

# The Loomis Chaffee Log

Issue CIII No. 9

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May 26, 2019

## A FAREWELL TO LONG-TIME TEACHERS



Photo by Andy Cao '21

### MRS. SALLY KNIGHT

Faculty Member Since 1981

Beatrice Dang '19 | Editor-in-Chief Emerita

Sally Knight has been teaching, coaching and serving the Loomis Chaffee community in many ways, from dorm duties to counseling, for 38 years. At the end of this year, Mrs. Knight will be retiring from Loomis Chaffee. She has been a cornerstone in the English Department, most recently teaching sections of the junior CL Seminar class and also serving as the Director of Writing Initiatives. Outside the classroom, Mrs. Knight coaches the boys cross country and track teams.

Beatrice: "How long have you been teaching at Loomis?"

Mrs. Knight: "I started teaching in 1981, right out of Wesleyan, and I've been here ever since. I did one year as an exchange year at Scotch College in Melbourne, Australia, and the following year I went on sabbatical. I spent my sabbatical pursuing a master's in counseling, teaching as a sub-

stitute teacher in the public school system, and doing UPS delivery."

Beatrice: "What roles, besides teacher and coach, have you played at Loomis?"

Mrs. Knight: "I began teaching English full-time, then after about three years I took a quarter-time position in the alumni development office doing PR. After I was away for two years, I returned with my degree in counseling and worked in the counseling office as a complement to my teaching."

Beatrice: "What are your plans for retirement?"

Mrs. Knight: "My first plan is to prepare my home in Bloomfield to go on the market, sometime within the next year or so. Then, I'll be overseeing the construction of the home we'll be building in Stonington."

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Photo by Lilly Saunders '21

### MR. MARK WILLIAMS

Faculty Member Since 1975

Elena Anderson '19 | Sports Editor Emerita

Mr. Williams, who has taught history at Loomis Chaffee for the past 44 years and is currently the school's longest-serving teacher, will be retiring at the end of this year. Most recently, Mr. Williams has been working part-time; he teaches two sections of the signature course he developed, Early Modern World History: Inside Out.

This course begins with discussion of the founding of LC and uses the experiences of the Loomis family as a jumping-off point for various topics throughout world history. Mr. Williams says that his course is best "for kids who enjoy thinking outside the box and want to be exposed to different approaches to history." He continued, "It offers an alternative to the more traditional world history program."

For students who dislike that studying history can sometimes be focused on memorizing names and dates, Early Modern

World History: Inside Out proved to be a good option because, according to Mr. Williams, "It demands that they learn to think for themselves and shuns the memorization of pat answers."

Unfortunately, the course will no longer be offered next year without Mr. Williams here to teach it.

In his retirement, Mr. Williams plans both to stay active in the world of history and to travel with his wife and visit his children.

When asked about his plans, Mr. Williams responded, "I have done a good deal of consulting throughout New England on teaching and curriculum projects, and expect to do some of that." In addition, Mr. Williams will continue to teach all of his five grandchildren to play piano.

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## Dr. Culbert on Sabbatical for Fall 2019

Portia Inzone '20 | Managing Editor

Head of School Dr. Sheila Culbert has announced her research-driven sabbatical taking place in the fall of 2019. During her four months off the Island, from September to December, she hopes to better understand "the pro-slavery movement in Northern educational institutions in the antebellum period."

"This is now my eleventh year as head of school; after eleven years most faculty can take a sabbatical. I asked if I could have one and the trustees agreed!" she explained.

Until Dr. Culbert returns from her sabbatical, Mr. Webb Trenchard, Associate Head of School, and Nat Follansbee, Asso-

ciate Head for External Relations, will take over her role as co-heads.

Before she came to Loomis Chaffee, Dr. Culbert worked at Dartmouth College for fifteen years both as a professor and in the president's office, so she has been exposed to and enlightened by the antebellum history of that school. Her commitment to history has endured throughout her tenure at Loomis as she teaches the College Level History seminar on the American Civil War.

During her sabbatical, a large part of her research will be focused on Nathan Lord, the Dartmouth president from the late

1820s through 1863. He was an abolitionist, who, at the time, radically attracted a number of African Americans to Dartmouth.

Dr. Culbert noted that "there were actually very few institutions in that period that allowed African Americans to attend; Oberlin [College] is probably the most famous."

However, Nathan Lord gradually diverted from his original opinion on slavery, working in the opposite direction of Northern society when he transgressed from anti-slavery to pro-slavery.

Dr. Culbert explained that he was not reluctant to publicly announce his abandonment of abolitionism. He published a

series of lectures, sermons, and letters to a newspaper of Richmond, Virginia (a leading Southern newspaper of the time).

In 1863, when Nathan Lord opposed the Dartmouth Board of Trustees decision to give Abraham Lincoln an honorary degree, the board fired him for his opposing political views.

Dr. Culbert described this flip in policy as her inspiration for her sabbatical, as "he was really at odds with what's happening at that time, and I want to try and understand why."

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## Fitness and Wellness to Become Sophomore Seminar

Jordan Korn '22 | Staff Writer

During the 2019-2020 school year, Loomis Chaffee will undertake a major change regarding the diploma requirements. Rather than requiring the term course Fitness and Wellness, all sophomores will be required to take a seminar on a course named "The Best Self."

The Seminar on the Best Self is planned as a continuation of the required freshman Seminar for the Common Good. The class will meet once every class cycle, following the same model as its freshman counterpart.

Mr. Tim Lawrence, Director of Studies, leads a Fitness & Wellness Program review committee. The committee, which is made up of six other faculty members from various departments, has been working together since the fall.

The committee met as a part of regular curriculum review administered by the school. The group was tasked to review the Fitness and Wellness course and its contents. The committee researched what peer schools' equivalent course offerings were, and also observed the course itself.

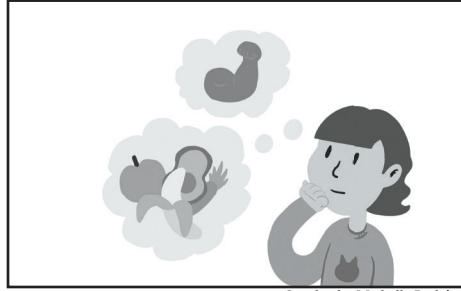
"That committee...had recommended to the head of school that we put in place as seminar series, mirroring the Seminar in the Common Good, that is done for ninth graders. It made sense based on all of our discussions and research that we had done, and that we had a really good working seminar series," Mr. Lawrence said.

Two subcommittees reporting to Mr. Lawrence have been set up by the initial committee. One subcommittee focuses on the integration of ninth grade and tenth-grade curriculums and is led by Assistant Director of the Kravis Center Mr. Harrison Shure. The other subcommittee focuses on the curriculum design of Seminar in the Best Self and is led by the Director of the Health Center Ms. Kendra Wiesel.

The merging of these two formally separate courses will ideally create a more streamlined message.

"By making this change to the Fitwell program, so that it's now a part of a two-year seminar, we are also able to sync that up with other co-curricular work we are doing with younger students," said Mr. Eric LaForest, director of the Norton Family Center for the Common Good.

The new curriculum will have a larger



Graphic by Michelle Park '20

emphasis on wellness rather than fitness, which has been designated as the role of after-school athletics. Previously the Fitness and Wellness course has been under the athletic department.

Mr. LaForest will oversee both seminar programs in his role as Director of the Norton Family Center for the Common Good. Mr. Laforest has been involved in Seminar in the Common Good since its introduction.

"I would coordinate with all the individual teachers to plan and brainstorm ideas for lesson plans, to ensure that all classes are meeting in spaces that work for them and occasionally coordinate...with other offices when we collaborate with them," Mr. LaForest said, describing the role he will fill as the overseer of the new Seminar programming.

The schedule shift that is set to take place in the fall will be an adjustment for the community. The once a cycle schedule opens up an additional term during the sophomore year for electives and courses. However, the benefits and drawbacks will not be fully felt until next year.

"I think the changes made to the Fitwell program will help sophomores avoid a dreaded free-less schedule next year, but perhaps it will create a disconnect between the lessons and affect the overall experience in ways I cannot foresee. Overall, though, I think this change will be for the better and provide sophomores with more free time and the stability of a consistent Fitwell class for three terms," Olivia Zoga '21 said concerning the new sophomore curriculum.

The newly designed core requirement, the Seminar on the Best Self, will hopefully allow students to reap the benefits of an improved and more cohesive co-curricular system.

## Loomis Chaffee Announces New 2019-2020 Dorm Heads

Jenny Pan '22 | Graphic Manager

At Loomis Chaffee, dorm heads are much more than authoritative figures who set the rules for the dorms; they are parental figures who support boarders in every step of boarding school life. Next year, many dorms will see have dorm heads, as many current dorm heads are stepping down.

After spending two years being the dorm head in Longman Hall, a small, selective girls dorm, Spanish teacher Ms. Lillian Corman has been assigned to be the dorm head in Cutler, an underclassman girls dorm that holds five times more students.

Ms. Corman described Longman as a dorm that has a family feel like "nowhere else on campus." She emphasized that she would miss her time in Longman.

However, she is ready to take charge of a bigger dorm. Personally, she feels "connected to the dorm," and has also received great support from the other Cutler faculty and the deans.

Ms. Corman wishes nothing more than to form "new relationships with the new girls in Cutler" and to make Cutler feel like home for them. Since Ms. Corman is new to Cutler, she said that she would need to "lean a lot on prefects and returning students" to keep on the traditions in the dorm.

Replacing Ms. Corman's position as dorm head in Longman is math teacher Ms. Annie Sher, who is "super excited" to get to know her new group of girls next school year. When the opportunity to be Longman dorm head came to her, Ms. Sher didn't hesitate to grab that chance to "build her own version" of the Longman dorm.

Ms. Sher has already developed close relationships with many girls in Longman as she is a dorm affiliate this year. Therefore, she is familiar with the Leadership Program and is ready to join in to help the girls next year.

With the new responsibility of being a dorm head, she expects changes in her upcoming year and has planned on "working with the prefects" to prepare herself. Ms. Sher wished to create a mentorship with the new girls and continue the legacy of Longman, a tight-knit community.

Over in the Taylor dorm, science teacher Dr. Dave Samuels is replacing Mr. Dan Reed. Dr. Samuels shared that being a dorm head in Taylor next year is "an exciting opportunity." After being a dorm affiliate in

Taylor this year, he believes that he can "help to build a community in a way [that he] envisions."

Dr. Samuels also shared that "it's going to be tough" for his family to leave Cutler and move away. However, he believes that science teacher Dr. Erica Gerace, his wife, is going to be a great role model for the boys in the dorm and that their little daughter, Emilia, will "be showered with as much love and affectionate" as she is in Cutler.

The dorm head position comes with a lot of responsibility, and responsibility comes with sacrifice. Dr. Samuels had to give up one of his classes next year in order to fulfill his position as a dorm head. Nevertheless, Dr. Samuels is still excited to "make Taylor a great place" and his goal is to help the boys "getting involved with themselves as a community and with the school as a whole."

Taylor is one of the oldest dorms at Loomis, and Dr. Samuels stated, "There is a history attached to it that you cannot rip off." He has been talking to Mr. Reed, Taylor's current dorm head, and Mr. Andrew Hutchinson, the dorm head before Mr. Reed, so he could help "connect Taylor with its past and keep the history around."

In Ammidon, Director of International Students Mrs. Jaci Cardwell is looking forward to stepping into the dorm head position. She has been wanting to be a dorm head for a while and was just "waiting for the right time."

Being a dorm head in Ammidon is going to be a different experience for Mrs. Cardwell as she is used to working with underclassmen girls. She says that upperclassmen girls in Ammidon "focus on different things." While ninth and tenth graders are still getting adjusted to Loomis and dealing with homesickness, eleventh and twelfth graders have to "get ready for their next big steps," such as university and prom.

Mrs. Cardwell wishes to create a dorm where the girls can feel as comfortable and safe as possible. She wants Ammidon to be "a home away from home" for the girls. She took the current RAs and new RAs in Ammidon out for coffee last week to talk about the dorm's traditions and things she could do to keep them. She said that she would certainly bring back the "apple-picking in the fall" traditions and create a memorable experience for Ammidon girls.

## Batchelder and Howe to House Only Seniors

Eric Song '21 | News Section Editor



Photo by Portia Inzone '20 Batchelder Hall

Starting in the 2019-2020 school year, Howe Hall and Batchelder Hall will no longer house juniors. Traditionally, Howe and Batchelder have always incorporated seniors and juniors together into an upperclassmen dorm, but renovation and construction efforts will change this temporarily. With these changes, Howe and Batchelder will become seniors only dorms from the fall of 2019 to the spring of 2020; students of the class of 2020 will be the only residents in Howe and Batchelder during one whole academic year.

"Loomis Chaffee is renovating Howe and Batch starting in January of 2020 in order to address some systems issues, to update the interior, and to enhance faculty apartments," Dean of Student Life Mary Liscinsky said.

She added that the construction will be done by the beginning of the 2020 fall term.

While exterior construction will continue all year round, much of the interior construction will not be happening during the 2019-2020 school year. The majority of the construction that will occur during the school year will be site work external to dormitories. Howe and Batchelder will become seniors only dormitories "so that the interior construction can start immediately after graduation," said Dean Liscinsky.

It is expected that internal renovations

will take place during the summer of 2020. In essence, graduating seniors of the 2020 class will see few changes inside Howe and Batch; despite popular rumor, Loomis Chaffee did not relocate juniors from Howe and Batchelder because extra vacant rooms meant quicker interior renovations.

It is rather the soon-to-be seniors of the class of 2021 and the juniors of the class of 2022 who will first live in the newly renovated Howe and Batchelder dormitories. One noticeable change will be that the Batchelder Hall common room will be relocated and enlarged at the end of renovations. "We are very excited about this project," said Dean Liscinsky, as the renovation effort brings changes for everyone in the school.

Senior RAs in Howe and Batch will be interacting with students of their own grade, leading to excitement but also some disappointment.

"I have gotten to connect with the boys in Kravis on a strong level and in applying for the RA position I had hoped to do that again with the juniors who will be going to Howe and Batch, who are sophomores now," said Peter Lena '20, who will be a RA in Batch next year.

Peter also added that "to be honest, a senior only dorm is going to be great," because "everyone in Howe and Batch will be able to relate with one another as fellow seniors."



Howe Hall

Photo by Portia Inzone '20

## Dr. Culbert on Sabbatical for Fall 2019

Portia Inzone '20 | *Managing Editor*

*Continued from the front*

Questions such as “How typical was it of other people [to become pro-slavery] in academia at that time?” and “How unusual is it that you have this very prominent academic so out of sync with what we think of as the typical Northern experience?” drive her research.

When asked about the final product of her leave, Dr. Culbert responded, “We’ll see where it goes, whether there’s enough there

to write a book. You never know when you go into a project as to whether it’s a very idiosyncratic moment; is he acting by himself and it really has no meaning or is it representative of a group of people at that time? We’ll see where it goes and whether we can make sense of this.”

Dr. Culbert expects nothing but ease and fun in her transition back to Loomis in the winter of 2019.

## A Farewell to Long-Time Teachers

### MRS. SALLY KNIGHT Faculty Member Since 1981

Beatrice Dang '19 | *Editor-in-Chief Emerita*

*Continued from the front*

Beatrice: “Are there any ways you expect to remain connected to Loomis?”

Mrs. Knight: “I will be coaching boys cross country in the fall with Coach Bartlett. I’ll be returning to the team in the fall because I’m not yet ready to say goodbye to the team.”

Beatrice: “What’s going to happen to your Writing Initiatives?”

Mrs. Knight: “I’ve been fortunate to work with Karen Parsons and Jessica Hsieh in creating the Writing Initiatives...The new director will be Kate Saxton, and she will be a perfect fit...I’ve shared a few ideas with the three of them, but it will be up to them where the Writing Initiatives will go.”

Beatrice: “What are you going to miss the most about teaching at Loomis?”

Mrs. Knight: “I think a better question is what will I miss the most about being at Loomis. Nobody simply teaches at Loomis, and I don’t mean what’s in the job description...In the classroom, I’ll miss being in a room with students who actually want to be there. That wasn’t something I often saw growing up.

In terms of the coaching, I’m going to miss seeing the freshmen that come in, some of them never having run before or even having played a sport, and watching them push themselves physically...And watching the boy who could barely finish a mile end up being a runner up in the New England Championships by the end of his senior year—what better story could there be?

In the dorm, I had the opportunity to see that I wasn’t just teaching students, but that these students were real people. They celebrate birthdays, they have wacky dance parties, and they squabble and they cry, and things happen in their personal and social lives...It’s not just that you’re teaching the student, but you’re teaching the person.”

Beatrice: “Do you have a favorite memory at Loomis?”

Mrs. Knight: “[One] good memory is a discussion I had with Bill Eaton, who was the Athletic Director [then]. I was getting ready to teach and coach and work in the dorm, and he told me, ‘I wish you had just come a week earlier, you would’ve been perfect to head up the girls cross country running program.’ And jokingly, he said, ‘But we do need a boys coach, do you want to coach the boys?’ So I said, ‘Sure!’ And so he said, quite seriously, ‘Well, I guess let’s think about that.’ At the time, there were no women at all coaching boys teams. But he made it happen, and it’s been great ever since.”

Beatrice: “Do you have any advice for students and faculty on how to make the best of their Loomis experience?”

Mrs. Knight: “My advice is to make sacrosanct your me-time, and it doesn’t to be a lot, just a little. Enough to walk around the loop, or get in a jog or a bike ride, or just to close the door and listen to some music... And every once in a while, make yourself stand still and look around, because this is such a beautiful place. I don’t think any of us will be in a place this beautiful, this safe and this supportive, ever again; this experience can’t be replicated.”

### MR. MARK WILLIAMS Faculty Member Since 1975

Elena Anderson '19 | *Sports Editor Emerita*

*Continued from the front*

Living up to his role as “somewhat of a resident historian in Granby,” where he resides, Mr. Williams is helping with the restoration of a tobacco barn and cemetery and is currently installing signs recounting local history in agriculture and industry. Finally, Mr. Williams plans to continue the historical research and writing that he has engaged in throughout his career at Loomis.

Mr. Williams said that he will miss the students most. He said he will miss the “young people [who] have a lot of energy, and the challenge of keeping up with them.” He added, “I also enjoy the challenge of dreaming up new ways to bring history to life – that brings out that energy... [and] I love that ‘Oh, I get it now’ look on my students’ faces when we’ve succeeded together.”

Mr. Williams credits his wife, Myck, with helping him think up creative ways to engage students and acknowledges that he will miss teaching each of his six children as they studied at Loomis, proving that for Mr. Williams, teaching on the Island was always a family affair.

Reflecting on his 44 years at LC, Mr. Williams remembered that “the 1984 flood was pretty cool—we had to canoe our children across the lake over Island Road to get them to school. And on the motorboat from the Head’s house to Windsor center, you had to duck to get under the railroad tracks.”

He also recalled a prank when “Okee-Fun-Okee placed our VW bug in Chaffee Hall in front of Minerva,” but despite these fun memories, he cited his teaching experiences every year as the true highlight of his time at Loomis.

Mr. Williams left some parting words for students: “Read the newspaper, and turn off your cell phones!” He encourages all members of the community “to stand up for what is right, don’t go along just for the sake of being seen as ‘collaborative,’ and don’t confuse ‘innovation’ with what everyone else is doing (innovation being what no one is doing).” This sentiment is especially powerful coming from a man who has devoted his career to developing innovative teaching methods and historical research.

At this year’s History, Philosophy, Religious Studies, and Social Science Department honor tea, history teacher Mr. John Zavisza and Director of the Norton Center Mr. Eric LaForest presented a new history prize in honor of Mr. Williams. The Mark Williams Prize in History will be presented yearly to the history student who, according to the Loomis Chaffee website, “exemplifies the characteristics of curiosity, investigation, independence of thought, and original, empathetic writing”; Ariel Kayton '19 was awarded this prize.

## Norton Fellowship Grants Announced

Elizabeth Pecoraro '21 | *Staff Writer*

The Norton Fellows program is run by the Norton Center for the Common Good to give Loomis Chaffee Students an opportunity to explore their own interests and create a project that betters their community over summer break.

“We started it because we wanted to find creative ways to work with Loomis Students on community engagement after they left the Seminar for the Common Good,” Norton Center Director Mr. Eric LaForest explained. Students create an application detailing their project ideas, needed funds, and overall plans.

Some Loomis students “want to take their ideas to the next level, and the Norton fellowship helps you to do that. It gives you the money to do that, but also gives you the structure that will work, and allows you to be supported by people that can guide you,” Mr. LaForest added. This year, five projects were selected from a pool of over 20 applicants.

### WILDER BURRIS-WELLS

Wilder will start a camp for elementary schoolers to teach them how to develop and program their own phone applications. By the end of the camp, each student will have made their own unique, basic app.

Wilder hopes that next year, this project can be expanded onto the Loomis Chaffee campus. He plans on teaching other LC students basic programming and working alongside them to make their own apps.

### ETHAN LEVINBOOK

In 2017, *Log* Editor-in-Chief Ethan Levinbook created the Loomis Chaffee Music Mentors Program, which provides free weekly instrumental music lessons to local Windsor elementary-school students.

“Having the support of my parents and teachers helped me to realize my musical aspirations. The Music Mentors program was designed to offer a support system to elementary-school musicians as they hone their musical skills,” Ethan said. As a Norton Fellow, Ethan will create a summer extension to this established program.

“Funding from the Norton Fellowship program will allow me to expand the LC Music Mentors program to students who are enrolled in schools without music programs, who do not already own an instrument, or for whom musical education abruptly stops at the end of the school year,” Ethan added.

“Since 2017, the after-school LC Music

Mentors program has required students to own their own instruments and to have played them for at least one year...Norton Fellowship funding will make the only requisite, henceforth, an enthusiasm for music.”

### KASSIE RIVERA

Kassie Rivera will form a support group for people with autistic siblings. The support group will meet in person to learn more about autism and discussing what having an autistic sibling is like. Next year, Kassie plans on creating an Autism Awareness Club at Loomis. She hopes that with her club more students will be aware of and knowledgeable about the topic of autism.

### ANYA SASTRY

Anya will produce a documentary titled “Environmental Prejudice and the Underprivileged” to detail the impacts of climate change and environmental injustices in marginalized and underprivileged communities.

Through the documentary, she hopes to share the narratives of the people who are largely affected by these issues, yet struggle to be heard. Anya is passionate about her activism and is eager to use the Norton Fellowship as an opportunity to help empower others.

She also plans on including viewpoints from elected officials, people of more privileged communities, and climate change deniers. In the future, Anya hopes to hold a screening of her documentary as well as a series of environmentally-centered discussions during MLK week.

### ALEJANDRA VELASQUEZ

*Log* Social Media Manager Alejandra will run a program titled “City Reach Initiative.” With this, she hopes to bring free leadership-based curriculum to inner-city children in fun and engaging ways.

She will develop and offer, in partnership with the Police Athletic League (PAL), a course titled “Leading through Film” to teach students basic video producing skills. By the end of the course, each student will have written and produced a short film or documentary highlighting a specific aspect of their respective communities.

Ally hopes that students will gain confidence and leadership skills through sharing their own stories in their own ways. In the future, Ally also hopes to host a screening of the films at Loomis so that Loomis students can get a peek into the lives of others.

## What Does Over-Enrollment Mean for LC Students?

Jenny Pan '22 | *Graphics Manager*

Loomis Chaffee broke enrollment records this year, marking an important change for the members of the Loomis Chaffee community. After talking to Ms. Amy Thompson, the Dean of Enrollment, she explains that this over-enrollment situation has happened before at Loomis and it is common among other independent schools and colleges.

“In fact, we opened the school this past fall overenrolled at 705 students as well,” said Mrs. Thompson, emphasizing that over-enrollment has happened before Loomis Chaffee.

School administrators agreed that this issue is positive and beneficial for Loomis because more enrollment means that more students are interested in attending Loomis.

“It seems to me that this is really good news for Loomis. Prospective students and parents are realizing that we are a very special place that offers a top-notch experience for students, both in and out of the classroom,” said Mary Liscinsky, the dean of student life. She also explained that Loomis Chaffee’s new Scanlan Center is an additional attraction for this campus.

With a larger number of students coming in next year, the school is making plans to adjust for the larger student body.

“We are committed to making sure that every boarding student has a quality residential experience in a dormitory,” said Mr. Trenchard, the Associate Head of School. He added that “therefore, our solutions involve looking at creative ways to expand

the boarding population within the existing structures of our dormitories.”

On the topic of the boarding and dormitory issues, Dean Liscinsky said, “We are working on accommodating the boarders in a number of different ways, including additional beds for some of the dorms.”

“Our ‘North star’ in approaching this increase is to maintain the excellent student experience. We are working on accommodating the boarders in a number of different ways, including additional beds for some of the dorms,” said Dean Liscinsky.

“We are looking at the number of faculty and courses so that we maintain our small class size. We are also looking at ways to accommodate additional borders so that they are seamlessly integrated into the dorm experience,” added Dean Liscinsky as she addressed the steps of preparations for next year. She also finalizes that “while we don’t have final numbers yet, we know we will be a bit larger.”

“Maintaining an excellent student experience was guiding all of our decisions and that remains the case,” said Dean Liscinsky. Both Dean Liscinsky and Mr. Trenchard said that the school will always have the students’ best interest in mind and will provide a positive and memorable experience for their high school years.

Furthermore, parents will be contacted in a couple of weeks, where they will be informed on the specific plans and details on how the school will address over-enrollment.

# The Loomis Chaffee Log

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**CORRECTION:** The article "The Procrastinator's Guide to Promposals," published in the previous issue, was misattributed to Mercy Olagunju '22. Rather, the writers were Hazel Le '22 and Lana Sheng '22.

# The Positive Effects of CL

## EDITORIAL

Many Loomis Chaffee students are inclined to take academically challenging classes. At other schools, motivated students typically enroll in Advanced Placement (AP) classes.

However, a few years ago, the LC administration decided to remove the AP title from all classes and henceforth refer to them as College Level (CL) courses. Moreover, some classes previously labeled "Advanced" received the CL distinction. The Log editorial board believes that this change was positive and effective.

The change from AP to CL was first debated in the fall and winter of 2015. Ultimately, the change was formally enacted in the 2016-17 school year. In Associate Head of School Mr. Webb Trenchard's original announcement, he provided convincing arguments to support and explain the necessity of this switch from AP to CL.

Mr. Trenchard wrote, "[Since] some of our most advanced offerings currently hold the AP designation, while others that are equally or more rigorous do not, there is often confusion, both internally and externally, about these highest-level courses." He thus explained that the new means of labelling LC's most rigorous courses obviates this confusion.

The CL system also grants teachers greater freedom to customize their respective curricula. Teachers no longer feel compelled to teach according to standardized tests. This flexible curriculum grants teachers the ability to concentrate on the material that they, rather than the College Board, deem most important.

Similar institutions have rejected AP curricula, including Lawrenceville, Exeter, Andover, Dalton, the Fieldston Ethical Culture School, and Berkeley Carroll. Like LC, these prestigious schools recognize that the AP system is not particularly beneficial to students' learning.

Obviously, LC students may nonetheless opt to take AP testing, and many cur-

rent LC courses do provide LC students the understanding requisite for success on certain AP tests. However, students no longer must feel burdened by the obligation to perform well on AP tests.

Many students perform extremely well in class but are poor test-takers. The CL system gives these students the chance for a fair grade in the classroom and does not stipulate that they suffer through AP testing.

The CL system offers greater freedom and clarity to Loomis students and teachers, and it does so without any negative effects in the college process. A representative from a college wrote in a statement published by Mr. Trenchard that "we look at whether the student has taken the high school's most demanding classes. But whether the classes are designated as AP or not is irrelevant. Abolishing AP classes won't hurt the kids."

The implementation of the CL system has been a resounding success; students have received acceptance letters from the same prestigious universities as those Pelicans who graduated before them with AP credit, and students no longer feel restricted by the AP designation.

The CL model allows students more choice in their selection of courses; with courses labeled CL that have no AP equivalent, including CL Multivariable Calculus and CL Satire, Loomis' most hard-working, driven students can explore new academic realms without feeling confined—for the sake of college acceptances—to the standard AP courses offered in schools.

The CL has benefited the Loomis community in many ways. Allowing students the freedom to select their courses and permitting teachers to shape their respective curricula in whatever way they so choose has had an extremely positive impact on the LC community. The CL system is an impressive achievement and should be a point of pride for the LC administration and community.

# We Deserve the Right to Row

Min Jun Jung '20 | Contributor

The first time I went rowing, I caught a crab. Not literally—the Connecticut River has always suffered a scarcity of crabs. In the world of rowing, "catching a crab" means to lose control of your oar when the blade (the useful end) is trapped in the water by the momentum of the boat. It's almost a rite of passage, to have your handle soar over your head or slam into your chest. It can get even better—an "ejector-crab" is the un-fittingly folksy term for when one is transported from boat to river by a particularly violent smack from the oar. These are rarer, but they are certainly a sight to behold.

As a sophomore but a newcomer to the sport, I had to learn not only the lingo of rowing but the intricacies of the different motions. As all presumptuous rookies quickly learn, moving a boat is not quite as easy as it seems.

Rowing is a marriage between impeccable balance and sheer power. Each rower must continually exert the full strength of his or her legs, back, arms, and core, all while remaining in perfect unison with the rest of the boat. The smallest falter in a stroke or the tiniest shift in body weight can tilt the boat dramatically to one side or another. It has been said that a single two-thousand-meter race, the convention for the spring season, is as physiologically demanding as playing two full games of basketball back to back. And this toll is exacted in a span of six to seven minutes. As a sport, rowing is as tough as it gets.

In two seasons, I've clambered my way up from the proletarian ranks of novice to the upper echelons of varsity. I've learned the sport, and I've learned to love the sport. My transition from swimming to a completely unfamiliar sport in which performance is entirely contingent on the ability



Photo by Riverfront coach Jonathan Near  
Hayden Bradley, Miles Brown, Bella Santos, Elijah Choos '19, and Brady Jalili '19 at the Head of the Charles Regatta in 2018

of eight people to work together spurred my development as an athlete, as a person. Rowing, inherently, brings an opportunity to build strong camaraderie, to create the foundations for lifelong friendships.

As rowing savant Gus Hawley '20 claims, "I can't really think of a sport that is more unifying because we are all going through the tough practices and the same experiences as a group...the sense of community that crew brings as a sport is different from anything else." To rowers, nothing can quite compare to the joy of sitting on a frigid river, fully embracing the bitter cold, the biting rain, and the battering wind. I'm kidding — so many things can top that. The experience of enduring these conditions and practices as a group, however, is invaluable.

Rowing builds character and camaraderie. However, not once

have I rowed with Loomis.

The Loomis Chaffee Crew Program is an entity existing in name only. The team is currently affiliated with the Riverfront Community Rowing Program based in Hartford. Every afternoon, rowers journey to the boathouse on the bank of the Connecticut River by means of toaster. The Riverfront team practices like any typical high school varsity team: five days a week, two hours a day. Loomis students and local Hartford-area residents row as one, competing in regattas spanning from scrimmages to the nationally renowned Head of the Charles Regatta.

But as a team largely disconnected from the school, the fourteen Loomis rowers lack the bond that teammates playing under the same maroon-and-gray banner hold. We participate in the awkward lim-

bo between a group unified by the same school and an outside program of students that we really only share one season of a year with. We build close friendships that slowly dissipate after the conclusion of each season. The differences in schools and the isolated "Island" atmosphere of Loomis create barriers. The aspect of rowing as a unifying force, as a community-building force, is largely weakened.

Rowing ought to be an experience shared by athletes whose time together is not entirely limited to practice. Rowing is a vessel by which classmates and dormmates can grow closer and develop stronger, enduring friendships. As a sport, rowing deserves a larger place in our Loomis community.

The campaign to integrate rowing into our school, backed by Student Council, has recently progressed greatly. Director of Athletics Ms. Sue Cabot has generously offered to grant the rowing team varsity letters beginning this spring. The distinction of the rowers as varsity athletes is an integral first step to bringing substantive recognition to the school's involvement in the sport. But we can do more.

I encourage not only our student body but also parents and alumni to work hand in hand with rowers in our efforts to develop our program. Through gracious support and love from the entire Loomis community, we encourage further involvement from the school in a sport that we cherish. Maybe one day, Loomis students will be flaunting maroon-and-gray unis, skimming oars embellished with the pelican crest across the glassy waters of the Connecticut River.

For now, Loomis Chaffee does not have a crew program. But we certainly have a team.

LETTER TO THE EDITORS

BLACK PEOPLE CANNOT BE RACIST

Navreet Kaur '19, Oumi Sowe '20, and Jaden Rismay '19 | Contributors

*DISCLAIMER: Following a recent conversation with the authors of "Can Black People Be Racist?," an opinion piece published in the previous issue of the Log, and meeting with members of PRISM, we came together to examine certain statements made in the previous article to clarify and further enhance our understanding of race in America.*

*In their processing of Clint Smith's statement, that "black people can't be racist," the two authors, relating to their own experiences, eventually conclude that "it [is] hard to accept this concept as it walks a fine line between acknowledging a history of oppression and justifying acts of antagonism initiated by people of color," while still maintaining that "any sort of discrimination, bigotry, or hate against another race... is condemnable and intolerable." We aim to expand the conversation on race and call in rather than call out.*

The first step to dismantling the system is to see it. While the article "Can Black People Be Racist?" in the Log Issue 103, No. 8, divides racism into two definitions—one academic and systemic and another casual and interpersonal—a more accurate understanding of racism requires an understanding of these two concepts as interconnected, as part of the same system.

As Robin DiAngelo, a Caucasian academic and consultant, puts it, "Prejudice consists

of thoughts and feelings, including stereotypes, attitudes, and generalizations that are based on little to no experience and then are projected onto everyone from that group." However, she defines racism as occurring "when a racial group's prejudice is backed by legal authority and institutional control."

Racism in the United States is unique because the very foundation of this country is built on racist ideals and is rooted in years of white institutional and systemic power. Thus, it is possible for Black people to be prejudiced, biased, ignorant, and hurtful, but not racist. This distinction does not render any one act of hatred worse or less criminal than another, but simply divides them into separate categories that acknowledge some as systemic racism, others as interpersonal prejudice.

Due to the way that racism is deeply embedded into our culture, it is often difficult to acknowledge and even notice its ramifications, such that individuals can enable and perpetuate racism without knowingly doing so.

Ta-Nehisi Coates wrote in 2008, "...in the popular vocabulary, the racist is not so much an actual person but a monster, an outcast thug who leads the lynch mob and keeps Mein Kampf in his back pocket."

People can easily comfort themselves by seeing a "racist" and distancing their iden-

tity from that extreme. But because racism is much more complicated, entrenched in every aspect of our society, an act of racism isn't always readily identified as malicious; a benign, well-intentioned action can perpetuate racism just as easily as an outright attack.

"Defining racism as a one-on-one encounter allows people to think that they are not personally accountable for addressing systemic racism," said Ms. Elizabeth Parada, Dean of Diversity, Equity, and Inclusion. This pervasive behavior, classifying racism as individual, rather than systemic, is a societal problem that needs to be addressed through the educational system.

The exclusion of frank conversation about race from our curriculum is an issue that persists nationwide — and as an institution, we, unfortunately, are not exempt from that reality. We instead should learn how to have these conversations about race and encourage students to take courses such as Global Human Rights, Deconstructing Race, and Race, Roles, and Religion and continue working on making our courses intentionally non-racist.

Of equal importance is the unfortunate limited focus by our school, and by extension, the nation as a whole, on the black-white binary. We should acknowledge with comparable fervor that other racial groups

are affected by an inherently biased system. Native Americans, Asian Americans, and Latinx people are all affected by institutions historically favoring White people. It is equally important to recognize that these groups feel the often invisible pressures of living in a society that is systemically racist. It is important not to ignore our racial differences.

Despite the fact that many people believe "colorblindness," or the erasure of a person's skin color, is an effective method of combating racism, a lack acknowledgement of a person's race delegitimizes the unique struggles that people of color face in society.

We should instead celebrate the variety of perspectives and cultures fostered in a diverse community. We should support policies that dismantle institutional racism and recognize the laws that prevent others from enjoying natural rights and liberties. We must all involve ourselves in this discussion and further unpack the complexities of race in America. It is essential to lean into discomfort and embrace our varying understandings in order to progress towards a community that truly embodies Loomis Chaffee's ideals of the best self and common good.

*Written with the assistance of Simone Moales '21.*

Ready for the World Beyond the Island?

Emma Devlin '21 | Staff Writer



Nearly halfway through my high school career, I realize how unequipped I am for the responsibilities that come with adulthood in the outside world.



I don't feel completely ready for the world outside Loomis Chaffee. In fact, I don't feel ready at all. I can confidently brag about knowing how to solve geometric proofs and write interpretive sentences, but I don't understand how taxes or voting works. While Loomis helps strengthen academic skills, it does not do enough to hone students' fundamental life skills.

Nearly halfway through my high school career, I realize how unequipped I am for the responsibilities that come with adulthood in the outside world. Loomis focuses on cultivating our success in a school setting, yet we are left unprepared for living in the real world. For example, we learn how to live in a dorm, but this knowledge will not be as helpful when we must learn how to handle our future households.

Cam Pilon '21 thinks that "Loomis teaches us things that we're not going to need because most of us will choose careers that don't require what we've learned here."

I agree with his opinion. One might not use all of the materials they learned in high school as an adult; however, students must fulfill the curricular requirements at Loomis in order to graduate. It's no surprise students complain that a class isn't useful for their futures. Although most academic classes aren't changeable because they are the basic courses of most high school curriculum, we could add new classes that will teach us fundamental life skills.

When asked how Loomis could improve how it teaches such skills, Kavya Kolli '20 said, "They should add a course that teaches finance, something about managing money, like a financial well-being or home economics class." Frankly, I think a personal finance course is both interesting and necessary. The course could be structurally similar to Fitness and Wellness, while being offered to all grades.

Another reason why students aren't prepared for adulthood is because they don't want to learn. Let me rephrase: students aren't focused on learning life skills because they are busy being kids. While we start to enjoy the freedom of adulthood as boarding school students, we are neither expected to nor trained to shoulder responsibilities like adults do.

This is exactly why I would like to see a life-skill course added to Loomis's core curriculum. Of course, students could ask their parents for advice, but don't forget these factors: long-distance, timing, and workload.

Also, I wouldn't be calling my dad just to talk about life skills; I'd rather catch up on more interesting things in each other's lives. I believe that Loomis does not currently teach us enough about fundamental life skills, and a "life" course should be added to our curriculum. With more support and guidance from Loomis, students can become more prepared for their futures.

Summer Priorities: College or Fun?

Oscar Ye '22 | Staff Writer

One of the most controversial topics for high school students is whether or not one should dedicate his or her free time entertaining passions or focusing on creating a more "application-friendly" résumé.

From my point of view, though students can enjoy their summer, they should focus on making their summer experiences helpful to their college applications. Recently, as the competition for high-end colleges and universities increases exponentially, dedicating the summer to bolster one's résumé has become increasingly important.

As students at a prestigious private school, we are in a prime position to continue our education at an elite university. In order to be more appealing candidates, we should use summer to attend academic institutes or participate in community service programs in order to bolster our college applications.

On the other hand, though I encourage students to have a summer plan geared toward crafting a college résumé, this does not necessarily mean summer is go-

ing to be full of boring and arduous tasks. Colleges, at least according to them, care about one's continuous dedication to their passions and interests while making an impact in the world.

If students focus on pursuing their passion, their preferred summer experiences probably would help their college applications. Say one is extremely interested in programming and spends the summer creating small software for fun; this experience could easily become a bright spot on his or her application.

At the end of the day, according to most admission officers' public statements, colleges want to have students that are focused and passionate. They want their students to be able to achieve amazing things, to benefit the world while helping the university gain popularity and prestige. While I would encourage the pursuit of one's passions whenever possible, the strength of one's college application should definitely be a factor in each student's summer plan.



Graphic by Julie Chung '21

# A Farewell to Departing Faculty

Portia Inzone '20 | Managing Editor

## Mrs. Jane Phillips



Photo by Portia Inzone '20

*How long have you been working at Loomis Chaffee?*  
18 years.

*What positions do you fulfill?*

I have done coaching of varsity field hockey as assistant coach, JV squash, and thirds soccer. I teach mostly CL Environmental Science and also biology.

*What is your reason for leaving?*

I am retiring!

*What are you doing next?*

I have many goals. I'm not retiring because I'm tired of teaching; I'm retiring because I want to be young enough to do some things I want to do. Possibly a business, home renovation—I'd like to repair my home so if in a year or so we want to sell, everything's ready—I have grandchildren I'd love to spend time with, I'd love to take on a dog for a year and train it as a seeing-eye dog. I have a laundry list of things I want to do!

*What is your favorite memory at Loomis?*

I don't have a favorite one, but I love just teaching, being with the students and the energy that the students bring. Someone asked me what it's like to be a teacher and I said I still get excited when I can take a key to open the door of a building. That's how I know I'm a part of the faculty!

*What are your hopes for the future of Loomis?*

I hope they can keep the focus on the students and do what's best for them. I always fear that a school chases how to be unique, how to do something new, and forget the core which at Loomis is focusing on the individual student and what their needs are. I hope Loomis doesn't chase titles. Everyone wants to get into a good school, but there are so many.

## Dr. Clare Parker Fischer



Photo by Anna Rebello '21

*How long have you been working at Loomis Chaffee?*  
Three years.

*What positions do you fulfill?*

I teach Advanced Chemistry and Advanced Biology.

*What is your reason for leaving?*

I am moving to Seattle. My husband and I have always planned to go back to the west coast, which is closer to family and feels more like home to us.

*Where are you working next?*

I will be working at the Overlake School in Redmond, WA. It is an independent 6-12 day school. I will be teaching AP Environmental Science, AP Biology, and biology electives.

*What is your favorite memory at Loomis?*

It was pretty great when I was given the "Most Likely to Attract All the Birds" award in Palmer dormitory mere minutes before a juvenile robin flew into the common room and crashed the party! (I got to demonstrate all the bird-catching skills I learned in grad school to extract her from behind a table and let her go.)

*What are your hopes for the future of Loomis?*

I'm excited to see where all the momentum in diversity and inclusion takes Loomis! The efforts to make a more thoughtful and inclusive curriculum are very welcome. I'm also looking forward to seeing how the campus changes over the next few years—how different will it look the next time I come to visit?

## Dr. Ben Fischer



Photo by Anna Rebello '21

*How long have you been working at Loomis Chaffee?*  
Three years.

*What positions do you fulfill here?*

I teach math and coach the Math Team. I also live in Taylor Hall.

*What is your reason for leaving?*

My wife and I are realizing a long-held dream of returning to the Pacific Northwest.

*Where are you working next?*

I'm going to be teaching at the Seattle Academy of Arts and Sciences.

*What is your favorite memory at Loomis?*

The students here have always amazed me. My favorite memory is helping them discover math that I didn't find out about until I was well into my college years.

*What will you miss the most about Loomis?*

I'll really miss the community. Both the teachers and students have been incredibly welcoming.

*What are your hopes for the future of Loomis?*

I hope that the culture continues to develop into the place where students aren't constantly worried about college applications and can be more in the moment.

## Mrs. Ashleigh Harper



Photo by Michelle Park '20

*How long have you been working at Loomis Chaffee?*  
Three years

*What positions do you fulfill?*

I work in the admissions office as the assistant to the dean of enrollment (currently, that is Amy Thompson!)

*What is your reason for leaving?*

I will no longer be living on campus because my husband, Mr. Harper, will no longer be working at Loomis. He doesn't know yet where he is working next, but if he gets a job near here, I'll actually still be working here! Otherwise, I will be leaving with him and onto a new adventure!

*Where are you working next?*

Not sure yet.

*What is your favorite memory at Loomis?*

Springfest our first year here, watching Mr. Harper get dunked in the dunk tank.

*What are your hopes for the future of Loomis?*

I hope Loomis can continue to have a strong community that is supportive of all of our students, their various backgrounds, and their dreams for their own futures.

## Mr. Hudson Harper



Photo by Michelle Park '20

*How long have you been working at Loomis Chaffee?*  
Three years.

*What positions do you fulfill?*

Math Teacher, Ammidon Dorm Head, Assistant Dept Head Math Dept, QRC Administrator, Instructional Coach.

*What is your reason for leaving?*

To pursue a career as a mathematician or data scientist.

*Where are you working next?*

Still interviewing.

*What will you miss the most about Loomis?*

How close-knit the community of boarding teachers is and the moments of revelation that my students would occasionally have.

*What are your hopes for the future of Loomis?*

I hope Loomis continues to offer many great opportunities to students, but I hope students have the chance to channel their energies into what they're passionate about and not just be looking forward to the future.

*How long have you been working at Loomis Chaffee?*  
19 years.

*What positions do you fulfill?*

I teach painting and watercolor painting and run the Emerging Artist Program (student work executed over the summer and then put on display in the fall).

*What is your reason for leaving?*

I turned 70 last year, and it's time for me to turn the page.

*Where are you working next?*

Next year I will be focusing on my art, working at my gallery in Hartford. I will also continue to be a part of Open Studio 2019 in November.

*What is your favorite memory at Loomis?*

Working on art alongside my students and my daughters graduating from LC are some of my fondest memories.

*What are your hopes for the future of Loomis?*

I hope for the students to develop a passion to be their best selves through the arts.

## Mr. Chet Kempczynski



Photo by Julia Manafort '22

*How long have you been working at Loomis Chaffee?*  
Three years.

*What positions do you fulfill?*

I came in as the sports information director in the marketing office and the head varsity field hockey coach. After my first year I switched to teaching psychology. I also coach AP Weights in the winter, and I am the assistant girls JV lacrosse coach in the spring. I worked in Palmer as an affiliate my first year and then in Longman the last two.

*What is your reason for leaving?*

I am getting married and moving with my fiancé to Germany for his new job.

*Where are you working next?*

I am hoping to work at one of the English-speaking schools in Germany and continue teaching and coaching.

*What is your favorite memory at Loomis?*

I have a variety from faculty events, to sports triumphs (beating Choate in OT last year with a Katie Begley rocket to win the game) and defeats (JV lacrosse vs Greenwich last season), to classroom conversations to the daily "hello, Ms. Steinfeld!" that I get all across campus. I would probably say, working with Ms. Duell has been an extraordinary experience. She has been by my side over the past two years, guiding me and collaborating with me to make the psychology and Ethical Issues classes the very best they can be. She is simply outstanding, and I will miss her dearly next year.

*What are your hopes for the future of Loomis?*

My first hope is for the success of the field hockey program. I have absolutely loved working with this team over the last three years and the players have taught me more than I could ever express back to them. They are a talented and fun team and I wish them success on and off the field in the future and beyond Loomis.

As for Loomis in general, I hope that the community continues to question its practices and the reasons why they do things. Dr. Culbert has already started this exploration into our curriculum and access to higher level courses, and I think it's a crucially important mission for the school to continue on pursuing.

## Ms. Manya Steinfeld



Photo by Julia Manafort '21

*How long have you been working at Loomis Chaffee?*

Four years.

*What positions do you fulfill here?*

I am a math teacher, Calculus and Advanced Pre-Calculus, and I have taught regular and advanced physics. I am also a Batch affiliate.

*What is your reason for leaving?*

I grew up in California, I love California, and so I'm moving back to California. My family's there, I have a lot of friends out there, and I just miss California! West coast best coast.

*Where are you working next?*

I will be working at the Buckley School in Los Angeles, CA, where I will be teaching honors physics and an engineering course. I am excited to meet new colleagues and students. I am also excited to be near my family, near beaches, and a part of a great music scene.

*What is your favorite memory at Loomis?*

That's a tough one; it's been so great working with all the teachers has been great. I think working in Batch has been my favorite collectively. Just being in Batch has been awesome; I love the kids there.

*What are your hopes for the future of Loomis?*

I hope that there are more students who are interested in the humanities. There has been a huge shift to STEM, which is great because I teach STEM and I love math and science, but I think we need more kids studying and focusing on the humanities. I hope there's more of a balance in the future.

*How long have you been working at Loomis Chaffee?*

Three years.

*What positions do you fulfill?*

This year, I spent my time as a faculty member in the English department (freshman, junior, and senior classes), as the JV girls' squash coach, and as the Taylor Hall dorm head.

*What is your reason for leaving?*

I'm so grateful for my three years at LC; it's a wonderful place to work. My departure is not so much about going from a place as it is about going to a place. As many of our seniors are, I'm excited for the next adventure. I've always been slightly terrified of the NYC area, so why not take the leap and move there?

*Where are you working next?*

I'll be teaching and coaching at Newark Academy in Livingston, NJ. I'm also starting my English Master's degree this summer in the UK.

*What is your favorite memory at Loomis?*

The Alvord Center trip to Utah in spring 2018 stands out as a great memory. It's hard not to love a week of canyon backpacking and rafting with Ms. Steinfeld and twelve fantastic LC students (with a little nature poetry thrown in here and there, of course). Too, I have many lasting memories with my several classes, teams, and Taylor dorm communities.

*What are your hopes for the future of Loomis?*

I hope that Loomis continues to be the home for future students and faculty as it has been for me. I hope that the community holds traditions dear, while also evolving intentionally with time – inside and outside the curriculum.

## Mr. James Sainz



Photo by Michelle Park '20

## Mr. Daniel Reed



Photo by Anna Rebello '21

*How long have you been working at Loomis Chaffee?*

I have been working at Loomis for three years. I graduated from college in the spring of 2016 and then came straight to the Island.

*What positions do you fulfill?*

For the past three years, I have taught Algebra 2 regular and advanced. I live in Howe Hall with upperclassmen girls. For coaching, I have done several sports from the club to varsity level (field hockey, basketball, lacrosse, squash) and this year, I helped to coach the Robotics team in the PHI [Pearse Hub for Innovation].

*What is your reason for leaving?*

At this point in my life, believe it or not, I don't want to live in Windsor, CT. I have had my eyes set on Boston for a while because my friends and family live there. I have enjoyed working at Loomis, so maybe I will be back in a few years!

*Where are you working next?*

I will be working at a day school in Cambridge, MA called Buckingham, Browne and Nichols (BB&N). I will teach math and coach, though I am not sure about specific classes or sports.

*What is your favorite memory at Loomis?*

When I think about the moments when I have felt the happiest and most fulfilled at Loomis, I think of sunny, warm afternoons in the Meadows during JV lacrosse season. I think of coaching with Ms. Steinfeld and developing together as coaches. The players constantly pushed me to become a better coach. Connecting with students outside of the classroom and outside of the dorm has been instrumental in my wonderful experience at Loomis.

*What are your hopes for the future of Loomis?*

I hope that Loomis takes advantage of all that the PHI has to offer. The space and the people down there are inspirational. We, as a school, have such potential to inspire change in this community, in this country, and in this world. I think that this can all start in our innovation lab.

## Ms. Hannah Saris



Photo by Jenny Pan '22

# LC Seniors Complete End-Of-The-Year Projects

Jean Shin '20 | Features Editor

## EXPERIMENTS WITH C. ELEGANS

Molly Henderson '19 and Melissa Scanlon '19 are creating six different science experiments involving *C. elegans*, a microscopic worm that is frequently used in biological research, with the hope that their experiments will be used for future biology classes. The worms are easy to take care of and can be used in experiments ranging from molecular biology to computer science.

"It's like a very standard organism to learn how to work with," explained Molly. "So we think it's important for high schoolers to know how to work with them. Especially since our biology curriculum is so advanced, it would be an impressive addition to our bio classes."

When asked about their favorite experiment, both Molly and Melissa eagerly agreed on the harvest experiment.

"*C. elegans* are basically everywhere in the soil," said Melissa when describing the process. "We went out to the gardens right beside Clark and scooped up some dirt. We plated five grams of dirt and waited for them to grow."

"We put the dirt with *E. coli* because they are a food source for the *C. elegans*," said Molly. "We waited for the *C. elegans* to crawl out from the dirt and onto the *E. coli*. We got so many *C. elegans* from the five grams of dirt!"

Faculty advisor and science teacher Dr. Erica Gerace has served as a mentor for the seniors. With much more experience in the science field, she introduces new ways to approach an experiment and guides the seniors throughout the process of carrying out their projects. She also offers suggestions on how to produce the most accurate test results.

## MARKETING STRATEGIES THROUGH SNATCH

Abby Huang '19 and Log Managing Editor Emerita Stacy Park '19 are marketing their start-up, Snatch, to other schools in

Connecticut. Snatch is a website ([www.justsnatch.com](http://www.justsnatch.com)) for students to buy and sell used products with other students within their school community. They aimed to connect as many schools as possible using their website, giving each school a separate designated platform.

Abby and Stacy visited Choate Rosemary Hall, Miss Porter's School, Simsbury High School, Suffield Academy, and The Hotchkiss School. To improve their website, they reached out to receive user feedback from these schools after visiting.

"We contacted economic or entrepreneur teachers within the school, so at most schools, we actually went to one of those classes and pitched our website to the students," said Stacy. "We explained why we started Snatch, what it is, and why they should use it."

Abby and Stacy also held lunch stands at the schools, using iPads to display their website and allowing students to experiment with Snatch.

"A lot of people said that this was a thing that they really needed," said Stacy. "They had problems where students would send out emails asking other students to buy their books, or people would create Instagram accounts to get rid of their stuff."

Abby thoroughly enjoyed her visit to Choate because they had classes where groups initiated their own start-ups as part of their entrepreneurship class.

"One group's start-up failed, so their teacher made them help us market Snatch," said Abby. "Basically, we made connections. I think that was the whole point of our senior project."

Mr. Scott MacClintic, Director of Kravis CET and science faculty member, has helped Abby and Stacy since the early stages of their project. As their senior project advisor, he offered advice to address issues that may arise, and also makes sure that they have the resources to market Snatch.

## PRESENT TENSE PLAY

Dzhangir Bayandarov '19, Ryan Natcharian '19, and Becca Mucheru '19 are stag-

ing a play titled *Present Tense* by John McNamara.

*Present Tense* tells the story of Norm Prescott, an extremely insecure teenager who suspects that his girlfriend, Ann, is cheating on him with her ex-boyfriend, Doug. The play mostly consists of unrealistic scenarios that play out in his head. When Ann claims that she must attend to her sick aunt, Norm obsesses over the possibility that she could be sneaking out with Doug. In the end, Norm remembers the sweet memories he and Ann had shared and finally realizes that Ann does truly love him.

The play calls for three actors and three actresses, but Dzhangir, Ryan, and Becca hope to accomplish it with three people. Though they are not a part of the senior project, Melissa Scanlon '19 and Silvia Mayo '19 are helping with setting up the play and making sure it runs smoothly. Julianna Lee '19 is working as the main technician.

"In putting on a play," said Becca, "we're aiming to grow our knowledge in theater, expanding past what it just means to be an actor and learning about directing, staging, and the technical side of things."

The faculty advisor for this play is theater teacher Mr. David McCamish. As the advisor, he has shown the group some of the works he had directed previously to demonstrate the components necessary in professional staging. Also, he has allowed the seniors to perform a few scenes of their play in front of his acting class and has asked the class to supply feedback.

## INTERVIEWS WITH GENOCIDE SURVIVORS AND THOSE WHOSE FAMILIES HAVE SURVIVED GENOCIDE

Log Editor-in-Chief Emeritus Liam Scott '19 is continuing his year-long independent study on genocides while integrating more interviews and primary sources to the course, *Genocide: Media, Remembrance, and the International Community*, which will be offered next year. Liam conducted



Courtesy of Julie Chung '21  
Ryan Natcharian '19 and Becca Mucheru '19 rehearsing *Present Tense*.

seven interviews with genocide survivors and family members of those who have survived a genocide.

"By integrating these real interviews with real people, it definitely adds to one's understanding of different genocides," said Liam. "I feel like it adds to the understanding of remembrance as a whole and the significance of oral history."

After each interview, Liam writes a reflection that expresses his immediate feelings and thoughts. He then creates a guide with an introduction, a summary of the interview, and different activity ideas for the benefit of future teachers of the class. He also spends time editing the interview for clarity and length.

Mr. Harrison Shure, the Assistant Director of the Kravis Center and history teacher, is Liam's independent study teacher and faculty advisor for the senior project. He has guided Liam through developing the course throughout this past year, as well as the senior project.

"It's an incredible way to end my independent study project and my Loomis career as a whole," said Liam. "I'm super grateful to have the opportunity to talk with these survivors and to hear their stories and their perspectives."

## Substance Support Group

Riley Meade '21 | Sports Editor

The faculty and school counselors have initiated a substance use support group, in response to the recent disciplinary change of the drug and alcohol regulation.

In an interview, school counselor Mr. Kenneth Green, the group's leader and founder, provided insight into the program, stating that, "The goal of the group is to offer a safe space for students to discuss their thoughts about substances, whether or not they are struggling with the use of substances and whether or not they have been disciplined because of the use of substances."

The focus of the group, explained Mr. Green, is to "Provide information and education about substances as well as helpful strategies to prevent future use."

The group also curates a support system among its members. Mr. Green previously counseled all students who received a Level Two infraction for a violation of Rule 3, the rule which delineates school expectations pertaining to substance use. This experience makes him well-suited to the role of guiding the group and enables him to support students in ways such as curating a

support system among group members.

In response to the increased concerns about vaping, Mr. Green said, "With the new rule change, the group has shifted to include more psycho-educational content," but also added that, "The rule change does not stop the addictive behavior." He urges students battling with addiction to visit the counseling office where they can have a confidential conversation with a counselor.

When asked about the specifics of the curriculum of the program, he said, "We do try to identify the specific types of substances and their qualities as well as its level of addiction." This mindset caters assistance to the student's individual needs. Mr. Green also shared a message for current drug and alcohol users: "Do some self reflection, think about what your real use is, and come to counseling for help."

Concerning the school's implementation of the new rule, Mr. Green stated, "I would have liked to have seen more discussion, more time taken, more discussion with student groups, but all in all it is definitely a step in the right direction." Within the community, Loomis is trying to counteract the increased prevalence of juuling and vaping across the nation.

A member of the group anonymously praised the positive impact the support group has had on his life, explaining, "It has helped get closure on my situation and is preventing me from making the same mistake again." Then, when asked about the group setting, the student said, "The group makes me realize that I am not alone, and helps me keep a positive attitude."

As described by the student, the substance use support group provides students with a chance to seek help and a safe space for those who need assistance.



Graphic by Julie Chung '21

## Commencement Traditions

Jenny Pan '22 | Graphics Manager

Since the 1970s, Commencement (in years with clear weather) has taken place in the area between the Homestead and the head of school's residency. Many traditions accompany the seniors' graduation from Loomis Chaffee.

On the day of Commencement, the graduating senior girls wear white dresses or a combination of white clothing, a long-standing tradition that has markedly colored Loomis' graduation ceremonies.

The Loomis Chaffee Song is also sung. The graduating class will also sing the Loomis Chaffee Song. Written by James S. Rugen '70 and Timothy C. Lawrence, it recounts experiences on the Island to tune of Ludwig van Beethoven's "Ode to Joy."

Pointing out the senior path as an important aspect of campus and renowned Loomis tradition, Mrs. Becky Purdy, associate director of communications and managing editor of the Loomis Chaffee Magazine, commented that "the Senior Path has its own share of traditions. The walkway through the center of Grubbs Quadrangle got its name early in the life of the school."

She also noted that "when the seniors caught a [non-senior student] or two, they would drag them off the path, and down to the Cow Pond and throw them in. Of course this presented problems [for the deans]."

"Physically removing underclassmen from the Senior Path is now forbidden under the school's anti-hazing rules, but the path remains hallowed ground, with enough folklore to keep younger students at bay until it is their turn to claim the path." Mrs. Purdy said, quoting former faculty Richard Venable.

Another tradition of the senior path is the brick design that each senior class contributes to the path. One comical example is

the Class of 2010's Batman logo.

"A bat?" said Head of School Dr. Sheila Culbert. "What will it be next year? Pokemon?"

Mrs. Purdy commented that one of the most famous Commencement prizes is the "Jennie Loomis Prize, which goes to the senior girl who is recognized by the faculty for outstanding contributions to the school. The prize honors the memories of Jennie Loomis, the last Loomis family member to live in the Homestead, and her mother, Mrs. Thomas Warham Loomis." As of 2019, all the senior Commencement prizes, including the Jennie Loomis Prize, are gender-neutral and may be awarded to students of any gender.

Some well-known traditions surrounding Commencement include the concert on the day before graduation, The Senior Show, and Class Night.

When asked about her personal experience with Loomis graduations, school archivist and history teacher Ms. Karen Parsons noted that "each year is a little different because every class has its own personality. It's a very nice mix of current and past traditions."

"A lot of traditions help us feel connected with each other at school...and build communities. They also link us to people who've been here in the past, which is something that's very powerful. If you think about everyday when you go to class, being in the footsteps of a century worth of students...there's something that connected us." Ms. Parsons said, explaining why she feels that traditions are important.

"I wish them all the best, and I hope they return to the island often, and they have fun memories of the time here." Ms. Parsons concluded.



# Softball Fences Installed

Natalie Halsey '20 | Columnist

Disclaimer: The author is a member of the varsity softball team.

At the beginning of the spring term, both new and returning varsity softball players were welcomed back by the newly installed fences at Audrey Field. The fences had been installed over spring break, and are positioned in front of the team benches on either side of the field, guaranteeing the safety of both Loomis Chaffee varsity softball players as well as the opposition.

Previously, the benches were open to the field, which exposed seated players to potential injuries from foul balls.

Athletic Director Sue Cabot stated about the former lack of fences, "[Audrey Field] is large enough that the chance of incident is smaller than some would be. Some fields are tighter, so the benches are closer, but ours is less tight, which is probably why we didn't have them in the past... I certainly feel much better when I watch a game. I think our team doesn't have to worry about potential errant balls anymore."

Ms. Cabot also commented on additional expansion to Audrey Field in the future. "There's lots of things on my list, but trying to bring the softball facility up, with dugouts, to a nice venue similar to what was put in several years ago on the baseball field [is on there]. Our programs having similar facilities is important. As the athletic director, I believe that that is an important next step for Loomis Chaffee athletics."

Head softball coach and science teacher Betsy Conger said, "We've been waiting for these fences for a while and we are so glad they're in. It's made a big difference."

Softball captain Emma Kane '19 added, "I think it's really cool for safety, because [the players] were afraid we would get more concussions, because we've had a lot of concussions on the team [from foul balls]."

# Strength and Conditioning Program at LC

Elizabeth Pecoraro '22 | Contributor

With the Strength and Conditioning program, Loomis Chaffee athletes have increased opportunities for athletic training. The program works with Loomis's athletic teams twice a week to hone their skills and improve their abilities. Each team has a specialized workout program that focuses on developing skills specific to their respective sports.

The official strength and conditioning coach, Nhat Mai has designed and implemented the majority of these workouts. In addition to Coach Mai, intern Kyle Reinstadtler of Springfield College, who is studying applied exercise science with a concentration in sports performance, has also assisted in the leading of this program for part of the school year.

Because Mai and Reinstadtler have formulated and designed this year's workout programs themselves, the athletes receive personalized training and have continuously reaped the benefits.

Sophomore Miriam Bussel-Alonso of the varsity volleyball and varsity softball teams said, "[Strength and Conditioning] is fun. It helps you work out, obviously; it can be really beneficial for going into your sport."

The strength and conditioning program pushes athletes to work hard and challenge themselves, so motivation remains a key

factor in each athlete's performance.

Coach Kyle agreed, saying, "The best way that I've always found to motivate athletes is to teach them why we're doing what we're doing... why they're here in the first place and what they can get out of the experience."

Sadly, Coach Kyle's internship at Loomis ended earlier this May. In the future, he hopes to continue being a strength and conditioning coach, preferably for the high school population.

Loomis's "AP Weights" program is an additional opportunity for strength and conditioning, offered to varsity athletes in their off-seasons. AP Weights is a strength and conditioning class, designed like any other, but attended by the athletes four days a week rather than two.

"[AP Weights] is a great way for athletes to prepare their bodies physically, and prepare them in a very logistical sense for what they experience [during their sports seasons]," Coach Kyle remarked.

One of these extra days of lift is allotted as a movement and conditioning focused day, including sprints.

Sophomore Cooper Raposo of the varsity ski team said, "AP weights is the best opportunity for staying in shape during your off season. It has been really beneficial for me."

“AP weights is the best opportunity for staying in shape during your off season. It has been really beneficial for me.”

# Spring Varsity Athletic Records

## BOYS' TEAMS:

TENNIS: 2 - 12

LACROSSE: 12 - 7

GOLF: 6 - 11 - 1

TRACK: 8 - 0

BASEBALL: 8 - 6 - 1

## GIRLS' TEAMS:

TENNIS: 4 - 6

LACROSSE: 11 - 3

GOLF: 17 - 0

TRACK: 5 - 3

SOFTBALL: 1 - 10

WATER POLO: 7 - 10

Note: Championship competitions are not included in the records above, unless the team came in first place. These are the records as of May 18, 2019.

# Freshmen on Varsity Teams

Mercy Olagunju '22 | Staff Writer



Courtesy of LC Communications

Photo of Davis playing baseball

Being a freshman on a varsity sport is far from easy. Although seniors play a major role in making freshmen feel welcome, being the youngest takes a lot of courage to get to know new teammates and feel a part of the team.

William Cleary '22 played varsity soccer in the fall, varsity basketball in the winter, and is currently playing varsity lacrosse this spring. He has been playing these sports for a couple of years but he was "surprised with [getting on the] lacrosse and basketball [teams] but not as surprised with soccer" as he has played for 10 years.

"I just feel really happy and [I] enjoy playing sports with the Loomis teams," Will said.

Being on three different varsity teams gave him the opportunity to meet some great people on every team.

Will explained that on every team, the seniors helped him feel included. "[They

didn't push me away for being so young," he said. Especially on his soccer team during fall season, it was his first term at school and "it was really nice to have people who were welcoming and open," he shared.

Additionally, Will bonded with his soccer teammates during preseason and they went out for a couple of meals. "They invited me to be part of their family," he explained. "Goodluck to all the seniors and thank you for helping me adjust to Loomis," Will concluded.

When Carys Baker '22 came to Loomis, she had already been playing for about six years. When asked how she feels playing on varsity, she said, "I love the game so much and it's so fun for me."

Carys explains that she found it hard at the beginning of the year because she



Courtesy of LC Communications

Photo of Will playing soccer in the fall



Courtesy of LC Communications

Photo of Carys playing basketball

"didn't know any of the plays and it was so different for [her]."

Nevertheless, she was helped by the seniors on her team to get accustomed to basketball plays and how the team worked.

"They really picked me up and led me to success," she added.

"Shoutout to all the seniors! I wish the best of luck to Grace, Reilly, Kat and Maddie. They're going to do great and I'm going to miss them so much," Carys said as final words to her teammates.

Sophia Testa '22 was primarily interested in ice hockey and certainly more so than volleyball or softball. "When I play ice hockey, I just feel like I'm totally at home and it's where I belong," she explained.

However, when she made the varsity volleyball team, "[she was] surprised because everyone was really good and had been playing for a long time, while [she] had only been playing for a couple of years," she said.

What surprised her the most was how

quickly everyone welcomed her into the team.

"Reilly and Maya were very quick to include me in all the big team conversations and include my opinions," Sophia said. She thought it was "crazy considering that [she] was the only freshman on the team."

Sophia shared that she is sad because she is going to miss all of the seniors on her teams.

"They meant the world to me coming in as a scared freshman, not really knowing if I belonged here or made the right decision but their wisdom, in all aspects of Loomis life, really helped me settle in and become the person that I am," she explained.

Davis Hanson '22 has played baseball for as long as he could remember.

When he got into varsity, he felt like he had "a chip on [his] shoulder. He shared that he "wanted to prove [himself] to everyone else."

When asked about how he felt while playing, he said, "On the baseball field, I forget about all the academics and everything else."

He added that the seniors helped him feel comfortable in the team by "getting [him] involved in drills and practices, and letting [him] know that they were all looking out for [him]."

He spoke about a time when they were in Florida for preseason and he was "nervous and kinda shaky" during their first game but, "they talked to [him] and helped [him] get more comfortable."

Davis gave a shout out to Tylon and Kevin for being there for him.

"Tylon was really good guidance for me and also helped with my swagger on the field," he shared. His 'swagger' was apparently nonexistent during preseason because he was kind of nervous. "It was really really good having Kevin and Tylon there to help me," he emphasized.

# LOGRhythms: Saying Goodbye to LC

Emma Goldfarb '20 & Andrew Park '22 | *Mélange* Editors

Goodnite, Sweetheart, Goodnite.....	The Spaniels
Graduation.....	Vitamin C
See You Again.....	Wiz Khalifa feat. Charlie Puth
We're All In This Together.....	High School Musical Cast
School's Out.....	Alice Cooper
How Far We've Come.....	Matchbox 20
Best Day of My Life.....	American Authors
Forever Young.....	Rod Stewart
We Are the Champions.....	Queen
Congratulations.....	Post Malone
Going Away to College.....	Blink-182
Good Morning.....	Kanye West
The Climb.....	Miley Cyrus
Good Riddance (Time of Our Lives) .....	Green Day

For more playlists, follow us on Spotify by scanning the code to the right:



## Satirical Headlines

Liam Scott '19 | *Editor-in-Chief Emeritus*

### Where are we? A jungle? Is Loomis Chaffee becoming a jungle?

"Whenever I walk into Rockefeller Quad, I feel like I'm in a jungle," began a junior. "It's crazy! The weeds and grass are almost taller than I am. You can barely even tell time with the sundial! And what if I get lost? What if I accidentally wander off the path and walk into the sundial? Maybe the school is trying for a bohemian vibe, but you can't mix bohemian with a sundial. That's aesthetics 101."

### Good week for...

Timeliness, as the ice cream machine that infamously has been broken since the new campus center opened in the fall has been replaced with a new machine. It took only seven (7) months and two (2) pieces in the Log to remedy this mistake. The new ice cream machine work, but time will tell for how long.

### Bad week for...

Juniors whose only friends are seniors.

## Teacher Superlatives

Hazel Le '22 and Mercy Olagunju '22 | *Staff Writers*

Winners were chosen based on a Google survey to which 256 students responded.

### Funniest Jokes

Mr. Elliot Beck



Best Ties/ Bow Ties  
Mr. Jeffrey Scanlon

### Most Cheerful

Ms. Reem Aweida-Parsons

### Best Dressed

Ms. Maribel Blas-Rangel

### Most Loquacious

Mrs. Lilian Castillo de Hutchinson

### Best Hairstyle

Mr. Sebastian Blickman



### Classiest Glasses

Mr. Miles Morgan



### Best singer

Ms. Susan Chrzanowski

### Best Storyteller

Mr. R. Frederick Seebeck

### Most school spirit

Mr. Michael Donegan

Most likely to be mistaken for a student  
Ms. Anne Sher

Most likely to win a rap battle  
Mr. James Sainz



### Cutest Married Couple

Ms. Kate Saxton and Mr. Neil Chaudhary



Graphic by Michelle Park '20

## Spring Horoscopes

John Howley '21 | *Contributor*

### TAURUS

Lounging in the grass, frolicking in the fields, gazing up at the sky, you enjoy bathing in the sunlight of springtime and singing to the chirping birds like a lunatic. But who cares if your neighbor thinks you are crazy for spinning in circles on your lawn?

### VIRGO

While everyone else is relaxing outside and enjoying themselves with springtime activities, you are using this available free time to get as far ahead as you can. First, you need to finish your summer reading books, then prep for your next year's classes, and get started on your independent studies. You have things to do.

### PISCES

So what if it's not technically summer? You're going to the beach! Sure, the water is still cold and you need to wear a light jacket when you sunbathe, but summer is just around the corner and after all—summer is just a mindset.

### CANCER

Artsy notebook in hand and existential crisis in mind, you are using this time to write poetry! Yeah sure, most would see that lake as an exciting pool of water filled fun, but to you it represents the fragility of life and a reflection of humanity.

### GEMINI

Now that you've been accepted into all 18 leadership positions you applied for (except for E-proctor— now you hate the environment), you can now focus on your intimate relationships with your 43 best friends and balance all of your outside plans.

### ARIES

Hiking, running, jumping, you are a creature of the wilderness who likes to explore. So what if there are bears outside? You'll take them down.

### LEO

You are going full on spring! You've tried to talk to animals (it isn't working), started picking (killing) wild flowers, and began drawing bright colors all over your clothes (oof).

### LIBRA

Taking in deep breaths and moving your yoga mat outside, you are now becoming one with nature...even though nature may not want to become one with you.

### SCORPIO

You've started back up your favorite hobby—butterfly catching. It started out as a fun activity, trying to capture as many cute winged creatures as you can, but it's gotten more intense. Now, you have professional equipment and an entire method for tracking the fluttering insects. Soon, you will be king of the butterflies.

### SAGITTARIUS

You spend your springtime days studying the flight patterns of the red sparrow and the growth habits of random weeds, even though no one cares. You're on a pursuit for knowledge but you're definitely overthinking this. It's spring! Just relax...

### CAPRICORN

You've been stressed this year and now it's time for you to finally let loose! You're going to be a little adventurous and go outside barefoot...(thrilling), maybe even go on a spontaneous hike without a jacket! (you're really going wild now.)

### AQUARIUS

You are one with nature, letting your hands flow with the wind, attempting to guide the gentle blow (you can't), and feeling your hands against the bark of a tree (now your hand is all dirty).

## How to Spend Memorial Day

Andrew Park '22 | *Mélange* Editor

### 1. Prepare for the finals and/or the SATs:

Finals are just around the corner, and the June SATs are visible on the horizon! Make sure to prepare for them, because they will come crashing down on you like a pile of bricks. Even if they do, don't worry, we'll hold a memorial service just for you brave students who sacrificed their grades so we all could have just one more day of peace.

### 2. Remember the seniors:

Look around! Something's off...I wonder what it could be...oh, the campus just lost a large percentage of its student population, namely the seniors. I know, it's a desolating experience. We will have a moment of silence for the fallen after this brief speech. I am deeply honored to stand by you, commemorating the sacrifices made by our seniors for this school. I would like to take a moment to acknowledge anyone who has lost a loved one in the line of commencement. While the grief of loss may change, it never leaves us. On every last Monday of May, we remember those who have left the comforts of home to be in this school to study for us and our freedom, but never returned to trade in the title of "senior" for "PG", or "faculty member." Thank you. (\*enthusiastic, but sad clapping ensues\*)

### 3. Enjoy the (false) start of summer:

It's Memorial Day (who knew)! That's the

start of the summer season...is what you think. Sadly, we have the spring finals after this, and the weather doesn't seem to be getting much warmer. So go out, frolic under the sun as you realize it's still not summer and collapse into the pile of tears trying to deny reality.

### 4. Get ready to rise up:

Juniors, it's your time to shine! The seniors have left the stage, and it's your turn to be the lead roles. You must admit, you've all been the supporting characters for way too long. So go out, become the brave seniors you all want to be. The juniors may not yet be ready to rise up, but they will have to. If you can't fit into the past seniors' shoes, just go to the tailor and make them fit you!

### 5. Look back at the year:

Wow. We've come a long way. Do you feel it? The temporal winds ripping your flesh as you recall the first day of fall term. You must think you're so much more mature now, more charismatic, and smarter. Well, guess what? You are. So, go out there, and finish this school year with a blast! (Just don't blast your grades; that would be bad.)

### 6. Avenge the Fallen:

I think this speaks for itself. (go read the Avengers: Endgame movie review by our proud columnist!)

# Hollywood With Halsey: *Avengers: Endgame*

Natalie Halsey '20 | Columnist

I start this review with a disclaimer: I hate spoiler culture. Much of *Avengers: Endgame* and *Avengers: Infinity War's* marketing surrounded spoilers, and to me, spoilers are just spoilers. As such, this review is RIDDLED with spoilers. WARNING: ENDGAME SPOILERS AHEAD.

*Avengers: Endgame* has already broken box office records, and with its total gross of 2.5 billion dollars, is edging closer and closer to beating out 2009's *Avatar* as the top box office gross of all time. The film is a culmination of 11 years of superhero movies, and it really shows. Characters dash in and out, storylines are referenced and tiny Easter eggs litter the film. The visual effects are stunning, the action thrilling, and the emotional beats hit true, for the most part. The actors are all giving their all to their performances, and cinematography is beautifully colorful, unusual for the classically concrete colored films.

*Endgame* is a beautiful film, lovingly shot and composed, and the CGI is as perfect as ever. However, where the visual aspect of the film shines, the plot merely glimmers, as a meritorious attempt at a story.

As *Endgame* takes place five years after the events of *Infinity War*, the characters devise an elaborate "time heist" using Ant-Man's shrinking powers (yes, Paul Rudd's Ant-Man can time travel now) to re-acquire the six Infinity Stones that Thanos, the mad titan who previously killed half the universe's population with the Stones, destroyed after using them. But instead of simply going back to any of the multiple moments in *Infinity War* when the superheroes had Thanos pinned down and holding the Stones, the Avengers decide to take the scenic route and tour the Marvel Cinematic Universe to find the Stones in the far past of 2014 and 2012.

This detour takes up an entire third of the film, and is mostly wish fulfillment for the male Avengers. Thor speaks to his mother on the day of her death in *Thor: The Dark World*; Iron Man speaks with his father of questionable parenting skills; and Captain America catches a glimpse of lost love Peggy Carter. The plot also dives head on into straight fanservice at points, with Ant-Man and Iron Man assessing the appearance of Captain America's butt in his 2012 costume in the final moments of *The Avengers*, and War Machine making fun of Star-Lord's iconic entrance in *Guardians of the Galaxy*. Fan favorite characters, including Loki Laufeyson, villain of *The Avengers*, reappears, and classic shots are also revisited.

However, with so much of the film relying on a plot contrivance to retrace the entire MCU for a final dose of fanservice, an issue comes up: *Endgame* cannot stand by itself. Without prior knowledge of all of the MCU, its plot, characters, and even set pieces make little to no sense. Why does Black Widow have pointe shoes with her in one shot? What the heck does "Budapest" mean to Hawkeye? Why is Tilda Swinton here, and why is she bald? Even casual Marvel fans will not remember every detail of every movie, and this in-depth knowledge of Marvel is what *Endgame* banks on.

Because of *Endgame's* status as the last film featuring the full Avengers team, *End-*

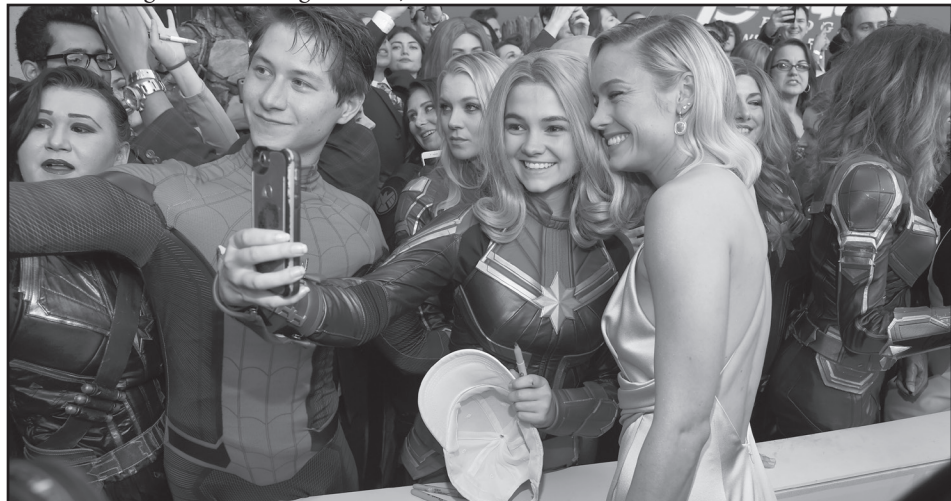
*game* had a lot of character threads to tie up. While some of the finales were pleasant and satisfying, two of the endings were disappointing and downright distasteful. Steve Rogers (Captain America), after learning for three movies straight and even saying out loud in *Endgame* that he needed to accept the present and move on with his life, decided to time travel back to the 1940s and live out his life with Peggy Carter, leaving behind not only his new friend Sam Wilson (previously the Falcon, now Captain America) but also his previously lost best friend from childhood, Bucky Barnes.

Rogers's ending is unsatisfying and almost unnerving, because he decides to abandon the life he has created for himself in the future, but retains his full memories of the future, including the infestation of Nazi organization HYDRA in Carter's organization SHIELD and Barnes's continued existence as brainwashed super assassin for HYDRA. But Rogers cannot root out HYDRA or save Barnes without endangering the future. For a character as dedicated to justice, freedom, and personal growth as Steve Rogers, leaving a future where he is needed for a past where he cannot act and assumedly twiddling his thumbs for seventy years is outlandish and out of character.

The worst writing blunder of *Endgame* is the killing off of Natasha Romanoff, superspy Black Widow. In *Avengers: Age of Ultron*, Romanoff reveals that she believes she is a monster, not because of the people she killed or the spying she did, but because she is infertile. The sexism there, implying that a woman is only valuable if she can have children, is exacerbated in *Endgame*. In the Avengers' search for the Infinity Stones, Romanoff and Hawkeye, who not only has a wife and children but also was shown in *Endgame* mercilessly killing rooms full of gangsters, are sent to the planet Vormir to retrieve the Soul Stone.

Once they arrive, they learn that one of them must die to obtain the Soul Stone. Of course, after much bickering and real fist-cuffs, Romanoff is shown at the bottom of a cliff, blood haloing her face. Both incredibly distasteful and disgusting, the scene also uses the worst and most sexist trope in film: the "fridging," in which a woman dies to help a man grow. Romanoff is killed off to better Hawkeye, and the Avengers, who Romanoff directly states she considers family, mourn her for approximately five minutes, and then she is mentioned once at the end of the film. Hawkeye is also never shown serving penance for his murders, and is shown returning to his previously dusted family.

*Endgame* is a very fun movie. I was laughing out loud in the theater with the characters I loved. I felt for these fantastical superheroes, their timey wimey adventures, and their nonsense plans. I cheered when all the female superheroes teamed up. But leaving the theater, I began to question *Endgame*. All that time nonsense seemed stupid, especially considering genius characters came up with the plans. Those female characters had almost never previously interacted, and might never even speak to each other again. While fun, *Endgame* is an unfortunately thoughtless movie.



Courtesy of Chris Pizzello/Invision/AP  
Brie Larson, who plays Captain Marvel, takes a selfie with fans at the premiere of *Avengers: Endgame*.

# Pelicans' Summer Plans

Lana Sheng '22 | Staff Writer

It's May, with June fast approaching. June means summer! Summer can be a very different time for the school body, as we've found out after surveying some (totally real) LC students about what they're up to this summer.

"I'm just going to, like, tan on Florida beaches, and enjoy the sun! #relaxing" —Summer Lee '21

"You know what, I'll probably hang with my friends, and eat lots of barbecue." —Jane Johnson '22

"One word: Netflix." —H. Bee Oe '20

"I'm looking forward to getting a job at the local café and making some extra change. Also, my cousin won the lottery, so we'll have fun rolling in the dough." —Richie Mann '20

"I want to bust out my rolling pins, roll out some good ol' cookie dough, and bake (and eat) a lot! I'm ready to cook up a storm and maybe burn down my kitchen." —Gordon Baker '21

"I'm only going to a few places this summer. Oh where? I'll be going to Bora Bora for a bit, then we'll stopover in Thailand, visit some family in Germany, say 'hi' to my French friends since I'm nearby, and I'll volunteer in Botswana for a month." —Margo Polo '19

"My desire for the is to take the esteemed courses of Geometry, Español, Français, Chinese, AP Chemistry, Quantum Physics, and history of the English language over the summer, so I can be slightly ahead of my courses for next year. And just for fun, I may study some philosophy, acquire an internship at a Silicon Valley company, and find the cure for cancer! I predict it shall be a productive summer, full of plentiful studious hours!" —Abbie Einstein '20

"I have no plans, my dude, that's my plan." —Mickey Waves '19

# Sophomoric Sophomores To Become Jaded Juniors

Janus Yuen '21 | Staff Writer

As the year winds to a close, rumors are beginning to float among the sophomores. One day, a group of them sat at the edge of the dining hall, joking and eating. But it was to ward off that menacing shadow that loomed overhead.

"Did you hear about it?" one asked.  
"Horrible!" another responded.  
"Fifteen pages," someone whispered.  
They all shuddered at the thought of it all. The papers – the accursed NoodleTools.

Yet that was not all.  
"SATs" one of them uttered, to a set of grimacing faces.

"Reading sixty pages a night!"  
"College counselors."  
Soon, however, smiles broke out in the group. They fantasized about ascending to the ranks of the upperclassmen, and bossing around the freshmen.  
It couldn't be that bad, they thought.

# Things Seniors Wish They Had Done While at LC

Brett Donshik '21 | Staff Writer

**Tried Backcountry and Crew**  
Mark Valadez

**Taken economics instead of math**  
Jocelyn Chen

**Gone to the Benefit Concert**  
Ryan Natcharian

**Taken a more diverse set of classes**  
Becca Mucheru

**Created more chaos**  
Richie Richardson

**Learned how to sing and dance**  
Mark Valadez

**Taken more science classes**  
Micaela Mesite

**Jumped into the river (again)**  
Mark Valadez (Mark would also like everyone to know that he was fully supervised the first time he had to jump into the river when his canoe got stuck.)

**(Lowkey) done AP Weights**  
Liam Scott

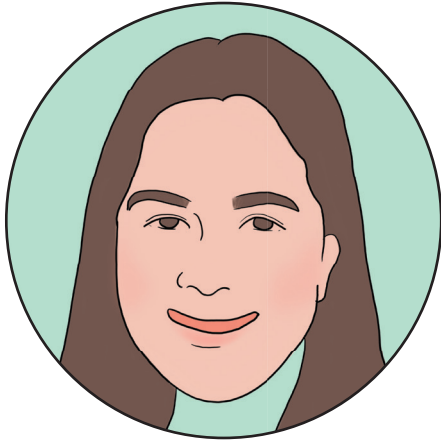
**Joined more clubs**  
Phoebe Plunkett

**Taken more PPRs**  
Carter Hutchinson

**Not stressed so much about school and instead spent more time with friends and tried new sports**  
Maddie Corsetti

**Joined StuCo and more clubs**  
Faith Donegan

# A Log-tastic Goodbye: Editor Superlatives



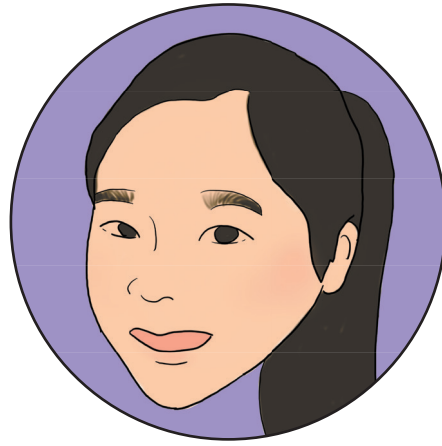
**Beatrice Dang '19**  
*Editor-in-Chief Emerita*

Most likely to be the best dancer the Log staff have ever seen.



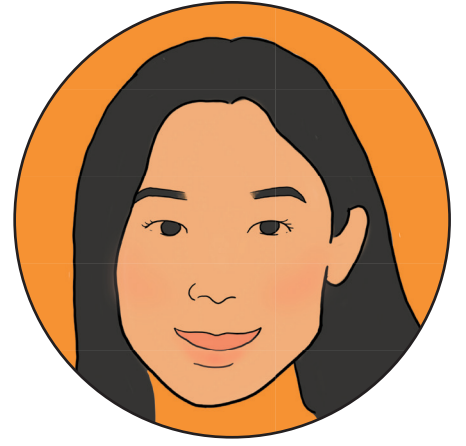
**Liam Scott '19**  
*Editor-in-Chief Emeritus*

Most likely to blast "Look What You Made Me Do."



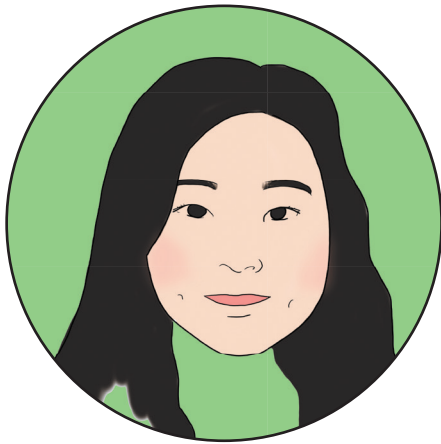
**Stacy Park '19**  
*Managing Editor Emerita*

Most likely to be a karaoke queen.



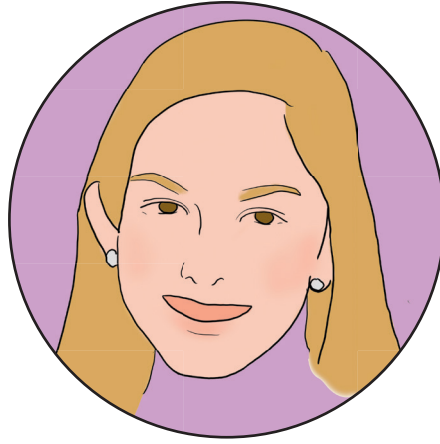
**Minna Gao '19**  
*Managing Editor Emerita*

Most likely to give out free hugs.



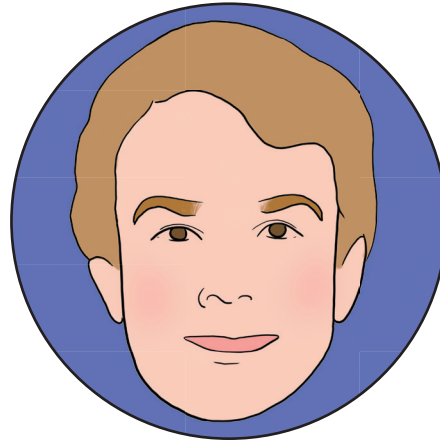
**Ashley Chung '19**  
*Director of Design Emerita*

Most likely to be the next Van Gogh.



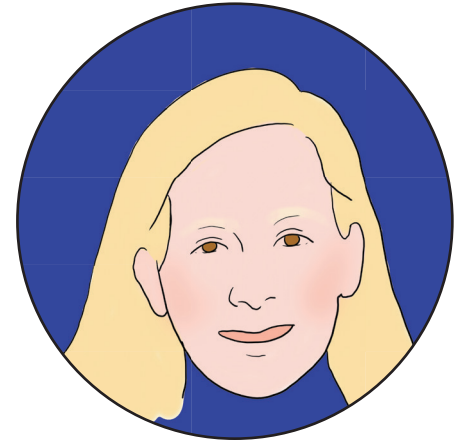
**Maddie Corsetti '19**  
*News Editor Emerita*

Most likely to be a lacrosse star.



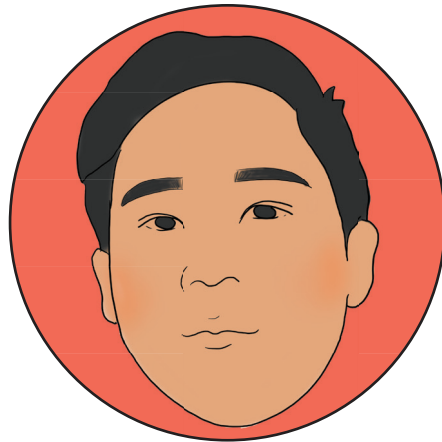
**Jackson Done '19**  
*Opinion Editor Emeritus*

Mostly likely to be the next Martin Scorsese.



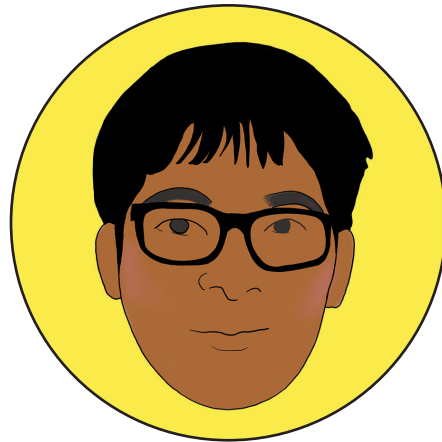
**Elena Anderson '19**  
*Sports Editor Emerita*

Most likely to write a banger of an article.



**David Choung '19**  
*Sports Editor Emeritus*

Most likely to wear a shirt one size too small.



**Shlok Sharma '19**  
*Web Content Editor Emeritus*

Most likely to bring in cookies for the Log staff on layout night.

Graphics courtesy of Michelle Park '20



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