

Loomis Chaffee Log

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DOES THE SCHOOL THEME MATTER?

“Before you read any further, answer this question: Do you remember this year’s school theme?”

Liam Scott '19 | *Melange Editor*

Before writing this article I asked a lot of my friends if they remembered the theme. About half either could not remember or they thought of something incorrect. “Mind over matter” is this year’s school theme, but I think that it has been forgotten.

Think back to last year. Our theme was media and our convocations included Sebastian Junger, Brian Rooney, Sally Kohn, and Hannah Giorgis. These four were through the Hubbard Speaker Series. There was also a convocation with Suki Kim, through the Alvord Center. We had five convocations about media last year and they were overall well-received and liked by the Loomis community.

This year, we had convocations with Rebecca Pacheco and a sleep doctor. A neuroscientist was supposed to come, but that convocation was cancelled. Tibetan monks are here as I write this, and they certainly epitomize mindfulness. There have been two convocations about mind over matter this year.

We had more than double as many theme-related convocations last year compared to this year, and this is probably one of the reasons why so many people have forgotten this year’s theme.

A potential reason why so many people have forgotten this theme might be because media is such an interesting topic. Students and faculty probably consider media to be very relevant, at least more relevant than they consider mindfulness. I’m not saying this is necessarily right or that mindfulness is unimportant, I’m observing that media seemed to appeal to a lot of community. Regardless, our convoca-

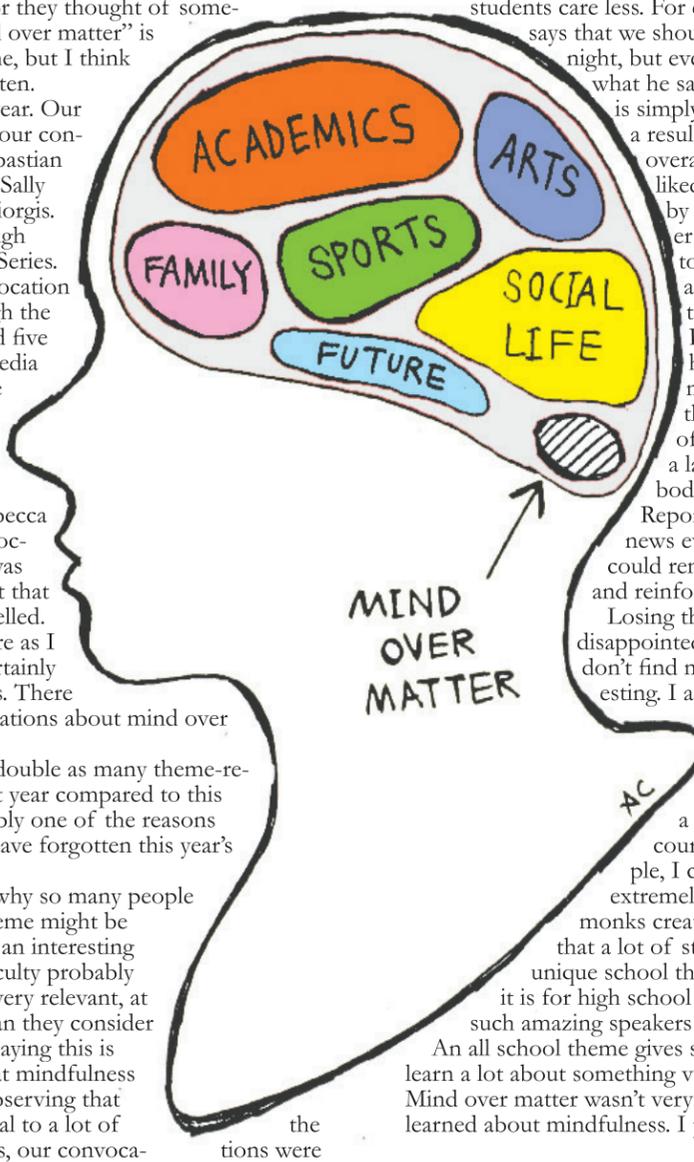
tions were usually engaging and well liked because journalists told us their stories. I think that with the theme mind over matter, students care less. For example, the sleep doctor

says that we should get 9.25 hours of sleep a night, but everyone just chooses to forget what he said because that much sleep is simply not feasible. I think that as a result of last year’s theme being overall more intriguing and more liked, people are underwhelmed by this year’s theme; having fewer convocations has only added to this underwhelming feeling and consequently caused us to forget about the theme.

Perhaps this inattention could have been avoided if we had more convocations and if the theme naturally were a part of our daily lives. For example, a large portion of the student body subscribed to the Rooney Report and we received quick news every day. Something similar could remind students of this theme and reinforce its ideals.

Losing the school theme makes me disappointed and sad, even though I don’t find mind over matter very interesting. I am not disparaging the value of this year’s theme; even if I or someone else doesn’t find the school theme interesting, we should still learn a lot about the theme over the course of the year. For example, I cannot put into words how extremely excited I am to observe the monks creating a sand mandala. I think that a lot of students take for granted how unique school themes are and how unique it is for high school students to have access to such amazing speakers and people on campus.

An all school theme gives students the opportunity to learn a lot about something very specific and important. Mind over matter wasn’t very stimulating to me, but I still learned about mindfulness. I just wish that I learned more.



Ashley Chung '19 for The Loomis Chaffee Log

ARE YOU (YES, YOU) READY FOR THE APs?

Angela Wang '20 | *Staff Writer*

As May approaches, many students immerse themselves in reviewing cumbersome test prep books and in replenishing their coffee stocks to survive the stressful testing season. AP tests will be taking place on May 1-5 and May 8-12 this year. As always, they will offer an excellent opportunity for students to showcase their knowledge and academic ability. To understand how Loomis students get themselves ready for the examinations, I interviewed several students who have different levels of experience regarding AP testing.

The first student I interviewed is Paris Cipollone '18, who possesses an experienced understanding of AP testing. Paris shared with me her largest take-away from last year’s AP World History test. Saying, “Take as many practice tests as you can with the timing,” Paris explains that taking practice tests is a great way to get familiar with the format of the tests as well as with the content itself. She could also estimate how much time she would need to spend on different sections. Furthermore, Paris emphasizes “Don’t worry too much and be confident that you know it.” Besides regular preparation during class periods, Paris expects teachers to open more review sessions during community frees. If this happens, students will be able to be in a collaborative setting to review materials that they have forgotten or concepts that may not have been covered in class.

Switching gears to students who are new to the test, Jocelyn Chen '19, a returning sophomore mentioned that she would like her AP tests to substitute her introductory college classes so she can get ahead and take more intellectually stimulating classes in college. She also told me that ever since the one month mark, her AP chemistry teacher, Mr. Osei-Mensah, has been giving 10-15 practice problems every week so students have the opportunity to practice different ideas they covered throughout the year. Greatly appreciating her teacher’s help, Jocelyn explained her unique approach to prepare for her exams. “Procrastination is key! Diamonds are made under pressure. You know you will do your best job when you have a deadline that is immediate, when you are freaking out because you’ve been procrastinating all weekend.”

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UNITED WE STAND

Maddie Corsetti '19 | Staff Writer



Graphic by Cathy Hyeon '18

On Sunday, April 9th, four too many passengers boarded a flight bound for Louisville, Kentucky scheduled to depart Chicago at 5:40 p.m.. Airlines typically overbook flights because, on any given flight, it is likely that several passengers will fail to board the plane for various reasons. When all scheduled passengers arrive and some do not have seats, excess passengers are offered cash or travel vouchers in exchange for their exiting the plane and rebooking on a later flight. On this particular flight, the airline needed four seats to transport employees to Louisville to staff a flight originating there later that day. The airline offered a cash compensation to the passengers on the flight in an effort to identify four volunteers willing to accept and fly later, but no passengers accepted the offer. In this case, the airline's policy is to randomly select 4 passengers to be rebooked.

Three out of the four selected passengers exited the plane without an issue, albeit unhappily. The fourth, a doctor who had to work the next morning in Louisville, would not budge even with an offer of up to 1000 dollars in compensation. The staff explained that the plane would not depart until the man exited, but still, he stood his ground. Because an impasse had been reached, United staff called airport security in order to have the passenger removed from the flight.

A team of security employees boarded the flight and aggressively grabbed the man, pulling him from his seat and dragging him down the aisle of the plane in full view of the other passengers. He reportedly sustained a broken nose and multiple lacerations as a result of being manhandled. The passenger was eventually removed from the plane on a stretcher.

Two disturbing videos of the incident disseminated throughout the media, startling millions across the nation and putting United Airlines in a negative light. United's initial response, issued by spokesman Charlie Hobart, defended the action saying that they had a customer who

refused to leave the aircraft and explained that the security officers technically did not break any rules and executed the situation following the guidelines of the airline and exactly as they were trained. The chief executive of United Airlines, Oscar Munoz, then described the scenario as "an upsetting event" and apologized for having to "re-accommodate" the customers. He continued, "Our team is moving with a sense of urgency to work with the authorities and conduct our own detailed review of what happened. We are also reaching out to this passenger to talk directly to him and further address and resolve this situation." United also stated, "We apologize for the overbook situation." The passenger has reportedly retained an attorney and is pursuing legal action against the airline.

In addition to this incident, United had already been in a bit of a public brouhaha for its recent treatment of several female UA pass riders, refusing to allow them to board a flight because they were wearing leggings.

Many believe this situation will cause fliers to reconsider flying with United. "They unfortunately disrupted a number of certainties that people tend to rely upon, so I think it's a big trust thing," said Mr. Gilman, a frequent flyer. Passengers have, for many years, felt that buying a ticket guaranteed arrival at their destination on the day of travel, barring any unforeseen weather occurrences. These unfortunate events call into question this long-held belief. Flyers also feel the airline's behavior crossed a boundary, and many are not willing to fly with an airline with such brutal employees. International student and frequent flyer Sofia Asher, '19 illustrates this when she explains, "If they train their employees to treat customers with this kind of brutality, then yes, I will definitely choose to fly with another airline that promotes good customer service and treatment in the future." The widely publicized treatment of this passenger may cause the flying public to lose trust in the ability of United Airlines, or even in airlines in general, to meet what had been basic expectations about travel.

COLLEGE FAIR RETURNS TO LOOMIS

Sam Goldfarb '18 | Editor in Chief



Graphic by MC Osborne '18

The college admissions process may not always seem fair; however, every junior was on a level playing field between 9:45 and 10:45 A.M. on April 18.

The entire Class of 2018 attended the spring college fair in Olcott Gymnasium during Community Time last Tuesday, April 18, which provided the class of 2018 with an opportunity to display interest in preferred academic institutions and discover other attention-grabbing schools. This event served as a second chance for juniors to familiarize themselves with their schools of interest, after the entire grade experienced "College Night" this past fall. Over 100 different colleges, including McGill, located in Canada, UCLA in California, Tulane in Louisiana, and Davidson in North Carolina, had tables at the fair. Many juniors gained exposure to a diverse range of undergraduate options. During the event, students were given the opportunities to visit these tables and to ask admissions representatives about student life, extracurricular organizations, and various academic programs. The visitors answered questions in a gracious and comprehensive manner, but since most students attempted to talk with multiple schools, conversations were relatively brief.

Although the discussions between admissions representatives and students often lasted less than five minutes, many juniors thought that the experience was extremely valuable.

"I found [the college fair] very informative and discovered many programs that I never knew existed," Log news editor Akash Chadalavada '18 said.

While some attempted to discover interesting programs at the event, others tried to gather more information about their prospective majors and minors. Log opinions editor Robert Wang '18 said that he spoke to many representatives about their school's internship programs and was provided with an in-depth look at each college and its opportunities. Gunnar Simons '18 also tailored his experience toward his preferred programs, stating that he asked the representatives about engineering programs.

Some students utilized the event as an opportunity to consider new college options, regardless of their relative locations to other schools.

"I talked to UCLA, and although most of my schools are on the East Coast, after talking to the representative from UCLA, I think I might very well consider a trip to Los Angeles to visit some schools," said Will Daniel '18.

While many juniors used the college fair for different purposes, those that were interviewed did not recommend much change to the event.

"I think [the fair] was fine!" Wang said enthusiastically. "I don't think there's anything to we need to improve about it."

CHOATE ROSEMARY HALL LEARNING FROM THE PAST

Jeri Kim '19 | Staff Writer

Choate Rosemary Hall recently admitted its problem of sexual assault, something that has been happening in the school throughout the past few decades. A report was released on April 13, 2017, naming 12 former Choate faculty members who have been accused of sexual misconduct with students.

One case took place in the 1980s when a student's parents sent in a complaint to the school after finding out that their daughter had contracted herpes from an English teacher. Another case was about a teacher raping a student after getting drunk during a school trip to Puerto Rico. However, none of these actions had been reported to the police; Choate had quietly let these faculty members resign from the school. After the report had been released, the school apologized about the past incidents and thanked the victims who have bravely come forth with their stories, even though they have allowed many of said teachers to teach at other schools.

Loomis Chaffee recognizes the safety of their students. On May 16, 2016, Dr.Culbert wrote a letter to the Loomis community, addressing the issue of sexual misconduct in independent schools. She has stated that Loomis has the responsibility "to embrace our mission to be our best self and to serve the common good, which includes a

"Sexual abuse remains a pervasive issue among many private and boarding schools..."

commitment to be supportive of victims of abuse, to ensure that their concerns are heard, and to acknowledge the hurt caused." Loomis also hired a law firm, Cowdery & Murphy, to investigate the sexual misconducts at the school. On January 10, 2017, Dr.Culbert forwarded another

letter summarizing the investigations. In this letter, she published the names of the faculty members and provided information about their findings- reports ranging from the 1940s to the early 2000s. Loomis has apologized for all the instances of sexual misconduct that has happened at the school throughout the years and promised that it will commit to protecting students from any potential future sexual misconducts.

Sexual abuse remains a pervasive issue among many private and boarding schools, and many have been hiding these reports. Loomis promises to be as transparent as possible when it comes to these issues and commits to the protection of all students at all costs. By opening up this topic, our school attempts to prevent this kind of incidents from occurring on our campus. Once we all start respecting each other, hopefully, there will be the day when everyone will be safe from these problems.

HOW FREE IS “FREE SPEECH?”

SURVEY SHOWS DIVERSITY OF THOUGHT MUST NOT BE PROHIBITED GOING FORWARD

Garret Keough '17 and Patrick Pugliese '18 | Contributors

In light of protests on the campuses of Middlebury College and California-Berkeley, where speakers were denied the opportunity to present as a result of violent protests, the issue of free speech on campuses nationwide continues to be as controversial and as contentious as ever. In Loomis Chaffee's opening convocation in September, Dr. Culbert addressed free speech; subsequently, school sponsored discussions have been organized to provide students with a forum for debate and dialogue on the matter.

In response to this, and with the help of the Norton Center for the Common Good and Mr. Cleary of the Mathematics/Statistics department, a survey was created to gauge the opinions of Loomis Chaffee's students regarding free speech. The views or observations of outside parties are not necessarily represented in this article, as the Norton Center and Mr. Cleary were only contacted to assist in the development of the survey itself.

One out of every seven students entering the dining hall during one lunch period and one dinner period was selected and asked to complete the ten question multiple choice survey. The participants were also entered in a raffle as a reward for their completion of the survey. There were a total of fifty responses, an adequate sample for the Loomis student body as determined by Mr. Cleary, from students representing all four graduating classes.

The first three questions addressed student's *perceived ability* to speak freely, within reason (which was defined as not being able to yell fire in the dining hall in the survey) in three different environments on campus: outside of class, at school events, and in the classroom. The vast majority of respondents answered either "Absolutely" or "Most of the Time." The data suggests that most students generally believe that Loomis Chaffee does not infringe upon their ability to speak freely. However, the responses to the eighth and ninth questions slightly contradicted these results. Both questions inquired as to whether

students have ever been prevented from sharing political viewpoints at Loomis Chaffee. Although the majority responded "Never," nearly 40% of the student sample answered "A few times," "Regularly," or "All the Time." While the majority opinion supports the data from the first three questions, the number of students who feel they have been restricted in Loomis classrooms or at Loomis events is concerning.

Questions four through six, instead of focusing on students perceived ability to speak freely, isolated student's comfort level in sharing political perspectives. Approximately half of the respondents, when asked if they feel uncomfortable expressing political viewpoints in class, in dormitories, or at school events, answered "Sometimes," "Most of the Time," or "All the Time." Thus, the data suggests that although the majority of Loomis students feel they have the ability to speak freely, about 50% do not feel entirely comfortable doing so. These findings are clarified by the responses to question seven, which asked students if they have ever not shared political opinions because they feared others might take offense. Interestingly, 70% of respondents answered that at least "Sometimes" they have refrained from speaking freely in order to not provoke nor offend other students. The combination of these conclusions suggest that fear of offending others has driven students to regularly hesitate in expressing their political opinions.

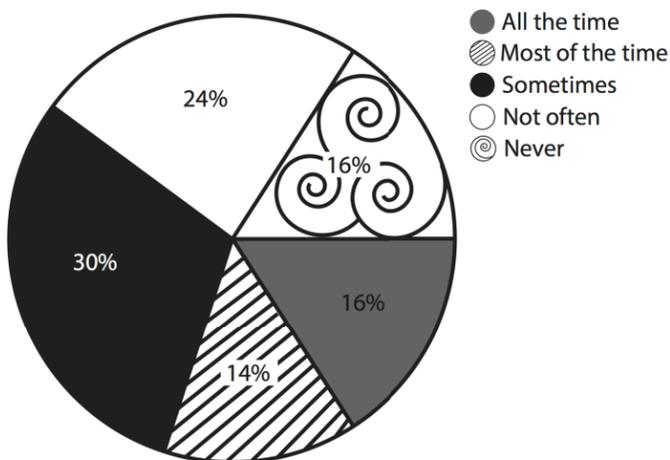
The last of ten questions asked respondents if they felt Loomis Chaffee should restrict the expression of potentially offensive political views (anti-immigration perspectives as a given example in the survey). An overwhelming majority (78%) answered "No," meaning Loomis should not restrict speech based on its pugnacity. Proponents of free speech in its most literal form are usually classified as conservatively minded on this issue. Although high school and college campuses tend to be associated with most-

ly liberal mindsets, the plurality of responders (34.9%) labeled themselves as Republicans. Therefore, the political spectrum of the Loomis Chaffee community appears to be relatively balanced overall; however, on the issue of free speech, Loomis students seem to be more united in their advocacy for freedom of expression.

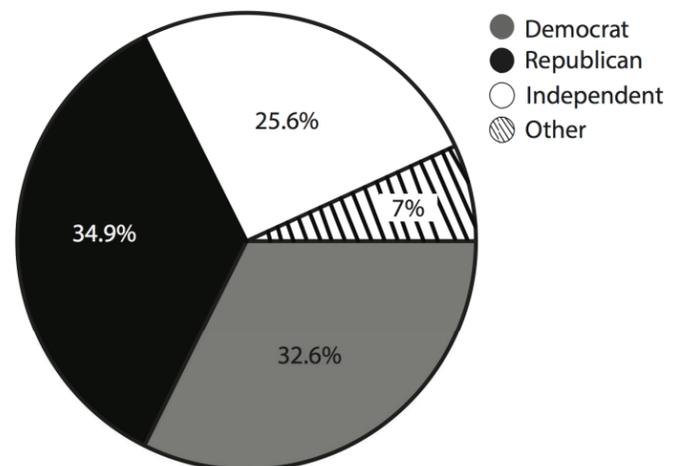
This survey was not meant to simply gauge the opinions of Loomis Chaffee's student body on the issue of free speech. The results of the survey are interesting and thought-provoking; however, the true goal of this survey is to inform both the student body and faculty leaders of the Loomis community, and to ensure that students, teachers, and faculty members alike become more cognizant of student's perceptions regarding free speech. It is not enough to simply gloss over the results of this survey. Instead, the views of students which were brought to light in the survey should now influence the conduct of discussion in all areas of campus by the Loomis community going forward.

Loomis Chaffee understandably prides itself on maintaining a diverse student body. However, diversity cannot be characterized by differences in ethnicity, religion, and socioeconomic status among Loomis students. Diversity of opinion and freedom must be equally prioritized as Loomis builds a truly diverse community. Given that Loomis Chaffee's Diversity Mission Statement declares, "As an institution steeped in the liberal arts tradition, students and faculty regularly engage material that is enhanced by the multiplicity of voices within our school. We fundamentally believe that we become better people when we learn from and embrace others who have different experiences and perspectives from our own," it is imperative that Loomis embraces a culture of truly free academic discourse and discussion.

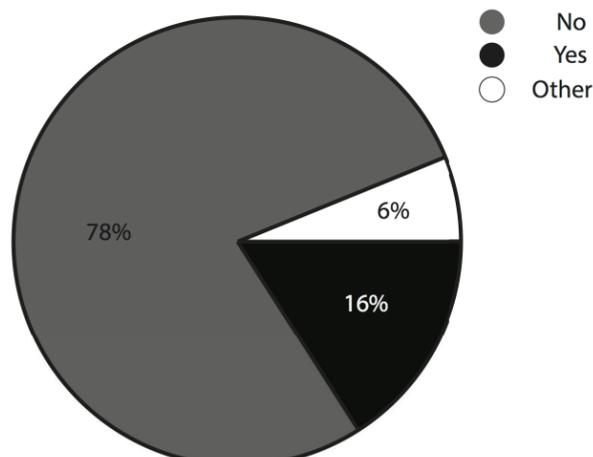
Do you ever not share political opinions because you believe others might take offense?



Political Affiliation (If any)



Do you believe Loomis Chaffee should restrict the expression of potentially offensive views?



HOW DO TREES GET

THEY *L*

PETE DOMINICK SPEAKS AT EARTH DAY CONVOCATION

Sarah Gyurina '18 | *Staff Writer*

On Tuesday, April 25, Loomis Chaffee welcomed Pete Dominick back to the Island to speak at the Earth Day Convocation. An environmentalist, talk-show host, and stand up comedian, Dominick shared his views on climate change, energy-efficient technology, environmental policies, and jobs. Although clearly liberal and passionate about preserving the environment, Dominick encouraged the exploration of views that do not fall on partisan lines; he invited the audience to question his beliefs and sourced everything he said, urging us to form our own hypotheses based on research rather than on party platforms. “Check your sources!” he constantly urged the audience.

Several student “callers” came on the stage to pose questions concerning a wide range of environment-related topics. These students included Jason Liu '17, Kiki Szemraj '19, and Lucy Shao '19 – all of whom are pursuing a Gilchrist Environmental Fellowship – as well as Zeno Schwebel '18, Bill Pieroni '18, Abby Forrester '18, Gaurang Goel '17, and Señor Bour.

Quite literally jumping out of his seat at times, Dominick bounded with energy at the prospect of helping students understand the impacts and advancements of clean energy and technology. While his multiple Donald Trump imitations and unconventional use of a fidget spinner (he spun it on his head) garnered some uncomfortable laughter in the crowd, his attitude tended to relax the students – for some, too much. “I felt like there could have been a better way to draw people in,” said Amaya Parker '18 of the panel format, a change from the typical convocation presentation.

With the environment now a hot topic in the political sphere, both the callers and Dominick brought up environmental policy, business regulations, the Paris Climate Agreement, and coal and natural gas jobs. As shown at the March For Science on April 22, the two worlds are now interconnected on many levels, and Dominick argued that the most impactful way for the environment to be protected was with laws and regulations.

However, some students felt that Dominick’s discussion may have been more effective if he discussed smaller ways for individuals to help protect the environment. Kiki claimed that Dominick strayed too much from the topic of the environment into politics. She continued, “I also hoped he would go into more depth with his answers, which I found held a lot of bias. He didn’t give a firm, concrete answer to a lot of questions.” Other students made similar claims, clearly preferring the discussions about campus initiatives. “I liked when they discussed Jason’s project about the solar panels,” said Noah Yoon '18. “The school should definitely see the benefits of both saving energy and money.”

For the students pursuing Gilchrist Environmental Fellowships as well as the school’s own efforts to increase sustainability, Pete Dominick lauded individual efforts to induce change on a community basis – whether with Jason’s solar panels or Kiki and Lucy’s Pavogen tiles, or Loomis’s chicken coops and gardens. Although some feedback is necessary for his presentation, Dominick effectively introduced sustainability and its relevance for 2017’s Earth Week.

ON THE INTERNET?

LOG IN...

STEMMING THE TIDES OF CHANGE

Jocelyn Chen '19 | *Staff Writer*

Before I give my opinion about climate change and its regulations, first allow me to make the definition clear. Climate change is the particular, apparent change in global climate patterns since the Industrial Revolution in the mid to late 20th century. It is not the same thing as global warming.

According to NASA, over 97% of scientists, tallied up from peer-edited, published research papers, agree to my above statement. Yet on the other hand, quite a few controversial researchers have also strongly suggested the opposite. Climate change is indeed happening, to a certain degree, and there's a strong correlation between the rising average global temperature and the increased amount of greenhouse gas emissions from humans since the Industrial Revolution.

Now the question is what to do with climate change. Species of animals are disappearing at an alarming rate, air pollution in cities is making people sick, and worst of all, little is being done about it. If climate change is real, it needs to be stopped or reversed, and collective international actions should be taken. But government regulation is not doing the job.

On the surface, wide-scale regulations have wide-scale impacts, and since climate change is a big problem, a big solution seems fit. For example, the progressive Paris Climate Agreement has brought the majority of countries from around the world together to agree to try to cut down their carbon emissions by "nationally determined contributions." Many countries saying they are going to cut their GHG emissions sounds good. But, how much will they reduce by? And when there is a large number of countries taking action, does that amount of reduction cover the other countries who aren't participating, such as Russia?

Despite the convocation on Tuesday, April 25 with Pete Dominick, I have to clarify my stance with some statistics. As of that evening, 143 of the 197 parties at the Paris Climate Agreement meeting have

ratified it, meaning 72.6% of the countries who signed the agreement are legally bound to take action and lower their carbon emissions by amounts determined by the individual countries.

The Paris Agreement may be controversial, historic, and impactful, but it isn't very promising. First, there isn't a firm plan in place. Sure, one party can try to reduce the amount of carbon dioxide emissions into the atmosphere, but according to the World Energy Council 2016 Report, those types of emissions are most likely to continue well into the future.

The graphs depict how little the percentages of different energy sources have changed over the past few years. Simply said, if the proportions of energy coming from non-environmentally-friendly sources such as coal, oil, gas, and hydropower have not changed much over the past decade, how likely is it for the world to dramatically alter the proportions in just a couple of years? I doubt we need to have a statistics to guess the answer.

In addition, the 72.6% of countries taking part may sound big, but in reality, very little is being done or can be done. With seven billion human beings around the world, there is no way we can reverse climate change. The average global temperature pre-Industrial Revolution was 14 degrees Celsius, but that was when the ozone layer was nearly complete and there weren't many buildings or flat farmland.

The world today is different than fifty years ago. Although I acknowledge the rising temperatures and changing climate, I do not think that attempts to force the average temperatures to return to the normal temperatures an entire century ago would be practical. It is not that we should not do anything about climate change, but instead of having organizations and governments spending money telling people what not to do, we should focus more on answering the question of how to maintain sustainability in this changing world where one can only look at the big picture by turning a blind eye to the past.



Loomis Chaffee Log

ABOUT

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HOW DO YOU STUDY FOR APs?

Angela Wang '20 | Staff Writer

(continued from front page)

Jocelyn's studying methods might be good for some students while other students should give themselves enough time to study. Making study plan on a regular basis and giving the brain enough time to assimilate the information will help. Clearly, there is no one correct way to prepare.

Sharon Zhou '19, new sophomore, also shared her views on AP tests. Determined to demonstrate her strong academic ability, Sharon plans to take the AP Calculus test in order to "push herself to learn more." Going on, she began to talk about how her AP Calculus BC teach-

er, Mr. Robison, prepares her for the test. In addition to taking regular practice tests, students are required to do presentations in class. Mr. Robison gives out questions related to different concepts, and after students present their own solutions, the rest of the class will comment on and challenge these solutions. Sharon thinks this exercise helps students to understand the concepts more thoroughly instead of merely memorizing formulas from the textbook. Moreover, Sharon expressed that her class even covers contents above and beyond AP requirements. Stating, "learning extra things is good for our development as math students," Sharon advocates for this approach and

trusts that it would give her a profound understanding of all course materials.

Despite the looming stress associated with the imminent AP tests, most students are already well-prepared and are confident that they will crush the test. Pay attention in class, review notes carefully, take practice exams, and relax! Your teachers are excellent and care about your success, so don't be afraid to go to them for help and exam tips. We hope that all test takers will be rewarded for their hard work. Good luck!

THE WRITING STUDIO: EFFECTIVE OR INEFFICIENT?

Yuyang Zhang '18 | Staff Writer

Beginning fall term this year, Loomis Chaffee launched its new Writing Studio, run by Mrs. Knight, Mrs. Parsons, and Ms. Hsieh, to assist all LC students with any writing assignment, such as history papers, science reports, or college essays. In October, juniors and seniors in advanced English classes were invited to apply for the Writing Studio. Despite the comprehensive process, many students are hesitant to go to the Writing Studio; most of them think it's a waste of time. Some students doubt the readers' ability to actually help.

On the contrary, many selected readers have demonstrated their aptitude for writing through their applications and Thursday morning training sessions, which teach the readers how to approach different types of writing. In addition, each student completes a feedback form after every session, and the faculty will know who has been taking their roles seriously and will meet with those who have had several unsatisfactory meetings and/or not been attending the training sessions. Every time a reader would meet with a student, readers would go over the points that needed to be focused on and photocopy their suggestions. Kimmy Tufton '19, a visitor to the Writing Studio, commented, "All the readers gave very clear feedback, and I left with a better paper than what I started with." So long as you can describe your prompt/assignment, you can get help from the Writing Studio.

Still, some students are upset by the fact that the Writing Studio works more on forming ideas rather than on fixing grammar mistakes. The Writing Studio's central focus is the development of clearer, more comprehensive writing, while giving students the opportunity to discuss their ideas one on one with readers. Nonetheless, grammar is still a vital part of writing. At the end of winter term, the sophomore class took the Proficiency Test, with a large percentage of students scoring over 70 out of 80 on the mechanics section, results higher than those of previous years. The night before, the Writing Studio hosted the PT Party where more than 80 students attended, almost half of the class of 2019! The readers were tasked to review their grammar skills beforehand and then proceeded to help explain grammar concepts and review practice mechanics tests provided by the teachers. Ezgi Uygan, a sophomore who attended the PT Party, commented, "[The readers] reassured me of my knowledge while also teaching me useful techniques." The Writing Studio will be hosting another PT party in May, open to all students



AC

Graphic by Ashley Chung '19

looking to brush up on their grammar before the test.

The Writing Studio is an incredible resource for LC students, helpful for papers and long-term writing skills. Erin Levine '18, a Writing Studio staff member, said "From experience, I can say that in talking ideas out with students, a paper can be vastly improved, and people I worked with recently were able to greatly increase their papers' clarity just by discussing their ideas out loud with me." Since its opening, 25% of the student body has visited the Writ-

ing Studio, and almost all the feedback received has been positive.

Regardless of first impressions and assumptions, the Writing Studio has consistently proven itself a worthy resource. Whenever you need help with any piece of writing, from the day you got the assignment to an hour before its due, try the Writing Studio!

LC VARSITY LACROSSE: FIGHTING THROUGH ADVERSITY

Adam Guillemette '19 | Contributor



Photo by Matt Guittari '18

After school, on any weekday, you can find Loomis Chaffee's boys' varsity lacrosse team on the upper turf. Tucked behind the hockey rink, the Loomis team puts in hours of rigorous work, planning and practicing for their next big match up. It is on the secluded field that the team would not only play tough game against nationally ranked opponents such as Brunswick, Salisbury, Westminster, but also learn how to preserve a decades-long tradition against all odds. After coming off of a rough start to the season, Loomis Chaffee lacrosse is definitely the underdog team, but they have what it takes to play with the best in the country.

Last year Loomis lacrosse began their season exactly like this year's squad, (1- 4). With nearly identical schedules this and last year, both Loomis teams had to take on big name programs early on in the season. In 2016, Loomis was led by attackman Declan Moylan, face-off specialist Zach Zavalick, attackman Colin Phelan, and TK Murphy, all of whom graduated and played major parts in pulling Loomis through the rough first five games of their season. With the help of the strong senior class, Loomis eventually had a three game win streak against Hotchkiss, Berkshire, and Kent, continued into the season with scattered wins against Exeter, Andover, Williston, Northfield Mt. Hermon, and Choate, and ended with an away game victory over rival Avon. Their overall record being an impressive 10-8.

This year, Loomis is in the same predicament. Having lost games to the same big name programs, Loomis is sitting in the hole going into the second half of the season. Lately the team has begun to see success again with two big wins against Berkshire (9 - 7) and Kent (13 - 3), but will have to face serious competition later on in the season as their schedule holds very talented teams such as Deerfield, Taft, and Choate.

Varsity lacrosse came into the year optimistic, with a large amount of returning seniors that could take on leadership positions. These players being attackman Michael Greenberg '17, midfielder Austin Strazzulla '17, defenseman Alec Paulson '17, and

goalie Billy Dreyer '17, to name a few. The recruiting class for Loomis was also very promising as Loomis had picked up multiple talented young players such as Alex Stepney '20, Sam Tomson '19, Gus Mazzocca '19, Pete Steinle '20, Jack Kavanaugh '19, Thomas Martin '19, and Jake Harris '20. Later in the season, Loomis would need to rely heavily on the young recruits as many older starters suffered injuries and could not play in important games. When junior Matt Guittari, speaking about younger players getting starting spots on the team, said, "It's good that the younger guys are playing. We'll need them for next year after our seniors are gone." Although Loomis does rely on their younger players, the seniors of the team carry a lot of the weight in games. When the large senior/ PG class has graduated the team will need younger players with in-game experience ready to step up and play. But experience comes with time, and other than the pre-season Loomis did not have much time to prepare for their biggest match-ups of this year.

In early games such as Brunswick or Trinity Pawling, the team's flaws were often exposed. Loomis' early games were riddled with fundamental mistakes across the board. They were having trouble clearing the ball, weren't passing efficiently, and won few ground ball situations. And since the loss of Zack Zavalick, face-off wins were becoming hard to come by. After the 18 - 3 loss against Brunswick, I talked to coach Bill Lee about what he thought the team needed to do to restore their season. Saying, "We were one and four last year as well and ended up winning the next three games. So we're just trying to focus on, seems cliché, but focus on the next game," Coach Lee and the pelicans were looking to jump start their season and focus on what they needed to do to get better. Continuing on into the season Loomis began to see improvement in their overall game play. Winning 13 - 3 against Kent, the team was reaping the reward of solid defensive play which offered their offense time to execute. The progression continued into the latest game against Salisbury as the team played better than they ever have,

shocking the nation's top 25 team in the first half, but ultimately falling to the Crimson Knights in the 4th quarter. Looking toward the future Coach Lee says Loomis "[needs] to take care of the ball," with better passes and shots, as well as "[doing] a better job with communicating."

Although Loomis has areas that require improvement, there are aspects to the team that need no changing. This aspect being the sheer talent of the players. Watch any game, regardless of score, and you will probably find Liam Lynch '17 painting the top corners of the net or superman diving to force a turnover on opposing midfielders. Austin Strazzulla too will put on a show for any spectator with amazing behind the back goals and accurate snipes from 15 yards out. Younger players such as Alex Stepney, Sam Tomson, and Gus Mazzocca have spurts of flawless dodging and execute effective passes to fellow players. Another aspect of the team that has been reliable is the goaltending situation. With three good goalies to choose from, Loomis began the year by often playing different goalies on a game to game basis. Macon Jeffreys took the start in the win against Millbrook, he had an impressive 12 saves that game. Billy Dreyer, last year's starter, had 11 saves in both the Kent and Rivers games. The third goalie Chris Comfort saw playing time in one of the most influential games of the year against Brunswick. Needless to say, Loomis' talent offers a threat to any opposing team regardless of national rank, size, or speed.

"Loomis has a lot to build the rest of their season on. Coming off a hot game against Salisbury and two wins against Berkshire and Kent, the team has proved they are capable of playing effectively. Looking towards the second half of the season, they hope to utilize what they've learnt and come out on top just like Loomis had done in prior years. Varsity lacrosse truly has embodied the meaning of our school motto "Ne Cede Malis." They've fought through adversity and refuse to stop improving regardless of the competition. Don't sleep on Loomis lacrosse.

BREAKING THE GENDER BARRIER

HOW KATHERINE SWITZER SHATTERED RUNNING'S GLASS CEILING

Dylan Cowan '17 | Contributor



Courtesy of AP Images

In 1967, a 20-year old journalism student, who would change the game of running forever, signed up for a bib in the Boston Marathon. Her name: Katherine Switzer, number 261. Because only men were allowed to run at the time, Switzer had to register under her initials K.V. Switzer. But first, she had to prove to her coach, and to others, that she could run 26 miles, even while training with the men's cross-country team at Syracuse. Among the disbelief and disapproval, Switzer's kept running defiantly. She paved the way for women runners throughout the world.

After the long seventy years it took a woman to run the Boston Marathon, many women participate in the race each year. For Switzer, The path to securing a spot in 2017 proved much easier than in 1967, highlighting society's progress towards equality. Switzer says, "We've come a light year but we still have a long way to go." Hopefully this breakthrough can spread to other parts of the world. Just before the Boston Marathon, in Tehran, Iran, no women were

allowed in the city's first ever international marathon. Instead, they were relegated to running a 10k. Despite being halfway across the world, a similar pattern is shown, leading many to question if it will take Iran 70 years, like Boston, to allow its first female runner? Let's hope not.

After Switzer broke into the male-dominated world of running in the 1960s and 1970s, she has raced in 39 marathons, paving the way for female runners across the globe. Switzer, who had the number 261 pinned on 50 years ago, kept that number for the race in April. She also founded a nonprofit organization called 261 Fearless, a nationwide running club for women. While the single action of Katherine Switzer over 50 years ago can be seen as an inspiration for women across the world today, it is also her current philanthropy, leadership, and presence that has paved the road for women. Even in the face of adversity, Switzer remained relentless in her mission, and never gave up.

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13 DO'S AND DON'TS FOR WATCHING 13 REASONS WHY

Cathy Hyeon '18 | Graphics Manager

1. **DO** pay attention to Clay's scar so you know when the scene is taking place. If he doesn't have a scar on his forehead, then it is a flashback. This series is filled with both scenes from the past and present, making it more interesting, but also confusing. Use this easy trick to stay on top of the action!

2. **DO NOT** skip to the last episode just to find out what Clay did to Hannah...you won't be satisfied. Not only will you be left with even more questions, you will also be confused throughout the whole episode. To the curious watchers and readers, sit through every episode or don't watch at all.

3. **DO** appreciate the soundtrack! There's a ton of songs in this show that are worth taking notice of. Turn on the Netflix captions and sing along as you watch the actions of an awkward, conflicted boy, Clay.

4. **DO NOT** judge a character based on first impression (unless it's Bryce...Bryce is the worst). Some characters have more depth than it seems. Though they all in Hannah's tapes, they are also high school students who made mistakes. In this way, they are relatable and more realistic. So, leave your judgments until the end of the show.

5. **DO** watch this show with your friends. Like any show, Thirteen Reasons Why is filled with twists and turns, and characters that you'll either love or hate, so you'll have to talk about it. Just make sure you don't spoil it for those who haven't finished.

6. **DO NOT** let the fact that Selena Gomez produced it make you immediately hate/(love?) it. In all honesty, it is just as well produced as any other TV show.

7. **DO** appreciate Clay. Yes, he is very awkward and often unnecessarily dramatic, but he is just a character that is searching for the answers. In fact, appreciate all of the characters, but more specifically the actors, like Brandon Flynn (Justin Foley) and Brandon Larracuent (Jeff Atkins).

8. **DO NOT** overuse the saying, "Welcome to your tape" ... or any other related phrases. It's not funny anymore... trust me.

9. **DO** contemplate the ending. There is a lot of different interpretations that the ending leaves you with. Honestly, because there is no definite answer, it's up to you. What happens to Alex? Does Bryce ever face the repercussions of his actions?

10. **DO NOT** be afraid to look away during more graphic scenes. Part of the producer's decision when creating the series was to not sugarcoat the plot and to not shy away from heavy topics. When you're watching, especially in the last episode, look away if necessary.

11. **DO** learn from it. Part of the message of the show is to prevent bullying and spread awareness. Though Hannah's story isn't real, it shows that little actions (good or bad) goes a long way.

12. **DO NOT** focus on the flaws. There is a lot of controversial topics when it comes to this TV show, but it is also a great one to watch if you run out of Netflix options. Though the plot may be imperfect, it is also one that leaves you wanting to know more.

13. **DO** finish the series and read the book! If you didn't know, 13 Reasons Why was originally a novel written by Jay Asher. As someone who normally enjoys books more than the movie, I did really enjoy both the book and show and overall, I would recommend it to all of you!

LOG RHYTHMS

- | | |
|---|--|
| 1. <u>The King of Cape</u>
- Alfred Hall | 7. <u>Waterfalls</u> - LVNDSCAPE,
Holland Park, Nico Santos |
| 2. <u>Another Sky</u> - The
Magician Remix | 8. <u>All Eyes on You</u> - St. Lucia |
| 3. <u>Gravity</u> - Timeflies | 9. <u>I Don't Wanna End the Night</u>
- Prewlow |
| 4. <u>Good Girls</u> - LANY | 10. <u>Walk Away</u> - LANY |
| 5. <u>Stay a Little Longer</u>
- Lostboycrew | 11. <u>8Teen</u> - Khalid |
| 6. <u>Oceans Away</u>
- ARIZONA | 12. <u>Good Together</u>
- HONNE |

Cathy Hyeon '18 and Graphic courtesy of Ashley Chung '19

HOW TO BE THE BEST LOOMIS SPORTS FAN

Liam Scott '19 | Melange Editor

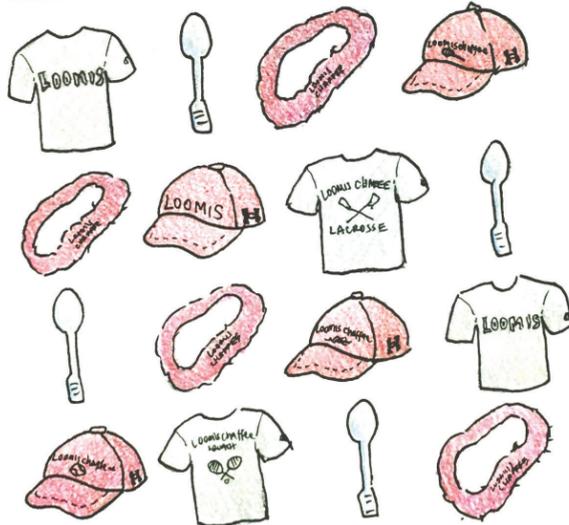
super fan, join The Nest, a club on campus that promotes school spirit among everyone, and is seen at varsity soccer, hockey, and lacrosse games. Join this school spirit club and go watch these select sports.

Now we know where and where not to go. We should also consider what to do at these games. While at lacrosse and baseball games, sit on the ground and cheer as loudly as you possibly can. Who cares if you lose your voice? That's the price one must pay for being such a great fan. Don't worry about what other people think; they're just afraid to show so much spirit. Remember that the crowd serves to motivate the players, so don't be afraid to yell things like "Hey, great hit!" or "Wow, you scored!!" or "Why are you so slow???" You should just quit!" Understanding that everyone improves with help from all different types of remarks is of the utmost importance, so you must try using both positive and negative words. Making signs is also a good idea. Signs are especially desirable if they are distracting for the players, so bright colors and embarrassing slogans are essential.

This next idea is for the uber-spirited sports (lacrosse and baseball) fans. Before or during the game, look up the team of the opposing school. Get comfortable with some of their names. Then start shouting stuff to them, preferably when they are playing and preferably with the intent to distract them. You can say things like "What kind of pitch was that??" or "Hey take me to prom!" This tactic is not at all for someone of timid mien.

Clothing is just as important as all of the above. Our school colors are maroon and grey- so wear maroon and grey. Go one step further and put on eye black; pretend you're in that game! This is totally normal and everyone does it. When the eye black starts to look greasy with sweat, it's time to put on the pelican costume. Lastly, an LC flag should become a norm. Bring a flag to every game and walk around with it like you're in a cult or something. Wave that flag with pride.

If you follow this advice to the letter, you'll not only become the ultimate student athlete/fan, but also the ultimate human being.



Graphic by Tracy Kuo '18

Loomis students are quite adept at athletics; we are, in other words, a school chock full of student athletes. But just because you play a sport doesn't mean you can't go watch other teams compete. Here, my friends, I am going to teach you how to become a quality sports fan.

To start, we need to think about which sports to go watch. During the spring we have water polo, lacrosse, tennis, softball, baseball, track and field, and golf, but only go watch lacrosse, and maybe baseball if you feel like you have lots of spirit. Likewise, in the winter only go watch hockey and in the fall only watch soccer. These are the only important sports worthy of being watched. I repeat: you should only go see these select sports. And side note- make sure you only go to varsity games. Going to thirds games should practically be forbidden. If you want to be a

THE EXTINCTION OF THE CARTER GIRL

Esther Wang '18 | Contributor

For more than thirty years, Carter has been inhabited by respectful, confident, and responsible girls. However, this is all going to change next year when the male species spreads throughout the building.

Let's see what the Carter girls have to say about this change.

I will miss...

- "Hutch's story times on weekends, fooling around at check-in and everybody screeching when Hutch says "BOO." (Julianna Lee '19)
- "The faculty and hanging out with kids in the dorm." (Kiki Szemraj '19)
- "The people and the faculty because they're awesome." (Mohana Ghosh '20)
- "EVERYTHING!" (Julia Rubeck '18)
- "The family." (Dagny Mactaggart '19)
- "Screaming at birthday parties." (Valerie Chu '20)
- "Miles." (Liles Wall '20)
- "The smell of Julianna's brownies." (EJ Bill '18)
- "The birthday parties and the feeling of home Carter has given me." (Jenna Donohue '20)
- "Listening to the everlasting Helfrich love story." (Alexa Kim '18)
- "I will miss the HELFRICHES." (Izzy Valle '18)

I love Carter for...

- "The people. Out of all the dorms, Carter most closely resembles a family. Whenever I feel down, there is always people there to cheer me up. I don't think I'll feel this close to dorm girls in another dorm." (Michelle Park '20)
- "Its diversity and all the different kinds of people." (Louisa Gao '18)
- "The wonderful and crazy people and their energy." (Sumin Kim '20)
- "The tea stains on the chair. Art imitates life." (Becca Yen '20)
- "For the family here. It is unlike anything I have ever seen or experienced before. Carter has made Loomis a home that I love and constantly learn from." (Thea Porter '20)
- "The people and Naogan Ma who always come through. Also, Becca Yen lives here, if that doesn't say something then I don't know what does." (Neala Sweeney '20)
- "The prefects and dorm affiliates who make our dorm feel like a second home and make living in Carter so fun and worth missing." (Sherly Quezada '19)
- "It honestly feels like a family and everyone is so supportive of each other and the dorm faculty goes the extra mile for us." (Claire Bogart '19)

I remember when...

- "I first walked into Carter as a small freshman and all the prefects greeted me with really warm smiles" (Stacy Park '19)
- "When Sherly brought her speaker into the bathroom for the first time and everyone just kind of started dancing. It was probably the most fun I've had brushing my teeth. Who else does that except for Carter gals?" (Becca Mucheru '19)
- "When Ms. Ma tried to whip." (Megan Lam '20)
- "When Jet ran up to me on the first day and gave me a hug. It scared me." (Bree Bergeron '20)
- "One Saturday I was up way too late and I asked a teacher if I would get deuced for summoning Satan and he said, "Probably not." (Richie Richardson '19)
- When Esther ran up to me on the first day of pre-season and yelled, "YOU'RE MINE." (Mia Griffiths '20)

Carter has taught me...

- "How to clean up the West Stairs properly after Ms. Moran's lesson." (Abby Huang '19)
- "How to be strong in the face of others. Thanks Ms. Moran and Ms. Ma. You know, for the squad." (Jet Elbulay '18)
- "Not to judge a dorm by its appearance." (Nina Gildor '19)
- "That I can be myself, and I don't want to leave." (Ally Velasquez '20)
- "To stand my own principles in the face of adversities." (Lucy Shao '19)
- "That you can have two homes." (Alexa Valadez '20)
- "How to be a sister to every girl." (Rosalie Grubb '19)

Carter holds a very special place in my heart. When I was a new sophomore, Carter turned out to be the first place that made me feel like I belonged somewhere. Perhaps the only things that stood out at first was the worn out sofas or the unattractive kitchen, but as time went on the people in the dorm overshadowed these minor flaws. Unexpectedly, I found a family in a place I never thought I would.

Memories are everlasting; they are hiding in the tasty scent of Cleary Dip, layered with Shimamoto's monkey bread, lying beneath the soft laughter of the Helfrich children, concealed by Hutch's unusual tales, resting with Dupre's (very helpful) yoga sessions, camouflaged by Knight's blue eyes and protected by Ms. Ma's warm hugs. You can take the girls out of Carter, but you can't take Carter out of the girls. So to all the Carter girls out there, the ones who came, the ones who left, I hope your experience in Carter will accompany you through all the ups and downs. Just remember, once a Carter girl, always a Carter girl.