

Loomis Chaffee Log

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THE CENTENNIAL ISSUE

Happy 100th birthday, Loomis Chaffee!
(and four other classic icons: check the Mélange for a unexpected surprise)



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SCAM IS DEAD



TINA CHOI '16 FOR THE LOOMIS CHAFFEE LOG

How the Loomis Chaffee Dance Culture Died

BY MICHAEL CARTER '15
Editor-in-Chief

If I remember two moments from my first week at Loomis, and try as I might I can only recall two, the first would be building a balloon tower at Orientation. The second would be the scariest night of my life.

Erickson reeked of sweat and the floor was slippery; everyone was taller than me and louder than me and significantly more outgoing than me; I was a freshman and I was breathalyzed for the first time. People were pulling and shoving and—let's face it—grinding, and the senior girls, as per tradition, kept trying to dance with me, which would have been exciting had I not been, and since remained, quite gay. And to top it all off, I was under the impression that it was Loomis Chaffee tradition to stay for the entirety of the dance—so I stayed there, in that hot, dark, loud, crowded gym, for three hours, shifting through the pulsing, savage mob in my cargo shorts and with wide eyes. I wasn't just uncomfortable. I was scared.

Freshman SCAM had a low-key fraternal quality; however, that made it seem almost worth the trouble. The crowd I was lost in wasn't pushing me out but pulling me in, figuratively as well as literally: the seniors were enjoying themselves so much in their skimpy firefighter outfits that I kind of had to admire them. I was scared, but I danced; there were other scared freshmen dancing, and other confident seniors dancing, and I, well, I danced. We all did. That's just what we did back then; the upperclassmen kicked off the new school year with a bang and, for the first time, the new freshmen felt like they were somehow becoming a part of Loomis. I don't mean to mitigate my discomfort at the time; just to add another attribute to it: it was weird and uncomfortable, but it came with the assumption that I would one day be having just as much fun, that I would one day be as secure and comfortable as those seniors that were thoroughly weirding me out at the moment. No one that year talked about Senior Prom nearly as much as they dreamed of Senior SCAM.

But I didn't go to my Senior SCAM this year. I always thought I would. But SCAM—excuse me. I mean to say the "Opening Dance," as it's now called, as "SCAM," or "Seniors Care About Maturity," among other artistic interpretations, has been deemed too risqué for such an increasingly well-known school, especially on its centennial year. This year the Opening Dance wasn't held on the first weekend of the school year but on the second, which, when it's your first year at a new school, makes a world of a difference. It was held outside in the night air, on a small wooden stage left over from the Centennial Ceremony, and when the stage cracked down the middle it was moved to the margins in between the former dinner tables (via the day student parking lot, apparently). Needless to say, it was not a very impressive scene. But of the statements mentioned above, easily the most important is the first: I didn't go. I never even showed up. My vague knowledge of the time and setting played no role in my decision. I didn't go because, as no one will readily admit but everyone already seems to know, SCAM is dead.

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Editors' Picks

The Elusive Richmond Hall

Are the rumors true? Is there really air conditioning? A dishwasher? Rooms the size of Olcott? An indoor hospital, swimming pool, bowling alley, movie theater and power reactor? Justine Baird '17 breaks the news on page 5.



WOLVES?



Wolves? Real wolves? Yep, that's right: find out why a pack of wolves is descending on campus next week as Alex Benthien interviews the programs coordinators, Mrs. Straccia. More on page 3.

Varsity Agriculture

Loomis was a farming-heavy environment a couple of decades ago. Are we returning to that? Maisie Campbell '15 talks about LC's new agricultural program on page 5



After the Island: Alumni Advice Column

BY SAM COX '16
News Editor

A note from the Editors:

To celebrate Loomis Chaffee's centennial year, The Log has decided to launch what we hope will become a widely-followed column giving Loomis alumni a platform to share career and scholarly advice to current students and faculty. In regular installments throughout the school year, "After the Island" will interview former Pelicans – from artists to businesspeople, financiers to athletes, and everything in between – to discuss how their years at Loomis Chaffee helped get them get to where they are today. We hope you find this new column enjoyable and enlightening throughout your 2014-15 year on the Island.

Background:

Jamie Widdoes ('72), a member of the Board of Trustees, is currently the director of Two

and a Half Men, the long-running CBS situation comedy. After his time on the Island, Widdoes attended Skidmore College in the school's first male class of students. After a year in college he transferred to New York University's Tisch School of the Arts to follow his ambitions as an actor. Widdoes memorably played Robert Hoover, the fraternity president of the Delta Tau Chi house in Animal House, alongside John Belushi and Kevin Bacon. After years of acting, he transitioned to a role behind the camera as a director. Since then, he has been working on Two and a Half Men which has been running for more than five seasons.

Sam Cox: Did your love for acting start in the NEO?

Jamie Widdoes: I auditioned for, I think it might have been Hedda Gabler, my freshman year and I wasn't cast. I was fourteen years old and I am not sure if my voice has changed

since. Then, I sort of gave it up and played three sports. I had a teacher in the fall of my junior year, Phil Lebowitz, who was running the theater program at the time. He taught a film course, which I took, and he persuaded me to audition for the spring musical, Once Upon a Mattress, my junior year. I was also playing varsity lacrosse during the spring of my junior year, so it was kind of a hectic time, but I loved it! I was very much hooked, and was sort of encouraged by everybody who saw it, to continue. Then, in the fall of my senior year, I did a play called She Stoops to Conquer by Oliver Goldsmith. That was also in the NEO. And then in the winter, I did the Fantasticks in the Neo. And then in the spring I directed a play in the basement of a library. We built a huge black box theater in what was originally designed to be a TV studio. I don't even know what that space has become now...

(continued on page 2)



JAMIE WIDDOES '72 AND TIM MATHESON IN ANIMAL HOUSE

PHOTO COURTESY OF JAMIE WIDDOES '72



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After the Island: Director Jamie Widdoes '72

(continued from page 1)

James Widdoes: There was originally, down in the basement, a big room that had been designed to be a TV studio. Nobody had used it for the first year, so a bunch of us went to the school and said, "Can we turn it into a black box theater?" We built a set of platforms all around and did a production of a comedy called Black Comedy by Peter Schaffer. I directed it and I was also in it. We had faculty in the cast and students in the cast. I had to do it as an independent study for my English class, and I also cast the English teacher, who was giving me my grade, as one of the actors. As a director, you don't want to be graded by the actors (laughter). That's a bad idea (more laughter).

Sam Cox: I can see how that's a bad idea. That's funny. On that note, what was your fondest memory from your years at Loomis?

J: Gosh, you know, honestly, I had so many memorable times – some of them probably not re-countable. I had amazing relationships with faculty members that I am still friends with to this day. I spent the afternoon and had dinner with Jim Wilson on Saturday (at the centennial celebration). We are old friends, and that developed in the four years I was there. I was with Grim on Saturday most of the day and when I was not with Grim I was with my old friend Meg Dower and her husband who graduated ten years after me. My relationships with faculty members are a big thing that I remember from Loomis.

S: So, you said that you went and majored in acting eventually after you went to liberal arts college for a year?

J: I was in the first male class of freshman at Skidmore, and I stayed for one year. Because there were only 7 or 8 guys in the theater department, I had the pick of every role I wanted, basically. I



JAMIE WIDDOES '72, DIRECTOR OF TWO AND A HALF MEN

PHOTO COURTESY OF JAMIE WIDDOES '72

did plays continually for the year I was at Skidmore, but I realized very quickly that a liberal arts theater program was not really what I was looking for. I wanted a genuinely professional acting school. And that's when I transferred to NYU, after one year.

S: I know that you were Hoover in Animal House. Was that your first big role?

J: It was certainly my first big role. It's funny because a lot of people assume that your career begins the day that they first see you, and that's not the case. I was at NYU until 1975. I left NYU and started working. I did Summer Stock, and off Broadway. I did commercials, and I did all sorts of things. I had auditioned for other movies before I got Animal House, but in the summer of 1977, that just happened to be the one that I got. After Animal House, I was in discussions for other movies, but

I wound up going into television shows because that's where I was sort of grabbed by the business. I did the Animal House series for ABC and after that, I kept getting offers to do more and more TV shows. All of a sudden, it's ten years later and I have done all this TV, and knew all these people in TV. When I didn't want to act anymore, I decided to start directing. I had goals for myself. One of the things that I learned, whether it was my parents or my Loomis education, is that I became very goal oriented. When I looked in the mirror at thirty I realized that I had exceeded the goals that I set for myself as an actor at twenty. At that point I was starting to be more interested in what they were talking about on the other side of the camera. I'd stand in the set and I'd see a director, a writer and a producer all huddling in the back and I was really dying to be

in that conversation.

S: So, you started directing TV in the 80s?

J: Well, at that point I had two young children. Our eldest was born when I was thirty, and the second when I was thirty two. I had a few years where I was going back and forth between acting and directing, but most of it was acting because that was what paid the rent. I would get a directing gig every once in awhile, and I kept wanting more of those. On the acting side, I was asked by Montgomery Ward (a department store kind of like Sears) to be their spokesman on TV, so I did that for about five years. That job allowed me to not take any more acting jobs, and just concentrate on my directing. And all of a sudden at the end of that deal with Montgomery Ward, I was a

full time director, working all over town.

S: I know that you are working on Two and a Half Men now. Have you been doing that since the show started?

J: They asked me to come do the last two episodes of season 3. They kept asking me to come back, but I had other shows that I was directing and producing. I came back by season 6 and I did every episode from season 7 until now, which is season 12. We have had some bumps in the road but frankly, to be part of a show that lost one of the two leads (Charlie Sheen), and then to replace him and stay on for four more seasons afterwards... It has really been a remarkable story.

S: I am sure that there are kids at Loomis who will read this piece who may want to follow a career

path similar to yours. If you had to give them advice, what would you say to them?

J: I am guessing that with the kind of motivation and the kind of seriousness I know that Loomis students have, it almost goes without saying, but I continue to stress that in this age of Facebook, Twitter, YouTube, and TMZ, and all of the immediacy of media that is out there, there can be no substitute for working hard at the craft that you have chosen. Just because it looks like it is easy to get on TV doesn't mean it's easy to be talented and be good on TV, or get in the movies. And that comes, as it always has, from taking what you do very seriously and studying it – treating it seriously. It's true in any discipline... whether it's math or whether it's acting, or whether it's painting or whether it's history.

S: Finally, can you tell me a little known fact about an actor?

J: I could tell you so many stories about so many people, but most of them are people you've never heard of, I mean I could tell you facts about James Garner, or John Ritter, or Jonathan Winters, all of these people that are sadly all gone. Quite simply, if you are a fan of Ashton Kutcher or Mila Kunis, and you think together they're kind of a cute couple, you are wrong - they are by far the nicest, and the cutest couple on the planet. We are all sitting around, waiting to see how Ashton will deal with the baby, who will probably be a father before this interview is printed.

S: Well they are both two very good looking people...

J: Yeah, they are kind of good looking aren't they? They do not really have a problem there.

S: Haha, well, thanks so much Mr. Widdoes. Hope to see you around campus soon.

Infographic of the Week: This Week in News

BY MARY ANNE PORTO '16
Staff Writer

A goal of mine this year is to be more informed when it comes to current events. How can I complain about or take part in things that I don't entirely understand? I

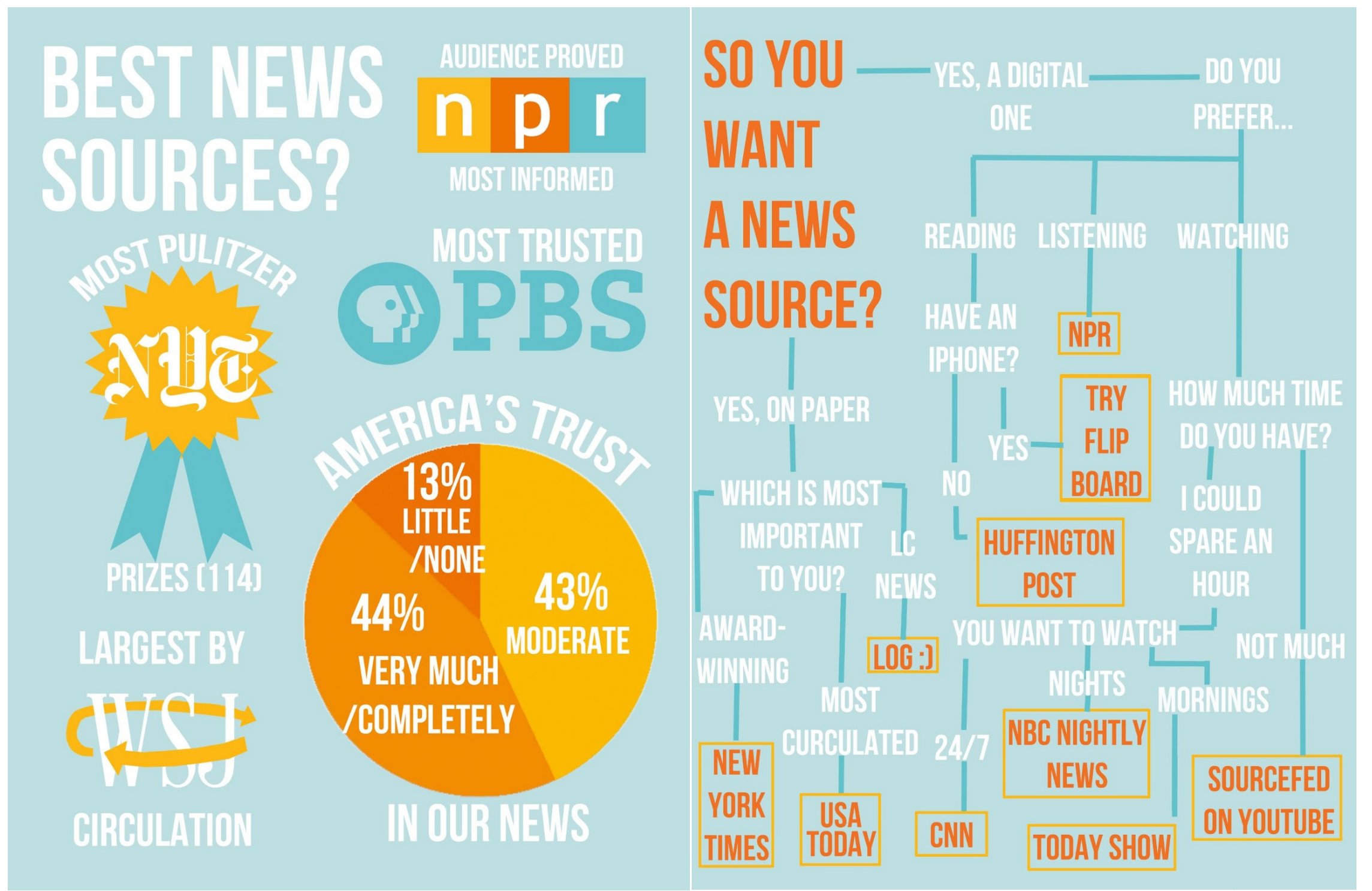
want to know about our issues, to have an opinion on them, and to potentially take a stand. I get the gist of most major current events, picking up from conversations with friends or an occasional skim through a newspaper. I also listen to podcasts like NPR's *This*

American Life and Roman Mars' 99% *Invisible*, which focus on weekly themes, but sometimes touch upon contemporary news as well. Additionally, I might watch YouTube's "SourceFed", a channel that elaborates on five daily news stories. But even af-

ter all of this exposure, I never fully grasp the real details or see more than one outlook. So, I've been doing my research on what sources to rely on (granted, I've also been having the issue of which sources about sources to trust). I look for the following:

1) Objective sources, or, if not, ones that are transparent about their bias, 2) Long, in-depth explanations, so I can truly see all perspectives and details, 3) Short, concise sources that I can quickly read before deciding if I want to research further.

I decided that using a variety of sources, rather than relying on just one, is most preferable, but here's what I've found out so far by comparing each of them.



Watch Out for WOLVES: Interview with Mrs. Straccia

BY ALEX BENTHIEN '16
Staff Writer

Q: So what exactly are you organizing?

A: On October 13th, a few Environmental Proctors and I will help bring on campus "Mission Wolf," which is a wolf sanctuary based in Colorado. They travel around the country educating people about wolves through seminars, and are currently active in New England. On campus, this group will educate and speak to the LC community about wolves and inform them about the work done at the sanctuary. In addition to organizing the informative programs, Mission Wolf will bring three 'ambassador' wolves to meet students so that the community can directly interact with these beautiful creatures. I imagine that this will be a unique experience for everyone involved!

Q: So why wolves and not another animal?

A: Well, wolves have been a big victim of the humans' lives. Although wolves play an important role in the ecosystem of forests throughout the country, for many years, farmers and ranchers have culled the wolf population across the nation in order to protect their livestock. Sadly, in fact, there was even a national campaign to eradicate wolves. As a result, wolves have been endangered for a long time and even became nearly extinct. Ever since the 1970s, however, efforts

have been made to protect wolves as endangered species, allowing them to regenerate, increase their population, and naturally reintegrate into their ecosystem. Beyond those efforts, I believe that animal lovers like myself are naturally curious about this ancient species. Unfortunately, sometimes, we are too curious. Some families attempt to domesticate and train these wolf pups who are deceptively cute, despite their wild nature of a predator. Though their motives are not entirely unjustifiable, wolves simply cannot be domesticated. As these pups grow up, their primal instincts take over, and when fully grown, they become very dangerous. The three wolves we will be meeting on campus were born into captivity and rescued from the streets. Hopefully, by educating people about these animals, we will reduce the number of housebroken wolves who would otherwise be dead or abandoned.

Q: Can you tell me a little bit more about Mission Wolf? What are its goals?

A: Mission Wolf is run by a gentleman from Colorado who has been in love with wolves for thirty years. When he found out that wolves could not survive alone in the wild, he decided to create a place to raise and protect the wolves. The sanctuary is an enormous, beautiful place nestled in the center of the Colorado Rockies where wolves have plenty of space to live out their lives and get access to ample food and water. They are technically still "fenced in,"

but each wolf owns an enclosure big enough for them to not feel trapped. Mission Wolf is a non-profit organization that relies on volunteers and donation to keep the doors open as well as help take care of these creatures. It is also environmentally-friendly and self-sufficient; the base grows its own food and gets all of its electricity from the sun. All in all, the mission of the organization is not just protecting the current wolf population but also preventing future generations of wolves from being held captive by naïve owners.

Q: Can you explain the opportunities for students to meet the wolves?

A: When the wolves arrive, all students will be sitting in a sparse circle on the floor, and then gradually close into a smaller circle to prevent intimidating the wolves. Taking caution is very important because when wolves meet someone, they want to look at them in the face. As long as we are at their eye level, they will feel safe, thereby behaving in a friendly manner. Having met the "ambassador" wolves in Colorado myself, I can say that the wolves are very lovely and trustworthy, just like any large dogs you may have at home. And certainly, I hope that we will have the opportunity to get the wolves to howl at some point during the visit.

Q: Beyond raising awareness, what can the student body do to contribute to the cause?

A: First off, hearing what our

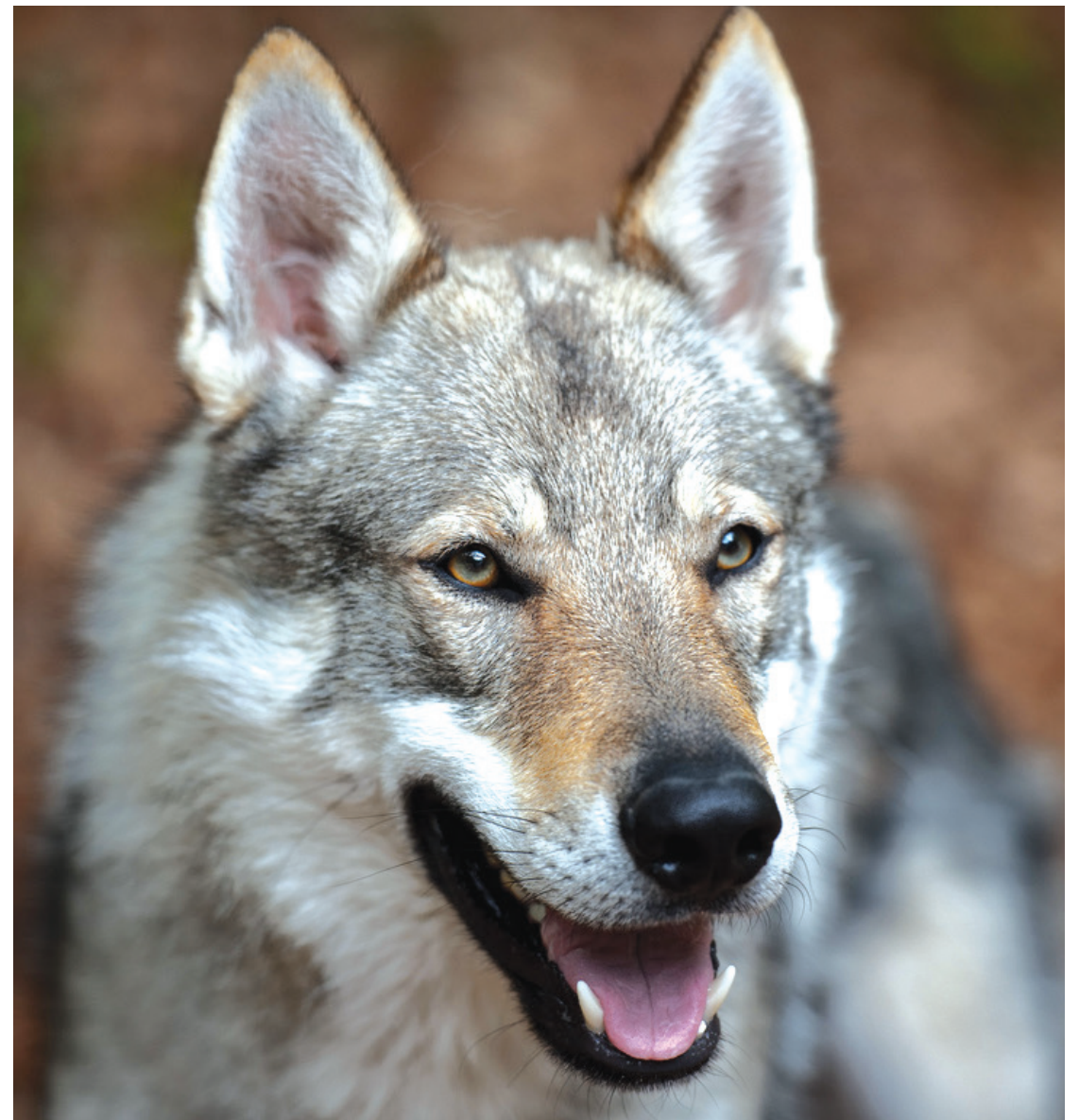
guests have to say is one of the best things students can do to help spread Mission Wolf's passion for wolves and their mission goals. And if students want to take a step further, there are many ways for them to raise funds and assist this entirely non-profit sanctuary which relies on donations to take care of the ani-

mals.

Q: Finally, if you could ask a wolf one thing, what would you ask?

A: I would love to ask them what they are trying to communicate with each other when they howl. Actually, during their visit, we may be

able to howl with them, so I am really excited for that! Scientists and animal experts have yet to fully understand what wolves are really saying to each other and how they communicate. Having studied wolves before, I would be very excited to have a chance to understand them at a deeper level.



COURTESY OF CREATIVE COMMONS

Interviews with the Centennial Ambassadors

BY JOHN KIM '15
Editor-in-Chief

Recently, I had the opportunity to sit down and interview several of the Loomis Chaffee Centennial Ambassadors. The Ambassadors (Celine Erkey, Mollie Richter, Gabby Roncone, Kijoon Kim, Lauren Champagne, Doyle Lokityakul, John Kim, Isabel Guigui, Michael Carter, Mickey Esteban, and Rashi Dua) make up a group of students who were responsible for the recent celebration of the school's hundredth year of existence. As the 2014-15 school year continues, they will continue to plan school events. Some of them sat down with the Log to answer some questions.

Q: What exactly do the Centennial Ambassadors do?

Michael: We do a lot of planning and brainstorming, mostly. We'll meet as a group every two weeks or so and just go over some of the crazy things we've thought up, then break up into small groups to get more info and work out the details. Then we send it off to the people who pay for it.

Q: How does the team get along? Are there any disagreements?

Michael: The team is so tight. We're all pretty much friends with each other and we all think very similarly, so we rarely get into any kind of disagreement. I guess the only time we get mad at each other is when we're late turning in our projects, which is pretty frequently to be honest.

Micky: All of us are so close. During the first meeting we all called, all of us had a bonding session in the Harman common room where we ate oreos

and played games. I think we disagree on meeting times and deadlines, but other than that, we are really just a bunch of friends planning a really big, really awesome birthday party. It works out really well.

Q: How long have you guys been working on this?

Isabel: In the spring of 2012. Back then, when we applied to work on this long-term project, this project seemed rather abstract and very far off. Since we were chosen that April, we have been working closely together, brainstorming, planning and executing our ideas.

Q: On a scale of one to ten, how much were you involved in the Centennial Celebration last week?

Rashi: Personally, I think ten. Despite the fact that most of the work was done behind the scenes, our brainstorming and involvement in the specific parts of the event, from the half-time show to the square on the senior path, were all the result of a lot of hard group work. In addition, both Michael and I spoke at the homestead ceremony and the whole group presented the time capsule. We all collaborated with the adults to make it a successful event and I'm so glad it turned out to be such a blast!

Q: Were there any ideas that didn't work out?

Michael: Plenty. We were really excited about the Survival Guide, which was supposed to be a sort of orientation guide for new students written and edited by current students (awesome, right?), but we sent out an email announcing it and...no replies. Not one. So for about a week we

decided that we could just write it ourselves, and by the end of the week we had written exactly zero entries. So we had to can that idea.

Q: What were some of your favorite moments during the planning process?

Isabel: As a tour guide I always emphasize that the reason I love Loomis is because of the people. Serving as a centennial ambassador has been an honor but also a great privilege, as I have been introduced to and had the fortune to work with a lot of people I would not have otherwise met. This aspect, as well as bonding with my fellow ambassadors—from having card games to watching "The Breakfast Club" together—has been very fun.

Micky: The last meeting we had before the big celebration was held on the 3rd floor of Founders, and all of us sat around a big table, ate gummy bears and chocolate, and rehearsed what we were going to say during our presentation. It sounds boring when I tell other people about it, but finally seeing the result of our three years of work was something that was, at least for me, really really special.

Q: Can we get a sneak peek into some future events?

Michael: Well, we are planning a Centennial Ball. And it's exactly what it sounds like. I'll leave it at that.

LC's entrance into its hundredth year brings with it an air of nostalgia and curiosity about its history. All that remains now is how the members of this community will choose to react to this year's events.

Ray Rice: So Popularity Gets You Out of Jail?

BY AKASH CHADALAVADA '18
Contributor

Over the past few weeks, the NFL has experienced an astronomical shift in its public image. Domestic abuse cases against players such as Ray Rice, Adrian Peterson, and Greg Hardy have brought about a veritable tsunami of public outrage. Calls have been incessant for the resignation of commissioner Roger Goodell for his, and the NFL's, weak response to the Ray Rice abuse case. The NFL has since instituted a new domestic abuse policy, but it has been scorned for its lateness and inconsistency. The uproar first started when allegations surfaced about Ray Rice knocking his then fiancée and now wife Janay Palmer, unconscious. His 2 game suspension was broadly criticized as being far too lenient. Then TMZ reported a video from inside the elevator in which Ray Rice strikes her unconscious and behaves in a troublingly detached manner. Immediately Ray Rice was released by the Ravens and suspended indefinitely by the NFL. Then the question rose, had the NFL known about the video

beforehand? Law enforcement officials reported that they had in fact shared the video with the NFL as soon as they were aware about it. The NFL had been poised on the edge of a public relations crisis precipice before that, but the video pushed them over the edge. Soon afterwards, two other star players in the NFL, Greg Hardy and Adrian Peterson, were also convicted of domestic abuse. Hardy was charged for beating up his ex-girlfriend and Peterson for beating his four-year old son. Both were defected from their respective teams.

These cases are nationally discussed not only because of the high profile of the NFL players, but also because of the extreme popularity of the NFL. The convictions of Rice, Peterson, and Hardy have shone a spotlight on the victims of domestic abuse and the responsibility of society to these victims. Politicians, celebrities, human rights, women's groups, and the national media have all weighed in on the subject with passion.

These crimes have impacted the way that the public views domestic abuse cases. Until

recently, it was viewed as just another crime and was quickly forgotten whenever it came up in the news. However the recent maelstrom of domestic abuse within the NFL has completely changed the way that the public views it. No longer is it something to be seen and quickly dismissed; now it is a cause for widespread change in how domestic abuse cases are prosecuted. In this instance, public outrage is directed towards the NFL and its commissioner.

It seems that the NFL has finally gotten itself into a situation that it cannot extricate itself from. Winning at all costs shouldn't be the guiding principle for organizations in the public limelight, and especially for organizations that require public support for their success. From late attention to the health concerns of football players to the coddling of superstar players, NFL teams and owners exhausted the reservoir of goodwill that the public holds for them. However, the NFL also has an opportunity to be the good guys once more by becoming an agent of change in our societal struggle against domestic abuse.



COURTESY OF THE LOOMIS CHAFFEE WEBSITE

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The Founders' Vision

BY ERIKA PURDY '15
Opinions Editor

On October 22nd, 1867, James Sherman Loomis, affectionately nicknamed “Jimmy” and the last surviving child of James Chaffee Loomis, died at Yale College, allegedly of typhoid fever. He was twenty-one years old; his death marked the end of all hope for the direct continuation of the Loomis family line. Jimmy Loomis’s siblings, as well as his cousins, had all died before the age of eighteen, leaving the Loomis estate without an heir. In the wake of tragedy, the five Loomis siblings—James, Abbey, Hezekiah, Osbert, and John—devoted their fortune to the establishment of a school called the Loomis Institute.

With the delight and honor of our centennial year upon us, the entire Loomis community has delved into the past, both near and remote. The dreams of the founders are prominent in our minds, and we are struck by the question of whether we have lived up to their expectations. Throughout a century, a myriad of ideas, intentions, and values can shift slightly or swing completely to the other side of the pendulum. When we examine historical documents such as the United States’ constitution, some concepts expressed are foreign (no pun intended) to us—but most basic principles remain the same. So, how do the ideals of the founders compare to all that Loomis Chaffee has accomplished in the past one hundred years?

In our school’s charter, approved on July 8th, 1874 and written by the Founders themselves, the authors place emphasis on the importance that the school’s employees and students have an ethical code of conduct. One of the original requirements for admission, along with reading, spelling, handwriting, arithmetic, and grammar, was the necessity that each candidate “shall sustain a good moral character”. Even from its commencement, Loomis Chaffee was focused on promoting good will and a strong sense of right and wrong. Yet, how do we measure up to this principle today? We have an entire center devoted to the promotion of the common good—the Norton Center—as well as a voluntary pledge of honor. The latter was created, pitched, and pushed into formation by students themselves, only further proving that this generation contains and maintains just as much integrity as the founders could have hoped.

Another point emphasized in the charter is the idea that no student, teacher, employee, or other affiliate needs to be associated with any religion or practice, nor with any political party. “No officer, instructor, employ-

ee, or student,” it reads, “shall be made eligible or ineligible for or by reason of his or her religious or political opinions”. It’s a rather progressive statement, especially for the late nineteenth century, when several high schools were funded or associated with religious groups, and it’s still true to this day. While we do have a chapel, no religious services are held there. In a sense, it does function as many spiritual gatherings do—by providing those in attendance with a sense of community and family. As for political diversity—simply poke your head into any given AP U.S. History discussion session and you’ll find yourself with more stances on various topics than you can count.

Today, our school contains students from a variety of socioeconomic classes. Both those who pay full tuition

it with all those things which may be deemed necessary and proper for their comfort and advancement in useful knowledge, so far as the funds of the institute will permit”. (I’m not sure if the founders would have envisioned their money being spent on centennial fireworks, but rest assured that that funding didn’t come out of the financial aid fund.) Nonetheless, our commitment to educating intelligent students equally, regardless of their monetary abilities or disadvantages, remains a prominent feature of Loomis Chaffee today.

Along with establishing equality for all financial circumstances, the founders promoted equality for all genders. The section in the bylaws outlining the meetings of the Board of Trustees mentions the required presence of two men and two women faculty members, as well as one

boy and one girl from the student body. Although the Chaffee school was separated from the Loomis Institute in 1926 and only rejoined it in 1970, our dedication to gender equality is well rooted in the words and wishes of our founders. In fact, under the “Miscellaneous” section of the bylaws, there is a short yet important note that reads thus: “Whenever in these bylaws the word ‘Headmaster’ or a masculine pronoun appears, it shall be deemed to include the word ‘Headmistress’ or a feminine pronoun, as required.” It seems as though the writers had the foresight to predict the governance of our Head of School, Dr. Sheila Culbert.

However, there are obstacles in the future that cannot be predicted, even by the most detailed and dedicated of people. Beyond the obvious evolution of technology, (I’m sure in another hundred years, we’ll be “vibrating thoughts through the ether,” as former Headmaster John Ratté put it), the founders could not have anticipated changes such as the dress code or curfew times—but such things are liable to change quickly, and are covered in the student handbook. We stick pretty closely to the basic rules laid out in the charter, but that poses another question: would the founders have been proud of all that we’ve accomplished in one hundred years? I believe so. They would most likely be surprised—

hopefully pleasantly so—at the level of diversity among our population, at our continuing dedication to the common good, and, as Colonel John Mason Loomis wrote in his will, at the pursuit of creating and propagating “a shrine from which boys and girls shall take the highest inspirations for better and grander lives”.



CHRISTINE XU '15 FOR THE LOOMIS CHAFFEE LOG

and those who use the financial aid resources to their full extent are accepted regardless of their backgrounds. The Loomis siblings had this principle in mind when they proposed their idea. The school was created for educating young, bright minds, and for supplying “all those whose conditions and circumstances may require

LADIES IN LONGMAN

BY EMILY SZEMRAJ '16
Staff Writer

Move in day. After a long, peaceful summer, my roommate and I were back on campus early for prefect training. Excited and nervous to step inside our dorm, Longman, which had previously housed a bunch of boys, we were surprised by our findings. After settling in, we decided to take a tour; in other words, we walked down the hallway, consisting of an entire twenty steps, and opened each door to glance in.

Despite hearing rumors from other boarders that

Longman was a “cave” and “hut” on the edge of campus, we found the dorm to be quite nice and cozy, and very functional. However, within the first couple days of our residence, the presence of the boys unveiled itself.

The first thing Liz and I noticed was an interesting display of polaroids on the bulletin board in the hall. To say that Loomis specializes in several fields would be an understatement. Upon the wall were pictures of past Longman student residents as models, striking various poses around the dorm, including a risqué shot of a guy in the bathroom holding a toilet plunger like a weapon.

Speaking of the bathroom, Longman’s received a

makeover this summer with fresh paint and a new counter. The remodel also tore out the urinal, and instead of installing another toilet, a full-length mirror was added. But, the strangest thing by far was that there were no hooks in the bathroom at all. Nada, none, zero. This discovery led to a dorm discussion in the evening. Do boys not use towels? Or do they drop them on the ground, or simply fling them over the shower curtain and have half wet towels? We were sure they could have had hooks installed anytime (we put in a work order and had ours two days later), so why didn’t they?

Our dorm head then revealed some of the discoveries she made upon moving into the dorm in the late summer. Sitting on a desk, in an otherwise empty room, was a bowl of cooked easy mac, the staple of a boarder’s diet, left over from the past school year. She said it was barely distinguishable as mac and cheese... which says a lot, coming from a chemistry teacher.

Each dorm is supposed to be cleaned spotless at the end of the year. After wondering how open food had gotten past dorm inspection, we came to the conclusion that the boys just hadn’t cared enough.

This idea was perpetuated by one of my prefectees finding old socks and boxers behind her dresser when she moved in three days later.

Ultimately, a dorm is what you make of it. We rearranged our common room furniture, bought some throw pillows (and an iron and ironing board), and our dorm became cute and functional. The Longman ladies are doing just swell, and you can bet our legs are more toned than yours because we’re walking an extra half a mile each day (I measured the trek with a pedometer).

As far as the boys’ transition to Harman, when asked what was the biggest change, a current Harman prefect said, “It’s so clean!” I guess we are all experiencing new things this year.



TINA CHOI '16 FOR THE LOOMIS CHAFFEE LOG

Varsity Farming

BY MAISIE CAMPBELL '15
Web Editor

New this year to the Island, Gratia Lee has arrived to lead Loomis's agricultural efforts and teach students about... well, growing things! Her work at our school truly began this past spring and early summer as she worked with students to expand the community gardens and convert part of the hay fields by the cross country course into a vegetable plot. Working over the summer with students, Mrs. Lee has been working hard to re-incorporate agriculture as "something the school does."

People today are so accustomed to processed foods, frozen meals, and sugary, fatty "goodness" that sometimes we need a return to the roots of our food. Even the mass growers of the "fresh" fruits and vegetables in the supermarket (products that can't compare to the freshness of one's own garden) focus more on the ability of produce to travel intact than on the quality of flavor. In the Loomis gardens, students get to experience the satisfaction of watching their produce mature from seed to fruition. They can sample cherry tomatoes, beans, and grapes, fresh off the vine. They may not be symmetrically perfect or completely unblemished, but also have not been sprayed with pesticides—and nothing could compare taste-wise.

The goal of the program is

to involve more students with their outdoor surroundings, provide them with an outlet to try their hand at growing their own food, encourage them to get their hands dirty, and help them gain an appreciation for the land. Simultaneously, students learn about the importance of growing their own food and how to make educated choices when purchasing food elsewhere.

In order to aid Mrs. Lee in her endeavors and provide students with an opportunity to work in the gardens, Agriculture is currently available as a sport option. The group meets Monday, Tuesday, Thursday, and Friday, at 3:45 to 5 after school. It's also available as a work job option. Even for those not enrolled at Loomis, "walk-ins" are welcome to help with the day's activities of harvesting and weeding. Agriculture will also be available spring term for students who would like to work more with the beginning of the season, planting and preparing the gardens for summer. During the long winter months, Mrs. Lee will be devising an agricultural master plan, "looking at the future for Loomis and how we can bring agriculture and gardening and growing our food" back to a greater prominence on campus.

So far this fall, students have already been hard at work weeding, planting a few fall crops, and harvesting potatoes, tomatoes, kale, pumpkins, Swiss chard, beans, and broccoli. There is something

gratifying about turning over a pitchfork full of dirt and discovering a small nest of potatoes, still attached to the delicate root tendrils connecting them to the leafy part of the plant. Little can compare with sampling a yellow cherry tomato, fresh from the plant, still warm from the sun. Mrs. Lee herself professes an affinity for beets, a crop that thrived this summer and tastes so sweet, and kale, the plant that keeps on giving through summer and into fall. Of course, a question arises: what happens to all the produce grown in the various gardens? Some is given to the dining hall (and you may have eaten some Loomis-grown Swiss chard, kale, or tomatoes without realizing it) and some is distributed in a similar system to the eggs on campus—teachers and faculty make donations and bring home the produce. Over the summer, several loads of surplus harvest were taken to the Windsor food banks, where those in need could make good use of it.

It seems appropriate that, during Loomis's centennial year, the Loomis community emphasizes a program that used to be a major tenet and central aspect of the school. A glance at most old photographs of campus include fields and barns, and sometimes even students working in them. So, if you have some free time, come out, enjoy the fresh air, pull a weed or two and learn something new.

The Ins and Outs of Richmond Hall

BY JUSTINE BAIRD '17
Staff Writer

Admit it, when you were back on campus for the first time after a long summer break your thoughts immediately flocked to the brand new, state-of-the-art Richmond Hall. For both day students and boarders, the completion of the ongoing masterpiece was talk of the town. With the pit of dirt gone, the three-story residential building, had eyes gazing and chatter

normal paint on the walls. The only substances that stick are sticky tack and certain types of tape, causing the value-pack of Command Strip hooks purchased at The Container Store to lose their worth. It is as though the walls are too perfect, too new, to have pictures and posters polluting its fresh paint. Seeing as the walls have impeccable surfaces, the carpets must have strict upkeep as well. So, conveniently, Richmond also has new vacuuming, and any student on the

double is not meant for you. But for those who appreciate their own space, yet enjoy living with someone, a split double is a gift. Richmond also has a freshman triple. Yes, I repeat, a freshman triple. Unheard of! New building, new opportunities...

Richmond clearly has its benefits; yet, along with those benefits comes commotion. As tour guides know, both boarding girl and boy applicants are shown Richmond when touring campus. During the Cen-



ANGEL FADILA '15 FOR THE LOOMIS CHAFFEE LOG

ennial, Richmond even had its own dedication featuring several speeches before a podium. It's as though Richmond is a contemporary fishbowl and the fifty girls living there are the fish. People are tapping on the glass, watching you swim, and you can just feel the headache coming on. As a result of the constant tours and attention, Richmond must be kept in tip-top shape. Therefore, us girls have extra work-jobs like common room furniture organizing. Richmond is new, we get it. But we still have lame vacuums and tedious dorm work jobs, just like you. There are special qualities that separate Richmond from other dorms on campus, but do not fret; us lucky inhabitants are not living in a Ritz-Carlton.

raising. Does Richmond have air conditioning? Can Kravis boys see into Richmond girls' rooms? There's a dishwasher?? Although the rumors have simmered down and people are finally adjusting to the idea that Harman now houses boys and Richmond is an actual building, some questions remain unanswered.

Obviously, there are some benefits to living in Richmond such as clean, never-before-used bathrooms, new common-room furniture, and firsthand kitchen appliances. To name a few. However, there are smaller, more peculiar things that really do make Richmond stand out as a dorm. Firstly, each dorm room door is magnetized. Meaning magnets hold the doors open completely, creating perfect opportunities for prefects to give sevens during study hall—a Facebook-user's death sentence. Also, Richmond has ab-

Island understands the importance of vacuums. It's a big deal. But, before I spark your jealousy, I would have to inform you that the vacuums are identical to our beloved Loomis vacuums. Bulky and heavy, yet unable to pick up a lone Lifesaver wrapper. So do not worry, while Richmond appears perfect from the outside, the Richmond girls face many of the same struggles. Though Richmond retains all the essential dorm characteristics, some new concepts have been added that sets it apart. A revolutionary idea has made its first appearance in Richmond: split doubles. Split doubles, for those who do not know, are doubles that consist of two singles connected by a small foyer-type entrance area. Depending on the situation, split doubles can be a blessing or a curse. For those who want an on-top-of-each-other roommate experience, a split



OLIVIA MCCAUGHEY '16 FOR THE LOOMIS CHAFFEE LOG

Krystal Sung's Girl Scout Gold Award: Access To Clean Water

BY KRystal SUNG '15
Web Editor

Observing the rural scenery of Bali, India from the car window, I nervously prepared myself for the busy agenda of the day. My silent musings of anticipation were interrupted by the sudden slam on the brakes as we tried to dodge the cows in the middle of the road. Arriving at the school at the same time as the school bus, I entered the Fabindia School alongside the hurried local students. With perplexed curiosity, the Fabindia students all stared as I wandered their grounds. Although a complete stranger, I was quickly overwhelmed by polite greetings from all the students who walked past me with "Good morning ma'am!". A tall young girl with two braids and glasses soon approached me and introduced herself as Yamini. She spoke with confidence and with a keen interest. Soon after Yamini's initial approach, a swarm of Fabindia students came running towards me, eager to say hello and introduce themselves. Laughing as I butchered their names, the students of the Fabindia School were elated by my visit. I never could have imaged that my small presence could cause so much hysteria.

Last Springfest in front of Flag and Ammidon, there were tables and racks of clothing and items for sale. During the madness of prom, graduation, and my history term paper, I found time to organize and sort all the belongings gathered from the graduating seniors to sell for my Gold Award fundraiser. By the end of the day, I had raised \$1,200 from the Tag Sale at Springfest. I had also fundraised back in Saudi Arabia during the summer by reaching out to family and friends. I set up a Fundly account, which allowed people to donate online. The 123 hours I spent fundraising and the \$4,700 I raised for the Fabindia School to purchase a Reverse Osmosis water filter felt insignificant compared to

my experience the people of the school provided me with.

Struggling to provide clean drinking water for their students, the Fabindia School was in desperate need for the funds to purchase a Reverse Osmosis water filter. My Gold Award aimed to provide clean drinking water to the school. Founded in 1992 and located in Rajasthan, India, the Fabindia School was founded by a Loomis Chaffee alumnus, William Bissell. At the end of July, I spent three days at the school teaching English, giving presentations on water conservation, and helping finalize the purchase of the Reverse Osmosis water filter. While at the school, I had also met up with Shaily Jain, a Loomis Chaffee graduate from 2012. I sympathized with her whilst she divulged how much she missed Loomis, especially Mr. Howe's Wednesday night brownies.

During my visit, Rajasthan was experiencing an extreme drought and the school was struggling to provide clean water. I had the opportunity to talk with both the teachers and students to hear about the water situation at home and at school. At times, the school would go days before the water truck arrived with water. Everyone thanked me incessantly for my efforts and the priceless gift of clean water. Although I worked tirelessly to fundraise for the majority of my summer, I honestly felt like my actions did not amount to the extreme gratitude and appreciation I received. While at the school, I constantly wished I

could have done more for these wonderful people.

On my last day, Mrs. Deepika, the principal of the school, presented me with a small banner with words of gratitude from the students and teachers. Later that night at the Farmhouse, I read the banner. Completely shocked at my own reaction, I found myself in tears as I read the beautifully written words of appreciation. My Gold Award and visit to India are both experiences I will carry with me for the rest of my life.



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Loomis Chaffee Log

FOUNDED 1915

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

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MICHAEL CARTER '15

SCAM IS DEAD

Or: How the LC Dance Culture Died a Horrible, Horrible Death

(continued from page 1)

Well, I said it. And buried alongside SCAM is the entire dance culture at Loomis, though perhaps the latter is not entirely dead but, like Mary Todd Lincoln and a few other notables, has been buried alive, to die emaciated and alone. Hosted under the softly lit paper lanterns of the previous picnic dinner, the Opening Dance—well, let's just call it SCAM, for old time's sake—certainly wasn't the rave I remember from freshman year; attended by a fairly small proportion of the student body compared to previous years, it certainly wasn't the school-wide induction ceremony I'd experienced in the past. I hear there was hardly any grinding, or really dancing at all, during the initial and most lively stage of the dance; it was a "mosh pit" initiated by the underclassmen that stole the show, a mosh pit described by some as "interesting" and others as "terrifying," a mosh pit in which the entirety of the dance was forced into a suffocating sardine-like swaying mass that threatened to crush those in the middle or (and on this point it followed through) break right through the floor of the leftover wooden stage. The stories I hear are both hilarious and disheartening—the idea of the entire dance fleeing the broken stage to form a half-hearted revenge-dance in the gravel parking lot, I must say, takes the cake. The question we all keep asking though, is perhaps more serious: Would it have been a better dance if we had been allowed to dance?

And there we have the bloody dagger, don't we! It was the deans and their long, tortuous process of dance regulation that led to the dance culture's slow demise, from the infamous Ninety-Degree Rule of two years ago to the recent imposition of a strict no-grinding policy. Many students charge the deans with overreaching, as none of the rules regarding school dances have come from the students, and claim that the regulation was only instituted to protect the school's public image. Others contend that the rules are intended to protect younger classes from unnecessary pressure and discomfort, and that student input shouldn't be necessary in determining school rules anyway. It's a fierce debate, and one for another article: regardless of the reasons for and legitimacy of the deans' decisions, it is an undeniable fact that it was those rules set forth by the deans over the past three years that have slowly and inexorably poisoned the Loomis Chaffee dance culture. There was a time when the dances were wildly popular; there was a time when even the gayest among us would go just to hang out and dance before the real grinding started, but with the attendance gradually decreasing, the enthusiasm of the average dance-goer falling dreadfully low, and the saltiness of the entire school towards dances threatening to show a literal spike in our blood's sodium levels, the dances just aren't as fun as they used to be—even if you don't want to do any of the things no longer allowed.

Because I'm gay, and because Loomis Chaffee has been fairly light on the gay population until very recently, I've been granted the rare and poten-

tially valuable perspective of complete separation from the dance culture here. It's from this position that I can safely say that the monster deserved death—the dances were certainly vulgar, repulsive even, woefully frightening for all those new or out of their element, and entirely indicative of that sexist and sexual mindset that has descended upon so many college campuses across the nation, a mindset that only too frequently leads to harassment and, yes, rape: specifically, the assumption that at the dances a girl's permission isn't required and her physical and psychological comfort isn't necessary. If you had asked me back in freshman year whether or not the dance culture should have been killed, I would have answered solidly in the affirmative. If you were to ask me the same question today, I would answer solidly in the affirmative with

takes away so much of their power as individuals when they're in there, in that dark, loud, hot room, without any control over themselves or their surroundings. Guys don't comprehend that well—it's understandably hard for us to see, as the dances are practically designed for our comfort: the straight guy at SCAM doesn't have to go through the trouble of asking a girl permission to dance with her, and he doesn't necessarily have to show her who he is, either. The style of dancing in itself isn't one based on mutual respect, like, say, a waltz, but one in which it looks like the guy is dancing not with the girl but on her. It's a pretty sweet setup for the guys until we realize what it's doing to our girl friends: namely, physically and psychologically degrading them and undermining their confidence. When the guys at the dances, as unknowing as we

floor while they danced. Well, they were allowed to be bent all the way down to the floor when they were danced with. Physically, that's incredibly uncomfortable and even painful, dancing with your head to the floor with some anonymous guy behind you—especially if you haven't stretched your hamstrings in a while. Psychologically, we have to consider the fear and helplessness a girl might feel in such a situation, how utterly dominated and degraded she is either consciously or subconsciously feeling. The dance culture, quite simply, does no good for the girls. And, as a rule, anything that's bad for the girls is bad for all of us.

When I passed by SCAM at about eleven on Saturday night, I saw a crowd of maybe 150 underclassmen swaying along to some dubstep and talking. It was either the most boring dance or the most interesting meet-and-greet I have ever seen. After making my way down to the SNUG, I found out why: the seniors, in their green-and-black SCAM tanks, had initiated the first seniors-only night in the Carey Room and were doing their own dirty dancing in there. At a glance, it looked a lot like Freshman SCAM, save for the freshmen. With further observation, the mirage dissipated—the dancing was significantly more conservative, the seniors significantly less enthusiastic, the rigor mortis significantly more obvious. For a fleeting moment, Senior SCAM was alive, alive if only in the collective memory of the senior class, alive but completely isolated in the dark solitude of the Carey Room. That's why I say that the dance culture as a whole hasn't died; it's been buried alive: there it was, rocking out in the SNUG, locked away from the rest of the world.

As slimy and detrimental as SCAM and the Loomis Chaffee dance culture was, we seniors can't help but mourn its long, sad, painful death. Like the end of the classic Kent Day football game, the death of SCAM isn't sad because it was a particularly good or uplifting part of Loomis life; it's sad because it was a part of Loomis life and now it's not. Death, however appropriate or expected, leaves a hole, and in this case that hole has been torn directly through the senior class's hope that one day we would be on top, that one day we would be so secure and comfortable in our position here at Loomis that, come Senior SCAM and our last school year, we could let loose and be the people we so fervently feared and—let's face it—admired three long years ago. Perhaps we are those people; perhaps after all those years of stress and insecurity we've learned to find the love for ourselves and our school that we projected onto those big old seniors. I think we have. In the end, though, we made our measurements of life at Loomis at SCAM, and as that dance has come to mean less and less, so has our own progress here. We feel the sand our hopes were built on shifting beneath our feet. It's not the same Loomis Chaffee without SCAM; it's a better Loomis Chaffee, for sure, and I hope the freshmen appreciate that, but it's no longer ours. And that's kind of sad.



JAE LEE '14 FOR THE LOOMIS CHAFFEE LOG

a 2000-word Log article. A dance culture in which girls' dorms hold meetings to address "proper dance safety" and freshmen are often warned "You will be uncomfortable, but that's the way it is," is a dance culture that needs to be thoroughly euthanized.

For those wondering why exactly SCAM and every other Loomis dance makes girls feel unsafe, and some are surely wondering this, the dance culture at Loomis scares many of them because it

may be, invariably walk up behind a girl and start dancing with her, we put her in an incredibly compromising position (literally and figuratively): the only way she could deny our advances at that point would be to be so "rude" and audacious as to get up and walk away—a move that frequently earns women further harassment and even harm in the outside world. And before the infamous "Ninety-Degree Rule" was instituted just two years ago, girls were allowed to bend all the way over to the

OP-ED

CHLOE IRVING '17

Freshman vs. Sophomore Perspectives: Orientation

On September 10th, about one hundred and twenty new Pelicans joined us on the island for freshman and new sophomore orientation, or in other words, a bunch of strangers were grouped together and forced to throw each other through tires. Although orientation can be nerve-racking and a little awkward, it has generally been well received and effective in bringing the freshman class together.

"I felt better coming out of orientation and more apart of the community," says freshman Suzy Ryckman. The purpose of extended orientation is primarily to help new students feel comfortable, as the task of finding your place amongst an entire grade of strangers can be daunting. In the words of Dean Donegan, the main point is to, "Shrink the school for new students so later they feel comfortable expanding

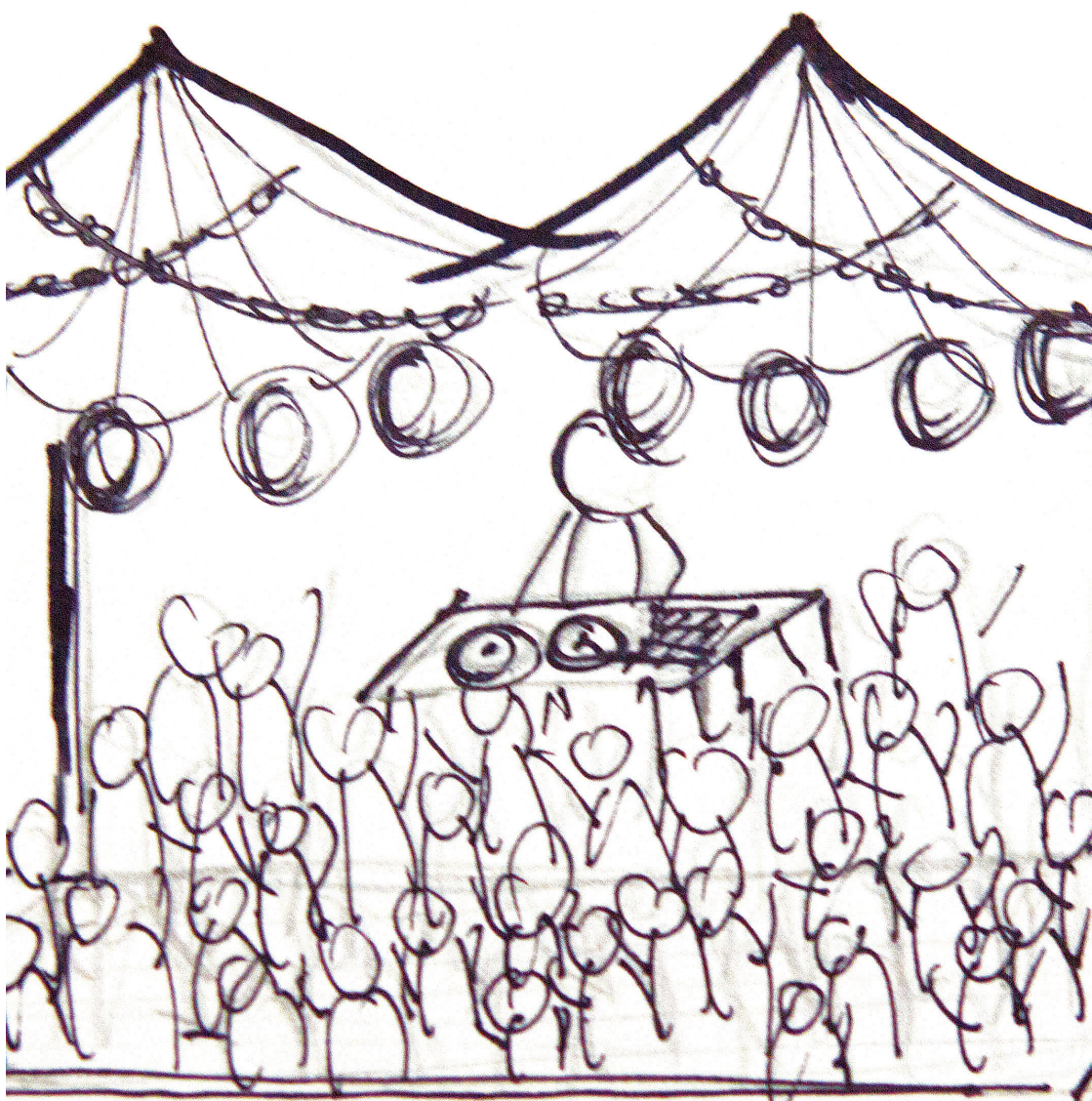
back out".

In the last fifteen years, orientation has changed significantly, especially with the addition of the ropes course. According to Mr. Donegan, orientation used to be only one day, with activities consisting of trust-falling off of bleachers and climbing the concrete wall behind Flagg. This year, the favorite activities of new students asked ranged from speed dating to the ropes course to the amazing race scavenger hunt, all of which were designed to help students get to know and feel comfortable with each other. When asked about the general opinion of her class, freshman Isabella Lachcik said, "Generally a lot more people are comfortable talking to each other now".

New sophomores, however, shared a different take on their orientation process. "I felt kind of isolated from my grade," said new sophomore Aly Haver, "by the

end I still didn't know a majority of the class". Although in theory the concept of letting new sophomores get to know each other before classes seems beneficial, many felt that orientation added stress to the process rather than alleviating it, as new sophomores were only exposed to a fraction of their grade.

"I understand we can't make returning sophomores re-do orientation," said sophomore Catherine Lee, "but I wish there was something that would have let us meet the whole grade". For freshmen, the extended orientation process works effectively to unite and bring students into our community; however, for older incoming students, orientation may still have room for improvement. Whether their experiences were good or bad, all our new Pelicans are well on their way to finding their place on the island.



ANGEL FADILA '15 FOR THE LOOMIS CHAFFEE LOG

LILY LIU '17

Timeless Nests

Should the new dorms be granted to underclassmen or upperclassmen?

The sweet smoke of barbecue, flavored by chuckles of young boys and girls, filled the quiet campus with youthful bliss on a beautiful Sunday afternoon, as the heart-warming scene of teenagers chattering slowly melted into the dusk. You might say, "Those must be seniors hanging out in the quad!" but this time, you're wrong! This lovely image actually took place between Kravis and Richmond Hall in the mini-quad, which has been encouraging many Kravis boys and Richmond girls to socialize together; to some extent, it has become the center of the underclassmen culture. It seems that the more modern Richmond actually embodies the refreshing energy of freshmen, while the quaint upperclassman dorms reflect the maturity of juniors and seniors. Curious about the subtle cultural atmosphere created by the dorms, I embarked on a brief research of how living in different dorms shaped the lives of our students.

Every single Pelican has to undergo the inevitable but long-awaited migration from the underclassmen dorm to the Quad. Like the real pelicans, adapting to our new "nests" is the key to survival on the Island. For example, a senior in Batch has to walk faster than he did while living in Kravis in order to make English classes. Nevertheless, the rooms of seem-

ingly more privileged old dorms are actually less appealing when compared to the rooms of the modern, nicely built Kravis and Richmond. It might be strange to think that a freshman in Kravis has a bigger room than that of a Warham senior, who it seems should have enjoyed more comfort than a brand-new freshman.

To my surprise, many seniors and juniors I interviewed that had just moved into the Quad feel more strongly towards the symbolic change of identity than the change of the actual room conditions. "I feel more like an upperclassman now than when I was when living in Harmon," says Phuong Bui '16, a junior who just moved from Harmon to Palmer. For many Pelicans, settling in the quad marks the transformation from innocent new-comers to the leaders of the school. The benefits of sitting in the old side of the dining hall and having later check-ins reinforce the "upperclassmen" label. "The upperclassmen seem to enjoy their privilege on the Quad; you know, playing frisbee on a sunny day, relaxing on the balconies, et cetera," says Dean Liscinsky, the director of Student Life. Although some take advantage of their privileges and some do not, the lenient rules and the upperclassmen mark push the Quad inhabitants to take more responsibilities and set themselves up as role models for the younger

students.

On the other hand, assigning the newer dorms to the adjusting freshmen seems fairly reasonable. "We try to get the freshmen and new sophomores together just so that they can help each other out when going through transitions," says Dean Liscinsky. As the mini-quad between Kravis and Richmond unites the formerly scattered underclassmen, they seem to form their own community similar to that of the quad of the upperclassmen. However, does it mean that for the more privileged seniors, nicer rooms in the new dorms are less necessary because they don't have to go through transitions? Or is it creating a more balanced atmosphere between the upperclassmen and the underclassmen?

Although dorms don't say everything about us, they consist of a big part of our life. While the subtle labels of our dorms shaped our characters, we are leaving our own marks among the twigs of our "nests" as well. In fact, these distinctive atmospheres and dorm cultures are created by us, the Pelicans, over decades. Now, the freshman and sophomore girls are writing their history on the walls of the newly built Richmond Hall, which will soon develop its own personality. Maybe the room conditions aren't the only measurement to consider when thinking of a dorm.



COURTESY OF MAISIE CAMPBELL

GRACE DUBAY '17

Summer Workjobs: Fulfilling or Futile?

Although a very rewarding experience, both students and teachers at Loomis can admit that work jobs are a pain to accomplish sometimes. Whether it be dining hall clean up, cleaning classrooms, or being a tour guide, anyone in the community can be frustrated with their required work job when they have other obligations. However, summer work jobs are a great alternative to the traditional method, as the participant work for a certain amount of hours throughout the summer. Emma Trenchard '17 spent seventy two hours working in the Alumni Development office, writing thank you notes and helping with reunion preparation throughout June. "Getting my work job done for the year was one of the smartest things I did all summer," she said. Living in a faculty house that's walking distance from

campus made the opportunity hard for Emma to pass up.

While some students complain about losing a free or forgetting to go over to the RAC to spend ten minutes cleaning up a studio, those who were able to take time out of their summer to help out around the school can sit back and relax all year. Losing two weeks of time that could otherwise be spent going to the beach or sleeping sounds like a nuisance, but it eventually pays off. "Honestly, the worst part about working was having my hand cramped up from all the writing I had to do," the sophomore explained. "Waking up and having to go over to Founders every morning wasn't ideal, but when you're done it feels so great."

Along with working in Alumni Development, there are many different options for summer work jobs, such as giving campus tours, working in the bookstore, or tak-

ing care of the community gardens. Completing rigorous tasks over the course of two weeks might not appeal to some, but being able to go an entire school year without getting a terrifying email from Mr. Gwyn with the subject, "work job absence," is worth it. Work jobs also teach valuable lessons, for anyone who's had dining hall clean-up can testify that it makes you much more conscious about making sure your table clears their dishes after a meal.

"Spending all those hours of summer helping out around school, particularly writing letters to alumni for me personally, was definitely worth it to have one less thing to worry about at school for the whole year," Emma concluded, as she found that summer work jobs are a rewarding and satisfying experience.



ANGEL FADILA '15 FOR THE LOOMIS CHAFFEE LOG

How to Deal: Getting Cut

BY BEN FU '16
Contributor

With the fall sports season upon us, it is to be expected that some potential Pelicans are feeling down about getting cut from their prospective sports team. I get it. A lot of work has been put into making that one team and all of that hard work appears to have gone down the drain if that team wasn't made. However, don't just wallow in disappointment forever. It's okay to feel down for a short period of time, but then use that disappointment for motivation. Wallowing, besides being unproductive and unhealthy after a short amount of time is an unavailable option as Loomis actually requires a decision to be made as sports requirements must be filled.

There are options to be mulled over, though. So don't fear. One option is to improve your game. Practice every day. Remember the 10,000 hour rule Malcolm Gladwell wrote about in *Outliers*? The rule that to master something you need to practice for 10,000 hours. Even Michael Jordan, possibly the greatest player to ever grace the hardwood, was cut from his varsity basketball team his sophomore year. He was devas-

tated; it has even been said that he went home and cried alone in his room out of disappointment. Did he give up on his dreams of becoming a prime baller, though? I don't think so, but try to prove me wrong. He went on to be a dominant force on his Junior Varsity, Varsity, College, and NBA teams. Now, you might not have an athletic career like Michael Jordan and go on to become a five-time MVP, a six-time NBA champion, or win 2 Olympic gold medals, but it can be guaranteed that by keeping one's head up and putting in effort to become better at the sport of choice, an improvement will be noticed.

Obviously, during tryouts, flaws must have been noticed, be it in conditioning, or something involving skills (dribbling, passing, defense, etc.). The mistake is usually glaring, just speaking from personal experiences. Flaws can normally be found and improved on after by mentally looking back through the try out. One of the best ways to cope with being cut is to talk with the coach about how to improve weak areas, and immediately start the grind to reach top form by the time the next try outs roll around. As Lance Armstrong once fervently stated, "Pain

is temporary. It may last a minute, or an hour, or a day, or a year, but eventually it will subside and something else will take its place. If quit, however, it lasts forever." Pain and disappointment might be felt now, and rest assured there is a world of pain waiting to be found on the road to becoming the best you can be, but persevering, and taking the pain as a sign of getting better, will be worth it at the end of the day.

As cliché as it may sound, no pain, no gain. If committing a lot of time and effort to a sport just isn't for you, that's perfectly fine; nobody's judging. There will always be club sports available at Loomis. For example, club Squash is always popular in the fall, and from watching others play, it genuinely looks entertaining, as well as a great workout. There is an extensive list of club/intramural sports on the Loomis Chaffee Athletics page just waiting to be joined. Just because you were cut from one sports team doesn't mean that the world is over. Consider the options, and prepare yourself for the next tryouts through hard work, and you too could be in a fresh Loomis Chaffee uniform, or maybe not, maybe discovering a passion for hard work is enough.



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Captains' Profile: Football

BY KELSEY DUFFY '15
Sports Editor

Each year, accompanying sore muscles and mounting excitement for the season ahead, the selection of fall varsity team captains begins during pre-season. At Loomis, the position of captain is given to those special students who embody the skills of a leader: intelligence, confidence, and experience. When reflecting on their experience with LC athletics, Loomis athletes often remember the tone of a specific season as one set by its leaders, often veterans who have endured years of after school practices, team dinners, visits to the trainer, and rigorous training. The 2014 LC football captains are no exception. Selected by both their teammates and coaches earlier this fall, captains Sebastian Dovi '15, Fletcher Lent '15, Max Cushman '15, and Zach Verdi '16, have headed into this season appreciating the big shoes left to fill by former captains, but also looking to the season ahead as the start of a bright future for LC football. I sat down with the captains to talk about their roles as leaders and hopes for this season.

Q: The football team is a really big program. What's it like being a leader for so many people?

ZV: Being a leader for a team as big as ours can be challenging at times. There are so many personalities that all react differently to both criticism and admiration.

MC: The expectations for this year are to win each week. We don't look at the season as a whole, we focus on one opponent a week and for every day of that we do all we can to prepare ourselves for them in the hopes of winning every week.

FL: While there are a lot of guys on the football team, it's not hard to lead them because we're all family. We play for each other, fight for each other, and look out for each other. Coach Reid has done such a great job coaching the guys on the team to be leaders on and off the field that we rarely have any issues with the guys.

Q: How have Loomis athletics and watching past captains prepared you for this leadership role?

ZV: When you spend your freshman and sophomore years looking up to the likes of RJ Paige and Pat Afryie, you learn about what it's like to be a true leader. When you step off the field you don't leave behind your duty to take care of and lead your team. Getting it done in the classroom is a number one priority and as a captain you have to be on top of the guys there as well. RJ, now at Princeton, preached this more than anyone.

FL: Watching guys like Pat Afryie and AJ Poplin over the years has given me examples of how to lead and motivate a team

despite facing adversity on the field.

MC: One of my best friends is Andrew Cowan who was a captain for me in two sports last year. He was someone who led by example, even about the little things.

Q: What is the hardest part about being a captain?

FL: The hardest part about being a captain has to be carrying the responsibility of being called "leader" of the team, yet continuing to hold myself to the same standard as every other guy on the team.

MC: Fear of getting the feeling of letting the team down.

Q: What are the team's expectations/ hopes for the season?

FL: Our expectations are to go out every week and play the way we need to in order to beat our opponent in that week.

ZV: The football team always goes into the season expecting nothing less than perfection. The weeks of preseason and tireless conditioning prepare us for a long and challenging season that WILL result in wins.

Q: How does it feel to be captain of a sport you're passionate about?

MC: I have never been more proud of any position I have been given than this one. It is an awesome experience to say I get to work with the kids on the football team day in and day out.



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Dancing Through The Decades

BY JAMIE LEE '17
Staff Writer

"I am pleased to introduce to you the Loomis Chaffee dance companies as they perform the dances through the century in honor of our school centennial!"

On September 20th, as DJ Snake and Lil Jon's classic song "Turn Down for What" blasted through the speakers of the newly light-equipped football field, scores of athletes dashed fifty yards across the football field just in time to join the dancers and start their dances. With the final words "Feel this moment" ringing through the field, the crowd roared and cheered. But wait...athletes... dancing?

Starting on September 5th, Loomis Chaffee dancers trained through preseason to process a century's worth of dances for a showcase appropriately named, "Dancing Through the Decades". With two or more dancers representing each decade, opening with a couplet from 1914 and closing the show with steps from the present, the couple's performances as well as their costumes defined each era distinctly and uniquely. The genres of the dances ranged from old classics such as the

"Castle Walk" and "Charleston" to more modern ones like the "Macarena" and "Dougie", enabling audiences with different ages to associate themselves with their time period.

During preseason, after most of the dances had been memorized by the dancers, it was the athlete's turn to learn. It did not turn out to be as easy as it sounds, as the athletes faced difficulties and differences in which they had not for their main sport. Moreover, most of the rehearsals were held outside on the turf, and dancers and athletes shivered in the cold. But despite the complaints of missing study hall and getting home late, it was a good experience, perhaps even a memorable event, in which everyone got to experience the "distinctive qualities between dancers and athletes" (anonymous).

Ms. Kate Loughlin, who directed the whole flash mob, applauded the dancers as well as the athletes, saying, "The audience loved it. I heard many comments about how much people liked it, and how many alums and parents identified with their eras."

For those who have missed the performance, photos and videos have been uploaded online for public view.



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