

Loomis Chaffee Log

OCTOBER 21, 2016

Issue 101, No. 2

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LOOMIS CHAFFEE

Election Special

BLUE IN A SEA OF BLUE

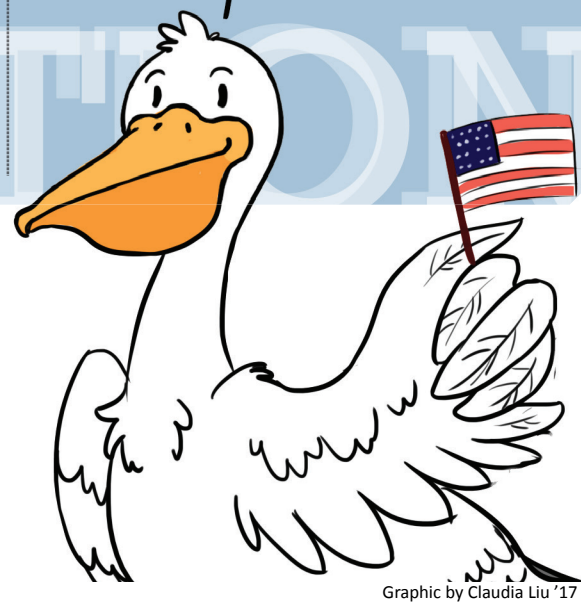
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POLICY RUNDOWN

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LC ELECTION POLL

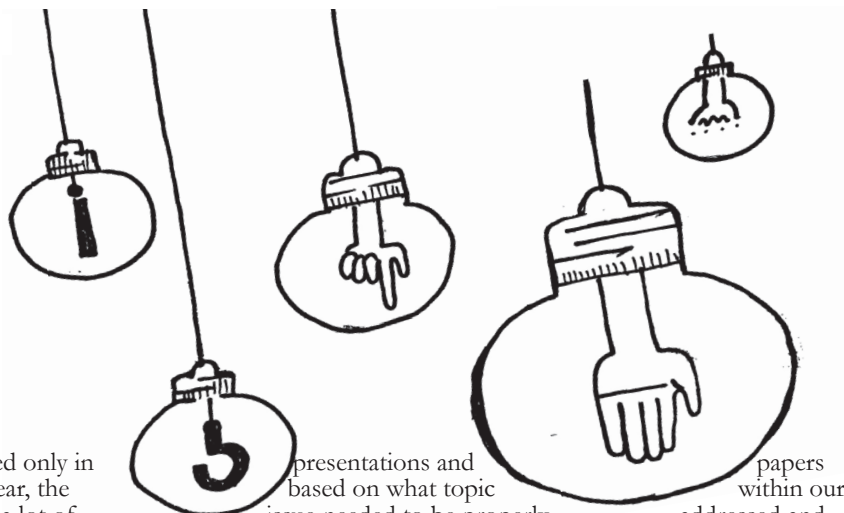
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Graphic by Claudia Liu '17

ELECTION CLASS

REFLECTION
REFLECTION



Hanna Hameedy '17 | Contributor

A highly anticipated class offered only in the fall term of an election year, the Presidential Election class has garnered a lot of attention from faculty and students alike. The students, mostly seniors, get the opportunity to discuss and analyze the election in a classroom setting. Unlike most history electives at Loomis, the election class has no textbook and no consistent syllabus. With such a broad and constantly changing topic, I had no idea what to expect going into the class, but like many others, I found myself excited and eager to finally have a space to talk politics and to do it right.

I quickly learned, as someone who likes to consider herself informed and “tuned in” to current events, I did not truly understand what was unfolding on our national stage. The first class of the term began with the broad, daunting question, “What are the most important issues and why?” After justifying our answers and tweaking the list, the class divided into pairs to analyze the economy, the candidate backgrounds, race relations, education, national security, and immigration, to name a few. Cycling through the research process, we each submitted one-page summaries that barely grazed the depth of the issue, a checkpoint in our search for answers. Then we began to construct

presentations and based on what topic issue needed to be properly addressed and papers within our

We stuck with this model of research and projects as we shifted our focus onto the candidates’ policies. It is important to note that this class, while based the same special event that only happens every four years, differs greatly from any past class analyzing the election. While a class learning about and focusing on either 2012 or 2008 election would have more debate and discussion on each candidate’s policies, our first task, to research the important issues, was partly to find out where the candidates Donald Trump and Hillary Clinton even stood on many issues. Although this research on policy and the issues facing our country was necessary to have a correct and informed conversation, it was especially necessary in an election like this where the mainstream media zeros in on the candidates’ personality flaws and politicians have resorted to personal attacks on one another.

Graphic by Anh Nguyen '17

(continued in Election Special)

LC POLLING

THE LOOMIS CHAFFEE LOG SURVEYED

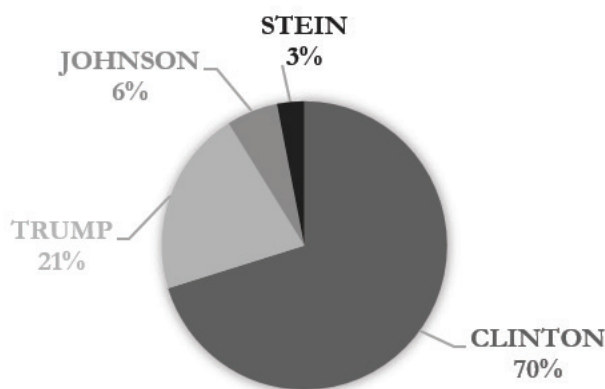
332 STUDENTS AND FACULTY

REGARDING THEIR VOTING PREFERENCE FOR THE UPCOMING ELECTION.

SNEAK PEAK

WHO DO YOU SUPPORT?

U.S. CITIZEN



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VERACROSS: DOES IT WORK?

Lucy Shao '19 | Contributor

Debates over the faculty’s usage of the Veracross portal have been frequent and wide ranging. First addressed by Jean Lee '15 in a Log article “Veracross Issue Comes to a Head” in February 2014, the optional nature of faculty Veracross usage has long inspired controversy in the LC community. Finally, on April 10, 2015, the Veracross Proposal was presented to the faculty by the Student Council, requiring universal usage of the Veracross grade book. This proposal intended to increase the transparency of students’ grades, reduce stress, and make the grade-weighting process easier for teachers. Although the proposal was supported by the majority of the school, few concerns arose in the process

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OCTOBER EDITORS' PICKS

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FEATURES: SOPHOMORE RETREAT KENNETH CHEN '19

OP-ED: FIRST PRESIDENTIAL DEBATE IVY NGUYEN '18

SPORTS: POLITICS MEETS FOOTBALL EUGENE PARK '18

MELANGE: SATIRE RACHEL WALSH '17

HESHIMA MOJA

“MUSIC SAVED MY LIFE”

Ethan Levinbook '20 | Contributor

In honor of National Hispanic Heritage Month, the Office of Diversity and Inclusion welcomed jazz and R&B instrumentalist, vocalist, composer, educator, and social justice activist Heshima Moja to the Island. During his stay, he led a number of open discussions regarding social justice and ran several workshops for music students. His visit to the Island culminated with an evening performance by his musical group, Ofrecimiento (meaning “offering” in Spanish).

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NEW SCHEDULE APPLAUDED

BY STUDENTS AND FACULTY

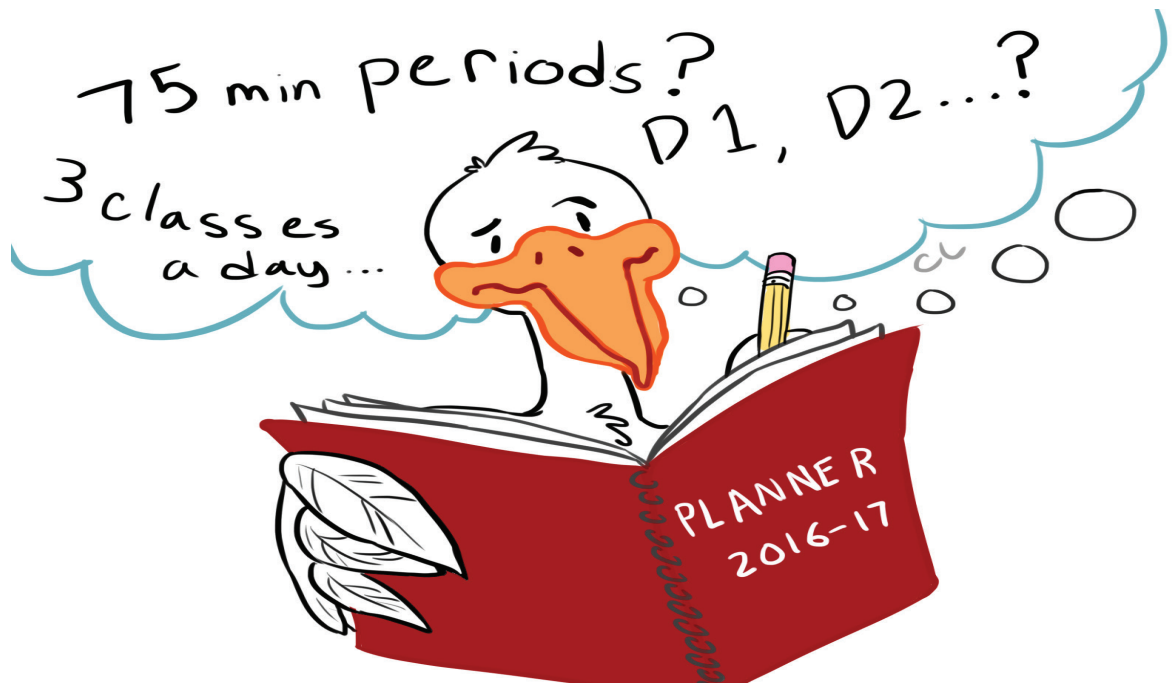
Robert Wang '18 | Staff Writer

Angela Wang '20 | Contributor

For the 2016-2017 school year, a newly implemented block schedule has replaced the old, faster-paced, schedule. Classes are no longer 45 minutes long with one dreaded 80-minute double a week; the new schedule has extended regular classes to 75 minutes and has eliminated double periods. As a result, classes now meet less frequently and teachers have more time to go in depth with their lessons. In addition to the extended class times, the lunch period has also been increased to 40 minutes every day. Last year, while this new schedule was being created, one of its main goals was to lower the stress level of students across campus. In order to see to what extent this goal has been achieved, we canvassed the Loomis Chaffee community to see what people were thinking of the new schedule.

The first student we interviewed on the subject was returning sophomore Rebecca Mucheru. Stating how she has “mentally less to prepare for,” Mucheru expresses how she is generally pleased with the new schedule. Going on, she began to talk about how the longer blocks really benefit her in Spanish class. In the previous schedule, she had only 45 minutes to adjust to and start learning in a foreign language. There simply “wasn’t enough time to switch the way of thinking,” said Mucheru, and having to change gears so quickly could become stressful. On the other hand, Mucheru did have some issues with the new schedule. She mentioned how some teachers have needed to assign more homework to compensate for the fewer number of classes each term. Nonetheless, Mucheru prefers the slower-paced new schedule over the one from last year. Now, despite having some extra work from some teachers, the longer periods and less frequent meetings have generally lightened her workload.

Pengfei Gu, a 4-year senior, supports Mucheru’s view regarding the benefits of the new schedule. Pleased with the fewer number of classes, “Now, we have fewer classes a day, so we only have to move from one location to the other 3 times. Before, we would need to move almost 5 times a day,” Gu also prefers the new schedule over the old one. Despite the fewer classes, with the amount of AP classes in his schedule, he doesn’t think there is a significant reduction in the total amount of time he spends on homework. This, however, may be the result of the expected increase



in workload that occurs when one moves from junior to senior year. Gu also enjoys how the longer classes provide more time to engage in the class and absorb the material taught in class.

Switching gears from students to faculty, we went on to interview Ms. Conger, a biology teacher who has spent 31 years at Loomis Chaffee. She greatly appreciates the new schedule as it allows for a greater number of labs and thus, more opportunities to implement knowledge learned in class. Unlike last year when longer labs could only be done during a double period which met once a week, the new schedule allows teachers to do labs during any block the class meets. Exclaiming, “This allows us to do activities and projects that we can complete within the 75 minutes’ class that I haven’t been able to do before,” Ms. Conger advocates for the greater potential for learning in the longer periods. Although many of Ms. Conger’s opinions of the new schedule are positive, she has experienced the occa-

sional difficulty. For example, with the longer periods she has had to adjust her 45 minute tests and either turn them into 75 minute tests or use the additional time to teach more material.

Despite the fact that we are barely a month into the school year, the effects of the new schedule are already very prominent around campus. The general reactions so far have, for the most part, been very positive. As we head into finals, then winter term, then AP’s in the spring, we’ll be eager to see how well this new schedule holds up. If all goes well, stu-co and faculty are even planning on a separate “term” during the two weeks between Thanksgiving break and the winter holidays to take place in future years. The Loomis community is buzzing with excitement, so keep up with the log and don’t miss a second of it!

Graphic by Anh Nguyen '17

VERACROSS PROPOSAL REVISITED

Lucy Shao '19 | Contributor

(continued from front page)

Regarding the student-faculty disagreements, the Student Council sent out a survey to both faculty and students, to gather public opinion. While 246 out of 321 student respondents expressed their expectations of getting to know where they stand in their class through what their grades reflect, Preethi Kannan '17, the present vice president of the Student Council and also a part of the Veracross proposal committee in 2015, said that the numerous concerns brought up by faculty members made it hard for the student council to move the proposal forward. Preethi pointed out that a lot of the faculty’s grading systems prior to 2015 did not conform with the Veracross system, and teachers worried that students might be too focused on the purely numerical value of their grades rather than what they truly reflect in terms of students’ attitude and progress in their studies.

Now, following last year’s implementation of the Veracross Proposal, all new faculty members are instructed upon its usage during their new faculty training, according to new faculty member Timothy Helfrich '96. Mr. Helfrich says that Veracross improves grade related transparency and can help reduce students’ anxieties about where they stand in the class. In addition, he points out that the Veracross portal helps advisors check in regularly with his or her advisees, as advisors have constant access to their advisees’ grades.

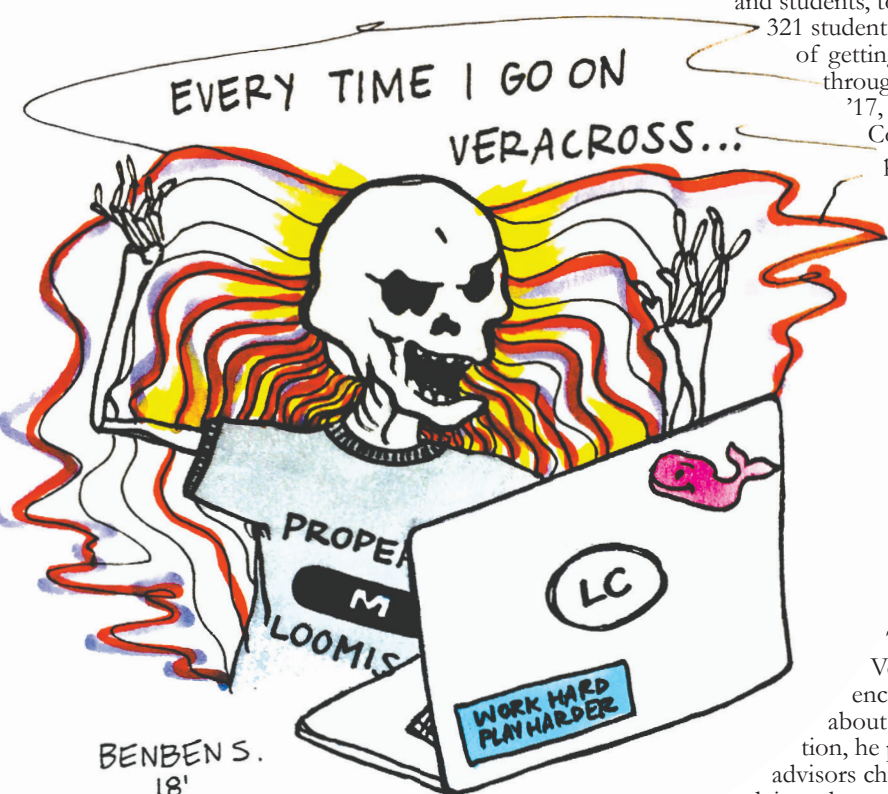
Support for the Veracross proposal, however, is not universal. Longtime faculty member Mrs. Berrie Moos thinks that Veracross is an inessential extra step, as she always keeps a paper grade book for back up even with the Veracross grading system. Before the implementation

of the proposal, she preferred solely to use a paper grade book, which, according to her, has the notable advantage of allowing her to make personal notations. She gave an example of one occasion when a student did not do well on a test because he or she missed a previous class that covered the test materials. As she reviews her students’ paper profiles at the end of the term, she would know at a glance how the student did and for what particular reasons. Yet Veracross seems to come short-handed in regard to this aspect. When speaking about students’ standings in class, Mrs. Moos said, “I hand my papers back regularly and students keep a folder so they always know where they stand, but I am always happy to update it onto Veracross if it makes student life easier.” In general, she feels that a paper grade book gives her more flexibility and allows her to accommodate special situations.

For Mr. Ed Pond, who started using Veracross last year as a result of the proposal, the online gradebook poses the risk of fueling an obsessive attitude towards grading. “While the system is easy enough to use, I think the 24/7 access to grades is a distraction for students and has markedly increased the pervasiveness of the ‘only the grade matters’ mentality among Loomis students,” he said.

As of now, students observe that most faculty members update grades on Veracross promptly after each test and quiz, although a few still retain their previous preferences. Firm believers in Veracross say otherwise: “Teachers should update Veracross more frequently for the benefit of the students,” said Yuyang Zhang '18.

When asked about whether she becomes less stressed when her teachers update Veracross regularly, Julianna Lee '19 agreed that seeing her grades helps her know how well she does in classes. “I don’t look at it that often, but it’s a nice tool to have. It’s good to know if [you] messed up really badly so you can fix it and ask your teacher about it.” Lily Verna '19 offered suggestions on possible future improvements on the portal: “It’s a good idea to have it so we can see our grades, but I wish it were in the same place as the regular Loomis portal.”



BENBEN S. '18'

Graphic by Benben Singhasaneh '18

SHIN AND MILLER ELECTED TO HEAD RA POSITIONS

Rosie Park '18 | Staff Writer

On Thursday, September 29, all of the Loomis Prefects and RAs hurried in their family style outfits to Gilchrist Auditorium for the 2016-17 Head Residential Assistant election. Overall, the election went smoothly: the girl's head ran uncontested, while the boy's head was chosen out of the three RAs who ran. At the end of the hour-long meeting, Rachel Shin and Jack Miller were selected as the head RAs for this school year.

Jack and Rachel both expressed strong motivation in running for the head RA position. In his speech, Jack emphasized his goals of improving dorm spirit and dorm pride through competition and collaboration both within the dorm and with other dorms. As Loomis moves towards having a larger boarding community (especially with Cutler added as our new dorm), he wants to make sure that current and future students take pride in the school they are attending through fun events on campus. Rachel highlighted her extensive experience serving as a prefect in Fay School, a prefect in Carter, and currently an RA in Palmer. As a senior, she has come to understand the strong positive aspects of our boarding community as well as what is needed for improvement. Utilizing the strong relationships she has built with faculties and students, Rachel aims to improve the community by being the students' bridge to the faculty, increasing the transparency of the discussions and decisions about student life on campus.

Both Rachel and Jack believe that their duties as head RAs are to voice their opinions on issues within the school during dorm life meetings. More importantly, they want to understand the needs and concerns of the boarding student body in order to help improve the community. This year, they want to address the school's overall lack of spirit. For Rachel, this means encouraging "more interactions and events between and within dorms" to build lasting traditions. Jack reflects upon Mr. Reid's account of previous years when all of the dorms hosted an activity for the larger school community. He claims that "one of the big things I would



like to at least start to put into motion this year is having every dorm host a campus wide activity." In the past, school spirit has motivated several people to get actively involved within residential life and has led to enjoyable experiences during their time at Loomis Chaffee.

Several other Residential Assistants gave a very positive response to the election. Sophie Christiano, an RA in Ammidon, remarks that the "elections went fairly, [and] all of those who ran for the position were extremely qualified [so] there would not have been a 'wrong' answer to who should have been chosen." She particularly liked to see how much each of the candidates truly cared about Loomis and their experience here, as was evident in their speeches.

Michelle Zhou, an RA in Mason, has high hopes for this year. She claims that "Rachel is a hard-working leader in the dorm... and will make incredible contributions" along with Jack, who is "a persevering student in and out of classroom." She is very grateful [for] these two fantastic choices and believes that both will do a great job becoming the voice of the RAs and prefects. An RA in Taylor, Rollin King gave a mixed response. While he approved of the outcome of the election, he characterized the head RA elections as "a bit inauthentic" since "all the application processes that Loomis imposes on students pursuing extracurricular positions... asks the same questions over and over again, producing the same responses." He hopes to see that the head RAs this year can keep their words and promises and make visible steps in improving the Loomis residential life.

Finally, as the Dean of Student Life, Ms. Mary Liscinski is "really looking forward to working with Rachel and Jack" and knows they will "bring great energy and enthusiasm to the role." She stresses the importance of head RAs as "they provide another lens on the student experience and can offer valuable insights." Noting that Jack and Rachel are already meeting with RAs and prefects, she is greatly excited about how the residential life in the 2016-17 school year will develop.

Photo by Rachel Shin '17

OTHER NEWSPAPERS ON CAMPUS

Garret Keough '17 | Contributor

As a post-graduate student in the midst of his only year on the Island, I have attempted to immerse myself in the culture of the Loomis community as much and as often as possible. So far, I have been impressed by much of the extracurricular work done by Loomis students, including art displays in the Richmond Center or science projects in the Clark Center. However, I have been especially impressed by the sheer number of copies of *The Log* circulating throughout the various dorms and academic buildings on campus. Although I admired both the content and appearance of this newspaper, I had expected there to be at least one other publication at Loomis. Tasked with exploring Loomis' other newspapers for my first article in *The Log*, I was able to uncover two other publications: one which has been phased out, and another budding source for news on Pelican athletics.

The Maroon and Grey was started in 2012 and faded out just a couple years later. Founded by Caleb Rudnicki '15, *The Maroon and Grey* began as Loomis' print version of *The Onion*, as writers were encouraged to produce humorous and/or satirical articles. At first, Rudnicki's exceptional organization and diligence helped develop a solid product and *The Maroon and Grey* found its niche as a light-hearted alternative to the more serious periodicals at Loomis. Ben Ryu '17, former writer/editor and head of

the publication after Rudnicki stepped down, claims that this success was rather brief. Ryu had difficulty managing the day-to-day operations of running the organization while simultaneously pursuing the necessary funding from the school to continue his publication. The Maroon and Grey was therefore encouraged to move online for budget-related reasons, but the transition was rather difficult, and the publication didn't continue for much longer. However, Ryu notes that at its best, *The Maroon and Grey's* witty content served as "a stress reliever" and "a relief from the hectic schedule of Loomis Chaffee" for its audience.

During my first couple of weeks at Loomis, my football teammate Pat Craig '17 encouraged me to write for *Inside the Loop*, a publication which plans to report on Loomis athletics. I was very intrigued by this proposition, especially as an athlete who came from a public school with a different sort of media coverage.

Even at my local high school in Marblehead, a small Boston suburb of 20,000, our football games were covered by at least three county news services, and attention from *The Boston Globe*, *The Boston Herald*, and *ESPNBoston.com* was not uncommon as well. Additionally, in the days leading up to games, post-practice interviews and photo-shoots were conducted on a routine basis. While the

overall quality of football in Northeastern Massachusetts is not necessarily exceptional, the culture fostered by this media attention bred excitement across the entire area for each school's rendition of Friday Night Lights.

The atmosphere surrounding athletics is certainly different here at Loomis; I noticed it immediately at the opening kickoff of our home opener against Lawrenceville. My memories of raucous student sections and slightly tipsy, overzealous alumni and parents were replaced by the sight of smaller groups of parents and classmates gathered in the bleachers.

From experience, I know private school athletes possess the same talent and work ethic as public school athletes, so comparable recognition by the press is only fair. Inside the Loop's goal to report on the outcomes of the various teams at Loomis and explore the lives of the coaches and athletes off the playing fields is both admirable and very significant. Personally, I am thrilled to be a part of *Inside the Loop*, and I believe its efforts will help the Loomis community further appreciate the talent and dedication of all our Pelican athletes.

Another Loomis publication, *The Islander*, was unable to be reached for comment.

THE COLD HITS LC STUDENTS ONCE AGAIN ADVICE FROM THE HEALTH CENTER

Minna Gao '19 | Contributor

It's mid-fall now. The wind is blowing hard, the air is getting chilly, and Loomis Chaffee has just recovered from a major cold "plague." This epidemic started some time before the Sophomore Retreat and lasted for a few weeks, leaving students with runny noses, frequent sneezes, acute cough fits, and almost daily visits to the Health Center.

How did the cold start, and how did it spread?

According to the Health Center, some students' immune system happened to be fairly weak during the first few weeks of school, and the combined effect of change of seasons, the drop in temperature, and the change of environment got them good. A couple of the aforementioned patients live in a dorm, which makes other boarding students more vulnerable to the cold. "With so many people living in such a close environment, it's almost inevitable that the cold will spread, both within the dorm and without," said Jesse Chapman '18, prefect of Cutler

Hall. "I think we should isolate the Patient Zeros. There really isn't any other way to deal with it," she added. Paris Cipollone '18, another prefect of Cutler Hall, mentioned that a major illness happens almost every term and every year, not necessarily in the form of a cold, but of some kind of other sickness or a flu.

Registered Nurses (RN) Diane Parzych and Eartha Marquis from the Health Center agree with Paris and Jesse on this matter. "The cold spreads through droplet infection, so the transmitting of the smallest amount of body fluid in any form can transfer the cold-inducing virus (eg. coronavirus, rhinovirus, RSV) from individual to individual. Some people have strong immune systems and they might experience a headache or have a sore throat after getting infected, but their body can fight it off in one or two days and they are fine again. But some people don't, and in that case, they will catch the cold."

How can we prevent the spread of a cold?

The Health Center provided the student body with two tips that should be employed to avoid becoming victims of the cold. First, individuals should try to boost up their immune system by taking care of their health and body. Such methods include but are not limited to getting plenty of sleep, eating healthy, dressing appropriately for the weather, and drinking lots of water. Secondly, individuals must make an effort to refrain from contaminating the environment and infecting others.

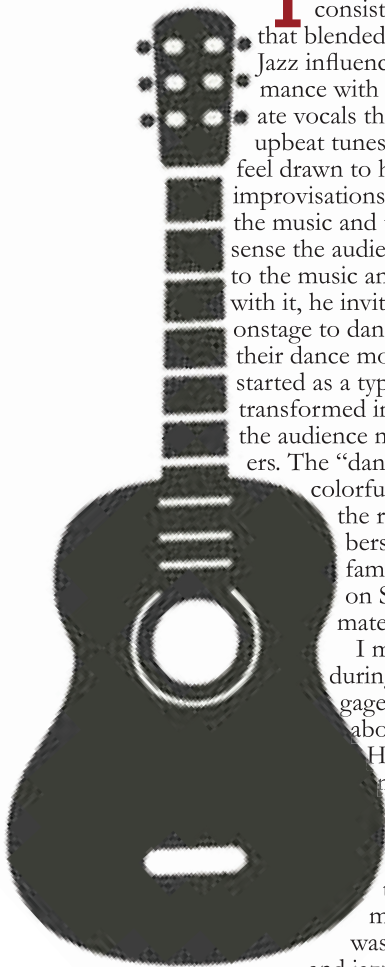
By developing habits such as washing one's hands frequently, covering one's mouth when coughing or sneezing, and avoiding exchange of body fluids by not sharing water bottles or foods, students can easily prevent infection. In a close environment, it is crucial that everybody is extra mindful about their behaviors, for such spread of cold is due to not one individual, but the whole Loomis community.

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HESHIMA MOJA: MUSIC SAVED MY LIFE

Ethan Levinbook '20 | Contributor

(continued from front page)



The lively performance in Hubbard consisted of several compositions that blended Afro-Cuban, Brazilian, and Jazz influences. Moja opened the performance with unaccompanied, passionate vocals that soon segued into jazzy, upbeat tunes. One could not help but feel drawn to his soulful voice, his artful improvisations, and his connection to both the music and the ensemble. As if he could sense the audience's strong connection to the music and their yearning to move with it, he invited the audience to join him onstage to dance. Students showed off their dance moves unapologetically. What started as a typical performance quickly transformed into a true exchange between the audience members and the performers. The "dancers" quickly became a colorful part of the show, while the remaining audience members - comprised primarily of family and friends - caught it all on Snapchat as prime blackmail material.

I met with Heshima Moja during his visit and we quickly engaged in an intriguing discussion about his passion for music. He recalls being fascinated by music at a very young age. Inspired by his godmother's West African heritage, he began to play percussion at the age of nine. "Aside from my godmother's influence, I was listening to a lot of hip-hop and jazz," he recalls. Although his

musicianship evolved throughout his adolescent years, it was when he moved to New York City that he felt his musical style was most transformed. "Unlike in a small New England town, where people listen to music quietly in their own homes, in New York City, the music is in the streets. It's in people's ears when they walk to the subway, it's in people's radios, it's blaring out of open windows. You are truly surrounded by music. At a certain point, it becomes hard to tell if the culture of New York is shaping

the music or if the music is shaping the culture."

Mr. Moja believes that music should be easily accessible to all people, and he urges all students to pick up an instrument or join a choir at some point during their time at Loomis Chaffee. "I believe everybody should have access to music," he states. "The arts affect the humanity, the character of each individual in such a unique way. Had I not had access to music as a child, through the educational system, where would I be today? Music has become my life."

As I was interviewing Mr. Moja, I noticed a recurring theme. It was his ability to find music everywhere and to see the importance of connecting to its message. Mr. Moja stressed the importance of music as an agent of self-salvation, and noted the unique give-and-take relationship he shares with it. "I truly became fascinated by music in the 6th grade," he recalls. "I was going through a great deal of turmoil at home - my parents were divorced when I was very young - and even though I had a step-father in my life, I was trying to find my way and my identity began to exert itself which caused great personal conflict. In the midst of this conflict, when I wasn't sure which way to go, music seemed to connect with me in such a way that no other adult would have been able to. So I say to people all the time that music saved my life, and I felt like I had to make a pact with music - that I would respect it and use it as an agent of change for the rest of my life. Music continues to save my life everyday."

What the Loomis Chaffee community experienced in Hubbard was only one piece of Mr. Moja's multifaceted professional life. Although he is primarily a musician, Mr. Moja is also a passionate social justice activist. "I've always aspired to bring about change. I've always been very conscious. I think I have to credit my maternal grandmother for that. She was the woman who was always looking out for those who were sick in the neighborhood, or those who were hurting. She was always just keeping an eye out for people. I was raised with an awareness of my responsibility to be a good neighbor, a good citizen, and to be the person who helped others around me. When I began to see injustice, I was already clearly on a musical path, and I began to see the connection between music and social activism. I call myself an arts activist, because my primary tool for social change is art."

Mr. Moja urges all students here at Loomis Chaffee — and at schools across the world — to find their voice, to find an issue they feel strongly about, and to utilize their voices to bring about change. "I think that everybody

needs to use their voice in the best way they know how at any given moment," says Mr. Moja. "To quote Howard Zinn, 'You can't stand still on a moving train.' Everybody needs to choose a side, everybody needs to take action, based on their personal convictions. But you have to know that sticking to what you believe in, standing firmly on your personal convictions, may come at a cost." However, he stresses, "In life, doesn't everything worth having come at a cost?"

Mr. Moja has spent his entire adult life taking risks by speaking his mind. He recalls losing composition jobs for refusing to write about topics or ideas that he felt did not align with his moral compass. "There's not a moment that goes by when I'm not thinking," says Mr. Moja. "Whenever I am commissioned to write a new piece of music, I have to think: can I ethically write what this client wants me to? There are certain things I simply will not write."

"Music continues to save my life everyday."

For example, I am not going to write about things that debase women. Misogyny and I don't see eye to eye. I won't write anything that targets a specific race or class. This has forced me to make hard choices about my career. There have been times when I've had to take a stand, but in doing so, I lost paying jobs." Although the risks that Mr. Moja has taken likely surpass those that most students would take, he wants us all to recognize that we should never have to succumb to societal conventions and remain silent in fear of the response we might receive. "The human voice is such a powerful agent of change. We were given voices to communicate our own convictions, and nothing can ever take that away from us."

Mr. Moja hopes that his stay here will not only leave students with the experience of hearing great music, but also a sense of empowerment. He urges all of us Pelicans to pick up an instrument, to stand by our convictions, and most importantly, to find our own voice in a world where it has become increasingly difficult to do so.

Graphic Courtesy of AP Images

SOPHOMORES BOND OVER RETREAT

Kenneth Chen '19 | Contributor

Just over three weeks ago, the sophomore class of '19 travelled to Camp Becket in the Berkshire mountains for the annual Sophomore Retreat. The class left the island early Sunday morning on the 26th and returned the following evening.

Upon arrival, the sophomores were greeted by Camp Becket staff and a few quirky games quickly ensued. The entire class competed against each other, both within large groups and individually. Enthusiasm was half-hearted at finest, but everyone had a smile by the end. The activities helped warm up everyone's bodies from that chilly Saturday morning. The sophomore class then broke up into smaller groups led by seniors and staff.

The rest of the afternoon was spent within the groups to allow team-bonding for everyone. Each group, consisting of approximately 10 people, was challenged to a large variety of activities ranging from ropes courses to silly games such as the well-loved 'ninja'. Similar to the rope courses here at Loomis, each activity requires strong teamwork to achieve success. Each person found their own way to contribute to the activity at hand, whether it was designating themselves as the leader or suggesting ideas.

Later that day, students enjoyed a refreshing dinner consisting of meatballs mixed with pasta, and following that up was the highly-anticipated "hoe-down" dance. The dining hall was soon transformed into a dance floor. As the evening began to settle down, everyone danced to their heart's content to classics like "YMCA" and "Cotton Eye Joe."

That night, the dining hall shook with liveliness and sweat. All that was left between the worn-out dancers and a good night's rest

was the campfire. Students and staff huddled around a large, bright fire and share jokes with each other. The day ended with s'mores and a chilly night sky as everyone returned to the rustic cabins.

Early next morning, a nature walk was held to explore the surrounding wilderness in the hopes of spotting an exotic animal. The only downside was how early you had to wake up, as the sun was still rising through the freezing morning air. After breakfast, the sophomores chose a recreational activity to spend their next hour or so doing. Gaga seemed to be the most popular choice as tons of people crowded the pit.

Competition hits its peak at midday with people cheering and



and shouting for friends. The sophomores spent the rest of their afternoons canoeing in a beautiful

lake. Just before their final departure, students worked with their groups one last time to complete a final series of tasks imposed upon them. Alas, the year's sophomore retreat concluded with the grand shoe game. Shoes flew through the air as people scrambled to win it all. Soon, the students would return back to their normal lives, living each day in the same routine as before.

However now, new friendships have blossomed. Relationships between friends and peers have tightened. Memories have been created and will be cherished throughout the rest of each and every one's fulfilling lives. A question to consider, however, would be... why solely the sophomore class? This Loomis tradition has been going strong for decades; why hasn't there ever been a freshman or junior retreat? The main reason could be due to the fact that freshman year is simply too early, and as the newcomers to the school, they aren't accustomed to the journey that still awaits ahead of them. Juniors seem to already be well emotionally fit, and are busy striving towards their future careers.

With enough experience to cooperate and three more fulfilling years yet to be spent on the island, sophomores seem to be the ripest fruit to pick from. Nonetheless, this year's retreat was genuinely a success and the Loomis heritage are proud to offer this amazing experience to everyone.

Graphic by Claudia Liu '17

THE CRUCIBLE: A PREVIEW

Sarah Gyurina '18 | Contributor



Graphic Courtesy of AP Images

October is the month for falling leaves, pumpkin spice, horror movies... and witches. This October, The NEO's production of Arthur Miller's classic, "The Crucible" will surely leave audience members hanging on the edge of their seat with chills up their spine.

A dramatized and partly fictionalized telling of the 1692 Salem Witch Trials, the play follows the story of a village when Abigail (Sarah Gyurina '18), the minister's niece, accuses dozens of women in the colony of witchcraft after she and her friends are found dancing and conjuring spirits with their slave, Tituba. The town erupts into a full-scale witch-hunt, complete with arrests, affairs, and even demonic possessions to raise the hairs on the audience's back.

No doubt one of the most well known American plays, the Crucible poses questions about accountability in a court of law, the social hierarchy of clergy, farmers, and enslaved people during that time period, and a moral question of when it is necessary to stand up for goodness, even when the world is against you.

Each character is complex and uniquely relatable; some audience members may find they identify with Mary Warren (Silvia Mayo '19), a timid girl who struggles with social acceptance and defining herself; or John Proctor (Brendan Nelson '17), who has erred in his ways but struggles to forgive himself; or Reverend Hale (Nate Blumenthal '17), who realizes his poor judgment far past the time of redemption. No one character is perfect in this story; each is a human, each has done wrong in one way or another, and each only tries their best to fit the mold of society- in this case, a society marked by intense fear of the flames of hell and grinning devil below their feet.

The NEO has only a few weeks before the final production, and anxiously awaits its hungry audience. Be sure to get your tickets as soon as possible for the impressively eerie performances on October 26th- 29th.

BLUE IN A SEA OF BLUE

Nezir Alic '18 | Staff Writer

Freedom of expression, political debate, and the resultant diversity of opinions are both wonderful manifestations of democracy and desirable characteristics of a high school or college campus. One of the most commendable aspects of the Loomis Chaffee community, and schools like it, is the unfailing atmosphere of tolerance towards the remarkably extensive variety of backgrounds and beliefs present on the Island. The upcoming election has not only intensified discussions among the student body regarding political ideology but also called to attention the degree of this open-mindedness.

Despite the dominance of liberal thought on campus, it is almost unheard of for conservative views to be attacked or dismissed in discourteous manners. Disagreement and civil arguments are inevitable, but outright condescension or shunning of right-wing ideology is quite rare. What does occasionally receive (and warrant) such responses is something entirely separate from conservatism: hatred and bigotry.

It is disappointing to observe that, over the past year, our school has seen multiple instances of such puerile behavior. When an individual plasters signs advocating the building of a wall to separate ethnicities, when an individual celebrates symbols of division, when an individual is trapped in the 1900s in terms of their treatment of all things foreign to them (adherents of other religions, homosexuals, etc.) – they are practicing ignorance and intolerance. They are employing harmful rhetoric towards their peers, which is particularly offensive in a school as

ethnically and culturally diverse as ours. It is crucial to recognize that this is completely separate from expressing conservative views.

In the event that some readers are not familiar with what typical conservative views entail, I will provide a few examples. A common belief among the right is that taxes should remain relatively, if not entirely, equal for everyone regardless of their socioeconomic status. A legitimate conservative view is not that humans of Mexican origin have a tendency to commit more rapes or murders than their American counterparts, and that they are coming to America to do just that. Another conservative position is that of traditional marriage – that is, the rejection of same-sex marriage. A valid conservative policy is not requiring the registration of all Muslim Americans on a database. Clearly, it is vital to be able to differentiate discrimination, oppression, and hate speech from legitimate intellectual stances and contentions.

The unfortunate reality is that when one spreads hatred, and routinely disrespects and insults minorities, they surrender their rights to be treated with the respect they failed to display. Oftentimes, it is also inevitable that they will lose the opportunity to be listened to, or taken seriously at all by mature thinkers around them. So, to clarify for those who find themselves vexed or confused about the extent of their ability to voice their opinions in the proximity of educational institutions: No, You cannot express your “view.” We can, but you cannot.

FRIENDLY DISCOURSE AT THE ELECTION SALON

Rachel Ramenda '18 | Social Media Manager

On Monday, October 10th, almost 70 students gathered for the second of three Election Salons of the year. In this Salon, students were invited to partake in a discussion of our nation's economy in relation to the current presidential election. Mr. Eric LaForest, history teacher and head of the Norton Center for the Common Good, opened the meeting and called upon students to share their opinions with “friendly discourse.” He encouraged those attending to ask questions and learn from their fellow students. Three written statements were selected from dozens to be read and to begin the discussion. Senior Zach Zhang disagreed with Donald Trump's proposed economic plan to offer tax reductions to the private sector and argued that this policy has not worked in the past, but instead has only reduced government's tax revenues. On the other hand, senior Aly Haver compared the major differences in both candidates' tax plans and explained that Trump's plan was far simpler, and would be easier for the American people to adjust to. Reading the final prepared statement, senior Cynthia Hui argued that the proposed economic policy of candidate Hillary Clinton would do America very little good because it ignores both environment and foreign relations. Slowly but surely, students began to voice their opinions on subjects including topics of government bureaucracy, free market, and trickle-down economics. Once the floor was opened to student discussion, senior Taseen Anwar noted on the topic of taxes, “tax cuts don't immediately stimulate the economy, as was shown through the Bush Tax Cuts. Instead, I believe, as a country, we should follow models brought down from presidents like Franklin D. Roosevelt or Dwight D. Eisenhower. Under these presidents, the highest marginal tax rates were extremely high, but the government invested in the people and infrastructure, which I believe ultimately developed the United States as a nation and boosted our

economy more than any tax cut would be capable of doing.” While many students expressed agreement with this statement, Zach Zhang '17 asked the group if anyone with a more conservative opinion on the matter could share, noting that the student discussion had consisted mainly of liberal views from only a few different students. “I think a good point of discussion is that these salons are overwhelmingly one-sided,” added Zach. “If we want to stimulate more political discussion, we have to encourage people of other beliefs to either show up or speak up more.”

At the close of the discussion, Mrs. Molly Pond, associate director of the Norton Center for the Common Good, urged students to not only educate themselves on the major party candidates, but to also learn more about the Libertarian Party and Green Party nominees who will also appear on the ballot. She then compared the first two Salon meetings, “While not as many students actively participated in this salon as in the last one (on foreign policy), most, if not all, left the discussion knowing more about the economy and its role in the election, and, more importantly, what questions to ask in order to learn more.” She continued, “These salons have afforded students the opportunity to learn about civil discourse while also learning about the issues facing the nation in this election.” Mr. LaForest closed the Election Salon by thanking everyone who came, as well as the dining hall staff for providing the group with coffee and tea. Later, Mr. LaForest added, “The election salon demonstrated the difficulty of contributing one's ideas in an intellectual setting. Taking a risk in a section of the Freshman Seminar is one thing, but dishing out economic theory or political opinion in a group of seventy-five is another thing altogether.” He noted, “I was impressed by our students' willingness to apply their learning in this context, especially at a time when our political climate seems to discourage informed conversation.”

FIRST PRESIDENTIAL DEBATE: THE DETERIORATION OF POLITICAL RHETORIC

Ivy Nguyen '18 | Contributor

On Monday, September 26, 2016, as anticipated by the public, the clash of personalities between the Republican candidate Donald Trump and Democratic candidate Hillary Clinton has set a new record in the 60-year history of televised presidential debates, with over 80 million viewers all across the nation, according to CNNMoney. Because of its major influences, especially on young audiences who watched the debate as homework, political rhetoric is a major issue that requires proper analysis, not only to determine the result of the discussion and review the successes and failures of the two candidates in their speeches, but also to look into how it has degenerated and negatively affected our citizens. As Hillary Clinton has stated, “Let me start by saying words matter; words matter when you run for president and they really matter when you are president. And I want to reassure our allies in Japan and South Korea and elsewhere that we have mutual defense treaties and we will honor them. It is essential that America's word be good.”

Colleen Shogan, an adjunct professor of government at Georgetown University, has a simple but elegant definition of political rhetoric: “Rhetoric is about persuasion. In politics, persuasion is either achieved by using rational, empirical arguments or appeals to emotions or tightly held beliefs. Rhetoric isn't restricted to scripted speeches. It's also about prose and conversation.” Taking this definition into consideration, let's take a brief look at the first 2016 presidential debate.

Former secretary of state Hillary Clinton has proven herself capable of projecting ethos, or credibility, when she responded to the moderator's questions. Donald Trump,

on the other hand, has accumulated a tremendous record of misleading facts during his speeches with only 16% of his statements accurate, according to Politifact. However, with the recent email scandals, Clinton was deemed unfit to deal with classified information whereas Trump, a complete anti-politician, relates to a large number of citizens and continues to do so in his speeches with policies going against the status-quo in Washington. Clinton, as expected, was over-prepared with facts and statistics. However, her biggest fault was the clearly rehearsed phrase “Trumped up, trickled down.” Trump successfully touched on a broad range of subjects that concern the American people, such as immigration and national security. Nevertheless, his constant interruption of Clinton's speeches proves his failure to deal with factual inaccuracies.

In presenting their ideas, both candidates showed great confidence in their brief and structured arguments. Unlike prior great politicians and activists, however, they failed to effectively harness the power of ethos. Ethos is constantly manipulated by both Clinton and Trump to bring into question each other's morality and “fitness to be in office.” With Trump calling out Clinton's lack of temperament, while intemperately proving his own, and Clinton pointing out his misanthrope comments about women to which he responded with, “She deserves it, and nobody feels sorry for her,” Americans are losing hope in both parties. However, these personal attacks are nowhere near as invidious as other statements made by Trump. One sign of this decaying quality is the belaboring use of expletives (curse words) in speeches. Throughout his campaign, Donald Trump places great emphasis on defying political

OPINION

ELECTION POLICY RUNDOWN

Issue 1: The Economy

Hillary Clinton wants a fair share of taxes for Wall Street and Corporations, and that means higher taxes for the rich. She also promises guaranteed paid family and medical leave, and more labors' and workers' rights such as the right to form labor unions.

Donald Trump wants a tax cut for the wealthier income groups and families while breaking America from the Trans-Pacific Partnership and renegotiating NAFTA. His ultimate goal is to turn the US economy inward and provide more income and jobs for Americans.

Issue 2: The Environment (i.e. Climate Change)

Donald Trump wants to increase jobs in energy production including coal and hydraulic plants as part of his goal of “Making America Great Again.”

Hillary Clinton wants to make America the world's energy superpower by supporting clean energy and rural communities, and protecting animals and wildlife. She hopes to fight climate change, reduce and ultimately stop global warming.

Issue 3: Criminal Justice

Hillary Clinton wants to expand background checks on those involved in the arms trade and remove legal protection for illegal and irresponsible actions, revoking licenses from dealers who break the law.

Donald Trump wants to preserve the Second Amendment, regarding the right to keep and bear arms.

Issue 4: Health Care

Donald Trump wants to repeal and replace Obama Care with his Health Savings Accounts that allow individuals to fully deduct health insurance premium payments from their tax returns under the current tax system, meaning better health care for the wealthy.

Hillary Clinton wants to continue Obama Care, providing health care for the poor, and guarantee up to 12 weeks of paid family and medical leave.

Issue 5: Foreign Policy

Hillary Clinton and Donald Trump both hope to defeat ISIS entirely by supporting the Arab ground troops, but the directions they want to go from there are quite different.

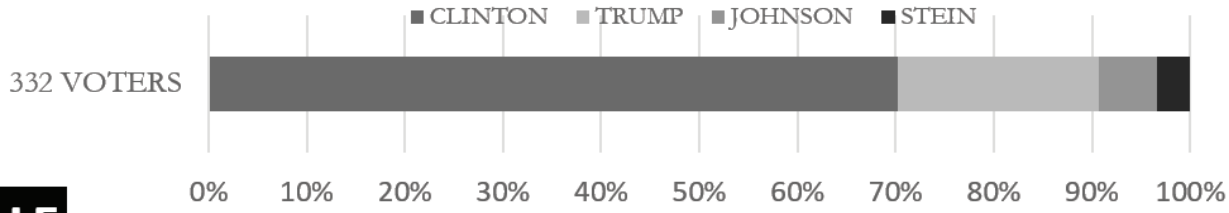
Hillary Clinton focuses on dismantling global terror networks by working with US allies and creating a more active identification process in stopping terrorists including “lone-wolf” attackers as her strategy to strengthen homeland security.

Donald Trump, however, wants to temporarily suspend immigration from “dangerous and volatile regions of the world that have a history of exporting terrorism,” noting those regions are responsible for the mass emigration and immigration issue worldwide, especially in Europe.

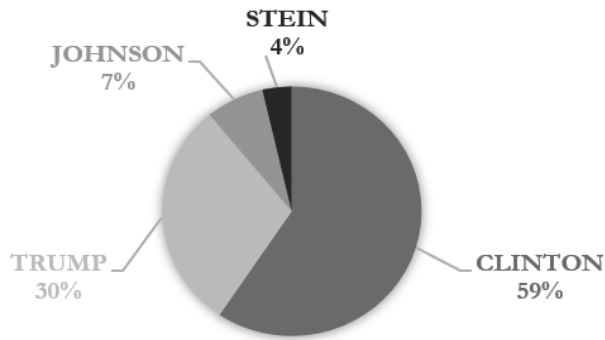
correctness, and sadly the majority of his supporters praise this deterioration. “I agree publicly with all of you who say privately that they should go f*** themselves, because f*** political correctness,” stated Trump.

Questioning a candidate's personality is not unique to any election cycle throughout history; however, there has never been an election cycle where a personality-based election is so evidently dangerous like this year's, with attacks from both sides leaving us wondering if either candidate is eligible to be the next leader of the free world. American political rhetoric has become so coarse, so lethal, so deteriorated that the kind of politically motivated human-to-human violence has become increasingly terrifying across the nation, such as how an armed group threatened the lives of Islamic people at a Dallas mosque. America has come so far so to have a candidate, and at this point, a potential new commander in chief that alienates entire races, discriminates against ethnic groups, and depreciates American values.

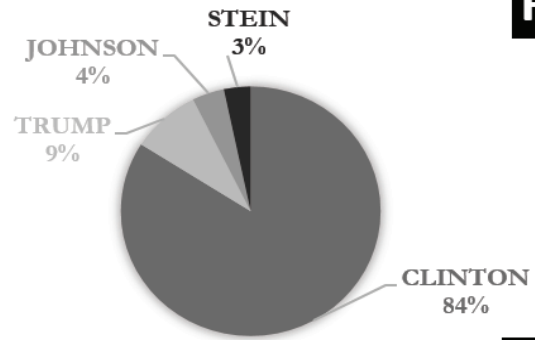
WHO DO YOU SUPPORT?



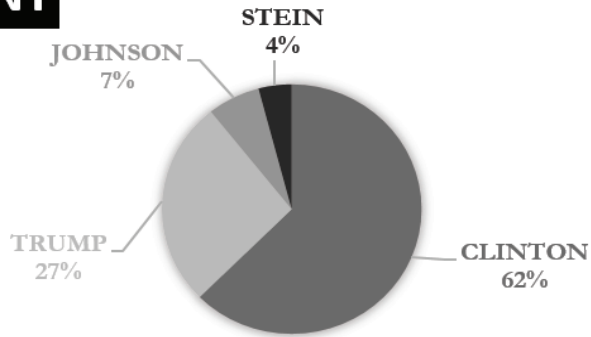
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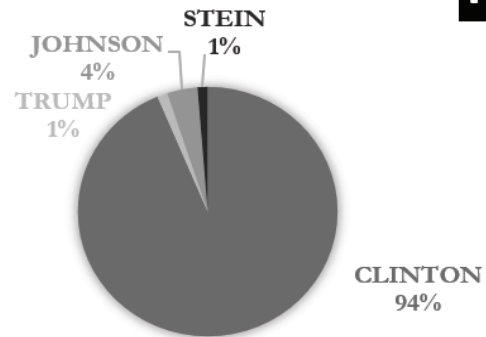
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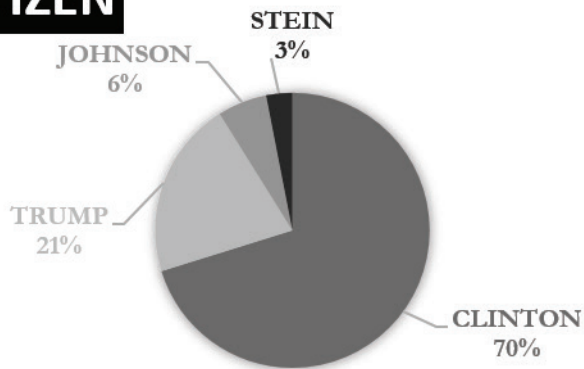
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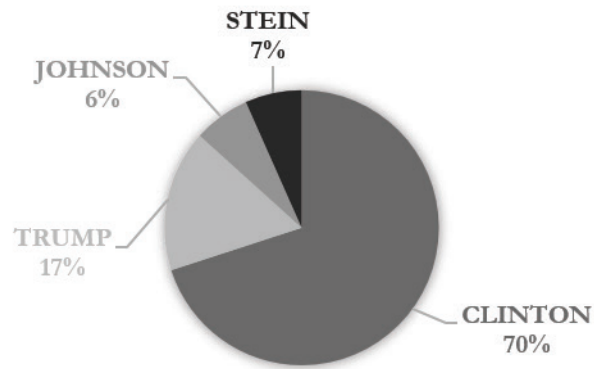
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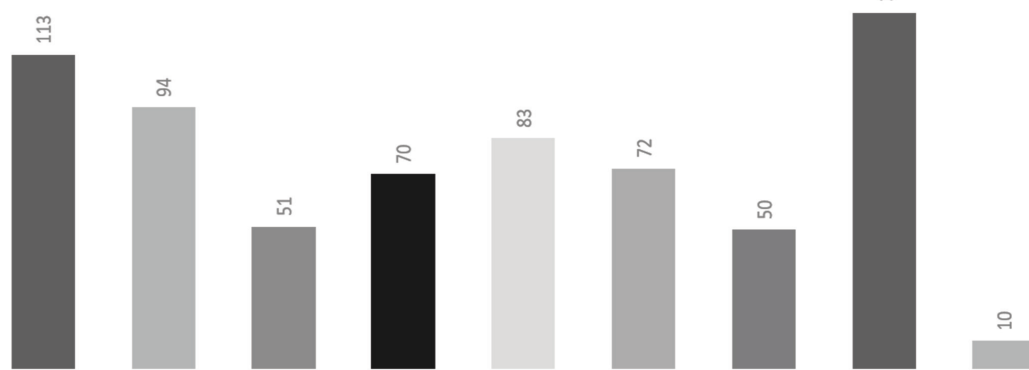
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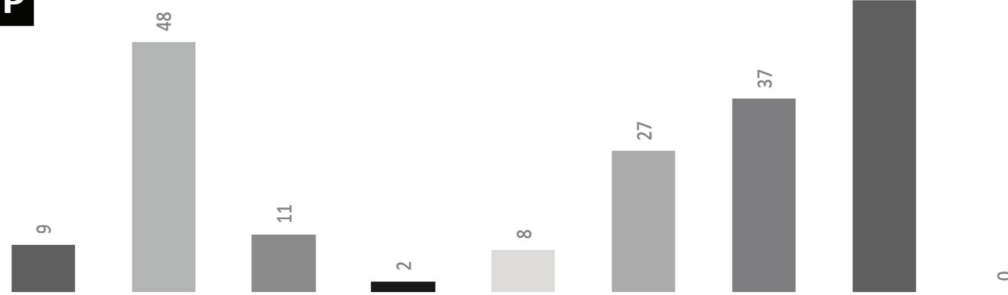
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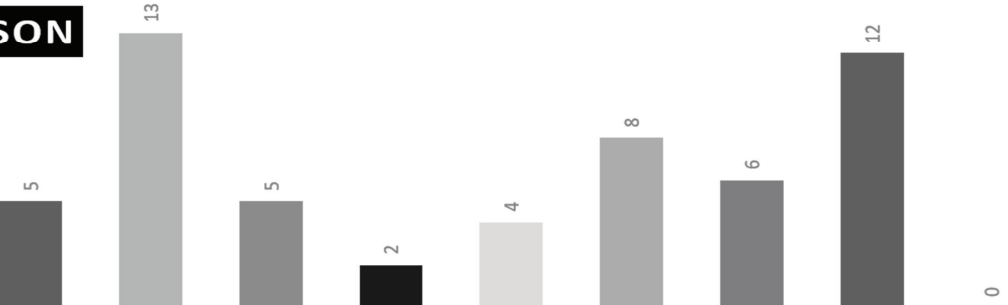
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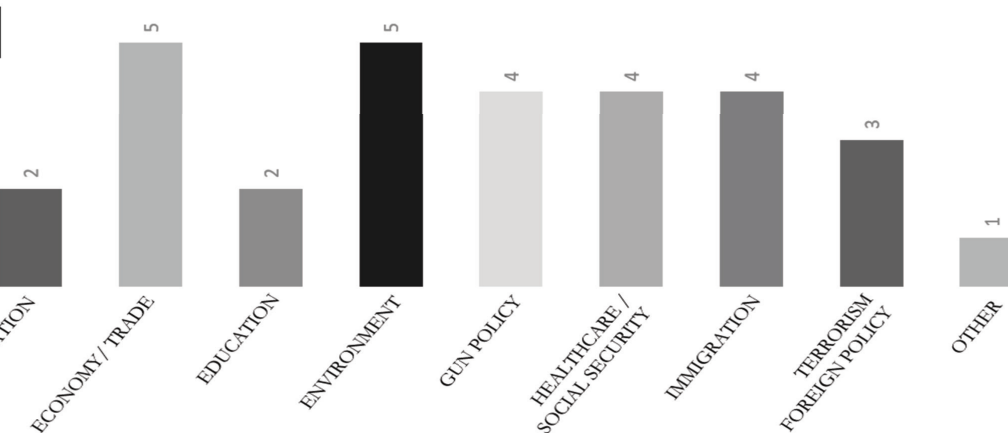
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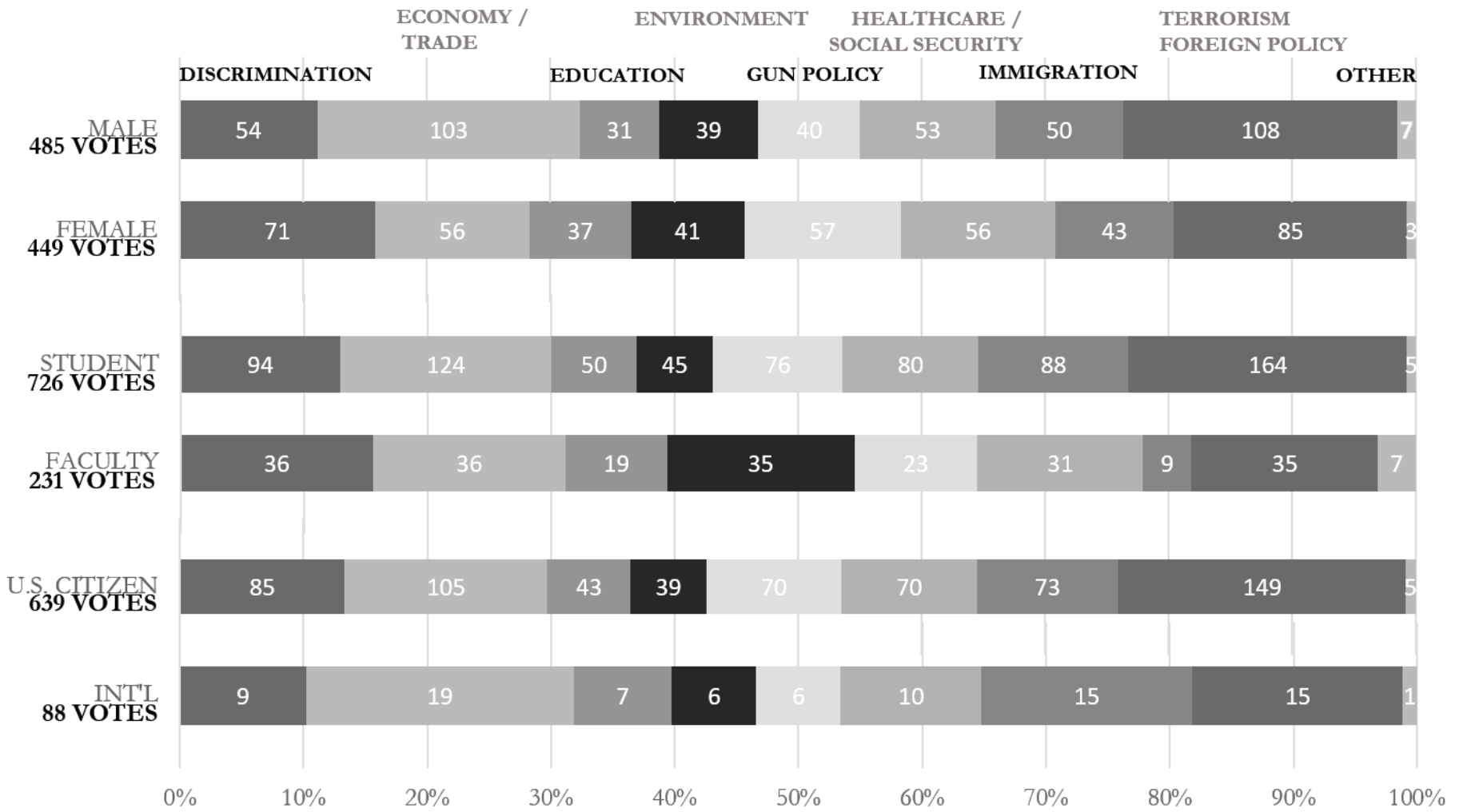
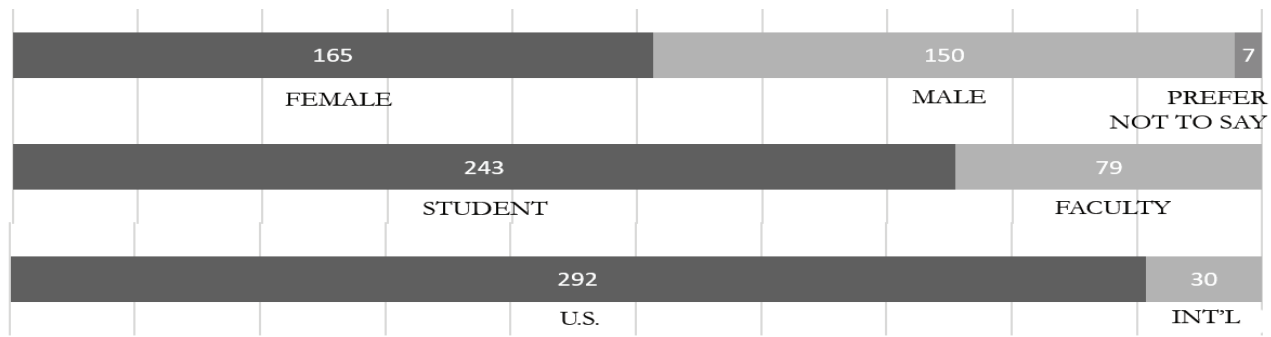
JOHNSON



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POLLING DEMOGRAPHICS



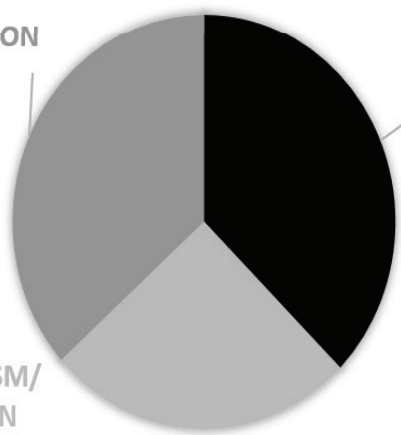
THE TOP 3 DECIDING FACTORS

CLINTON



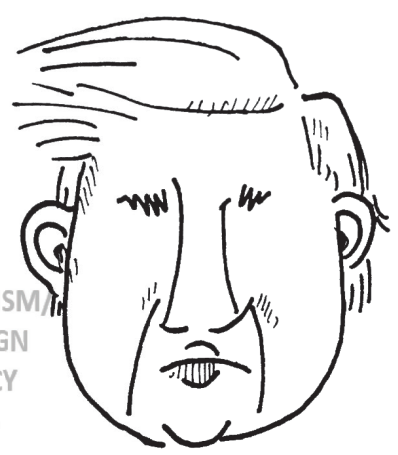
DISCRIMINATION
37%

TERRORISM/
FOREIGN
POLICY...



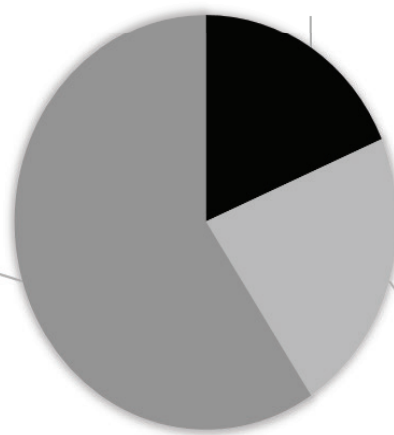
OTHER
37%

TRUMP



IMMIGRATION
19%

TERRORISM/
FOREIGN
POLICY
22%



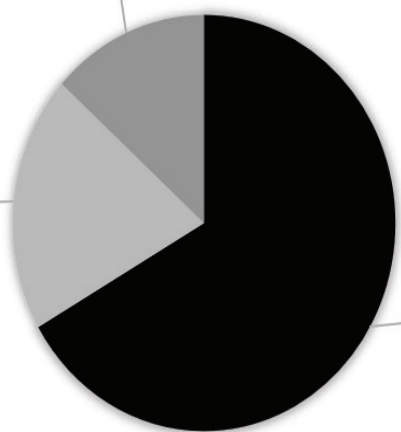
ECONOMY/
TRADE
59%

JOHNSON



EDUCATION / I'M
NOT SURE WHY
13%

OTHER
20%



ECONOMY/
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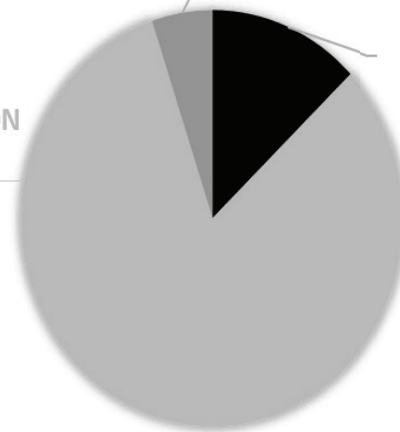
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ECONOMY / I'M
NOT SURE WHY
5%

IMMIGRATION
/ OTHER
82%

ENVIRONMENT
13%



Loomis Chaffee Log

FOUNDED 1915

ABOUT

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

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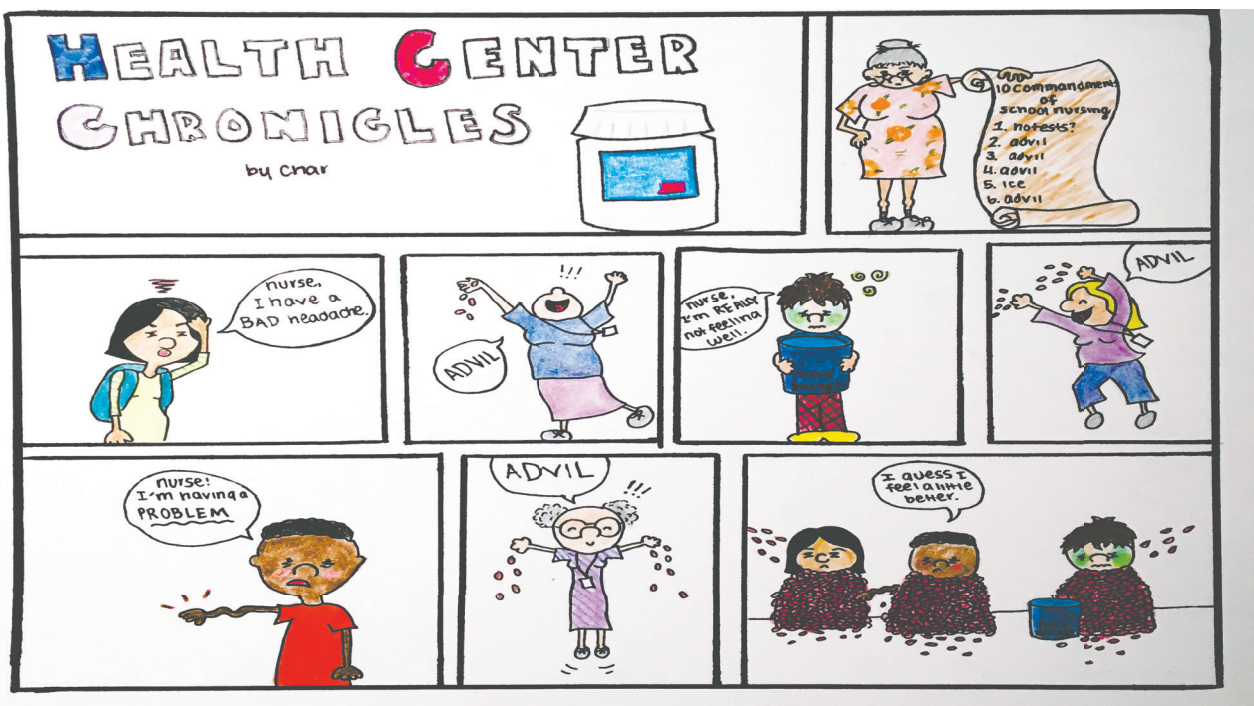
LETTERS TO THE EDITOR

Every issue, The Log has contributors and staff writers writing for various topics in different sections. However, by opening a new column "Letters to the Editor" we hope to see people outside the Log Staff respond to articles published in the previous issue. They should bring attention to an issue not covered previously or have a different spin on a topic previously discussed in an article. All submissions are welcome, and we hope to see multiple submissions!

FLU ATTACK

PLAGUES LC AGAIN!

Michelle Kim '18 | Staff Writer



Graphic by Charlotte Marcil '18

Students choose to go to class instead of the health center because they all know that a tablet of Advil will not relieve their pain.



A stereotypical setting in an LC classroom: sniffing noses, barking coughs, and distressing eyes. The flu season is back! In such a small and a tight-knit community like LC, it is not surprising that one student with a cold will quickly pass it on to another student in his or her classroom. And it is very natural for a cold to be contagious. When students repeatedly express their complaints to the health center about their sleeplessness and lethargy due to stuffy nose or sore throats, they have all received fairly minimal assistance from the nurses: Advil and cough drops.

Simply giving Advil or a cough drop to a student who is suffering from extreme headache, stomachache, and a runny nose will neither alleviate his or her illness nor lessen the pain. The health center has claimed earlier in the Daily Bulletin that a "majority of [colds] will get better with time, plenty of rest and good nutrition and hydration." True, a minor cold will get better as time elapses but the real question is when? Yes, we all know that "plenty of rest" and "good nutrition" will help a person quickly recover from a cold. But honestly, is this possible at an academically rigorous boarding school like Loomis?

Students are already overcome with homework, quizzes,

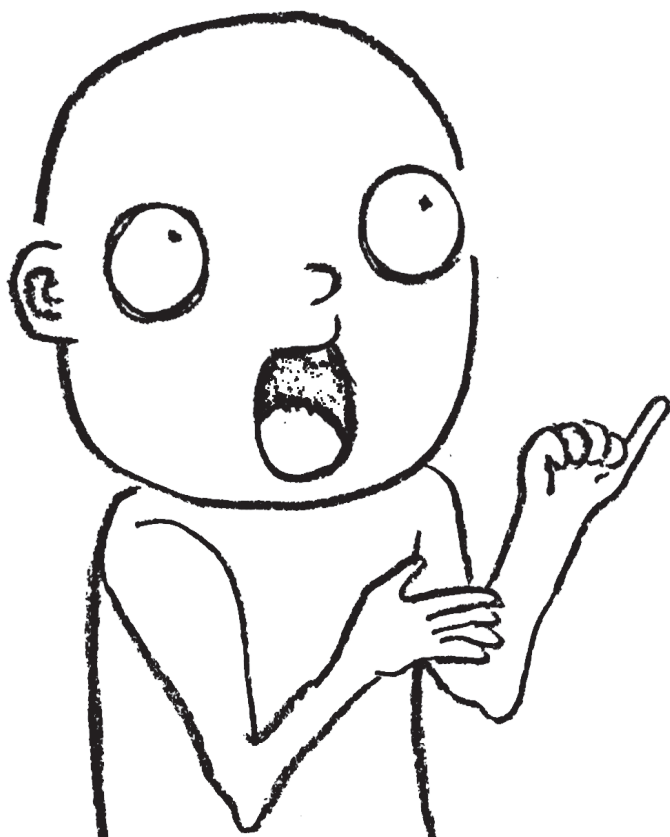
tests, assignments, projects and essays that they oftentimes sacrifice their well being for the security of their GPAs. This disturbing reality paints a pathetic portrait of our perverse priorities, but we have no better options. With nowhere to seek real, helpful assistance when faced with a cold, students choose to go to class instead of the health center because they all know that a tablet of Advil will not relieve their pain.

Yes, the health center nurses are always so welcoming and kind, but resting there for an hour and missing a 75-minute class, as most students realize, is not worth the ramifications of a heavier workload which worsens stress and sleep deprivation. Although the health center does an excellent job in treating and caring for students of a greater sickness, they fail to really address the chronic issue of "school illness" that exposes everyone to a potential cold or a flu by not prescribing effective medicine besides Advil.

I hope we will engage in more conversations with the health center to identify effective ways to contain the rampant flus and help students when they need it the most.

AWARENESS, NOT 'POLITICAL CORRECTNESS'

Lily Liu '17 | Web Editor



*not sure if PC if the new
PG-13*



Graphic by Anh Nguyen '17

It's time to redefine political correctness.

According to the Merriam-Webster dictionary's definition, political correctness refers to "the idea that people should be careful to not use language or behave in a way that could offend a particular group of people." However, the ambiguity of this definition creates ghastly different connotations of "political correctness," ranging from threats of constitutional rights to arsenals for social justice.

To some community members, political correctness almost seems to be the antonym of free speech. Bill Pieroni '18, a junior in Taylor, believes that political correctness and oversensitivity inhibit students from engaging in healthy intellectual debate and limit intellectual diversity. A faculty member, though having recognized the potential benefits of political correctness, has posed concerns that the zealous passion behind the movement could spin the definition and potentially limit individual's freedom of speech. Bill also questions the necessity of microaggression sensitivity during Prefect and RA training and potential disciplinary actions against students who might express unpopular political opinions deemed "offensive" for others. "I would be very troubled if students were punished for having an opinion or belief that was not popular to campus, debate and discussion must always be a contest of ideas and not about launching ad hominem attacks at each other, because that is when intellectual conversation stops," said Bill.

On the other hand, many other community members applaud this concept by emphasizing its importance in fostering respect and inclusiveness, especially towards historically disenfranchised students. "We do need some degree of political correctness," Robert Wang '18 said in a video interview, "We can't go around discriminating and saying things that can offend our fellow classmates, because we're a community that support each other." Amaiya Park '18, who interprets political correctness as sensitivity in political discussions, also expressed that although individuals should have different political views, statements such as "build a wall" or supporting organizations such as the Ku Klux Klan are simply disrespectful and offensive to certain communities. "At the end of the day we have different political views, we have to be careful of not offending others."

On the administrative side, Rule 11 of the Student Handbook explicitly states that students will receive disciplinary actions for harassment and speech that damage individual property and produce harmful effect; this rule intends to caution overtly discriminatory speech against people of color or historically disenfranchised groups. So

some degree of political correctness could potentially play a part in disciplinary actions, although the vagueness of the rule might create ambiguity and controversy.

Why do people have such drastically different interpretations and opinions on political correctness, and cause so much divisiveness?

First, the term "political" itself first creates a misleading connotation. The concept, which the term political correctness entails, is not limited to political dissent and sensitivity, but also the awareness of potential harmful effect of speech and behavior towards groups based on race, sexual orientation, beliefs, and cultural identities. What's troubling to me is when students exploit definition of PC and deem certain political beliefs as "incorrect." Political correctness would then be turned into limiting agent against a freedom to political beliefs and could spark controversies around this concept.

Second, what degree of "offense" would be considered politically incorrect, and what would qualify "a particular group"? If I wear a Red Socks jersey and cheer for this team, am I being politically incorrect by offending five Yankee fans in my dorm? It sounds ridiculous, but according to the definition, my cheering for the Red Socks - the language and behavior - might offend a group of five individuals who support Yankees and is therefore not aligned with political correctness. The vague definitions of "offend" and "particular group" could spark various controversies and could potentially be skewed to fit certain groups' interests. For example, a Jewish Holocaust survivor's trauma at pro-Nazi speech must not be discussed in the same context with cat lovers' annoyance towards dog advertisements, and the term "political correctness" could be wrongly forced on or taken away from debatable cases if policy makers mix those two scenarios into one.

So, how should we define, and treat political correctness at Loomis?

In a community with students from different backgrounds and hold diverse beliefs, student disagreements or comments can inevitably offend certain groups of people. When a student makes an offensive speech, should the community prioritize protecting certain groups of individuals on campus by discouraging such speech, or should the community prioritize intellectual diversity, at the expense of a certain group's beliefs?

This dilemma is of course very ambiguous and could vary from case to case. Of course, in an academic institution, students should never be discriminated or silenced

for holding dissenting opinions. But does respecting intellectual diversity necessarily inhibit the promotion of inclusiveness and protection to groups of students? I do not think so.

Freedom, as asserted in the First Amendment of the U.S. Constitution, is not unchecked; overt discrimination against individuals based on race is not legal according to the 15th Amendment, and one cannot yell fire in a theater. The same logic could be applied to the Loomis setting if we define "offense" specifically as more significant and detrimental causes of harm including racism, sexism and other forms of discrimination that are generally agreed to be unacceptable according to law.

Also, promoting "awareness" of the potential harm of our speech on others is different from limiting such speech. Educators should not prohibit students from expressing dissent, but they could encourage awareness and discussion on how seemingly innocuous speech could cause harm to others. Whether students agree or disagree with the existence of microaggressions, the administration could serve as a dialogue mediator to create more discussion on this controversial issue.

Finally, conflicts on the political correctness could potentially be lessened if students engage in disagreement or debate in more respectful manners, instead of channeling dissent towards personal attacks. Just as Bill said, when individuals move from debate to personal attacks, conversation stops. Whether students agree with the importance of political correctness, they should calmly consider the potential effects of speech to others or the strife of students who felt unjustly accused of being politically incorrect. In this way, there could be less instances of misunderstanding.

"I wish people cared more, and actually listen to each other, because if we do that then we can actually have a mature conversation instead of yelling at each other," reflects Amaiya.

Freedom of speech is not the opposite of political correctness. It becomes the opposite only when individuals construe definition of awareness and sensitivity, when individuals force certain beliefs on the definition of political correctness, and when individuals prohibit speeches that could offend others. Promoting awareness is not brainwashing; it encourages students to be more perceptive of the existing struggles that their peers face, whether they agree with the opinion or not.

We, as a community, foster both intellectual diversity and inclusiveness. Now it's time to replace "political correctness" with "awareness."

ELECTION CLASS REFLECTION

Hanna Hameedy '17 | Contributor

(continued from front page)

Now as the election is less than a month away, we have shifted our focus to how the electoral process works. While we do engage in good natured and light debate on some topics, our class is mostly geared towards creating informed citizens. In the process of understanding how different factors affect how a person votes, the convoluted primary system, the Electoral College, or even what defines the middle class, our class engages in its fair share of off topic tangents. Mr. McCandless never fails to provide a bit of humor as he helps us try to understand and put in context foreign policy, healthcare, and down ballot

elections. Even when strictly looking at the candidates' platforms and established systems like the primary process, I always leave class amazed at the complexity and convolutedness of our governmental system.

While it is incredibly important to learn about our governmental system, how we elect a leader, and whom we are electing, it is another challenge to try and fix the problems we criticize. It is not simply enough to critique the current candidates and complain about flaws in the system; we, not only as individuals or as a class but as citizens, should try to do something about it. As a class we are beginning to adjust our approach from simply learning and comparing to actually attempting to fix what we do not agree with. In

the upcoming week, besides watching and discussing the next presidential debate, we plan to have the class create platforms on different issues and present them. Eventually each section of the presidential election class will adopt its agreed upon platforms, as if a political party itself, and see how they compare. My classmates and I will get the chance to change and impact what we think is flawed, outdated, or just wrong through this simulation, but come November 8th, if you are eligible to vote, you can actually have an impact on the future of our country.

S

WHAT THE HECK IS EQUESH?

Liam Scott '18 | Staff Writer



Photo by Tracy Kuo '18

Many members of the equestrian team have been met with questions such as, “So, like, do you do racing?” Every time they try to explain that their sport is not like the Kentucky Derby but rather a different kind of competition, it is to no avail. “It’s not a real sport, though. You know that, right?” people say. It is of course true that riding is not as popular as sports like soccer or lacrosse. These athletes ride because they love it. Equestrian coach Mr. Harrison Shure, probably best summed up the challenge of riding when he said, “The notion that the horses do all the work is simply not true; there’s much more to it than that! Riders also have to be in good shape. We’ve been working out as a team with a focus primarily on cardio, balance and core strength to ensure that we can get the most out of our horses in the ring. There is a lot of versatility required to succeed in the Interscholastic Equestrian Association (IEA), and being in good shape as riders can only help as our athletes adjust ride to whichever type of horse they are riding.” The following is a rough outline of last week leading up to the first show on October 8th.

During the fall and winter, the team competes in the IEA. The competitions are against teams from other schools (e.g. Miss Porter’s and Ethel Walker) and from other barns. IEA shows are different from other shows in that riders do not ride familiar horses but rather a random-

ly selected horse at the competition. Versatility, patience, and talent are of the utmost importance as the rider must adjust to a new horse just minutes before competition. Regarding the IEA, there are four high school divisions, starting at the most advanced with open, intermediate, novice, and finally, future novice. Most team members do both jumping and flat class. The show is an all day event, but individual competition only lasts for about ten minutes. Based on results, points are earned both individually and as a team. In order to qualify for regionals, zones, and even nationals, a minimum number of points is required.

The Loomis Chaffee Equestrian team, for the first time in program history, won its show on October 8th. “The team has definitely improved a lot,” said Sarah Mendelsohn '17, a senior member of the team. “We have become more confident in our skills and I think that comes from strength both on and off the horse.” The team gained a couple of new riders this year, which helped to create a very positive team dynamic. “This team has been very focused and dedicated since preseason,” commented Mr. Shure. “On a different level than in past seasons, our riders this year are more focused on individual goals and progress in the ring, as well as goals for the entire team during the season.”

The second show will be at Stoneleigh Burnham on October 29th.

DAILY SCHEDULE

Monday: JV practice. Some varsity members ride on JV days at the barn in Coventry. If they lease or own a horse, some ride at their “home” barn.

Tuesday: JV practices and Varsity does a team workout.

Wednesday: Varsity leaves at 12:45 for practice. There are several private lessons, and then two group lessons. Jumping usually isn’t done during the

Wednesday group lesson but because there is a show Saturday to prepare for. The team returns to campus at about 5:30.

Thursday: Varsity leaves at 3:35 for practice. On Thursdays the lesson is usually free of stirrups. While riding this way is difficult at the beginning of the year, there has been a big difference in the team’s ability pertaining to leg strength and riding technique.

Friday: JV practices. Other members will sometimes work out on this day, too.

THE NEXT STEP: BREANNA STEWART’S FIRST PROFESSIONAL SEASON

Ben Rush '18 | Contributor

She is considered one of the greatest NCAA women’s basketball players of all time. Unless you are an avid college basketball fan, you probably have not heard of Breanna Stewart, or Stewie. However, if she continues her collegiate dominance, the 6’4” center will quickly become a household name. Stewart played basketball for The UConn Huskies and won four NCAA titles and four Final Four Most Outstanding Player awards, the only player for both men’s and women’s college basketball to ever achieve this. After college, Stewie was the number one draft pick in the WNBA, to no one’s surprise. With all these collegiate accolades, there was lots of pressure on her to perform at a high level in the WNBA. During her first year in the WNBA, she continued her incredible performance. During her rookie year, she scored 19 points per game, double digits in 34 of 37 appearances, and 12 double doubles, which was enough to earn her rookie of the year. Stewie swept all four rookie of the month awards and tied for the league lead in minutes played, with 34.7 minutes. She established herself as a force to be reckoned with in the WNBA and lead the Seattle Storm into the playoffs for the first time since 2013.

Not only did Stewart thrive in the WNBA, but she also performed very well at the Olympics, where she and her team won the gold medal. Despite being on the Olympic team with four of the five last WNBA MVPs and the last eight scoring champions, it was Stewart who was second in scoring on the team. She achieved this feat despite being tenth in playing time. These stats are a testament to her immense skill and ability to adapt to new situations. Stewie established herself as a player worthy of the Olympic team. U.S. National Team coach Geno Auriemma stated, “I don’t feel as bad not playing Stewie because I know she’s not going to come up to me and start moaning and groaning about why she’s not playing.” This shows she is a team player, and not focused on being a star. Overall, Breanna Stewart’s form this season has been consistently superb. If the past says anything about the present, I am excited to see her raise her game and become one of the best players in the WNBA.

BOYS VARSITY WATER POLO HITS ITS STRIDE

Angel Song '18 | Contributor

In the opening ten games, Loomis varsity water polo faced various competitive teams and suffered its sole loss to Brunswick, winning many games by significant margins.

Last year, the team graduated three out of the six starting players, including one of its best shooters, David Chen '16. Despite the blow of losing one of its best players, the team has shown more cohesiveness and unity as a whole. “Now, all the starting six try to shoot, instead of doing what they did last year: panic and pass to David Chen,” claimed senior tri-captain Jack Miller '17. “We play more like a team this year.”

Miller’s fellow senior tri-captains Connor Farrell '17 and David Miccoli '17 not only contribute the most goals and lead the team with their accurate passing and powerful shots, but also support their teammates with positive spirit and determination. “All of the captains have their leadership in mind,” commented Mr. Fred Seebeck, coach of the Varsity Water Polo Team. “Miccoli comes to see the coaches after every practice to talk about how to hold the team together. Jack often thinks of ways to make the team communicate better and support each other even more than now. Connor is always so energetic in the water and he always gets some good ideas.” Seniors Hayden Elms, Timothy Eng, Christopher Li, and Zach Zhang also bring important experience to the team. Joining them in making a big impact this season was junior Michael Gorgan, a

three-year varsity player and a top scorer.

While the team plays strong offense, it is also rock-solid defensively. Although an early-season concussion sidelined its primary goalie, Tony Zhang '17, the team has maintained its string of victories as it changed its strategy on the field, focusing more on preventing the other team from shooting. Danny Cecere '19 has done an admirable job filling in for Zhang; over the past few weeks, he has worked on his leg strength and passing skills. In the recent games against Suffield and Brunswick, he made 16 saves out of 42 total shots on goal.

“This season is the best start we have had in over a decade,” said Coach Pond. “But we cannot rest on that. If we continue to improve and to play our best water polo, we could really do a great second half of the season.” Although the team has already won enough games to participate in the New England tournament, it still needs to face several strong rivals such as Exeter and Choate later in the season. If the team beats Exeter and wins rest of its games, it will enter the tournament in a second seed.

The team’s remaining home games are October 22 against Suffield; October 16 against Deerfield; and November 2 against Choate. Hopefully, the team will build upon its successful start to the season as it marches toward the New England tournament. Come and be a Pelican supporter! The team will not let you down!



Photo by Angel Song '18

TAKING A KNEE: POLITICS MEETS FOOTBALL

Eugene Kim '18 | Staff Writer

Photo Courtesy of AP Photos



Before an NFL Preseason Game, San Francisco 49ers quarterback Colin Kaepernick was spotted sitting on the bench during the National Anthem in order to protest systemic racism in the nation. Immediately after this event, a national debate broke out regarding the wisdom behind Kaepernick's action, and as more players have begun to kneel during the Star-Spangled Banner, an increasing portion of the public is engaging in the discourse. Staff Writer Eugene Kim tackles the issue, placing emphasis on one America's founding principles: the freedom of expression.

The American public began another intense debate when Colin Kaepernick of the San Francisco 49ers sat during the national anthem instead of standing with the rest of his team. When asked why he did so, he replied, "I am not going to stand up to show pride in a flag for a country that oppresses black people and people of color. To me, this is bigger than football and it would be selfish on my part to look the other way. There are bodies in the street and people getting paid leave and getting away with murder." He said he would keep protesting until the American flag "represents what it's supposed to represent" – the ideology that all men and women are created equal and all men and women have the right to life, liberty, and the pursuit of happiness.

Kaepernick was initially alone in his protests but was soon joined by his teammates and many other athletes in the professional world. These protests were initially met with harsh criticism, highlighting the fact that the anthem is a way to pay respect to those fighting to defend the American flag, and as a result, the protesters were con-

sidered by some as anti-military and thus, anti-American. These claims may be a bit extreme, but it is undeniable truth that our soldiers, who risk their lives to defend that flag and that anthem, may feel disrespected and undermined. Brandon Marshall, a college teammate of Kaepernick and a linebacker for the Broncos, expressed his opinion that "I'm not against the military. I'm not against the police or America. I'm against social injustice."

It is important to highlight the last part of his quote – social injustice. In the past year or so, we have seen a plethora of activists crying for justice following police brutality and racism all over the country. Movements like "Black Lives Matter" have led to heated debates regarding "White Lives Matter" and "All Lives Matter." But let's take a step back. This chain of protests addresses a much larger issue than the question of whether or not lives matter. Of course lives matter – we are all human beings. But let's be aware that these are professional athletes that are using their positions to advocate for justice everywhere, and using a legal, constitutional method to do so. This freedom is

guaranteed by the First Amendment, and technically, there is nothing wrong with what they are doing.

So what exactly protects the First Amendment? Why are we given not only the freedoms in the first, but the rights in the second and the fifth, the naturalization in the fourteenth? It is because the United States of America was founded on a basis that all men are created equal, and for those freedoms, we have soldiers and police bearing that flag and singing the Star Spangled Banner – the very objects of the protests. Ironic? That's up to you. But these are the facts. It is also undeniable fact that we do not live in a utopia. Nothing will be fair and equal and perfect. But it is our obligations as citizens of this country – residents of this planet – to make things as close to equal as possible. If the protests against social injustice are a step in doing so, let it be. If you disagree, you have every right to do so. To everyone who takes a stance, thank you for having an opinion and caring about the well-being of this country.

— LC PARENT'S WEEKEND SPORTS SCHEDULE —

SATURDAY, OCTOBER 22, 2016

Game Information courtesy of the LC Website
For more information, go to loomischaffee.org

Varsity Water Polo vs. Suffield Academy
(Home, 2:00 PM)

JV Water Polo vs. Suffield Academy
(Home, 3:30 PM)

Varsity Volleyball vs. Ethel Walker School
JV Volleyball vs. Ethel Walker School
(Home, 2:30 PM)

Boys' Varsity Soccer vs. Suffield Academy
(Home, 2:30 PM)

Girls' Varsity Soccer vs. Suffield Academy
(Home, 2:30 PM)

Boys' JV Soccer vs. Suffield Academy
(Home, 2:30 PM)

Girls' JV Soccer vs. Suffield Academy
(Home, 2:30 PM)

Boys' Thirds Soccer vs. Suffield Academy
(Home, 2:30 PM)

Varsity Football vs. Cheshire Academy
(Home, 3:30 PM)

Varsity Field Hockey vs. Suffield Academy
(Home, 2:00 PM)

JV Field Hockey vs. Suffield Academy
(Home, 3:30 PM)

Boys' Cross Country vs. Trinity-Pawling School
(Home, 3:30 PM)

Girls' Cross Country vs. Greenwich Academy
(Home, 4:00 PM)



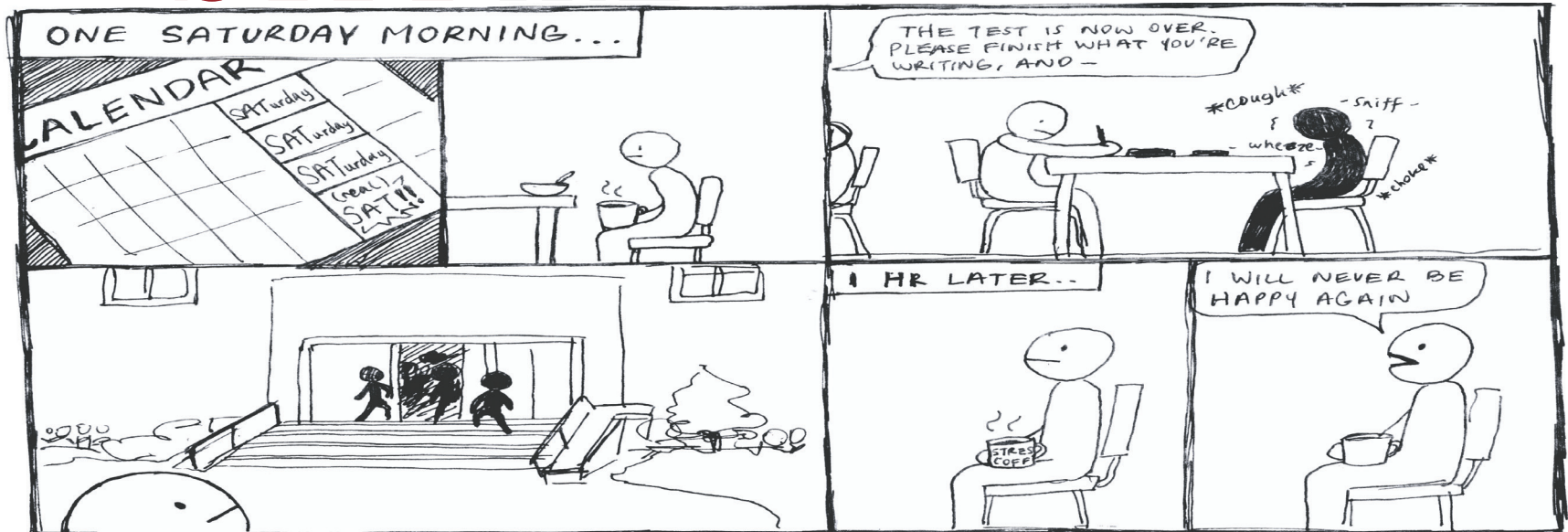
Photo by Anh Nguyen '17

LOVE

PHOTOGRAPHY and ILLUSTRATION?
WRITING?
VIBING IN THE BASEMENT HEAT?

come to
THE LOG
lc.thelog@gmail.com

Rachel Walsh '17 | Contributor



Graphic by Tracy Kuo '18

So many weekends thus far for the seniors (and some lucky juniors) have been abbreviated by SAT and ACT tests. Not only do we lose our time to sleep in on Saturday mornings, but we also lose our Friday nights. Much to our chagrin, we can't spend the evening in the SNUG or watching Netflix until the wee hours of the morning. We check in at 10:30 PM, yell at whoever is screaming down the hall and attempt to fall asleep before midnight. We dream and dread the fact that we'll have to get up before 7:30 AM to take four tests—tests that determine our entire lives, down to the smallest detail. Yes, despite what our delightful college guidance counselors say, SATs and ACTs will determine our entire futures.

It's nice to think that colleges will consider our grades and our extracurriculars, or maybe even the quality of our character in addition to our scores, but that's not quite what happens. But, hey, dream away. While they may hold on to your personal essay and supplements to read for the laughs, admissions officers are cruelly scrutinizing your scores. Now, a young freshman or sophomore can see why we get so worked up about those tests. Lots of us may look ridiculous, taking both the SAT and the ACT multiple times until we have scored high "enough" and lost the will to live. But that struggle doesn't just stop at college.

Maybe you're (naively) thinking, "But it doesn't matter what college you get into! It matters what you make of

wherever you are!" BOY BYE. Try going into your first job interview with any number less than a thirty-three on your ACTs. If you're down in the twenties, they'll just close your résumé folder, kindly smile and nod until you leave for the nearest hiring McDonalds. For example, a guy I knew scored twenty-nine on his ACTs, and he somehow, by the grace of God, got into one college. He was kicked out after his freshman year and ended up living on the streets after every employer in the state of New York turned him down. You may know him as the guy who sang "Pants On the Ground" on American Idol in 2010. On the other hand, I knew of this girl who got a perfect score—a 36—and all the Ivy's fought over her. When she graduated, Elektra Records sought her out to be in a new girl band—she didn't even audition. That girl was Beyonce.

Maybe, now, you're a little perturbed, but *still* thinking (naively), "At least if you can't find a job, you'll still have the support of your loving family!" In the words of Donald Trump, "WRONG." Don't forget about the unbearable shame that surrounds your family if you score in the Terrible Twenties. My own cousin scored a twenty-seven three years ago. The last time I saw her was Thanksgiving 2013, one week before her scores came out and her family disowned her. Some nights, I awake from a nightmare, in which I watch, as a ghost, from afar as my great grandchildren sit in cardboard boxes on the sidewalk, cursing

my name and my score. Other kids hoverboard past them, dropping trash on them as they fly by. I awake in a cold sweat, mid-scream, and open my laptop to immediately begin prep for my next test. While this nightmare terrifies me, what scares me the most is the fact that if I scored in the Terrible Twenties, eHarmony and OkCupid would bar me from their sites, and therefore, bar me from hope of ever finding love.

Every Saturday test day, I wake up and pack a suitcase (usually after the test, it's easy to tell whether I'll have to run away or not), like a Bachelor contestant, preparing for the worst on their one-on-one date. I remind myself that Finland doesn't believe in standardized testing, and all the money my parents saved for me for college could go towards my plane ticket. Or I decide to motivate myself. I imagine myself seventy years from now, lying in a hospital bed, waiting for an angel to take me away. Thanks to my ACT score, I'm in the nice part of the hospital, with shiny robot nurses and A+ cafeteria food. I can rest easy knowing that my obituary will proudly boast a score of thirty-five, and my grave will reside in the "high percentile section" of the graveyard. Then, I grab my pre-approved calculator and a snack and make my way to Olcott, leaving the remainders of my fragile fate to the College Board gods.

LC CLUB WATCHLIST Robert Lotreck '18 | Mélange Editor

LC Unplugged (Max Jimenez)

LC Unplugged is a place for musicians, or anyone generally interested in music, to come together to talk, play, or just hang out. The club was founded this year by Max Jimenez, a three year senior, who plays bass guitar. He has played in groups on campus with musicians including Dontay Downer '15, Neil Mellstrom '16, Alex Lawson '16, Robert Lotreck '18, and many others. The club has also hosted other events, a bonfire recently, where everyone can get together for food, music, and a good time overall.

Economic Society (Gaurang Goel)

Economic Society is a club centered around building a community around the shared passion for the discussion of economics. The club hopes to host engaging and interactive events, ranging from playing game show type activities, like during the Harvest Fest, to discussions on hot-topics and even competing in economics tournaments in spring term! All who are interested in economics are welcome.

Viking Club (Brendan Nelson)

The Viking Club explores the spirituality and history of Nordic peoples. In addition to learning about the unique culture, they also integrate themselves through certain activities like wwsword fighting, boating, and Viking festivals to familiarize with the culture.

Netflix Pics (Connor Rush)

Netflix Pix is a film club centered around films on Netflix so that they are more widely and easily accessible. The club is based on a sort of book-club style format. Every month or so the club's film is designated and an email is sent to the members with some things to keep in mind or things to look for when watching the film. This month the club's film is Nightcrawler. Then after two to three weeks the club meets to discuss the film. They focus on the artistic qualities of the film and examine the filmmaking. People also share their opinions on the film and anything they found interesting including qualities about the directing, writing, editing, and acting.

Animal Aid (Yuyang Zhang)

Animal Aid aims to help the local animal shelter in Windsor by organizing bake sales for fundraising. The club also aspires to give back to a larger community by encouraging Loomis students to participate in the Connecticut Cat Connection service trip every Sunday. "Our love for animals and the community help establish this club," remarked senior Anh Nguyen, co-president of Animal Aid and director of design for the Log.

WORK TO BE DONE

Lauren Hinton '18 | Sports Editor

Painful, indeed, are the hours of the night
When we must move our eyes from word to word
Of Shakespeare's thoughts and sentences absurd.
At last, a math problem you've gotten right!
Can you imagine the budding delight
When your teacher detects that you have heard
His insistence on such methods preferred?
How in the world can your worries take flight?

All can be well if you can clear the mind,
And arrive at peace with the world around.
Silence the hopelessness and its sad sound.
Inflate to the fullest each lively lung
Because the future remains undefined.
All shall get done. Fret not, night is still young.

Sarah Gyurina '18 | Contributor
Tracy Kuo '18 | Graphic Contributor



- Highschool Never Ends (ft. Woodkid) - Mykki Blanco
- LoveSick (ft. ASAP Rocky) - Mura Masa
- On Our Way to Fall - Yo La Tengo
- To Move On - Alex Izenberg
- Mad (ft. Lil Wayne) - Solange Knowles
- False Alarm - The Weeknd
- Locals - IshDARR
- Cash Machine - D.R. A.M
- Real Things - Lower Dens
- Islands - Lewis Del Mar
- H₂O - Ramriddlz

I'M THE BOG TURTLE

Paris Cipollone '18 | Contributor

You might find me cute because of the orange spots located around my neck, or my petite size of three to four inches. I'm the Bog Turtle, or as scientists call me, Glyptemys Muhlenbergii. I'm not just cute. I'm the smallest turtle in North America and am native to the east coast of the United States. As a reptilian, I enjoy sunbathing before I go on my daily search for food. Some of my favorite meals include beetles, ants, berries, seeds, and occasionally spiders—if I'm lucky. After a full belly you can find me lounging in a swamp or a bog; however, you might even find me in a pet store. Many people have mistaken me for a pet, which un-

fortunately raises my demand on the animal black market as a valuable capture. This illegal trade and increasing destruction, alteration, and fragmentation of my natural habitat for urban development and agriculture has lead to the decline of my species' population. With only 2,500 to 10,000 of us Bog Turtles left, we have become an endangered species in the state of Connecticut. But don't worry, you can help decrease our demand by being aware and contacting local environmental departments if you see any of us in tanks.

To learn more about me and other endangered animals in Connecticut visit wildanimalconservation.wordpress.com.

Followers: 2,500-10,000
Mutual Friends: Wood Turtle
Status: Endangered
Location: CT, East Coast of United States