

# Loomis Chaffee Log

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## A Transition into Fall

Editorial

### IS REACH A REACH?

The new electronic leave system has left students and faculty alike confused and slightly upset. Although the implementation of REACH is flawed, we acknowledge the deans' attempt to prioritize student safety and to create a more efficient leave system.

The transition to REACH was hardly perfect in terms of explanations and implementation. The primary issue was the fact that the new system was introduced to students at the start of the school year without previous announcement. Students who have been using the paper leave system were understandably confused about this sudden change.

The impetus to bring REACH to Loomis Chaffee was a mixture of student complaints regarding the old per system, formal requests from Student Council, as well as input from faculty and deans. Still, deans and dorm heads have been working on implementing REACH since early last spring term of last year, but chose not to notify the student body of the change until this fall.

While learning about the change over the summer might not be of immense value, doing so may have resulted in a more fluid transition to the new system. This lack of transparency in conjunction with the absence of any meaningful explanation for the switch has heightened the controversy surrounding REACH.

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### NEW COACH ON THE FIELD: COACH HATHORN SPOTLIGHT

Christina Stone '20 | Sports Editor

Christina: So, how did you find Loomis Chaffee?

Coach Hathorn: My sister-in-law actually went to school here, played on the soccer and basketball team, and then came back and coached. So, I've always known Loomis, the soccer program, and the culture of excellence that comes along with it. When the opportunity came for the summer program, which balanced my love of organizing things, it seemed like a perfect fit for my family at the time.

CS: How has your experience been working with the girls soccer team so far?

CH: It's been really fun. I think dealing with the type of student that wants to come to Loomis, that strives for excellence the way they do, that has the motivation to



Photo courtesy of Liam Scott '19

deal with challenges and find solutions, is really, really fun for me. I get to challenge them in new ways, [and] they're challenging me in some ways. I think a relationship like that fosters the best growth and development atmosphere.

CS: What are your goals for the team this season?

CH: Well, my goals for the team are to keep that mindset of 'I'm better today than I was yesterday, but not as good as I'll be tomorrow' and to continue improving our performances within the game and game-to-game. I'm excited to see what happens!

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### THE MYSTERY OF THE MISSING PUPPIES

Elena Anderson '19

Walking to town, generations of Loomis Chaffee students have been serenaded by the barking canines of the Windsor Animal Shelter, more commonly known as "the dog pound." But last year, demolition began at the site, and suddenly there was no more friendly barking along students' walks to Get Baked. Soon, questions began to trickle through campus. What happened to the puppies?

Unbeknownst to many Loomis students, this little corner, nestled between the railroad tracks and the edge of our campus, embroiled Windsor politics for many years. Finally, after receiving a generous state grant of \$990,000 in 2017, the Windsor Animal Control Center relocated to its new location on Marshall Phelps Rd.

I recently stopped by the new Windsor Animal Shelter and received a tour of the facility and interviewed Brian Davis, the town's Animal Control Officer of 13 years. The new facility touts an office, bathroom, space for smaller animals (once even containing a hamster!), and improved



The Windsor Animal Control Center's new location on Marshall Phelps Road.

Photo courtesy of Elena Anderson '19

sustainability. Before the opening of the new facility, Mr. Davis did much of his work off site, cats had to be constantly relocated, and towels and blankets had to be thrown away after only one use because there were no laundry facilities on site.

Most importantly, the new facility provides better areas for the dogs and for potential adopters to acquaint themselves with the animals. Last year, a local Boy Scout working toward his Eagle Badge gathered his troop to build trails in the forest surrounding the new Animal Shelter so that prospective adopters could get to know the dogs better.

Mr. Davis commented, "I felt like we were rushing them to adopt at the old place because there was only so

much we could do out there in a field on a rainy day with mosquitos. It got a little crazy and a little hectic, but now, it's all about taking our time and doing it right."

"I've always wanted to work with animals, and it's a wonderful job and as much as you deal with animals, 90% of this job is the people," said Mr. Davis.

In dealing both with people and animals, Mr. Davis works incredibly hard to find the correct adoption match and prides himself on the fact that in his 13 years, he's only had six animals come back to the shelter. Most of these cases failed because people's home circumstances changed or because they provided improper information on their applications.

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# Loomis Chaffee Log

## FOUNDED 1915

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*“We will do anything we can to save that dog.”*



## “Puppies”

*continued from the first page*

Similarly, Mr. Davis said, “This job is definitely about networking because there is only one [rescue shelter] in each town. We have a wonderful relationship with many other rescues in the state.”

If other rescue facilities get a tremendous influx of food donations, they often reach out to this network of town Animal Shelters, rescues, and humane societies to share the wealth. The Windsor Animal Shelter also often works alongside Dr. Pennington's Windsor Animal Clinic to help take care of and place cats and will often refer people to the Connecticut Cat Connection, where Loomis Chaffee students often volunteer alongside Ms. Jean Sapula.

The Windsor Animal Shelter finds a lot of its dogs on the side of the road, but also will confiscate abused animals or occasionally accept pet surrenders if they will be easily placed. The Animal Shelter does not have the same flexibility as a rescue or humane society, but only because its main role is to deal with public issues. Examples often include roaming, animal abuse, or complaints of barking dogs and the improper disposal of pet waste.

Although this is a big job, Mr. Davis receives help from volunteer students from Windsor High School every Saturday. He works with three students at a time, who have all been through a four-hour safety orientation.

The students work to maintain the trails, clean the facility, and socialize the animals.

Although the students are under supervision, this experience gives them the opportunity to assume responsibility while learning about the animals. In the end, though, Mr. Davis asserted that they would “do anything [they could] to save that dog.” This work often includes using donations raised by the Pet Food Pantry Charity to treat dogs that they have adopted that need medical attention for conditions ranging from heartworms to amputations.

In his past thirteen years working as the town of Windsor's Animal Control Officer, Mr. Davis estimates that he has placed over 700 animals, and has already placed about 40 since moving to the new location. Although their adoption numbers have been steadily dropping for a long time, this past year saw an increase in adoptions which can largely be attributed to the construction of the new facility.

As Mr. Davis recalls, “It was a rough road to get to where we are, and thank god that the proper people got involved, and we got the grant from the state.”

By investing in the construction of Windsor's new animal shelter, the state of Connecticut has helped to create a thriving center for community outreach. Not only have more displaced animals found homes in the

past year, but the Animal Shelter is quickly becoming an important part of the Windsor community.

As part of this outreach, Windsor Animal Care and Control is hosting a Community Halloween Party on October 27 from 11 a.m. to 2 p.m., inviting locals to come for barbecues, games, trick-or-treating, and a costume contest for kids and pets. As a testament to Windsor's newfound support of and commitment to the Animal Shelter, the judges of the costume competition will be none other than Windsor's mayor, Donald Trinks, and his wife, Barbara Trinks.

Although many Loomis students will surely miss the friendly barking emitted from the dog pound on their walks to town, they can rest assured that the dogs are not missing, but have found a much better temporary home in the new Windsor Animal Shelter. The project has involved many Connecticut residents, from the state legislature and town police department, to local Boy Scout Troop #149, to the committed Animal Control Officer, Mr. Davis, and many others.

The replacement of the shelter has taken nearly fifteen years, many resources, and many hands, but it has transformed from a hotly-debated topic in town politics to what has already been proven as a hugely successful part of our community.

## WHERE DID THE FRESHMEN CLASS GEAR GO?

Liam Scott '19 and Minna Gao '19 | Editor-in-Chief and Managing Editor

*“No need to advertise [who] are freshmen.”*

This year's Opening Dance ended with a literal splash. As the seniors jumped into the pool, the discontinuation of a Loomis Chaffee tradition – the freshmen class T-shirt – though at first met by confusion, seems to have submerged into oblivion. However, considering the controversy that has surrounded the Opening Dance since the past, the Log decided to dig deeper in order to find out the reason for this departure from a long-standing tradition.

Some believed that the lack of a freshman class shirt was a continued effort to move away from the troubled reputation of the dance formerly known as SCAM (Seniors Care About Maturity). In a way, not having a class shirt makes freshmen less noticeably freshmen.

This potential result, however, does indeed seem

inadvertent, as Jake Leyden, the freshman class dean, explained that the change was more about their being “no need to advertise [who] are freshmen,” but that the change does not stem from “anyone[’s] go[ing] after freshmen.”

He continued that “[he] didn't appreciate as a dean having kids rip and tear shirts that the school bought.” Another factor, he said, was that there was actually “an issue with production” of the T-shirts; “they just didn't get here on time.”

So in fact, this year's lack of freshmen T-shirts was the intersection of many factors. Overtly publicizing who are freshmen does seem like an odd tradition, and might attract concern. Making freshmen unidentifiable could lead to a more positive dance culture. Still, more practical matters ultimately caused the absence of the shirts, and not concerns over the current state of dance

culture.

The lack of freshman T-shirts does still serve as an impetus for analyzing the Opening Dance. SCAM officially (or unofficially) was pronounced “dead” by Michael Carter '15 in his 2014 Log article “SCAM IS DEAD,” yet students still refer to the Opening Dance as SCAM.

Even more interesting is that SCAM technically died before this year's seniors were even freshmen. This begs the question: has SCAM (at least the name) become an institutionalized part of Loomis culture? And how does one truly kill an institutionalized part of our culture? If the school wishes for the term “SCAM” to eventually die out, this year's elimination of freshman T-shirts may speed up the process.

# TRAVIS ROY CONVOCATION

Ethan Levinbook '20 | *Features Editor*



Travis Roy talks with members of the boys varsity hockey team.



Graphics Courtesy of LC Communications / Jessica Hutchinson

On October 20, 1995, Travis Roy's life changed forever. Having achieved his lifelong dream of playing Division I hockey at Boston University, Roy spent a total of eleven seconds on the ice before he slammed into the boards, fracturing his fourth vertebra which paralyzed him from the neck down.

Despite this catastrophic accident that cut short his promising hockey career, Roy summoned the mental fortitude and grit to reclaim his life and move forward. On September 18, 2018, twenty-three years since his life-altering accident, Roy visited the Island as the first Hubbard Speaker for this year's all-school theme of mental well-being.

Roy developed a love for hockey at a young age. "My dad managed a local ice arena, my mother was a teacher," Roy explained. "When your dad manages a local ice arena, you tend to have to spend a lot of time there. Fortunately for me, I loved every minute of it."

Roy's first skating experience took place at a very young age, promising his eventual prowess: "At around 21 months old, my dad... brought me out on the ice. He said that I skated away, that I took to it naturally."

Having spent a considerable amount of time playing hockey during his childhood, Roy began to develop a true passion for the sport. "Hockey was my thing from a very early age," he commented. "I loved it, I enjoyed it. When I became older it wasn't long before it became my passion."

During his talk, Roy stressed the importance of setting goals. He recalled a time when he, an ambitious high school athlete like so many Loomis students, first composed a list of goals for himself. "In my freshman year in high school, I sat down at my desk...[and] I started to write up my goals. I thought about what I wanted to do and where I wanted to go and how I wanted to get there... And I finished with my dream goals...to play Division I college hockey...[to] play professionally in the NHL... [and] to play for the U.S. Olympic hockey team."

Roy urged all students to consider their goals--whether short-term, academic, athletic, or professional--and to "find something [they] are passionate about." He then posed a question: "How good can you be?"

Roy reflected on his accident and his disability as a challenge that he could overcome. "I believe in life,

there are times when we choose our challenges ... and other times when challenges simply choose us," he said. "It's what we do in the face of those challenges that defines us. Most importantly, who we can and will become."

Just ten months after the life-changing accident, Roy re-enrolled in Boston University and graduated four years later with a Communications degree. He authored the book, *Eleven Seconds: A Story of Tragedy, Courage, and Triumph*, traveled across the nation to share his story, and, in 1997, founded the Travis Roy Foundation which assists spinal cord injury survivors and funds research for a cure.

Travis Roy, whose story he hopes will "be a lesson for [Loomis students]," is a remarkable individual who defied the odds and reclaimed his life after great tragedy. In the spirit of our school's theme of Mental Well-Being, we must learn from his experiences and heed his lessons: to persevere through hardship, and, as so aptly captured in our school's motto, *Ne Cede Malis*: yield not to adversity.

## PROFESSIONAL AND AMATEUR ART AND WRITING AT THE MERCY GALLERY

Kelly Xue '21 | *Staff Writer*

On Tuesday, September 18, students and faculty gathered in the halls of the Richmond Arts Center to celebrate the Seventh CT Printmakers Invitational Exhibition and to appreciate the different media of art that were created by members of both the Loomis Chaffee community and the greater Connecticut community.

The exhibit in the Sue and Eugene Mercy Jr. Gallery featured the work of artists John Willis, Josef and Anni Albers, Lori Warner, Martha Galuszka, Nancy Friese, Richard C. Harden, Richard Ziemann, Sol LeWitt, and Loomis teachers Chet Kempczynski and Anna Held Audette.

Additionally, an collection of contributed work from the Loomis community was displayed in the Barnes and Wilde Galleries alongside the Emerging Writers exhibition which showcased a variety of works by Loomis students, including poetry, short stories, and more.

Several students reflected on their viewing experience and commented on the exhibition:

"Visual arts in general at Loomis differ from the other arts because I find that they are less frequently appreciated by the community. While the performing arts have showcases such as the play, dance shows or music concerts, [visual] arts are [not] as often talked about. I think that the Mercy gallery and student exhibits are important to allow visual arts students to have a platform that the community can see, even while just walking by the RAC." -Mary Roriston '21 (Emerging Artist)

"I think it was very interesting to see the different mediums of the artwork, including literary artwork, and

also how each piece is about something different. It really shows how each creator has a different perspective and represents diversity in thought and in character at our school. It was great to see the talents of my peers being shown at the event." —Daniella Kapur '22

"I wrote for emerging writers to challenge and learn more about myself. I had so much freedom and my imagination just started to take over. Writing is important to showcased like art because words are how humans communicate, and by reading other people's work, you can see others' perspectives just like you would in a photo or a drawing." -Andy Cao '21 (Emerging Writer)



Graphics Courtesy of LC Communications / Christine Coyle

# SUMMER READING FREEDOM AT THE EXPENSE OF A CHALLENGE

Liam Scott '19 | Editor-in-Chief

As a school enthusiast, I love summer reading. I love having a job to do, knowing that I am working towards something, and feeling like I am doing something explicitly intellectual.

However, as one who enjoys independence and solitary exploration uninhibited by requirement, I find myself at odds with having to read a specific book. I do not have statistics, but I can guarantee that the majority of Loomis Chaffee students dislike summer reading, and some even push it off to the night before their tests.

Still, I cannot help but feel like the standards for summer reading are not particularly high, and with the option of watching the all-school read this year (*Life of Pi*), I began to wonder whether standards for Loomis students were getting lowered. Although the amount of summer reading has remained relatively constant, the increased flexibility of summer reading has resulted in a more lax, less challenging form of summer reading, and veers away an opportunity for a more productive school year.

The history of Loomis summer reading is a very interesting one. According to Mrs. Knight, summer reading has changed “dramatically” since she began working here in the 1980s. In short, there used to be three required books per grade level, plus two choice books.

New students (such as new sophomores) would also have to catch up on essential readings from the year before. For example, a new sophomore would have to read *The Odyssey* and *Romeo and Juliet* over the summer. Mrs. Knight continued that in the early 2000s “the all school read and history reading were added to summer reading, so at that point the English department backed down” to the now average three books per summer.

The quantity of summer reading has not drastically changed (perhaps by one book); rather, it has been spread out

among departments.

While the amount of work has not been reduced drastically, I still am curious as to whether or not the standards are lower for summer reading. I agree with Ms. Popadin that not having robust summer reading expectations “reduces stress levels coming into a new year” because you “aren’t held accountable” for much.

Nevertheless, I feel that our current summer work does not adequately prepare us for the intensity of a year at Loomis. I do not mean to say that our summers should be like a year at Loomis but at home; instead, I mean that increasing the workload over the summer (even slightly) could better prepare students for the school year.

Being held accountable for summer reading once students return to the Island has changed as well, in a less demanding way for students. Mrs. Knight said, “since before I arrived, the summer reading test has been a weighty component of the fall term grade.”

With the newer system, Mrs. Knight added that “there is no way [teachers] could grade” exams for perhaps “sixty different books.” Summer reading testing has therefore become much less intense; consequently, students might put less effort into their reading over the summer.

This past year alone, one requirement was for students to pick a starred book from the entire brochure. While the concept is lovely - students will be more excited to read if the book they choose fits with their interests - a senior could easily pick a starred book from the freshman list, which would be far from a challenge.

Before the choice-system was introduced, students were given a list of assigned books that were carefully chosen based on level. Students would be appropriately challenged, but that challenge is now at risk.

In comparison to the majority of schools in America—that is, public schools—we are not actually in school very much. This year, we have classes

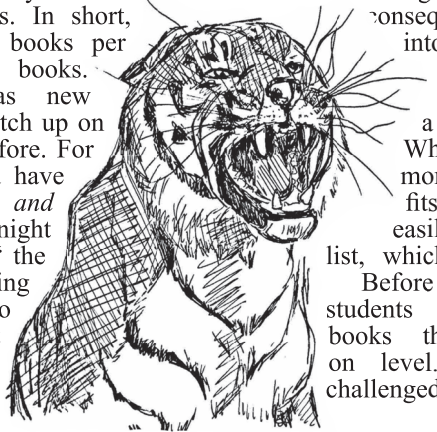
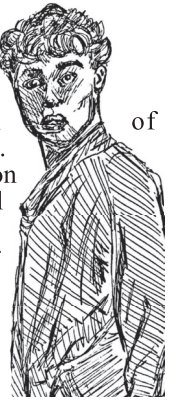
for around 159 days, with about a fifth of those days being half-day Wednesdays.

According to the Education Commission of the States, the national public school average is around 180 days for one school year. The average number of hours per day of Loomis Chaffee and of public schools is quite similar—about seven to eight hours (National Center for Education Statistics). We clearly are in school less than our public school counterparts, and while that is not necessarily a bad thing, that could explain why the school year feels so particularly intense.

Would the school year become more manageable if we had more school work over the summer to prepare us? What if we were assigned the first chapter in a math class, or one more English book, or even French grammar rules? This might be a reductive approach, but I believe that slightly more work over the summer would borrow some from the school year.

Through a different lens, maybe having an intense school year is a priority, and less summer reading and the option to watch a movie provides students with a well-deserved break. In that case, I still think that more student work over the summer would allow for classes to dive deeper into material or even cover material that they would have otherwise been able to study.

I recognize that this opinion is probably an unpopular one among students, as our summers are often busy. However, our school year is even busier, and I think that increasing the summer reading a bit would overall improve the school year by allowing students to come in better prepared for the work to come and by properly challenging them during the nearly three-month respite.



Graphic courtesy of Mary Roriston '21

## CL CURRICULUM EFFECTIVELY ALLOWS FOR INTELLECTUAL EXPLORATION

Sharon Zhou '19 | Staff Writer

*“Asian America is hardly ever tested on the AP Exam, but it’s an important topic to consider, so now I have the freedom to do so with my class,” said Mr. LaForest.*

In the 2017-18 school year, Loomis Chaffee replaced its AP curriculum with the new “College Level” system. Combining the former AP and post-AP courses under the new “College Level” label, the CL curriculum has led to many changes across campus, ranging from level of effort required for the course to what “college level” standard really means.

One of the primary concerns about AP that inspired this change was the confusion regarding LC’s highest-level courses. As noted by Mr. Webb Trenchard, the assistant head of school, “some of our most exceptional and unique offerings were not linked to the AP curriculum [before the change took place], such as Microbiology, Molecular Biology, Multivariable Calculus, Satire, Spanish V Literature Advanced, English III Advanced Seminar, and Linear Algebra.”

Without an AP label, these rigorous courses, which used collegiate textbooks and held their student to an academic standard similar to that in undergraduate schools, could be misinterpreted as less challenging than they truly were. “By designating all of our highest-end courses as CL, we allowed faculty to design courses that they deem most appropriate for our students,” said Mr. Trenchard.

The specific impact of this change varies across different departments. In the Mathematics department, the switch from AP to CL curriculum didn’t alter much about the course offerings.

Mr. Curt Robison, a math teacher who teaches courses including CL Calculus BC and Accelerated CL Statistics, remarked that he, along with many of his colleagues in the department, appreciates the content covered by the AP curriculum. “I don’t find [the AP standard] a burden on my teaching,” said Mr. Robison. “Calculus and statistics

are fairly sequential disciplines, which make them align well with the structure of the AP curriculum.”

Although some might be concerned about whether moving away from the AP curriculum will negatively impact the students’ scores on the AP Exams, Mr. Robison noted that his students have maintained their performance from the previous years. Victoria Che ’21, who is currently enrolled in CL Calculus BC, said that her calculus class makes references to questions tested on the AP Exam. She found those references very helpful in helping her determine what she is expected to know. Victoria, who is also taking CL Chemistry II, observed that her chemistry class has also been following the guidelines set by the College Board, which assisted her and her classmates’ preparation for the AP Exam.

In the history department, the switch from AP to CL curriculum gave rise to the CL US History course. Mr. LaForest, one of this course’s teachers, gladly embraced the autonomy brought by this change. “Previously, I had to spend much time coaching students to write in class essays, but that’s not how historians actually work—they don’t write with a clock ticking,” said Mr. LaForest. By putting a greater emphasis on writing technique rather than the mechanics and timeliness of the essay, Mr. LaForest hopes that his students can go to college with a better sense of how historians think and write.

Last year, Mr. LaForest incorporated some thematic work on Asian Americans by having his class read *The Making of Asian America* by Erika Lee. “Asian America is hardly ever tested on the AP Exam, but it’s an important topic to consider, so now I have the freedom to do so with my class,” said Mr. LaForest.

Encouraging students to pursue their genuine academic passion rather than causing them to feel pressured to take the AP test, the transition from traditional



Graphic Courtesy of Ashley Chung '19

AP curriculum to the school’s uniquely designed module has influence beyond the LC campus. In the year after LC made this change, as observed by Mr. Trenchard, several other private boarding schools, including Choate Rosemary Hall, made similar departures from AP courses.

Moving into the CL curriculum has been a successful effort in enabling the faculty and students to explore diverse topics across disciplines with enhanced academic rigor.

# MAC MILLER'S DEATH OPENS EYES

Grace Lawrence '19 | Staff Writer



Graphic Courtesy of Mary Roriston '21

Since the recent premature death of singer-songwriter Mac Miller, the conversation around mental health has reached an unprecedented high. On September 7, 2018, Mac Miller was confirmed dead in his house in Los Angeles, California due to an accidental drug overdose; many are debating if the overdose was suicide.

Mac Miller's abuse of drugs became known when he broke his sobriety in 2015 by using drugs as a coping mechanism for depression and anxiety. Many interpreted his drug use as a response to his strong feelings of loneliness. Soon after 2015, Mac Miller's poor mental state and suicidal thoughts became known to society. As popular rap songs tend to glorify drugs, many also believed that his career had a direct impact on his lifestyle and mental state.

Miller died at the age of 26. He was a young man with a promising future who lost his life too soon; tragedies like this bring communities together, open our eyes to the dangers of drugs, and shine a light on the hot topic of mental health. How does this realization affect Loomis Chaffee students?

While the pressures Mac Miller was undergoing differs from the stress of high school students, now is the time to change our view on mental well-being as a community. Loomis Chaffee students are hard-working individuals, but diligence comes at a cost: we go to class, stay up late completing homework, and go to after school activities while running on little sleep due to our copious amount of

work and stress.

From September to June, our student body has limited free time because we are constantly trying to become "our best selves." While we do have a great counseling staff to help students with their mental health, most students lack the time to utilize this facility. We are constantly in the pressure cooker of academics, sports, music, theatre, community service, and clubs. While balancing school work, sports, and extracurricular activities, many students cannot find time to consult with a professional about their mental states.

So, how can Loomis Chaffee promote mental well-being while continuing to challenge its students? One already-completed step to success is our selection of this year's school theme: mental well-being.

In reality, everyone struggles with mental health either on a small or large scale; if you are struggling and are in need of help, remember there is someone in the student body of seven hundred willing to listen and to help you through your rough time. Internalizing mental crises and pushing back feelings of self-doubt or stress are very easy. Know that there is a counseling department, nursing staff, advisors, teachers, and coaches to help you. Despite being a high school student challenged by schoolwork, sports, extracurriculars, through the use of Loomis' resources, you do not have to fight this fight alone.

**"While balancing school work, sports, and extracurricular activities, many students cannot find time to consult with a professional about their mental states."**

## U.S. OPEN WOMEN'S FINAL CONTROVERSY

Anya Sastry '21 | Staff Writer

**"This match mirrors the double standards that exist in the workplace, in sports, and in many other communities."**

"I don't cheat to win. I'd rather lose," Serena Williams confronted Carlos Ramos, the umpire of the U.S. Open Women's Finals, who had moments ago accused her of cheating. This final is definitely one to remember, as it quickly escalated into chaos after the umpire abused his power and took away the chance of a gratifying victory for both players.

The match started out well, with both Williams and Osaka playing adamantly, the former attempting to win her twenty-fourth Grand Slam and the latter attempting to beat her idol. After Williams' coach, Patrick Mouratoglou, made very subtle hand gestures, unlikely to have been seen by Williams, Ramos issued a code violation to Williams for cheating.

The fiasco didn't stop there; at 3-2 in the second set, Williams received another code violation for smashing her racquet. After calling Ramos "a thief," Ramos gave a game to Osaka because of Williams' "verbal abuse," making the score 5-3. Ramos was punishing Williams not because it was his job as the umpire, but rather because his ego could not handle a woman standing up for herself.

"Serena was treated unfairly," Calabria DeFazio '20 stated. "She should not have been treated so harshly when men have done far worse and received nothing." This notion of double standards came into full force during the match, with many arguing that Williams was

treated differently because of her gender.

Ramos not only treated Williams unfairly, but also marred Osaka's first Grand Slam win with his pettiness and inflated ego. During the trophy ceremony, the spectators began to boo at Osaka, who, after having remained calm the entire match, pulled her visor down over her face and burst into tears.

Hannah Adler '21, who was present at the match, remarked that the "booing Osaka at the end of match was completely uncalled for." She added that Osaka "went through the match with nothing but sportsmanlike conduct and tried her best to stay out of the conflict with the umpire."

This match mirrors the double standards that exist in the workplace, in sports, and in many other communities. Hannah mentioned that she does not think we have double standards here at Loomis. Referring to the LC tennis program, she said she "think[s] it's awesome that the male and female teams lift together and get the same amount of time with the weights trainer."

Similarly, Calabria commented that "Loomis does a good job of allowing women to express themselves and grow as leaders." Even though Loomis may not have double standards, we are a tiny island in a big sea. If the U.S. Open Women's Final was at all a reminder, our country has a long way to go to achieve true gender



Photo courtesy of AP Images

equality.

## REACH (continued from the front page)

We as the editorial board of the Log believe that the administration's major goal in implementing REACH is to enhance the safety of the student body. Through REACH, faculty can easily locate students at all times and be better equipped to deal with emergencies such as fires and lockdowns. However, the deans have left us to speculate about the purpose behind REACH; we believe we speak on behalf of the student body when we ask for more transparency in the future.

From a technological point of view, REACH has been less than impressive. The app and the website often glitch. This problem ultimately could cause confusion and miscommunication between students and faculty.

Additionally, REACH makes going off-campus a greater hassle for boarders; while the boarding students still need dean or faculty approval, they now also need parental permission to go off campus. In short, REACH adds a layer for parents. Consequently, boarders need to plan well in advance if they wish to leave campus. The stricter requirements pose an even bigger inconvenience for international students, whose parents might live in a different time zone and are unable to be reached on short notice.

Despite all of these downsides of REACH, the editorial board agrees that REACH is ultimately a good change. First, REACH is much more convenient for faculty and the deans. In the past, deans would have to visit dorms to confirm if everyone was checked-in, but now the deans can easily check online. Also, for the

environmentalists out there—REACH saves paper!

Most importantly, REACH undoubtedly improves the safety of LC students, specifically day students. In the past, the school would be unaware if a day student was on campus outside of class hours. If there were an emergency, faculty would have trouble determining the location and safety of the day students.

Hypothetically, REACH should keep day students safer, though many day students have rejected the new system. While day students are consciously disregarding the rules, the lack of pressure from the deans makes us wonder whether keeping track of day students is being taken seriously.

Although REACH is not perfect, its long-term merits outweigh the clumsy implementation. The editorial board hopes to see REACH have a successful future.

# SUMMER OFF THE ISLAND

Victoria Che '21 | Contributor

Over the summer, groups of students and faculty members went on school trips across the world. Through helping in the post-hurricane rebuild project in Puerto Rico, learning about the war and genocide in Vietnam and Cambodia, respectively, and appreciating the artistic environment of Spain, students and faculty members truly explored last year's school theme: "globalization."

Led by Mr. Fred Seebeck and Ms. Elizabeth Bucceri, a group of thirteen students traveled to Puerto Rico where Hurricane Maria had caused widespread destruction a year ago. "We hooked up with a local organization whose goal was to eradicate poverty in Puerto Rico," explained Mr. Seebeck.

The group had two main jobs during the seven days that they were there: rebuilding schools and making a natural hurricane barrier. Mr. Seebeck recalled that "...about 200 schools were closed due to an expected population boom that never happened."

Loomis students helped to repaint and sand down buildings that would later be used for after-school activities. Sharon Zhou '19 thought that the schools looked better afterward and urged that "we should not be skeptical about impacts, because we can really make a difference if we're willing to try."

The group also helped plant mangrove trees in order to make a natural hurricane buffer in Cataño. Although previously informed about the country and its conditions, Mr. Seebeck was still astonished by the

severity of their poverty, commenting that "it was much worse than anticipated." Returning to Loomis, Mr. Seebeck brings back two messages: more people need to go help Puerto Rico and to spread awareness about the destruction there.

While some students were doing community service in Puerto Rico, another group of students headed to Vietnam and Cambodia with Mr. Harrison Shure and Log advisor Ms. Jessica Hsieh '08. The two-week trip included visits to Saigon, the Mekong Delta, Phnom Penh and Siem Reap.

In Saigon, the group visited Cù Chi tunnels, the location of the guerilla fights during the Vietnam War. They also visited Tuol Sleng Genocide Museum in Phnom Penh, which was a torture prison during the genocide.

Grace Wolf '20 recalled that it was shocking to see that seeing blood stains on the floor that remained from the torture within the horrific S21 prison was very shocking.

During the trip, the students interviewed many people, including the family of Kim Phuc, a the girl shown fleeing from napalm in the Pulitzer Prize-winning photograph taken during the Vietnam War in 1972, as well as Vietnamese Loomis alumni Dat Nguyen '09, Ivy Nguyen '18, and Bea Tran '18.

Log Editor-in-Chief Liam Scott '19 expressed his astonishment at the forgiveness shown towards the

U.S.; he commented that "[he] thought [many Vietnamese] would be mad at the U.S. for the war and other issues, but they weren't; instead they showed immense forgiveness." Throughout the trip, he was intrigued by how a culture can both retain traditional values and incorporate completely new elements. Motivated by this trip, Liam is doing an independent study on the relationship between genocide and media with Mr. Shure this year.

The third group of LC students, passionate about arts and language, went to Spain with Ms. Susan Chrzanowski and Ms. Lillian Corman. Ms. Corman shared that the group went to many small towns so that the students could directly interact with the local people and share their common passion for arts and language.

The group attended dancing and cooking classes, as well as a ham tasting activity. "A lot of ham was consumed," Ms. Corman said. Ms. Corman was quite surprised by how much northwestern Spain was influenced by the Scottish culture. "You can even hear bagpipe playing in the streets!" expressed Ms. Corman.

Clara Chen '21 shared that the group spent an entire day with Paco Diez, a renowned instrument collector. He presented his collection to the group and led a vocal session.

"Even by living a very simple life, someone can still find success," Clara reflected. "A lot of the people we met have dedicated their lives to doing one thing they are passionate about. They are extremely proficient at what they do and have found success even if they don't live the most extravagant life."



Graphic courtesy of Ariel Kayton '19

"We hooked up with a local organization whose goal was to eradicate poverty in Puerto Rico," explained Mr. Seebeck.

## NEW FACULTY SPOTLIGHT: MR. MILES MORGAN

Beatrice Dang '19 | Editor-in-Chief



Graphic Courtesy of Matthew Mowbray

### Where were you before you came to Loomis?

Last year, I was the Annenberg Fellow at Eton College in Windsor (the English one), where I taught English and Drama. I also served as an American presence at the school, so I helped with U.S. University applications and lectured occasionally about the (well, my) modern American experience.

### Why did you decide to come to Loomis?

I'm really interested in the farm-to-table movement and arts philanthropy, but my year at Eton reminded me how much I love teaching. I had a job in NYC lined up outside of education, but I couldn't pass up the opportunity to teach in an environment like Loomis's.

### What classes do you teach?

I teach freshmen and sophomore English, both of which offer a different thrill. We teach freshmen how to read critically and sophomores how to write effectively, so between the two I'm exposed to my favourite aspects of teaching literature.

### What do you like best about Loomis?

The community lives to support each other, so I never want for answers or assistance. I don't know if I could survive in the Connecticut wilds without the near constant hum of encouragement.

### What's your favorite dining hall food?

Anything involving fruit or salad. I'm not particularly healthy; I just never have to wait in line for fruit or salad.

## PANCAKE SOCIETY

Nina Gildor '19 | Staff Writer

Who doesn't love fresh fluffy pancakes covered with sticky maple syrup for breakfast? Who doesn't love a common room filled with the smell of melting butter and chocolate? Who doesn't love sitting down for a great meal with great friends? No one! And luckily, one club at Loomis can satisfy all these cravings.

Welcome to the Pancake Society, which celebrates one of the most beloved breakfast foods: pancakes. Every Thursday morning, all the club members meet in in the Batchelder common room to connect with their peers by engaging in intellectual discussions, listening to music, and eating some delicious pancakes. New and returning students alike recognize the excellent standards of the Society's pancakes. Lily Taylor French '19 and Quincy Williams '19 commented about the "unbelievable fluffiness and thickness" of the pancakes, the especially tasty syrup, and the "organized and strategic fast distribution."

This year marks the Society's second year of providing free, delicious pancakes to the Loomis community. The founders, Gunnar Simons and Ryan Durkin, Class of 2018, created the club with the dream of inspiring the future pelicans to always pursue their dreams and to never stop eating pancakes.

After a rigorous selection process with interviews and pancake-cooking challenges, the three current presidents and chefs of the Society – seniors Avery Caulfield, Owen Adlerstein, and Adam Guillemette – were selected to carry on the club's legacy. These three presidents work hard to preserve the amazing atmosphere that the Pancake Society has inspired. As Avery articulated, the Society's mission is to provide every Loomis pelican with "some free pancakes and a free good time." The presidents have worked hard to include as many students as possible; the Society would not be the success it is today without all the amazing and loyal members who make waking up on Thursday mornings worth it!

The Pancake Society gathers not only on Thursday mornings, but also at school events and activities. The Society makes an effort to support and appreciate other great clubs on campus. For example, they often cater at events organized by the Film Society in hopes of motivating students to come watch some



Avery Caulfield '19, one of the new presidents of the Pancake Society, ponders the future of pancakes everywhere.

Graphic Courtesy of Margarita Demkina '20

awesome films while enjoying some good pancakes.

The Pancake Society has created a unique community where students have a safe space to not only express themselves but also revel in the deliciousness of pancakes. So please, come by the Batchelder common room next Thursday to eat some free pancakes, hang out with friends, and welcome one of the best experiences Loomis has to offer!

*“I’m looking forward to getting some fun victories at home, to seeing a white-out game, and to a lot of Loomis traditions.”*

**Coach Hathorn Spotlight**  
continued from the front page



Graphic Courtesy of Christina Stone '19

**CS:** What is your past experience with soccer? Where have you coached and played before?

**CH:** I played division one soccer in college, then I played semi-pro soccer because the professional league folded. In 2003, before I played with my national team in the World Cup, which is Canada, I got injured

right before going to the Olympics.

This led me on the path to coaching. That incident really started me on my ‘teaching somebody else my position’ passion. Once I graduated college, I got a job at the Division One school, Northern Arizona University, where I was mentored under an incredibly passionate coach.

From there, I was brought onto the Canadian Women’s National Team to be the video analyst for the senior women’s team. This opportunity turned into another opportunity that allowed me to coach youth national teams.

I did that for about eight years, while I was still coaching college soccer and being an assistant at various division one and division two programs across the country from as far west as Arizona to as far east as UMaine, my alma mater.

Eventually, I stepped away from coaching the national teams because I was the head coach for college soccer. After I became pregnant with my daughter, I stepped away from college coaching. Travel demands and the fact that my husband is also a head soccer coach just meant we knew what we wanted in terms of family and work life balance.

However, I did coach club soccer for a while, and spent two or three years with FSA when the opportunity here at Loomis opened up. My husband and I decided, “It’s the right fit, let’s go for it.”

**CS:** What was your experience like playing for a national team?

**CH:** It was so challenging and educational at the

same time. It was tough, you know, from being a starter all the time to having a very specific role on the team. In hindsight, it’s probably the most valuable experience I could’ve ever had. I just kinda cherished every moment of it.

I was very lucky to be in a college situation where my coach and teammates really supported my opportunity to play for the national team. So in the playing environment, it was absolutely amazing.

In the coaching environment, which was challenging, the amount of learning that you have to do when you’re in that high pressure, high performance environment was and still remains extraordinary. To be able to learn from great coaches, both as a player and as a coach, is something I’m incredibly thankful for.

**CS:** Lastly, what are you most looking forward to this year at Loomis Chaffee?

**CH:** Oh my gosh! I mean, that’s a loaded question. To be honest, this is maybe very silly, but I’m really looking forward to seeing the Island flood. I’m really looking forward to seeing that.

And you know, getting to know the core of the Island and really getting to experience what that’s like. Also, I’m looking forward to getting some fun victories at home, to seeing a white-out game, and to a lot of Loomis traditions.

I’ve only been here for a short period of time – mostly during the summer – so I’m excited to see how the student body really develops and grows and how my family grows with them.

**FOOTBALL TEAM ANALYSIS**

**Matthew Weng '20 | Staff Writer**

During the past decade, Loomis Chaffee has boasted several dominant sports teams, such as the defending New England champions, the boys varsity soccer team, and the two-time defending New England champions, the girls varsity soccer team.

In comparison, the Loomis Chaffee football team has enjoyed less success. Although some believe that the football program has not been able to achieve a winning record despite receiving more resources than other teams and an unfair advantage by having an earlier preseason, the accusation that football receives biased treatment is not true.

Director of Athletics Sue Cabot said, “At Loomis, we do not have any teams that are given preferential treatment. I am surprised that this is a perception for football.”

“Preseason football practices are determined by looking at their opening game date and working backwards. This year the football team arrived to campus a few days earlier than the other teams. Football plays games once a week and opened four to five days earlier than other varsity teams.

“I think we should be pleased with the time we have to prepare for the start of the fall season and most of our teams have similar transition based on the demands

of their sport to the days working up to opening day.”

In addition, some extra efforts are deserved for various reasons.

First, the unique nature of the sport requires much more attention than others. As Elliott Dial, history teacher and head coach of the varsity football team, stated, “Not many sports require 22 people to know how to do 22 different things. Soccer requires only 11 people. More serious football programs would even have 33 different roles as they separate the facet of special teams from regular offense and defense.”

As Mr. Dial implies, football is an extremely intricate sport. Team members need to acquire a diverse set of skills. There are many formations and many specific plays in all three facets of the game. All those factors contribute to football’s complexity, requiring a longer preseason and more practice to build a lineup. In addition, the need for more players also increases the need for more post-graduates and recruited players.

Ms. Cabot noted, “The nature of the sport has requirements that support additional time to prepare. There are complexities to the sport from learning plays and working together, acclimatization with equipment and weather, proper technique and form tackling and more that requires scheduled preparation.”

The team has also had a losing record in recent years. Varsity hockey player Kennedy O’Connor ’20 said, “The football program has not performed to a championship level that Loomis is capable of. I believe the extra attention paid to football could be rather helpful in assisting the team to finally make a championship run.” Maybe paying extra attention to football would be able to push it to the top of the competition.

All these reasons convey the need for extra attention and the possibility for more funding. The special nature of the sport, as well as the need for support, are motivators that can help push the team to greatness.

However, the team’s might not be performing as mediocre as students think. Just last year, our football team defeated the highly ranked Trinity Pawling team. The losing record might be deceiving, but many of the losses were results of extremely close games.

This season might be the season we have been looking for. As Coach Dial said, “We have a great team this year with good talents. This team could do something special.”

In past years, the National Football League has seen many amazing, unexpected contenders. Maybe the LC football team could be just that this season.

**CHECK OUT THE LOG WEB PAGE!**

Take a photo of this QR Code with Snapchat.



# CRAZY GLITZ AND CRAZY GOOD? A REVIEW OF CRAZY RICH ASIANS

Natalie Halsey '20 | Staff Writer

CAUTION: SPOILERS AHEAD

This year's summer romance came in the form of *Crazy Rich Asians*, a romantic comedy about an economics professor who learns, upon visiting her boyfriend's hometown for a spring break wedding, that he and his family are the richest people in Singapore. Furthermore, *Crazy Rich Asians* is the first Hollywood film with an all-Asian cast since 1993's *Joy Luck Club*.

Starring Constance Wu, Henry Golding, Michelle Yeoh, and an all-star supporting cast, *Crazy Rich Asians* is a refreshing repackaging of the romantic comedy; although many of the story elements (the rejection, the murky past, the eccentric friends) are common in garden variety rom-coms, what really stands out in this film is the tension between new and old, east and west.

Although Rachel Chu, our protagonist, is ethnically Chinese, her boyfriend Nick Young's traditional and conservative family does not accept her, as not only does she come from a single-parent family, but also she is an American. Rachel is caught between Nick and his mother Eleanor, as Eleanor forces Nick to choose between his new life in the U.S. with Rachel and his old life in Singapore with his family.

The appeal of this film comes not from the extravagant sets and glitzy costumes, but from the real heart of the romance and relationships; Rachel and her college roommate Peik Lin's friendship, Nick's cousin Astrid and her husband's deteriorating marriage, Nick and his mother's strained relationship are all worth noting when watching the film.

Although *Crazy Rich Asians* doesn't totally hit every note, with many, many, extraneous cousins, storylines, and hints at a sequel, the film still delivers in cinematography. Each shot makes sense and adds to the story; as Rachel walks into Peik Lin's extravagant home to meet up with her before going over to Nick's house for his homecoming bash, the camera looks down on her, making Rachel look small and nervous against the marble of

the entrance. At Nick's best friend's wedding, the one that inspired the trip east, Rachel's light blue gauzy dress contrasts with the warm light of the chapel turned rice paddy, pulling the audience's eye towards her.

A few scenes that exemplify why I liked this movie despite its flaws are Rachel and Eleanor's introductions and their final scene together. The film opens with Eleanor being forced out of a hotel for the simple reason of having rain soaked clothing and Asian faces. She then calls her husband from a cramped phone booth and buys the hotel.

This overt display of power and wealth is immediately followed by Rachel's introduction. Rachel and a young man play poker in a dark room. She seems to give up, but then reveals her cards: all in. Rachel forces the man to lose, the lights go up, and reveal a full lecture hall as Rachel finishes up her lesson on game theory, ending by advising her students to play to win, not to lose.

Rachel plays down her intelligence and mental fortitude to her advantage. She is subtle compared to the roaring Eleanor. When the two meet, Eleanor stands above Rachel and scares her into submission, trying harder and harder to take her son back home.

But in their final scene, Rachel invites Eleanor to a mahjong parlor. As Rachel tells Eleanor how she believes that Nick could never leave his family for her without leaving his happiness behind. She powerfully smashes down her winning hand and then leaves. She loves Nick too much to make him leave his family, and Eleanor realizes this, and finally approves of Rachel.

These establishing scenes of power in the beginning hooked me; I wanted to see where the story would go. Their clashes and final encounter bringing them to common ground, common love, and it tied together the story.

Although parts of the film could have been cut, *Crazy Rich Asians* delivers on all its promises; a wacky family, absurdly extravagant wealth displayed in everything from everyday clothing to parties in international waters and rented tropical islands, and not a single non-Asian character.

## GET ZAZZED FOR STANDARDIZED TESTING WITH THESE BOPS FROM THE GOOD OLD DAYS

Neala Sweeney '20 and Emma Goldfarb '20  
Mélange Editors

1. "DON'T TRUST ME" by 3OH!3
2. "Brazil" by Declan McKenna
3. "Electric Love" by Børns
4. "Shower" by Becky G
5. "All Star" by Smash Mouth
6. "Electric Feel" by MGMT
7. "Fire Burning" by Sean Kingston
8. "Walking on Sunshine" by Katrina & The Waves
9. "Kids" by MGMT
10. "Dynamite" by Taio Cruz
11. "I Gotta Feeling" by The Black Eyed Peas
12. "Tik Tok" by Ke\$ha
13. "Party in the USA" by Miley Cyrus
14. "My Name Is" by Eminem
15. "Genie in a Bottle" by Christina Aguilera
16. "Year 3000" by the Jonas Brothers
17. "Sk8er Boi" by Avril Lavigne
18. "Reply" by Iyaz
19. "No Scrubs" by TLC
20. "Every Time We Touch" by Cascada

## WHAT YOU SHOULD'VE DONE TO AVOID

# HAND FOOT & MOUTH DISEASE

## AT THE OPENING DANCE

Neala Sweeney '20 | Mélange Editor

This past weekend, most of us were at the Opening Dance. Most of you don't know that you now have hand foot and mouth disease yet, since it takes two to seven days to develop, but here's the cold hard truth: a mosh pit full of crazed teenagers is the perfect place for hand foot and mouth disease to spread and to thrive. They say hindsight is 20/20; let's take a moment to reflect on all the ways you could have avoided this unfortunate illness (obviously Opening Dance has already happened, so take these as tips for next year).

### 1. Wear a hazmat suit

Alright, let's be honest. The only real way to make sure that you are 100% safe from the big HFMD is to exist in a 100% sterile environment. Obviously the only way to achieve this among throngs of jumping adolescents is to slap on a trusty hazmat suit. It ensures safety from the masses unlike anything else. It's a necessary precaution.

### 2. Clean all of Shimkus before you arrive

Okay, for real, the chances that someone took Purell and wiped down all of Shimkus before you arrived are low. The last time anyone ever wiped all the wrestlers' sweat from the floors of Shimkus was probably a decade ago. Therefore, it's your job. Take responsibility for your own life. You need to get in there before the HFMD bacteria do.

### 3. Stand at the door and check everyone before they enter

Sick people are trying to make other people sick. That's really just the mindset of someone with HFMD. To avoid these pests, stand at the door with your pals Dean Leyden and Dean Sasser and, while students are breathalyzed, look for their blisters. This may look strange, but it will save you in the long run.

### 4. Bring a ShamWow! to mop up all the communal sweat

The reality is that Shimkus gets hot and sweaty really fast. There are going to be sweaty people everywhere and quite honestly, lots of sweaty people are gross. Using a handy ShamWow! to mop up all the sweat at record speed will not only keep you safe, but also do a service to the entire Loomis Chaffee community. And you can use the leftover bodily fluids as pasta water--salty water for pasta is high end, I hear.

### 5. Avoid everyone

Let's be real. No one is safe. It's likely that over half of the people who went to the dance already have HFMD. Make absolutely no eye contact with anyone. Look down. Be afraid and be aware.

You don't want to end up like Joe Berger '20, who contracted the disease last year. "It was honestly kind of lonely," Joe said. "I was sort of contagious, so students and teachers avoided me in the halls and in class." Let Joe's heart-wrenching story be a lesson to all.

## ALL OF THE IVIES



Comic written by Liam Scott '19  
Graphic courtesy of Ashley Chung '19

## \*CAUTION: SATIRE\*

Liam Scott '19 | Editor-in-Chief

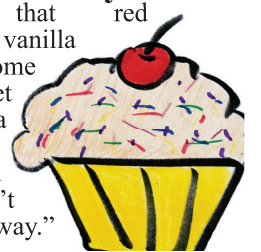
Neala Sweeney '20 | Mélange Editor

Seniors stressed, depressed, and wanting to go home, but at least they feel that way together.

Senior fall comes around like the flu or Hand Foot Mouth disease, (the rumours ARE indeed true that HFMD is having a come back), or any other virus, and this year is of course not exempt from the annual beating. One particularly anxious-looking senior was available for comment. "I mean, I know I'll be sad when I graduate, but I'd take feeling really sad over feeling really stressed and really sad, which is how I feel right now."

Local sophomore both distraught and disappointed to learn that red velvet is not just vanilla dyed red.

"I always thought that red velvet cake was actually just vanilla cake that was dyed red, but some facbrat told me that red velvet is totally different than vanilla cake. He went off spouting about cocoa powder and buttermilk and vinegar. Needless to say I haven't looked at the world the same way."



E-Proctors have resorted to eco-terrorism to better the environment.

Since the beginning of the school year, the E-Proctors here on campus have realized that no one will listen to them, so they have started taking matters to the extreme. One E-proctor was available for comment. "We all have assigned jobs. Some of us are unscrewing light bulbs, some of us are unplugging fridges. Others are throwing reusable water bottles at people. It's really a team effort."

Write for *The Log*! Doing so will get you into college and improve your general wellbeing. Email [log@loomis.org](mailto:log@loomis.org) if you are interested.