bartlett as if they already had a connection. Ms. Appel, Mr. Bartlett's wife, immediately fell in love with Hobie after meeting him too. Her favorite story about their dog was when



Andrew Bartlett's Dog, "Hobie"

JULIA SONG '15 FOR THE LOOMIS CHAFFEE LOG

he became dumbfounded upon realizing there was nothing.

To be honest, Hobie was intimidating when I first saw him. With his formidable outlook and taciturn character, I used to wonder if he was actually friendly. I called him a soldier

zled looks never fail to draw an "Aww" from the Harman girls. Hobie also loves teddy bears and carries them around in his mouth. Because of his affection for teddy bears, Ms. Appel likes to play the claw machine at the supermarket to get Hobie some new buddies. So, if any of you want to win Hobie's heart, give him a teddy bear!

I've been fortunate enough to have Mr. Bartlett as a math teacher, and I'll always remember how he introduced the subject of related rates to me. Whenever he walks his dog (which is actually 5 to 6 times a day), he makes Hobie chase shadows, but because the shadows always get further when he comes closer, he never really catches them. Picturing the scene in my head, I find myself smiling. Hobie is so cute!

because he looked so tough, but it turned out that he was a cuddly, mischievous and playful dog. His floppy ears and puz-

The Chicken Situation

BY EMILIE SZEMRAJ '16
Staff Writer

As the LC Community settles into a new school year, one particularly interesting question has arisen: What happened to the chickens? Last year's addition of the chickens was one of LC's numerous green projects. Originally confined within a small fenced coop, the adventurous LC Chickens first began roaming the campus last fall and remained free until they became a hazard to the Zen garden that sits behind the Clark Science Center. The chickens, a bright and cheerful addition to our campus, slowly warmed up to the students. It was an amusing sight to see students picking the chickens up and later, develop a chicken wrangling skill. Although they did startle some who have Alektorophobia (fear of chickens), the chickens were almost universally loved.

This fall, the chickens can be seen confined within the fences lining their coop, limiting their freedom the sustainability plot next to the zen garden. Safety is the main reason behind the fences, as some chickens have already been trapped inside the Richmond Hall construction site. For the safety of our chickens and construction crew, our feathery friends must remain penned for the foreseeable future. Furthermore, the chickens need to be kept away from the new flower beds (beside Hubbard), E-Proctors Minsoo Kim '14 and Biri Guerrero's '15 green project. Another factor is our approaching parents weekend. With so many people and ve-

hicles on campus, the chickens, confused and stressed, are likely to find themselves in a dangerous condition if left to roam.

Currently the chickens are on a rotating schedule for outings, where only two chickens are allowed to roam at a time. As construction



SARA GERSHMAN '14 FOR THE LOOMIS CHAFFEE LOG

ends and winter approaches, the chickens will gradually be given more freedom. The day will come again when LC students encounter fluffy chickens on their way to class.

Meanwhile, there are numerous other green projects happening on campus. The E-Proctors have each been working on group programs and individual projects to improve our campus and take us one step farther in sustainability. Currently in the freshman seminars, the E-proctors have been introducing students to LC's commitment to staying green and our ecological goals as a school. Soon the Green Pelican Program, a program that rewards those who are "caught" performing green acts by giving them a green pelican sticker, will be re-in-

troduced throughout campus. These Green Pelicans will then be placed in a raffle for a prize.

Meanwhile, E-Proctors will be introducing new green projects. These range from installing low flow showerheads, measuring the use of the new hydration system fountains, and switching to more environmentally friendly

hand soap around campus. One of the individual projects will even present Tilapia into the greenhouse to form an integrated food system for the plants and fish. The addition of animals will not stop with fish though, as Loomis is considering adding some goats in the future as well. It's still only an idea, but Loomis may slowly create its own farm!

As winter approaches be sure to keep the Loomis Community green. The chickens are a reminder of Loomis's goals towards being environmentally friendly and for us to be green Pelicans. As a school, we look forward to becoming a leader in sustainability as we gradually introduce more green projects and animals to our community.

Loomis Chaffee Log

FOUNDED 1915

ABOUT

The Loomis Chaffee Log is Loomis Chaffee's official student newspaper. We can be found online at www.loomischaffee.org/log 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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OP-ED

ELIZABETH LEE '14

To Become or Not to Become: Is this the Question?

It's been about four or five weeks since the inception of the school year, and I think it's safe to say that everyone affiliated with Loomis Chaffee is at the very least aware of the hulking steel skeleton looming right behind Kravis. This new structure, once fleshed out, will become the newest addition to the Rockefeller Quad. Fifty students, four faculty apartments, and a new health center is planned to reside in Richmond Hall, but the biggest question still has yet to be definitively answered: girls' or boys' dorm? Frankly speaking, when it comes to issues like these, I practically live under a rock. So the first time I was even remotely aware of this dilemma was during the first week of family style when Dr. Culbert addressed it at the Head's Table (Palmer privilege!).

The fact that the question is still being acknowledged and not answered, even after construction has begun, could mean that there is room for debate. I can't claim that I know all of the facts, but it seems more reasonable to make Richmond a boys' dorm rather than a girls' dorm. Let us assume

that it is reasonable for underclassman boys' and girls' dorms to remain spatially separate. Let us also consider the fact that more underclassman boys are being displaced to upperclassman dorms due to lack of space. In addition, the yield of incoming freshmen seems to be increasing over the years while more emphasis is placed on the growing boarding community.

One could argue that Richmond could become a girls' dorm while still following the above considerations. However, at the same time, to do so could cost a significant number of changes necessary to make the shift permanent. For example, residential faculty dynamics would

have to shift and rebalance as a large number of faculty would essentially change homes between apartments, an exodus of sorts. To move three to five faculty families

from one side of the quad to the other costs additional logistical maneuvering, as well as a period of time for the faculty to become accustomed to their new homes.

In addition, there doesn't seem to be enough space for underclassman boys in the Rockefeller Quad. Harman and Carter house approximately eighty girls in total, though a healthy amount of sophomores do m i n a t e A m m i d o n . On the other hand, Kravis houses around fifty people in total, while returning sophomores make the trek to Longman. So at the moment, the gender ratio on Rockefeller Quad is about 8:5 with half as many boys' dorms as girls' dorms. And to be honest, it would neither stand as a disadvantage nor hurt

the girls to give the boys a new dorm: Harman and Carter have been constructed quite recently, and they certainly don't lack necessities or commodities essential to surviving in boarding school. (Washing machines, working heaters, and kitchens. What more can you ask for? Though, arguably, the kitchens are closed more often than they should be, which seems to be a tradition lasting through the years.) The only problem I see with keeping Kravis as a boys' dorm at the moment is that whoever lives on the side facing the Loop will probably have the scenic view of a bunch of bricks blocking the baseball fields.

Many other variables probably factor into this predicament at hand and it is still uncertain whether the administration has announced a final, ultimate decision. There are still a great number of unknowns, such as the renovation of the Health Center to accommodate for more dorm rooms. However, regardless of the end result, Richmond will most likely be a delightful addition to the boarding community.



PHOTO COURTESY OF THE LOOMIS CHAFFEE ADMINISTRATION

LAUREN RUBINO '14

Is Environmentalism for the Birds?

A reflection on our generation's duty to Mother Earth

Walking out of this September convocation featuring Lawrence Smith on the dangers of climate change, I felt a dark shadow cast across the faces of the Loomis campus. Students seemed dejected, truly concerned by the dire state of our planet but at a seeming loss for how to fix the monumental problems presented during the convocation. Though I'd like to think of myself as an advocate for sustainability: I was a grant-recipient for the Gilchrist Environmental Fellowship. I too was not very optimistic, and felt a sense of hopelessness for the future of our planet. Undoubtedly, Lawrence C. Smith, an esteemed professor at UCLA, emphasized very aptly and eloquently the unbelievable human-caused decadence of the environment over the last one hundred years, showing us the shocking path the world is currently going down as a result of our disregard for the environment and overuse of resources. Yet the bombardment of facts, figures and graphs displaying the dire state of the world, the depletion of ice with alarming rapidity, left little room to feel inspired to change the situation.

The students of Loomis Chaffee are true citizens of the world, caring about and aware of society's most pressing issues, like the frightening reality of global warming. I am sure that for the vast majority of the Loomis students present during Mr. Smith's convocation, this was

not their first exposure to the horrors of climate change. Unlike many students in the United States, Loomis students do not need to be shocked into action. We are already passionate about making a difference and are already fully aware of the true scope of the environmental crisis. With initiatives like the E-Proctors program and the Gilchrist Environmental Fellowship, students have the opportunity to truly enact change and promote sustainability, instead of just preaching against the dangers of global warming. Similarly, our Eco-Proctors promote sustainability and conservation throughout campus, inspiring others to live more conscientiously. We have been actively composting our dining hall's waste for years now, and the recent addition of the beloved Loomis Chaffee chickens are both acts of sustainability unparalleled by any other school or institution. Needless to say, I am proud to be part of a school with such dedication to such a prevalent cause, and such an optimistic commitment to making a difference.

With all of Loomis' amazing environmental accomplish-

ments, a convocation like Lawrence Smith's can almost seem discouraging. Our pride for our accomplishments in sustainability seem pale in comparison to the extinction of polar bears, the rapid thawing of the arctic, and

the disastrous path of destruction the United States and the world is headed down. Smith spoke of the division of the area surrounding the North Pole amongst five countries, including the United States and Russia, for the extraction of oil, a fact that immedi-

ately complicated the situation to an issue far more intricate than climate change. New political and economic factors, the conflict between countries over the ownership of the arctic, many countries' willingness to sacrifice

the environment for the promise of oil, overwhelmed the already alarming issue to one that almost seemed hopeless. Rather than inspiring me to want to find a way to combat the crisis in the Arctic, Smith's caveat overwhelmed me. I felt the desire to crawl into

a deep hole, like an endangered polar bear and hibernate, closing my eyes amongst the chaos and hoping to wake up in an alleviated world.

Loomis Chaffee has made leaps and bounds in the fight against climate change, but of course, there is always more that can be done; however, the only way to make climate change a more pressing issue in the minds of Americans and the world is through a more positive outlook. Speaking with a few members of my family and friends, I discovered that most people, when I mentioned the dire situation of the planet, felt the desire to close their ears, to disengage from the conversation. The truth is, people do not want to hear about the horrendous state of our world. While I agree it is of the utmost importance to educate the uninformed of the reality of global warming,

we still must maintain an aspect of optimism. To truly inspire people to enact change we must focus on the good that can come from our fight, designating a purpose to the masses, striving for a sense of hope. Enough with the scare tactics, showing us shocking im-

ages of our dying planet, for we realize the horrendous, hopeless detriments our past generations have committed, and we know hampering on them will only serve to deject and deflate us.

To think of it in a more practical standpoint, envision that our earth is quite literally chained to the train tracks that encompass Loomis. These chains, thick with the burden of fossil fuel dependency and the overuse of resources, have crippled our earth, and now it lies in the path of the impending train of environmental apocalypse. Lawrence Smith and many other environmentalists can clearly see this train coming, and know of the devastation it will bring if it hits our poor, shackled Earth; however, they have simply been screaming at the world that our Earth is chained to the tracks, informing us of a clearly horrible situation without proposing any solution. What they may not know is that the only way to rescue this from such a dire situation is to incite action: we must shout to our friends, family, and fellow citizens of the world and ask for their help, teach them the means of breaking such thick chains, and thus generate the strength to liberate her. Loomis has been one of the first and most passionate volunteers to help free our earth, yet for us to truly accomplish such a feat we must not only continue to shatter the crippling chains of global warming, but also work to inspire others to join the fight.



NATHA SINGHASANEH '14 FOR THE LOOMIS CHAFFEE LOG

OP-ED

ERIKA PURDY '15

A Bare Necessity

What to do with Saturday classes?

Continued from Page 1

to do—as anyone who's ever had to deal with different time zones can tell you—and it's healthier to rise earlier, so that you can function during the day. Many sports, if not all, have games or meets on Saturdays, and the coaches of the LCXC team, for example, ask their athletes to wake up no later than 10:00 on meet days, even if Saturday classes are in effect or not. As for the question of time—if you do have sports commitments and you sleep in late until then, you're going to have approximately the same amount of time to do work as you would if you had Saturday classes and a sports event. (Unless you wake up at five

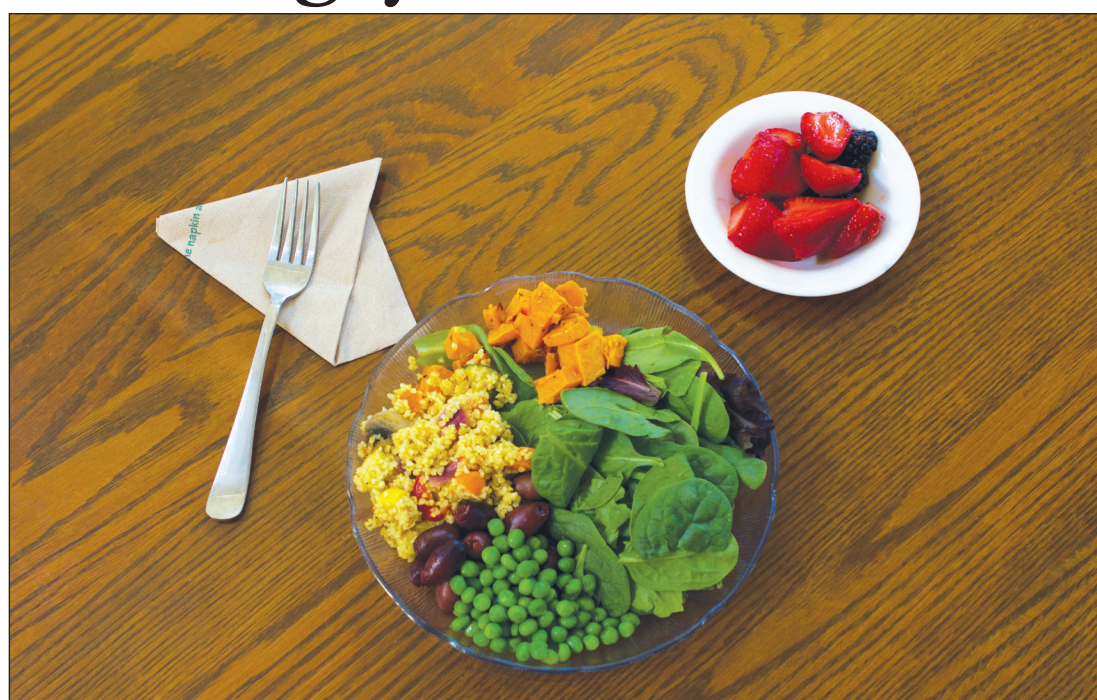
in the morning to get homework done, in which case—respect.) Furthermore, Saturday classes enable the school to squeeze in more class days in a shorter space of time. If we got rid of them completely, we would have to shorten the length of vacation times or get rid of holidays like Head's Holiday completely. I, for one, would prefer to keep that particular vacation, as it usually falls on my birthday.

Classes on Saturday, while certainly not enjoyable, are a necessity. Often, you have to sacrifice some luxuries for others. I would much rather enjoy the luxury of long vacations than that of long weekends. The intrinsic dilemma in this problem is an ancient one—would you rather have

immediate satisfaction and hardship later, or should you choose to suffer through and be rewarded? If we impose Saturday classes, we won't enjoy weekends as much as students from other schools. But if we take them completely away, we'll have less vacation time. The school has already cut down on the number of Saturday classes as best as they can. Should they rid us of them completely? I don't think so. Not to be cheesy or anything, but our school motto reflects powering forward through hardship. (Okay, maybe a little cheesy). As compared to the obstacles that allegedly face us in the outside world, Saturday classes should seem like a walk in the park.

KELSEY DUFFY '15

A Hungry Pelican's Haven



JULIA SONG '15 FOR THE LOOMIS CHAFFEE LOG

Whether it be the crisp breeze in the meadows, or the the frustration of waiting in line for a bacon, egg, and cheese sandwich in the SNUG, the advent of a new year has brought back strong memories for returning students. The strongest of those memories, however, has to be the delectable taste of the dining hall staples. Whether it's a soft serve cone sprinkled to perfection or a gooey, greasy slice of pizza, everyone on The Island has their favorite dining hall staple that tastes just right. However, as retuning students know, and as those new to the Island are soon to find out, meals can begin to run together, and we soon lose track of how many days in a row we've had pizza for lunch. In years past, this problem pressed Pelicans to pure boredom. However, this year, the monotonous connotation of the dining hall meals seems far off the radar, with new changes and adjustments filling the everyday menu.

The perpetually constant long lines at the Panini makers in both the upperclassmen and underclassmen dining halls have long prevented hungry lunchgoers from making a hot sandwich. This year, a genius solution to this problem is stationed to the left of the

entrance to the Loomis dining hall from the servery. Featuring fresh warm paninis that rival those of a sandwich shop or small café, this station has been showered with praise from students. Perfect for athletes looking for something significant to keep them going through a long practice, these sandwiches do the trick. Over a tuna melt, Lea Mattran '15 says "My go-to lunch is fruit and a hot sandwich or salad. They're easy to grab if you're in a rush."

In terms of prepared options, our classic salad bar now has some competition with the offering of prepared salads. A personal favorite of mine, these fresh and funky creations have become my first stop on my tour of the dining hall as I scope out something for lunch. From a Tex-Mex creation to an Asian-inspired plate, I have yet to be disappointed with the offerings of this station at lunch and dinner.

Perhaps the most appreciated new addition is the "Items Prepared Without Gluten" station, where the gluten-free members of the LC community can find a variety of options fit to their dietary restrictions. Putting last year's simple and sparse collection of bagels and muffins to shame, this station provides peace of mind for the gluten-free. Meghan Cross '17 says,

"the gluten-free bread is perfect for making paninis, and the chicken in the hot section is always good". As a proud member of the Gluten-free community, I'm thankful for the dining hall's accommodations for those with special dietary needs. Gone are the days of aimlessly wondering which options are allergen-free.

New hot meals incorporating elements from all over make our options much more sophisticated. Unlike in my previous two years at Loomis, I have yet to find myself in the middle of the lunchtime or dinner frenzy with an unhappy stomach.

If anyone came back from the summer looking good, it's our dining hall. With a fresh coat of paint on the walls and an updated menu, one could easily label it new and improved. We, as ravenous teens, thank the entire dining hall staff for supplying us with tasty options to satisfy our stomachs. Mastering the art of mixing it up without scaring us away, the chefs and servers have done a fabulous job of making meals at Loomis anything but your typical cafeteria selection. So far I have been nothing but pleased with the new additions and adjustments, and I look forward to a year of breakfasts, lunches, and dinners crafted by the hardworking and innovative dining hall staff.

CLAIRE KIM '14

At the Core of LC: The Pledge

A couple weeks ago, I attended the Freshman Seminar as a *senior!* During the Pledge Week (the week of September 23rd), members of the Pledge Committee attended the Freshman Seminars to provide the fledgling freshmen with veterans' perspectives on the LC culture. As a member of the committee, I attended a seminar led by Dean Barker to help with the conversation on the LC Pledge. To begin the seminar, I wrote out the LC Pledge on the board: "I pledge to honor the school's mission to promote the best self and the common good by living with integrity and by championing a respectful culture." The main focus of our conversation on the significance of some of the pivotal words in the Pledge, how we can interpret the Pledge differently based on different personal values and backgrounds, and the purpose and significance of signing the Pledge Book. Though at first timid to talk, the freshmen bravely started to articulate their own ideas, kindling a set of productive and meaningful discussions. We discussed the significance and the possibly different interpretations of the words "best self", "common good", "integrity", "championing", and "respectful culture." Generating and presenting my own perspective and ideas to the table, I was able to further process the words of the Pledge and set my own standards of integrity for myself.

Signing the Pledge, the physical action of writing your name on the book at Dr. Culbert's office

(which is imbued by the double cuteness of her two shih tzus), is significantly different from merely spoken words. You create a tangible piece of evidence of your contract with the standards with the LC community, you know what you signed up for, and you understand what kind of responsibility your action entails. For me, signing the Pledge meant an unbreakable contract, a written promise with myself. And if I ever choose to break the promise, it is nothing virtual and petty, but an irrevocable breach of my own words.

In order to avoid the disappointment of letting myself down, I have always strived to live with integrity and with a sense of responsibility for my actions. This commitment to the Pledge has encouraged and endorsed honesty and dedication to make the right choices every day. Unfortunately, despite my own efforts, there have been some instances when I was conflicted with what I saw happening around me, around my peers. We, as teenagers under a sometimes seemingly insurmountable amount of pressure, make mistakes. And though these actions may be excused and forgiven as mere "mistakes", we need to understand a choice is a choice, that once we make a mistake, it cannot be undone. We, as growing individuals, need to reflect upon the circumstances of our lives and make efforts to not yield to adversity (ne cede malis!) and redeem the wrong choices we make by growing upon those mistakes.

Though the LC Pledge has been presented to everyone, a lot of stu-

dents don't recognize the importance of the meaning behind the pledge. Yes, it is a conglomeration of different words like integrity, common good, respect, that we as students hear all the time and have been inculcated with by the deans and the teachers. And it is so easy, I have realized, to treat them as clichés and simply overlook the importance of these values. But they have been repeated and repeated to us for a reason. These words embody the core values of our school, our own society. And this society evolves and builds upon our own ideals and actions. In the past three years of my LC life, I have valued this community very much as it changed and formed my ideas, my perspectives, my identity. Signing the LC Pledge was a watershed in my LC career, for I now had an anchor, had made a personal promise.

During the Pledge Week, many freshmen had the chance to learn about the Pledge and sign the Pledge Book through the Freshman Seminars. However, I do think there are many more left who have not been able to understand the Pledge very well. Though the Pledge Week was quite successful in helping the freshmen further mark themselves as members of the LC community, it was only a partial success. We need to have more Pledge Weeks throughout the year, so that every member of the community eventually comes together through the promise of honor and integrity and lives by the promise as one unified entity.

Write for the Log!

We have people like Dennis Joyce and Jack Bradley on our staff.Need we say more?

Contact any of the editors, or email log@loomis.org

HANNAH MCCARTHY POTTER '16

Class of '17: So Fresh, So Ready.

Walking onto the bustling and picturesque quad Grace feels her stomach flutter. As she attempts to acclimate herself to this new environment, she sees all the returning students recollecting the highs and lows of the previous year. Slowly the anxiousness subsides and her life as a student at the Loomis Chaffee School begins. Grace Utilson '17 shared her experiences of her first month living on the Island with me, noting that during her first night, "Everyone seemed so friendly and welcoming. And I never imagined that I would feel at home so easily on my first night." This brings up all of my not-so-great first memories of being an LC student. "Mom turn around, I want to go home." I felt like I had just run into a brick wall. Looking through the rental car window, I saw intimidating upperclassmen playing football and tan preppy girls unloading boxes from luxury cars. "EEEEHHHKKK," I screamed and ducked my head under the window in a futile attempt to hide myself. I did not think this "boarding school thing" would be a good idea. I could not have been more wrong. My first hours on campus may have been rough, but like Grace's, the first night was full of fun and nervous excitement. Like most freshmen, Grace went through a number of orientation style events, includ-

ing her first dance! Grace commented, "I liked getting to know more kids in my grade, but as of right now, I only talk to about half the students that were in my group. It was certainly helpful, and all the orientation leaders appeared extremely outgoing and informative, but I don't think it made that much of a difference." My own experience with the orientation was quite similar to Grace's, but I don't think it was absolutely imperative in the LC assimilation process.

I also asked Grace about her previous expectations for her freshman year of high school. Grace responded, "I expected hard classes, but I think the work is more time-consuming than I ever imagined. It's manageable, but I still feel more stressed out then I thought I would ever be." Reminiscing back to my freshman course load, I remembered that the workload had caught me by surprise. For me, although everything was certainly manageable, the challenge was having it all - studying, being with friends, playing sports, and most importantly, sleeping.

Grace contemplated my question on the role of her peer counselors in the first days: "they seem really caring and supportive, but they are both day students and I think sometimes, it would be hard for them to help me with some of the problems that I will face here at Loomis." Then, I

asked her about the how she enjoyed the ropes course. "It was a lot of fun and a really good ice breaker, but at first it was kind of awkward doing all the trust falls and lifting each other up," Grace said. She added that the ropes course serves as a great bonding experience, but that it may not exactly be the greatest point to start for some of the more timid Freshmen.

At the end of our interview, I asked her: What has helped you best adjust to the Loomis community? Grace carefully responded, "I came for field hockey preseason, which helped me adjust the most because I met a lot of older girls who really made an impact on my first few weeks at Loomis. It was just nice being able to see another friendly face while walking to classes or in the dining hall." I smiled and agreed that having a group of older, more experienced friends could make a significant difference when transitioning. During my first year, the prefects in Harman helped me the most and I don't think I could have ever survived without their advice and care.

It's a pleasure to see that Grace is transitioning so well into the Loomis environment. I wish her and all of the freshmen the best in her upcoming endeavors here at Loomis.



PHOTO COURTESY OF MIKE DONEGAN

Hates on Weights

BY JACK BRADLEY '14
AND DENNIS JOYCE '14
Columnists

Sweat, fear, adrenaline, bloodshot eyes, damp flow, exasperated grunts, protein shakes, four girls, hockey, lacrosse, Pitbull, baseball, track, sweatbands, Mark Wahlberg. What do all these words have in common? They all play an essential role in Loomis Chaffee's Advanced Placement Weightlifting program.

AP weights, nestled in a concealed, cavernous, and highly oderous corner of the basement of the Athletic

ber. As for training, it's always good staying in shape for the AP weights season by playing some hockey in the winter and spring." The hockey team's looking like they're ready for their final, which the administration has consistently told them wasn't a thing.

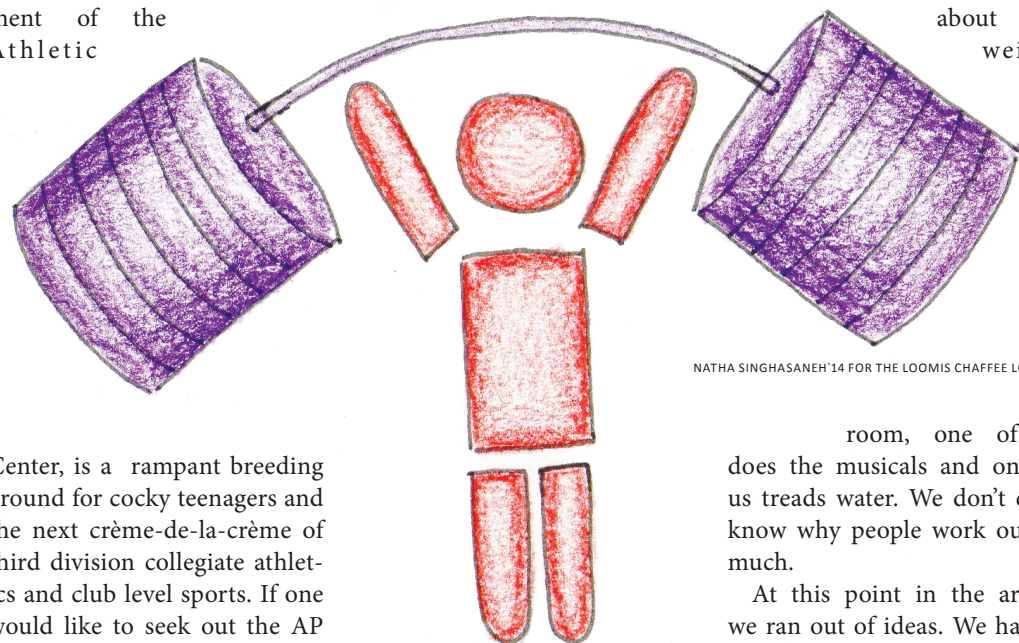
In an interview with the administration, a representative said, "An AP weights final is not a real thing. Every year we get 15-20 players outside of Shimkus with calculators and protein shakes. Please stop this. You're missing real finals."

AP weights isn't represented by just hockey, there's also lacrosse, represented by four

too. In an interview with him about AP weights he said, "Yeah, it's goin' pretty good. The baseball team seems really nice, the coach is pretty cool, and I can't wait for the season. It's going to be pretty good." Right on baseball, you guys always do pretty well so keep it going.

AP weights looks like they're doing it big. They look real good at the curls, the bench presses, and the horizontal arm raise things that you do when you bend your knees a bunch of times with weight on your shoulders.

We actually don't really know how to write about a weight



Center, is a rampant breeding ground for cocky teenagers and the next crème-de-la-crème of third division collegiate athletics and club level sports. If one would like to seek out the AP weights room, he or she need only open the daunting double-doors to the Gym and trace the pungent scent of ammonia and testosterone. Once near the located point of interest (indentifiable by the immediate sensation of dizziness induced by Lot's-ammonia), the faint sound of trap music would flood any pair of unfortunate ears faster than Walter White stacks hundreds.

The Hockey team managed to stop polishing their timbs long enough to get down for an hour and fifteen minutes. Dapper peacoats, pointy black shoes, and 2 1/2 ounces of hairgel per head, also known as "ohgph".

In an interview with some of the members of the squad, AP Weights students spoke about their potential for the upcoming season and how they train in the intense commitment of the gym. The team's captain told us, "It's gonna be a real great season. We just switched to a hair gel/ moose hybrid hair crème, and we are looking to ramp up our OHGP to 3 ounces per day by mid Novem-

crose, represented by four semi-determined players. And there's also one tall baseball guy. The lacrosse team, looking to build upon their performance last season, will literally improve their performance just by showing up.

In an interview with Warham's grand chancellor and in-house lacrosse expert, his thoughts about the team for the upcoming season were brought to light. "We're pretty much just going completely off of individual talent this year. We're not practicing together, not eating together, not talking to each other in the off season. We're only looking to see each other during games because we all must be there at once. We think it'll go good." Go get 'em boys.

The baseball contingent in AP weights, that one tall guy, is looking like he's doing fine. He seems like a pretty solid athlete and will bring a good amount to the Baseball team. He's also a nice guy, so I guess that's good

room, one of us does the musicals and one of us treads water. We don't even know why people work out so much.

At this point in the article we ran out of ideas. We had to submit an article longer than 600 words but it was suuper difficult to think of new ideas and our editors were asking for it because it was suuper late. After twenty minutes of nothing but more hockey jokes to think of (we kid, we kid), we decided to do some improv. So here's some writing about our musings on life: What's going on with KONY 2012, that seemed to just kind of fizzle out. How come Evita isn't everyone's favorite Broadway show? It's really well done. Broadway-world had this to say about the show, "The big dance numbers were thoroughly enjoyable and enchanting, bringing some extra life and vigour to the piece, with all of the ensemble truly throwing themselves into their roles." Jack has never seen it, but Dennis gave it a two thumbs up out of one. Man is he a wildcard.

We hope you enjoyed our article about AP weights and Evita.

Featured Athlete: Austin James '14

BY ISABELLA EPSTEIN '16
Staff Writer

Standing 6 foot 1 inch tall, and hailing from Paterson, NJ, point guard Austin James has joined the Loomis Chaffee community as a Postgraduate student. His basketball career began at the young age of four, when he first picked up a ball, held it in his hands and played with his dad. When asked about how his basketball journey began, Austin explained: "My pops taught me how to play basketball, and I always looked up to him- he was known for playing the game and I wanted to follow in his footsteps."

In fourth grade, James participated on an organized team for the first time; at this time, his love for the game truly developed. In eighth grade, he recognized his talent and decided that he was going to try to use basketball as a means to pay for his college tuition. Before coming to Loomis, Austin attended Dwight Englewood High School, where he had several successful seasons as the team's go-to shooting guard.

When James realized that he wanted to do a post-graduate year, he began looking for schools that best fit him. "I knew I wanted to PG at a school with an excellent academic and athletic program, and I felt that Loomis met that criteria", said James. As if completely by fate, Austin also has a special connection to LC: he's been a friend of Paul Lee '13, President of the 2012-2013 Student Council, since kindergarten. Paul reached out to him, conveying his fondness of Loomis to Austin through a Facebook message. James, now very glad he goes to Loomis, praises the school as "a community that

is incredibly welcoming."

Other than practicing free throws, running plays, or practicing one on one, Austin takes humble pride in a special talent of his which he enjoys: spoken word poetry. In James' own words, "It is an art that allows me to express myself." Spoken word is performed for an audience and demonstrates rhythm, poetic phrases, word play and slang, tied with heavy emotion. In his free time, James performs at poetry cafés in New York, as well as at a student diversity leadership conference in front of 3000 fellow teenagers. Much like the game of basketball, spoken word poetry holds a large place in his heart. These two activities require quickness of mind, control of body, and channeling of the spirit, all of which Austin has skillfully mastered. Whether on the stage and especially on the court, Austin always goes by his motto of giving one-hundred percent and keeping the faith.

Though Austin deems himself very competitive, regardless of the outcome at the end of the day, his main motivation for playing is the memory of a little boy who once fell in love with a game. His aspirations behind his continued involve-

ment in the sport is the hope of growing, learning, improving, on and off the court.

To Austin, "basketball is a hobby, not a lifestyle." Though his passion, competitiveness, and intense love for the game are evident, he made it very clear that basketball does not define who he is as a person. "Basketball does not make me who I am, but it is and always will be an important part of me," he expresses. "Through basketball, I have been able to travel around the country, meet people who have changed my life, and learn more about myself along the way." And at the end of the day, whatever sport you participate in should add to who you are as a person, not define every aspect of your personality.

This season Austin looks forward to making an impact and creating a bond with the Loomis' basketball team and coaches. Like almost every sport, basketball is a game of teamwork, and Austin will undoubtedly contribute to the feel of that this winter. "It's the best when hard work pays off" stresses James, "I can't wait to face the challenges and win the wars that lie ahead."



Austin James '14

SARA GERSHMAN '14 FOR THE LOOMIS CHAFFEE LOG

"That Guy": Johnny Manziel

JOHN FURLONG '14
Editor-in-Chief

We all know "that guy": the one guy (or girl) who thinks they're much better than he (or she) really is. Whether it's the third-string football quarterback in your ecology class who acts like he actually has an impact on what happens on the field, or the freshman baseball phenom who says he "starts" on varsity despite only being used as a pinch hitter, these people are defined as arrogant, obnoxious, and some other words I probably shouldn't write here as Dean Hess would probably censor it. Maturity goes hand in hand with humility; here's a newsflash, nobody cares how many JV Goals you scored during freshman year, you're probably bragging about it now as a way to relive your "glory days" since either A) you're nowhere near as good as you used to be or B) you're just obnoxious and love the attention it gets you. Regardless, the best players in any sport-- the legends, you could say-- act with humility and grace. When's the last time you heard Tom Brady brag about holding the single-season passing TD record? That's right,

you've never heard him even mention it because he lets his playing do the talking. What do braggart receivers Randy Moss and Terrell Owens have in common? That's right, neither of them have a Super Bowl ring. While there are exceptions, (Lebron James won back-to-back NBA Titles with the Miami Heat despite arrogantly hinting at potentially winning 8 championships) the majority of players considered "legends" have all exhibited humility on and off the field of play.

Texas A+M Quarterback Johnny Manziel is modern sports' best example of "that guy": a guy who lets his newfound recognition and praise go straight to his head. Manziel had one of the greatest seasons a freshman quarterback has ever had, notably becoming the first quarterback in Southeastern Conference history to achieve over 500 total yards of offense twice in one season. By leading Texas A&M to a 29-24 upset win over #1 ranked Alabama in November 2012, Manziel quickly emerged as a frontrunner for the Heisman Trophy (awarded to College Football's best player), an award he would eventually win. The young man from Tyler, Texas had the College Football world in his pocket- and he

screwed it up.

The night after his Aggies soundly defeated the Oklahoma Sooners in the 2013 Cotton Bowl, clubgoers spotted Manziel partying in a private area of a Dallas nightclub. Manziel was 20 years old. As you may know, the legal drinking age is 21. Yes, this is typical college behavior, and after all, he did just win a major NCAA bowl game. But it wasn't the actions that made headlines- it was his response to the underage drinking accusations. Days after the incident, Manziel stated "It's tough knowing that everything you do is watched pretty closely because I'm doing the same stuff I've always done"

Not necessarily a thing you should publically admit to.

He later posted a picture to his twitter account where he holds a wad of bills, captioned, seemingly in a reference to the hysteria caused by his stay at the Dallas nightclub, "Nothing illegal about being 18+ in a casino and winning money ... KEEP HATING!"

How is it "hating" if you're questioning him for breaking the law?

Last summer, Manziel recieved a parking ticket while on campus. He complained about it on twitter, posting "Bull--- like tonight is the reason why I can't wait to leave College Station ...

Whenever it may be."

So if Johnny Football doesn't get special treatment, it's bull. Because that makes sense.

In August, Manziel was a counselor at the Manning Passing Academy, one of the premier summer football camps in the country. His stay was short lived, however, as he was sent home due to missing multiple meetings and practice sessions. When asked if his actions were due to being hungover, Manziel replied "absolutely not!" yet declined to go into detail, offering the weak excuse that he "overslept".

It was at this point that both NFL scouts and his Texas A&M coaches wondered: can Johnny be trusted? Championship teams, regardless of level or sport, are built on trust between coaches and players. Can Kevin Smith, Head coach of Texas A&M, trust Manziel to give his 100% on a daily basis? Can NFL coaches, or more importantly, NFL owners, trust his judgment? If the answer is no, then he can kiss an NFL career goodbye- as evidenced by New England's swift severance of ties with Aaron Hernandez this past summer, NFL franchises do not like distractions.

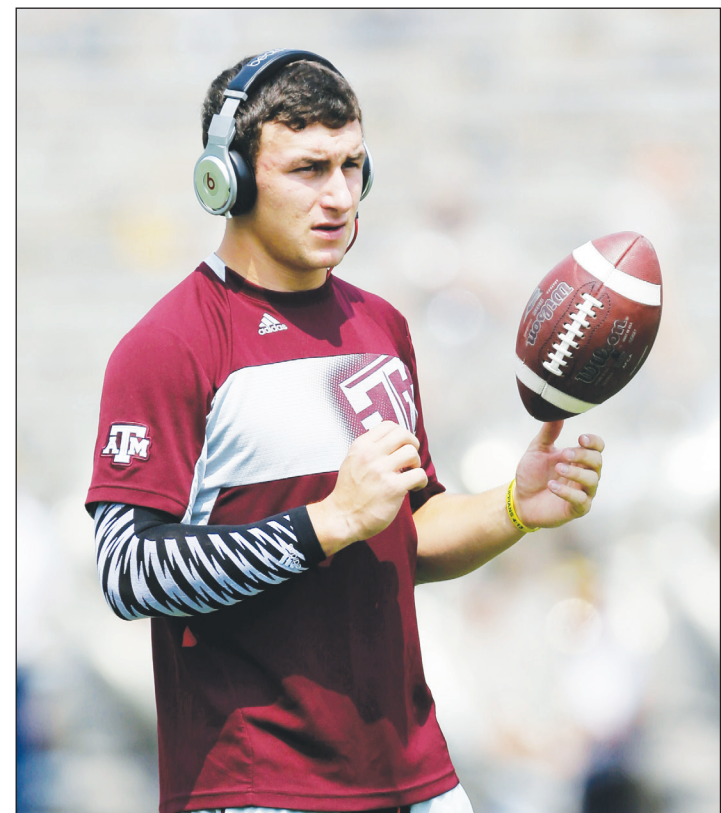
Arrogant people like Johnny Manziel are more unstable by nature; if you've made a mistake- as Manziel has- just admit your

mistake and move on- humans are naturally forgiving.

So now back to "That Guy"- is it really to his benefit to act the way he does? Coaches lose trust in arrogant players, as their erratic behaviors cause headaches on and off the field of play. When colleges come to interview coaches about "that guy", they're going to bring up the evil "I" word- Immature. That's the

last thing a college coach wants to hear, no matter how talented the player is. Manziel's situation may seem different, but there are striking similarities- ones that Manziel must acknowledge if he wants to avoid being relegated to the category of NFL Flameout along with "legends" like Ryan Leaf and Brian Bosworth.

Don't be that guy, Johnny.



Texas A&M QB Johnny Manziel

PHOTO COURTESY OF AP IMAGES