

Loomis Chaffee Log

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EDITORIAL: COLLEGE CULTURE ON CAMPUS

As the Early Decision deadline has passed and the seniors are finally able to take a short breather, the Editorial Board of The Log sees fit to take this chance to reflect on the frenziness of the past month and open a discussion on the college culture in Loomis and the stress it places on all of us. The Log is posing this culture as a problem, but we speak not from an authoritative voice as we are perpetrators of that problem as well.

Loomis Chaffee is a prep school, which by definition means that it prepares students for college. Yet, this fact does not imply that all students belong at one kind of institution after they graduate. Loomis does not prepare all students for one kind of experience after high school. Nonetheless, there is a certain culture surrounding the idea that the college process is a competition amongst ourselves, and that prestige defines success.

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SOLAR ELECTRICITY COMING TO THE ISLAND

Eleanor Peters '20 | Contributor

Just as one construction project draws to a close on the Island, a new one has begun. The solar panel installation recently began opposite the tracks that run past the upper turf field.

The project began with Jason Liu, a 2017 graduate of Loomis Chaffee. The AP Environmental Science course that Liu took during his junior year at Loomis inspired his interest in solar energy and in turn led to an independent study during his senior year. Liu was specifically interested in how solar energy could be implemented at Loomis.

He explained, "In a world where environmental sustainability is such a prevalent issue, I thought this would be a relatively reasonable way that Loomis can make an impact on its eco-footprint."

Liu worked with Jeff Dyreson, his Environmental Science teacher and Alvord Center for Global & Environmental Studies Director Alec McCandless over the course of his independent study, visiting other schools that have implemented solar energy and contacting solar compa-



A map indicating the solar panels' location.

panies to determine which the school could work with. The solar panels Liu researched differ from those currently beside the physical plant in that they turn the solar energy into electricity instead of thermal energy. After a final presentation illustrating the benefits of "solarizing" Loomis, the Board of Trustees approved Liu's proposal for a solar energy field.

Liu explained, "The big takeaway that I want students to understand is that Loomis is very supportive of student-initiated and driven projects. If you have ideas that you are passionate about and are willing to put in the work to develop them, look for opportunities to pursue those ideas."

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Graphic taken from Google Earth, courtesy of Jeffrey Dyreson

TEACHING YOUNG GIRLS SELF-DEFENSE A NORTON FELLOWSHIP REFLECTION

Kavya Kolli '20 | Contributor

After training for ten years, I earned my black belt in karate at the age of twelve. I had been competing in tournaments nationally and had been practicing daily before my belt test.

Once I got my black belt, I was able to teach other students in my karate class in Kansas, which inspired my idea for my Norton Fellowship project. During my prior trips to India, I had witnessed the poverty levels and the degrading social interactions between men and women in India.

I then came up with the idea to conduct a course teaching underprivileged girls self-defense in a town in Central India where my grandparents live. I wanted to teach at two government funded schools,

where children lived off of incomes of \$100 a month. I eventually set up a system where I would teach fifteen girls the basics for defending themselves under any situation. They then would pass on their knowledge to the younger girls.

Once I received all my supplies from the U.S., the girls eagerly learned the ins and outs of protecting themselves and preventing both mentally and physically negative interactions. Leaders of each group, whom I depended on to demonstrate moves or techniques, emerged.

I also built a strong connection with the girls by sharing our respective cultures through pictures and stories. I was able to refine their moves as well.

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UNDER ARMOUR HELPS REBUILD LC BRAND

Elena Anderson '19 | Sports Editor

This year poses an exciting change to Loomis Chaffee athletics because Loomis has just signed its first equipment sponsorship, choosing Under Armour. Although this change has been an often-mentioned topic around campus, many do not quite understand what it means to become an Under Armour school.

In the past, Loomis has been able to buy any brand of uniforms and gear, but now the Athletic Office has committed to a three-year contract with Under Armour, pledging to purchase only Under Armour when buying new uniforms for teams

within this time frame. In return, Loomis will receive a forty percent discount on any Under Armour gear purchased in bulk through the Athletic Department.

This discount applies even to team gear that individual students may purchase themselves. Ms. Sue Cabot, the school's Athletic Director, explained that beyond this comprehensive forty-percent discount, "We do get some money that is given back to the school that we can supplement with, whether it's buying balls or other Under Armour goods."

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SOLAR PANELS COME TO THE ISLAND

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Eleanor Peters '20 | Contributor

The solar energy field will be the largest out of all K-12 schools in the state of Connecticut, spanning three acres of land. It is a multi-million dollar project paid for and developed by the solar company ENCON. Loomis will be sold the power at a fixed price over twenty-five years through a Power Purchase Agreement, ultimately saving the school money due to the lower cost of solar energy.

The location near the upper turf field was chosen because it is outside the hun-

dred-year floodplain and is in close proximity to the main electrical meter of campus. The land was previously the site of a combination of a second-growth forest and meadow which is now being cleared for the solar panels.

However, the school's carbon offset with the solar panels will be the equivalent of 1,181 acres of forest each year. Once the solar panel installation is complete, the campus will receive a fourth of its electrical demand, or one megawatt,

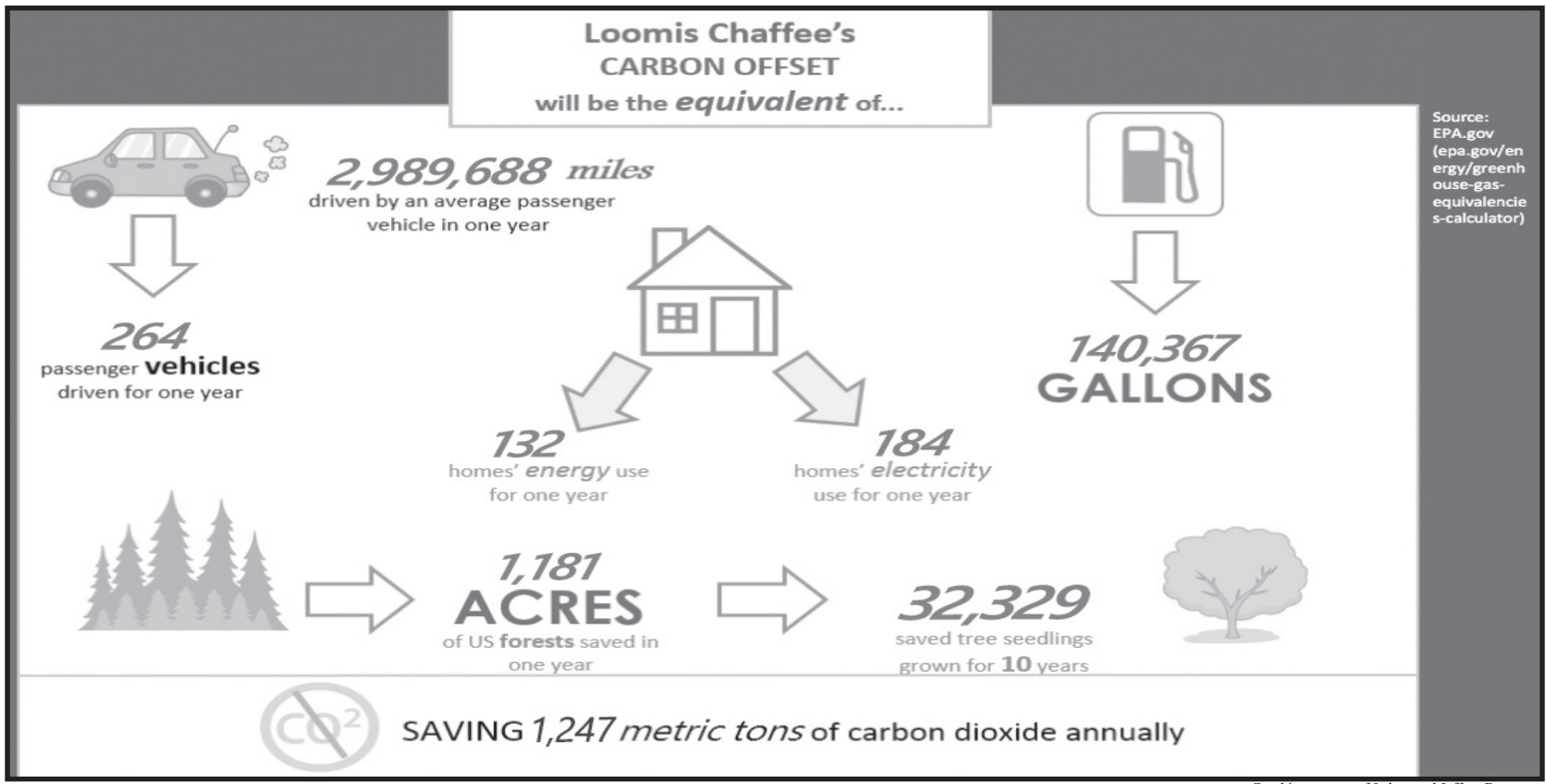
from the array. This in turn will reduce the school's carbon footprint and decrease energy expenditures.

The project also protects and will improve the wetland around which it is built, preserving the ecosystem. The solar energy field and the wetland will serve as educational opportunities for the CL Environmental Science classes, as well as any other classes that would like to utilize the space.

Mr. Jeff Dyreson said, "I have two

classes that are working with ecologists on inventorying and archiving what's there now and then they will be prescribing steps on how to move forward in preserving and enhancing that wetland, so it's a laboratory."

The energize date, or the date when the solar panel array is set to come online, has been set for the end of February and is much anticipated by the various classes that will be able to implement it in their curriculum.



Loomis Chaffee's carbon offset.

Graphic courtesy of Jadora and Jeffrey Dyreson

FIRST NIGHT OF TWELFTH NIGHT IN THE NEO

Lana Sheng '22 | Contributor

On the night of October 31, a mélange of students, parents, and faculty gathered in the Norris Ely Orchard Theatre for the opening show of *Twelfth Night; or What You Will*. As they settled into the NEO's maroon seats, the actors and crew bustled around behind the stage, putting the finishing touches onto the much anticipated performance.

The beautiful pastel hues of the set glowed onstage, and lively music played softly in the background. The lights dimmed, and the audience was transported through time to the town of Illyria. Olivia, played by Grace Kulas '20 and Simone Moales '21, Viola, played by Lana Breheny '21 and Marahyah Richardson '19, and Duke Orsino, played by Dzhangir Bayandarov '19, all waltzed onstage. The audience was entranced when the rest of the cast appeared, each with his or her own intricate costume.

Throughout the

show, the audience was incredibly encouraging and engaged as they cheered for the actors during outstanding moments. Their positive support had a clear effect on the actors as they delivered their lines boldly and confidently, helping them fully own their roles.

Laughter from the audience punctuated the theatre as Feste, played by John Howley '21, delivered sexual innuendos with his ukulele, as Sir Andrew Aguecheek, played by Emma Goldfarb '20 and Evan Petkis '21, tripped repeatedly and called "I'm well!" from offstage, and when Sir Toby Belch, played by Rhys Lewis '19 and Ryan Natcharian '19, gave the audience a playful and knowing look as he headed off with Maria,

played by Rosalie Lyons '21 and Silvia Mayo '19, to her bedroom.

Another highlight was when the vain Malvolio, played by Julie Chung '21 and Aidan Gillies '21, came out wearing yellow stockings and cross garters with a beaming smile pasted onto his face, causing Olivia to haughtily ask if he was mad. On the other hand, Olivia desperately pursued Viola/Cesario's love, going as far as pinning Viola to the wall and purring at her. This sent the audience into another laughing fit.

The performance of *Twelfth Night; or What You Will* was filled with humor, drama, romance, and action as the characters tried to figure out each other's true identities. Luckily the play ended happily, with the wedding of Olivia and Sebastian,

a long-awaited kiss between Viola and Orsino, and a happy dance from rest of the cast.

The actors basked in the flood of compliments, congratulations, and attention they received following the show. Log News Editor Stephanie Zhang '21 observed that since the roles were double-casted, the audience benefitted from getting each actor's special spin on the character. For example, drunken Sir Toby was played incredibly well as an individual by one actor, whereas the other one clearly had better chemistry with the other actors onstage. Cameron Kwok '22 exclaimed, "The fall play was so spectacular that it successfully inspired me to audition for the winter musical!"

It's safe to say that *Twelfth Night; or What You Will* has been a success so far, and that students are looking forward to future productions in the NEO!



Loomis Chaffee Log

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ABOUT

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

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WHERE DID THE GOATS GO?

Portia Inzone '20 | *Opinions Editor*

AP Photo/Niranjan Shrestha

In the spring of 2018, Loomis Chaffee's adored goats were unexpectedly moved off of campus, leaving students with the unanswered question: where did the goats go?

Donated to Loomis by a former student, Lars Schuster, during the summer of 2016, the goats were cared for by Mrs. Lee and the agriculture program for just under two years.

The goat pen was located near the ropes course to the right of the meadows, and the agriculture proctors constantly fed and checked in on the goats as part of their leadership responsibility and work job.

While the goats were a fun and friendly aspect of Loomis for both the agriculture proctors and new students, greeting the students as they completed their agriculture work-job or participated in the orientation ropes course, the goats had no significant purpose on campus.

Mrs. Lee said, "We didn't really have a good management plan; they were just kind of thrown on our plate. It was like 'okay, we have these [goats], now

why do we have them?'"

Mrs. Lee touched upon her organized approach to the agriculture program, utilizing each element of the program for specific and beneficial purposes. For example, the campus chickens supply eggs and the bees produce honey.

Unfortunately, the goats did not add any value or provide any resources to Loomis Chaffee; Mrs. Lee mentioned their being more of a burden than a benefactor to the campus as she remembers having to "go chase them down when they escaped from their pen."

The care plan for the goats was also very insufficient. Loomis could not support the free-range lifestyle they deserve because of the "coyote problem, [due to which] we had to bring them back to their pens every night."

Therefore, the plan to give the goats a better life off of campus "seemed necessary." This past April, the goats were brought to a farm near Springfield, Massachusetts. At the farm, there live a thousand chickens along with many horses,



pigs, and cows.

Now, the goats live a free-range lifestyle and are no longer restricted to the limited living conditions of a pen. They have access to abundant land and are able to roam freely instead of having a designated small living space. Also, the goats now have the opportunity to mingle with creatures that are not agriculture proctors, Mrs. Lee, or new students—they have over one thousand animals to befriend.

Overall, the goats are living a much healthier and more satisfactory lifestyle than Loomis Chaffee could provide them with. The school generously took the goats in, but consciously decided to bring them to another facility.

The many Loomis Chaffee students and faculty who miss the goats dearly can now be assured that they are in a much better place. Bye, goats!

NORTON CENTER AND PRISM HOST SEXUAL ASSAULT DIALOGUE

Lily Potter '21 | *Contributor*

Does a "bro culture" exist at Loomis, and how can we prevent or stop it from growing?

The Norton Center for the Common Good and PRISM (People Rising in Support of Multiculturalism) co-hosted a Dialogue in the Common Good and Hot Topics discussion in which students and faculty discussed sexual assault, how gender and stereotypes play a role in sexual assault, and what we can do to prevent sexual assault. These discussions provide a safe space for students to talk about topics that may be sensitive or controversial.

A diverse group of members of the Loomis Chaffee community including students, teachers, counselors, and other faculty members gathered in the Pearse Hub of Innovation for the dialogue.

Before the discussion, leaders of various clubs including PRISM, Young Democrats, and Girls for Change provided statistics and definitions relating to sexual assault to clarify the subject in preparation

for the discussion.

To begin, a PRISM president posed the question: does a "bro culture" exist at Loomis and how can we prevent or stop it from growing? Although students and faculty were somewhat hesitant to engage in the conversation at first, people gradually began to voice their opinions.

From this initial question, some students contested the term "bro culture" when referring to sexual assault. They felt that this term unfairly assumes men to be the perpetrators of sexual assault against women, implies that sexual assault is not a binary problem, underplays the suffering men who are victims of sexual assault go through, and ignores people who are in non-binary and homosexual relationships.

Others referenced the statistics provided prior to the discussion that stated men as the perpetrators of sexual assault nine

out of ten times in order to assert the presence of a prominent gender component in sexual assaulters.

Those who attended also discussed occasions when the line is crossed and when a seemingly harmless comment became something problematic.

Although some denied the prevalence of sexual assault and the "bro culture" in the Loomis community, many in attendance acknowledged the serious problem of that "bro culture" at Loomis and an attitude of complacency when one objectifies the opposite sex within the greater global community.

The discussion ended with students suggesting ways to prevent sexual assault and objectification in general. Some suggested that preventing sexual assault starts with education: teaching the next generation to respect others and teaching young

males to respect and to not objectify women.

Another popular suggestion proposed during the discussion was to hold any friends or family members accountable if they commit questionable sexual conducts, as many people are more inclined to listen to the opinions of those whom they trust.

Although sensitive topics such as sexual assault may sometimes be uncomfortable to discuss, Loomis organizations such as PRISM and the Norton Center facilitate discussions in which students and adults can talk through issues and find possible solutions, so students can be well-informed and capable of facilitating positive change within the Loomis community.

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ROSE MALLINGER: NOT A HOLOCAUST SURVIVOR

Portia Inzone '20 | *Opinions Editor*

Following the appalling synagogue shooting on October 27, fake news that claimed Rose Mallinger, a ninety-seven year old victim of the Pittsburgh synagogue attacks, was a Holocaust survivor has flooded social media.

As I saw this news soon after the tragedy on multiple social media platforms, I foolishly believed the information.

Having taken Germany and the Holocaust with Ms. Williams as a sophomore, I was soon overwhelmed by feelings of anger and sadness.

The irony of the trauma was simply too much: how could someone who survived the most brutal anti-semitic acts in the world's history have been killed by the same cause, roughly seventy years later?

All the trust I had placed in the world's somewhat progressive religious tolerance crumbled. I had taken Germany and the Holocaust in order to deepen my understanding of the genocide and prevent something similar to it from ever happening again. Reading the social media post, I felt my fear of this history's repetition become a reality.

The added claim that said Rose was a Holocaust survivor only strengthened my anger and sadness. This detail made the

Pittsburgh attack all the more personal, awakening my passion for rectifying the world's wrongs. I boiled with a desire for social change and religious acceptance.

When I later found out that the claim was blatantly false, I could not say that I was surprised. Our newsfeed is constantly bombarded with bias and lies—I should have detected the falsity since the story seemed almost too extreme to be true.

While I am usually able to identify false news, the large numbers of social media outlets that published this story made it seem believable. Every Twitter, Facebook, Snapchat, and Instagram mention of the Pittsburgh attacks made reference to the death of Rose Mallinger, a "Holocaust survivor."

Despite its untruthfulness, the claim worked the optics of the misfortune as I too was initially under its influence and became increasingly passionate about the topic.

My experience just goes to show the powerful impact of fake news on our perceptions of reality and the value that we place on tragedy. Whether producing a positive or negative response, in the age of social media, fake news is inevitable; discerning the difference between fake and real is becoming more necessary.

When people say it
couldn't happen again.

97-Year-Old Holocaust Survivor Among 11 Killed in Synagogue Mass Shooting

Rose Malinger

A screenshot of an Instagram post that is spreading this fake news.

Graphic courtesy of Portia Inzone '20



A stone found at makeshift memorial outside of the synagogue in Pittsburgh AP Photo/Gene J. Puskar

A DINING HALL DIVIDED

PRO-DIVISION

Nina Gildor '19 | *Staff Writer*

Traditions are the passing of customs or beliefs from generation to generation. Established in 1914, Loomis Chaffee has gained its fair share of traditions. New classes strive to respect those who came before them by adhering to long established traditions. Both new and old, traditions preserve the school's history. There are long standing traditions such as the Senior Path, which provides an opportunity for every senior class to leave a mark on the community as they graduate. Others are new, such as the Prefect/RA Lipsync Battle; the school constantly changes with the arrival of each new class. Some traditions seem to last forever while others fade away throughout the years, but who really decides which to keep? Who decides what history to preserve? How do you find a balance between honoring the past and moving forward into the future?

Traditions can be controversial, especially those founded upon privileges. As we grow and mature, our beliefs change; similarly, traditions change. Loomis has many traditions to honor the growth of students as they move forward through their high school career. There are freshman traditions, ranging from wearing class shirts to SCAM to freshman community service day. Student later get to look forward to traditions that celebrate seniority—such as the junior rising-up ceremony, finally walking the Senior Path, or senior pranks. These traditions are an award for one's coming of age. They garner respect within the high school hierarchy.

However, what happens when the respect is lost? When do traditions become outdated? What do you look forward to?

When do new traditions arise?

I remember my first day of freshman year; I faced the classic dilemma of "where do I sit at lunch?" I entered the dining hall, navigated my way around the serveries, and turned right to the underclassmen dining hall. I took a seat with some other freshman, and that was it. No big deal; it was just how things were. All the intimidating upperclassmen ate on the other side in the upperclassmen dining hall. Every day of freshman year I entered the dining hall, and I made a right. Then came sophomore year. By now, I had gained some upperclassmen friends who could invite me to their side, giving me a insight into the unknown world of the upperclassmen. As I continued to rise through the high school ranks, I watched as my friends moved on to the other side and looked forward to being a part of that tradition. But then the construction happened.

The new dining hall, as gorgeous as it is, is different. What happens after change? Do we go back or move forward? Finally reaching the status of upperclassman, I still wanted the tradition; I wanted respect. I had awaited the moment of finally sitting on the other side for three years, and now that moment was gone. If I had never known the tradition, if it never meant anything to me, then I probably would not care. I would look for new traditions. So when do we let go? I personally don't know, but I do know that there is value to tradition. I believe the progression from freshman to senior, the eternal high school hierarchy, does not have to be exclusive and demeaning, but it can be an exciting opportunity to look forward to, a time-honored privilege.

ANTI-DIVISION

Lauren Volkodav '20 | *Contributor*

With the opening of the new dining hall, the Loomis Chaffee community is faced with a long-debated question: should there be a split between an underclassman and an upperclassmen dining hall? From my underclassman perspective, the simple answer is no. The divide not only encourages the separation of the Loomis student body during meals, but also a separation of the students as a whole.

As a significant portion of socializing happens in the dining hall, the blending of under and upperclassmen is crucial to achieve a tight-knit community. Whether it's a Sunday brunch, an early morning breakfast, or a pre-game lunch, students constantly meet and mingle in the space.

Therefore, the dining hall should be a stress-free environment where upper- and underclassmen can openly talk to one another while enjoying a meal. The separation would prohibit different grades from interacting and socializing, making the dining hall incredibly stressful and unnecessarily divisive.

Additionally, the split would restrict upper and underclassmen from sitting with their siblings or friends. Many Loomis students have busy schedules that make mealtime one of the only opportunities to see a sibling. The mixed dining hall would allow for siblings' catching up without having to carve other time into their schedules.

Lastly, separating the two dining halls would create a logistical problem. Establishing and maintaining a strictly divided dining hall would create chaos and make students feel excluded from sitting with their older or younger friends.

In order to create an inclusive culture, we need to have an open dining hall that does not confine or pressure where we sit. An open dining hall would both increase the student experience and strengthen the relationships between under and upperclassmen students. The Loomis community should continue to give students the option to sit with one another, in any part of the dining hall, regardless of their grade.



Graphic courtesy of Lauren Volkodav '20

EDITORIAL

Continued from the front

Prestige and name of a school are not always indicative of whether it is a good fit and whether students will find success there. The reputation of an institution should not supersede what is right for you; a high ranking doesn't say anything about the college's culture or vibe, which are necessary determinants of fit.

The obsession with Ivy League schools and other big names breeds competition that needlessly pits peers against each other. The misconception that Loomis students who apply to the same college are direct competitors of one another only leads to unnecessary and unhealthy stress.

Not only that, but the assumption that getting accepted into a prestigious school defines your worth and the extent of your talents is false. It's not about where you go to college, it's about what you make out of the college experience.

This mindset is very hard to adopt, and we at The Log certainly don't have it down yet. However, looking at your peers as competitors and focusing more about how others see you will not help you get to a place where you belong.

The college process is already taxing, and peer pressure and unnecessary competition just aren't helpful. One person's acceptance letter is not the direct cause of another person's rejection.

We become overly preoccupied with

comparing test scores and grades, sizing each other up and forgetting that the people around us are our friends, not our competitors.

We blow advantages such as legacy and minority status out of proportions, per-

In this toxic cycle of peer pressure and comparison, we unintentionally belittle our friends and turn what should be a personal journey into a cutthroat competition. There have been instances where we analyze someone else's chances of getting

evaluate us.

We need to utilize the rest of our time at Loomis well. Instead of concentrating on the next chapter, we should take this time to get the most of our education and our high school experience. High school is not just a stepping stone to college, it is an equally important leg of the journey. This is the time to learn about yourself, take care of your friendships and take advantage of the opportunities and experiences unique to your high school years.

In the words of *New York Times* columnist and LC alumnus Frank Bruni '82, "Education is indeed everything, but it happens across a spectrum of settings and in infinite ways. It starts well before college. It continues long after college. College has no monopoly on the ingredients for professional success or for a life well lived."

The Editorial Board is all seniors, and we understand the stress and the problems surrounding the college culture at Loomis. This editorial is more of a self-reflection than a criticism; we write as people who are part of this problem.

The intention of this article is to remind ourselves and our peers that this process doesn't define who we are, and what we can be. It is more important than ever that we be mindful of our wellbeing and make the most out of our time left on the Island.

Applying to colleges give us a chance to reflect on our own values, experiences, and talents; we should be focusing on ourselves rather than comparing our qualities to those of others.

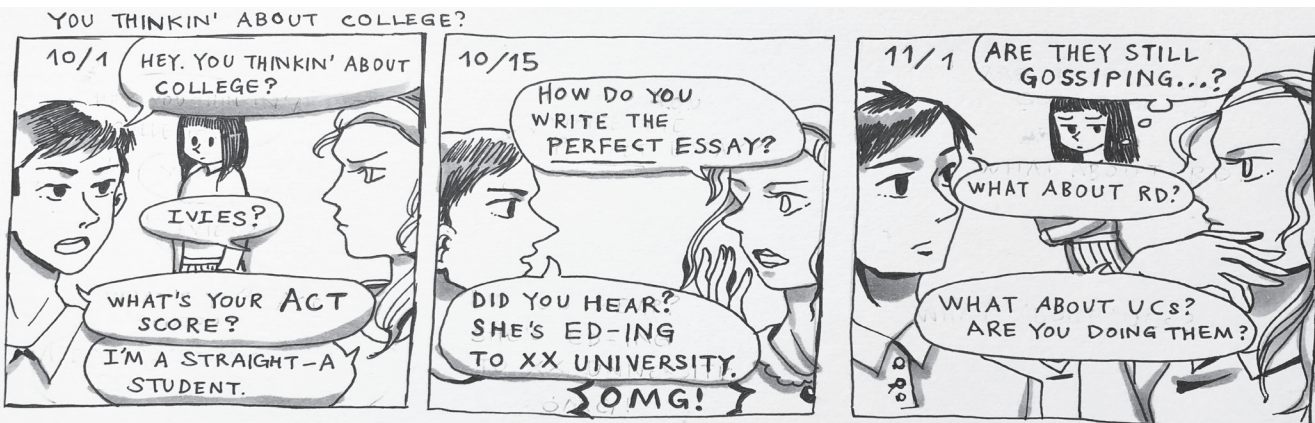
haps to justify our own insecurities and frustrations. However, these advantages are not the determining factor in the college process and by no means define the competency or profile of those who hold these advantages.

Rather than focusing on ourselves, we scout out others' ED schools, number of leadership positions, and intended majors. We become paranoid and stressed about how others' qualifications might impact us, forgetting that our future is not dictated by someone else's supposed merit.

into his or her dream school, disregarding the fact that not only is this a malicious act, it's also none of our business.

Applying to colleges gives us a chance to reflect on our own values, experiences, and talents; we should be focusing on ourselves rather than comparing our qualities to those of others.

We are all unique individuals, and in that sense we cannot truly equate or compare our worths. Use this time for self-evaluation instead of evaluating others or worrying about how others might



Comic by Ashley Chung '19

GENDER PROPOSAL INEXCUSABLE

Liam Scott '19 | Editor-in-Chief

There has never been a "good" time to belong to the LGBT+ community in the United States. Still, the best time would probably be during the Obama Administration. President Obama legalized same-sex marriage, and according to *The New York Times*, "loosened the legal concept of gender in federal programs, including in education and health care, recognizing gender largely as an individual's choice and not determined by the sex assigned at birth" (Green, Benner, and Pear).

This progress, however, seems to be slowing—and even retreating—during the current regime. Most recently, according to *The New York Times*, who got hold of the quoted leaked memo, President Trump might move to "adopt an explicit

and uniform definition of gender as determined 'on a biological basis that is clear, grounded in science, objective and administrable'" (Green, Benner, and Pear). This proposal essentially equates gender with sex and is an unjust attack on the transgender community that will ultimately increase discrimination against that community.

Sex has always been considered relatively unambiguous. Based on physical characteristics, one is often either male or female, or in some cases intersex. One cannot really choose a sex. Gender, however, is much less clear-cut. Gender is in your head, determined by how you identify. Stereotypically, males identify as men and females identify as women, but such

a reductive summary does not always remain true. Transgender people, for example, identify with the gender that is not typically prescribed to their sex, like a female who identifies as a man. The policy that President Trump might propose will eliminate legally this difference between sex and gender, and will therefore make the government blind to gender nonconforming people—largely transgender people.

This move spells trouble not only for the transgender community, but also for the LGBT+ community and the nation as a whole. From a concrete point of view, this move essentially will allow for legal discrimination against transgender people. Transgender people will not be protected

under law because under law they will not exist. From a more conceptual point of view, this move is wholly immoral as it rejects people's identity and freedom to have their own, unique identity. Looking ahead, this proposal could pave the way for marginalization of other members of the LGBT+ community and perhaps other minorities as well.

Loomis Chaffee encourages dialogue about many things that happen in the U.S. and around the world. I appreciate that the school recognizes students' maturity by acknowledging such topics. In recent months, the shooting at the Pittsburgh synagogue and the confirmation of Judge Kavanaugh have been brought up in senior class meetings.

I think this recognition sets a good precedent for acknowledging other current events. Even though this potential policy change remains unconfirmed, I hope that dialogue will arise. Still, I wholeheartedly applaud the school for its efforts to accommodate gender nonconforming students in areas such as dorm life, and for bringing in Alex Myers for a convocation on November 5. These progressive actions themselves serve as a condemnation of transphobic policies; nevertheless, more purposeful dialogue would make this condemnation more overt.

This reform of Title IX should not become official. However, if the Trump regime does make it official, I hope—and think—the Loomis community will prove responsive.



Rainmaker Rhoto/MediaPunch/IPX

New York Democratic senator Brad Hoylman joins a protest against banning transgender people from joining the military.

Do you have a response to anything in this issue of *The Log*? Email us at log@loomis.org, and you might be published in the next issue!

F

NORTON FELLOWSHIP IN INDIA

Kavya Kolli '20 | Contributor



Kavya Kolli '20 (fifth from the right) stands with the girls she taught this past summer. Graphic courtesy of Kavya Kolli '20

Continued from the front

As each lesson went on, I realized it was constructive to teach the movements by breaking them down and explaining why each movement was used. I used repetition to engrain the movements in the girls' head so that they could use it instinctually in certain instances.

I also separated the girls into groups and taught each group a different move. They then became experts on that move and taught it to the rest of the class. The girls excitedly presented their new moves to the class. Through interacting with the girls, I learned that just taking the time to listen to someone else's story can make them feel important and special.

It pained me to listen to the girls' simply brushing off stories of daily catcalls and males approaching them as casual encounters. Although cliché to say, hearing about the environment the girls grew up

in made me even more thankful for what I had. I had not previously experienced the discomfort caused by the combined effect of physical activities in a hot and humid weather and the lack of air conditioning. The girls who showed up in the heat showed me that what I take for granted may not always be available for everyone else, and that the determination to pursue a goal enables one to go about any way to reach it.

I am currently working on bringing the karate program, Aathmaraksha, to campus. As a prefect in Longman, I have started using this self-defense program in the Longman Leadership Institute curriculum. I hope to reach out to more people in the community by working with others on campus and inspiring them the way the girls from this summer inspired me.

TREATING LEPROSY IN GHANA

Kelsey Lee '20 | Contributor

The following is an excerpt from my journal.

Ho, Volta Region, Ghana
7/11/18, Wednesday, 4:00 P.M.
84° F and raining

As we arrived at the village, there were already many villagers who have been diagnosed with leprosy waiting for Richard [Executive Director of Blue-Med Organization] and me. When I shuffled towards the health clinic, I averted my eyes away from the villagers to veil my nervousness. Testing my tolerance for gore, Richard demonstrated how to dress a man's ankle wound. Contradictory to my predictions, I remained relaxed, and I was unfazed at the sight of the ulcer. Observing my tolerance, Richard allowed me to dress a woman's small foot wound.

I gingerly assisted the woman onto the chair and examined her wound. Although her wound was almost healed, I pursed my lips in fear of the chance of accidentally hurting her. With a quivering hand, I grabbed a roll of gauze and bottles of hydrochloric acid and iodine. I successfully dressed her wound—fortunately, I did not make any tragic mistakes. I stepped away, silently celebrating my accomplishment. Before I went on to my next patient, she tenderly grasped my hand.

"Akpe ka ka. Thank you very much," said the woman with a soft, sincere smile.

Although my task was menial, seeing her gratitude of the treatment fueled budding joy in my chest—a mysterious type of joy I have never experienced before. I gently squeezed her hand and smiled back. Even as I treated the other patients'

Graphics courtesy of Kelsey Lee '20



Kelsey treats a wound on a local woman's foot.



Kelsey also spent time with local students. She taught them English and ethics, and checked their vitals.

wounds, the memory of her smile, like a blinding star in the dark abyss of my memories from that day, scintillated nobly.

FAMILY STYLE RETURNS

Victoria Che '21 | Contributor

Family style dinner returned to the Island last Thursday after a one-year hiatus. On the night of October 25, the boarding community gathered in Tisch Hall and Wilbur Hall to enjoy a sit-down dinner with their dorm and recommenced the tradition of family style. The head of school, Dr. Sheila Culbert, welcomed everyone with her opening remarks and invited students of all backgrounds to stand up and give thanks to start off the first family style of the year, establishing a tradition for future family styles.

Among the students who attended the event, there were both people who had been to a family style before and others who had not. Therefore, the return of family style gave rise to different feelings across campus. While students who had attended family style felt a sense of nostalgia and familiarity, new students awaited their first family style with excitement and curiosity.

For many juniors and seniors, a full year has passed since they last had family style. After Thursday night, many reflected on the change that occurred over the year.

Aarman Pannu '20 commented, "My perspective has changed throughout this [past year], because at the last family style I had, I was a freshman. Two years later, I'm the prefect at the table and I see my freshman boys, and that just made me really nostalgic. I thought a lot about how I've changed during this time."

Amid the reminiscence, a big change that some students felt was the switch from round tables to long tables.

"I think [the new table shapes] definitely does give a different feeling to family style," said Student Council President



Students dressed up for family style in Wilbur Hall.

Graphic by LC Communications / Mary Forrester

Lucy Shao '19. "Dr. Culbert was sitting at one end of the table, and she was trying to talk to my friend at the other end, but they couldn't really hear each other because the tables are so long. I just felt like the conversation didn't flow as well, at least at our table."

Many freshmen and sophomores who are new to family style had some unexpected experiences.

Lauren Volkadov '22 also shared her feelings on her first family style. "I thought that it was definitely a different

environment to talk to people, though I didn't really get to meet any new people. I talked to my prefects more." She also brought up an interesting thought about seating arrangement. Before learning about how family style actually works, she thought that everyone was randomly mixed between gender and grade, so everyone meets different people whom they do not see everyday in his or her dorm. After attending her first family style, Lauren thinks that mixed seating between gender and dorm is still something that she would

be happy to see happening in the future.

"I think it would definitely help me and other new students to meet new people, especially older students because they have been through what we are going through, and they have that experience, so it would be helpful to get to know them," Lauren added at the end of the conversation about her future hopes for family style.

Since the current seating is organized by dorm, many students and dorm faculty are expecting a difference this would bring to the connections within each dorm.

Maureen Donegan, dorm head of Cutler Hall and HPRESS faculty, shared her opinion on the purpose of family style, as well as the connections it helps build in dormitories. "I think family style creates a sense of community, and as time goes on, this feeling will be enhanced. Family style is a chance for everyone to take a moment, slow down and take a break from 'the Loomis grind'. To sit down and have dinner with people in your dorm also helps people to connect on an interpersonal level."

She also shared some of the comments she has heard from other faculty in the dorm. "I have heard many faculties say to me, 'You know what, I really miss family style!' They miss the chance to getting to know the kids and talk about something more than just school work."

Mrs. Donegan pointed out that even for faculties who live or has duty in a dorm, they might not cross paths with the students in everyday life. For faculty and students who otherwise won't really get to know each other, family style provides a chance for them to build a closer and more personal relationship.

PHI GADGETS

Jean Shin '20 | Staff Writer

Nestled beneath the student lounge, the Pearse Hub for Innovation, also known as the PHI, hosts of the most sophisticated technologies that were invented within the last decade. For students who have never heard of them, here are the profiles of each machine:

VR Machine

The VR machine, or the virtual reality machine, is a computer technology that generates realistic images and sounds. A monitor is hooked up to a headset, enabling users to look and move in any direction in the artificial world. The machine offers many programs, such as a walk on a plank.

Mr. Ewen Ross, who teaches the Design and Engineering class in the PHI, explained, "You put on the goggles, and you go up an elevator, walk out onto a plank, and see down. You know you're not walking out onto a plank, and if you fall, you're not going to fall. But it's so hard for your brain to disconnect from what it sees. It's an interesting experience."

Jenna Stevens '20 explored the Google Earth function of the machine and remarked, "It was like Google Maps in real life, which was cool and weird at the same time." The VR machine is fun, and it doesn't require the user to have any specific prior skills, so it's a great machine to check out in the PHI.

3D Printer

The 3D Printer is a machine that prints three-dimensional objects using a computer program. The printer melts wire-like strands of plastic and builds the object layer by layer, starting from the bottom and working upward. The PHI has a total of seven printers, and each one is filled with plastic of different colors. Anyone can use the printers, so students can always bring their ideas down to the PHI; on their own or with the help of other experienced students or faculties, they can print their designs.

Mr. Ross added, "For example, Ms. Struthers came to me one day and told me she was missing a few pieces to her puzzle game. She asked me if I could make the missing pieces, so I programmed it quick-



Students can use 3-D printers that print in many different colors, including purple, orange, green, and blue.

ly and printed it out for her, along with a few spare pieces." The 3D printer offers students a new method to bring their ideas to life.

Laser Cutters

The laser cutter, or the laser printer, is a machine that uses a laser beam to cut through materials. The PHI has two different types of laser cutters: the Glowforge and the Epilog CO2. The Glowforge is a consumer level laser printer, and its primary purpose is to engrave words, shapes, or patterns onto materials.

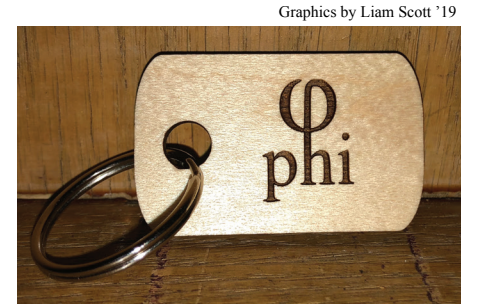
During Parents Weekend, the PHI created wooden keychains using the Glowforge and distributed them to all the PHI visitors. With enough power, the Glowforge can also cut through certain materials, like cardboard, thin wood, or paper. In preparation for the upcoming pep rally, members of Student Activities visited the

PHI to create promotional stickers.

Sumin Kim '20, a Student Activities representative, commented, "We will be using a website that allows us to design a sticker board in different colors, and the machine will cut it in the shape we design. I think it's awesome because students can learn the process of making stickers and know how to create them from beginning to end."

Compared to the Glowforge, the Epilog CO2 laser cutter is more powerful, efficient, and advanced. The Epilog CO2 works approximately ten times faster than the Glowforge and has more precision, too. The machine can even cut through a quarter of an inch of aluminum.

Despite its efficiency, the Epilog CO2 releases hazardous fumes when in use, so the faculty in the PHI are waiting for the correct amount of air purification and ventilation in the PHI for the Epilog CO2 to



Students can use the laser cutter to make PHI keychains.



Log Managing Editor Stacy Park '19 personalized her keychain with her handwritten initials.

function safely.

CNC Router—Coming soon

The CNC router is a woodworking tool that creates three-dimensional objects by carving parts out of a solid block. This machine consists of a motor with a spinning cutting blade and a table to put the original block on. The motor can move left, right, forward, backward, up, and down, so it can mold the block from any angle.

Mr. Ross added, "With this machine, you could transform a piece of high density foam into a Loomis Chaffee crest, three-dimensional and everything!"

The CNC router is not set up yet, but it will be assembled soon for the Engineering Art class and will be available for use by the Loomis Chaffee community.

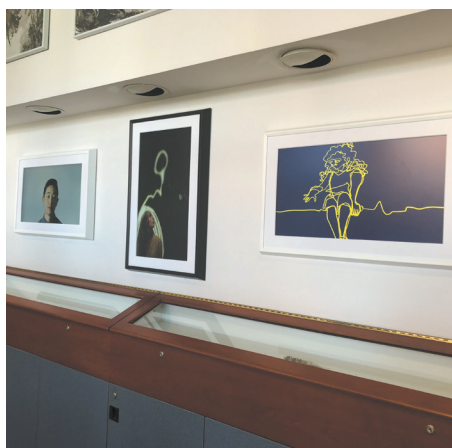
CONTEMPORARY ART IN THE RAC

Ashley Chung '19 | Director of Design

This fall, in addition to the Mercy Gallery and the Barnes and Wilde Galleries, another gallery—the Contemporary Media Gallery—is hosting an exhibition in the Richmond Art Center.

This new gallery's purpose is to allow Loomis Chaffee students to showcase their digital art, illustration, silent animation, and photography. Currently, an inaugural exhibition is being held in the gallery; there are three digital screens that randomly display various student pieces right in front of the darkroom. The inaugural exhibition shows work done by Loomis students over the summer and past art pieces that they want to share with the community.

Mr. Ryan, a coordinator for this exhibition and an art teacher at Loomis, commented that he wanted to choose "some digital work from past few months in the



same way that we have the Emerging Artists Show at the beginning of the year."

Before, Loomis students possessed the means to display their creative writing, poetry, and physical art pieces through the Emerging Artists and Writers Exhibitions. However, they have not had a chance to fully showcase their digital art pieces, films, and animation.

Mr. Ryan noted, "One of the things that I noticed when I first started here is that [Loomis] didn't really have a good way to show students' digital work for the community, even though [Loomis has] a film class and a digital class."

Students often could only show their work once at a film showing or a final presentation in their class. Thus, the opening of the new gallery will allow students to share their digital pieces for a longer time

with the Loomis Chaffee community.

Mr. Ryan also commented about how the organization of the exhibition came together much easier compared to some of the other exhibitions that are running now. Because the gallery itself is digital, students could directly email Mr. Ryan their individual pieces.

Thus, the entire collecting process became significantly more efficient compared to that of a physical art exhibition, where artists need to bring in their artworks and install them.

He remarked that "because we're working digitally, we can be a little bit more dynamic and a little bit more flexible."

The straightforward organization is a great advantage because it saves much time, allows for easy communication between the organizer and participants, and generates more creativity in the whole



process.

The Contemporary Media Gallery will hold a diverse array of future exhibitions, and some of them will include works by visiting artists.

Mr. Ryan said, "Eventually, we might want to bring in external artists as well... in the same way that we have visiting artists." Also, he remarked how "ideally, [he] would like to have a good mix of professional artists and student work in [the gallery]."

Moving forward, the gallery will allow many students to challenge themselves as they experiment with ways to generate creative work using new, unconventional media. The gallery will also allow the students to share their work with the community more directly and dynamically.



Students' digital artwork displayed in the RAC.



PREP 9 VISITS LOOMIS

Hazel Le '22
Contributor

On Tuesday, October 23, 2018, 25 seventh-graders from the Prep 9 organization came to Loomis Chaffee for a tour. A group of underclassmen Loomis students volunteered to host the event in which they introduced the campus to and attended classes with the Prep 9 students.

Prep 9 is an organization based in New York City that helps African-American and Latino students in seventh grade prepare for prestigious boarding schools in Connecticut, New Jersey, and New York.

The program is for students who need financial aid but perform excellently at academic subjects. Those who are part of Prep 9 must go through an intensive process of preparation prior in order to obtain acceptance into higher private institutions.

Loomis currently has fourteen students from Prep 9 spanning all four grades. Kristin Santana '20 recalled that her high-school placement counsellor signed her up for the Prep 9 program when she was in seventh grade. Kristin remembers vividly the first day she visited Loomis three years ago.

She mentioned how "well-received" she was when she came into a Spanish class with her tour guide. Given that Spanish was the only foreign language available at her previous school, she was fluent in the language and was confident to join the class that day. She said, "Walking in to that class made me want to have him as a teacher if I was only able to learn Spanish." The impression that "Loomis is a school where you can pursue what you're passionate about" was one of the reasons she chose Loomis instead of other boarding schools.

Ms. Liz Stewart visited Prep 9 last September and presented to 60 students and their parents about the type of community and educational institution Loomis Chaffee was. More than a third of those students decided to spend a day in Loomis to learn more about the school.

A group of Loomis students picked them up on the morning of October 23, 2018 at the Admission Office to give them a tour. Each student from Prep 9 was assigned to a host and followed their hosts to their classes and ate lunch with them.

Having the chance to go through the schedule and observe the classes, Prep 9 students experienced the engaging and challenging classes in Loomis. Lana Sheng '22 shared that Mia, a girl whom she hosted, was so smart that she even contributed opinions in Lana's history class.

The event was not only a chance for the students in Prep 9 to learn about Loomis, but an opportunity for Loomis students to give a tour.

As a new student at Loomis, Elizabeth Pecoraro '21 enjoyed showing the students around and telling them all the details about Loomis that she loved. She expressed that "I'm looking forward to more opportunities that I could show my pride in Loomis and share that feelings with other people."

"Loomis is a school where you can pursue what you're passionate about."

CLUB SPOTLIGHT: PRINT CLUB

Minna Gao '19 | *Managing Editor*

The following is an interview with Print Club president, Joy Liu '21.

Minna Gao: What is the Print Club about?

Joy Liu: We are a printmaking club, and our goal is to bring more attention to printmaking, because not many people know about it. We host printmaking workshops on the weekends where people can come and learn about printmaking.

MG: What events has the Print Club done so far?

JL: Last Sunday [October 28] we had our first workshop; lots of people came and made tote bags with Halloween-themed patterns on them. We ended up with a lot of extra tote bags, so we decided to partner with the UNICEF Club and hosted a fundraiser where we sold tote bags for \$5 each. We raised \$125 for two refugee families in West Hartford; we plan to meet them soon and give them supplies such as books, clothes, and food. Right now we're getting in contact with the family.

MG: Do you have any future events planned?

JL: We're thinking of selling something at the Holiday Stroll. But it's happening really soon and I'm sick, so we might not be able to do it. During winter term, there will be a lot more workshops, which will be really fun. We also plan to make things other than tote bags, like T-shirts and sweatshirts. We also accept requests from other clubs and teams for swags. They can give us a basic design and we will hand-draw the design and

print them onto shirts.

MG: Who are the key members of Print Club?

JL: Mary Roriston, Azaan Malik... A lot of people helped out. My friends and my roommates helped me a lot with setting up stuff and showing support at the events.

MG: So you've partnered with UNICEF and mentioned during swags for clubs. Do you have any future partners in mind?

JL: Right now we're working with Longman to make a dorm swag. After that we're going to advertise this opportunity to clubs and teams. Printmaking is not a big thing in Loomis, so we have limited supplies and it's difficult to work on multiple projects at once. Clubs like the Russian Club have reached out to me, but since we have a project going on already it's hard to take orders right now.

MG: What are some of your favorite Print Club moments?

JL: I think the fundraiser was really fun. Even though it was really hard to contact people and get all the tote bags ready for sell, the fundraiser itself was fun. A lot of people came to show support for the club and the refugee family, and a lot of people paid extra for the tote bags. The support people show is a really nice part about this community.

MG: How did you get into printmaking?

JL: It's really random. I started over the summer and it seemed fun, and it's

also a good way to get people involved. I also see a lot of clubs and teams order swag from online stores, and the designs and creativity you have is limited. But with printmaking you can make really cool, customized designs on any fabric. You can bring a plain shirt you want to design and just print on them; there's no restriction to the design and the material. The price [of printing swag] is comparable or even cheaper than buying them online, and the paint used are the same.

MG: That's so cool! Sounds like the Print Club has a lot of potential!

JL: Yeah, but right now it's just the key members and the leaders doing most of the printing. For now, expanding the club is difficult because of supply limitations, but eventually we will have the opportunity to do that. Hosting workshops is difficult too because of we have limited screens to print on, so at most we can have 20 people at one workshop.

MG: What are your long-term plans for the Print Club? You're a sophomore, so there's still lots of room to grow!

JL: I think that fundraisers are fun, and it's a good way to use the tote bags made at the workshops; workshops and fundraisers are a good combination. There's three more years, so I can really explore. My main future goal is to not let the club die away and keep up the events, but it's the workload gets heavier, but people can also go to the workshops as a way to de-stress too. It's hard to keep clubs alive. I want the Print Club to remain a hands-on art club where people do art related stuff instead of just eat food.



(L-R) Joy Liu '21, Elizabeth Chapman '21, and Jean Shi '20 selling hand-printed canvas bags at the Print Club X UNICEF fundraiser in the Scanlan Campus Center.

Graphic courtesy of LC Communications / Christine Coyle

NEW FACULTY SPOTLIGHT



Courtney Jackson,
English Teacher
and Varsity Girls
Soccer Coach



In 2015, I finished up a four-year stint teaching and coaching at my alma mater, the Peddie School, and went to grad school full time. First, I earned a Masters of Arts in Liberal Studies from Dartmouth. Then, in 2017, I moved to Somerville, MA and earning a Masters in Education from the Harvard Graduate School of Education. [Loomis] felt like the right fit. When you are a boarding school teacher considering jobs, you have to consider several factors beyond what academic material you'll be teaching or the philosophy of the department you will be joining...Loomis checked off many of those other factors. I also was drawn to the strong athletic program. I played soccer in college and fully believe in the power athletics has in positively shaping young people.



Alex Lester,
Physics and Pre-
calculus Advanced
Teacher



For the last two years, I have been teaching at Washington Lee High School in Arlington, VA. Prior to that, I taught at Flint Hill School in Oakton, VA for six years. [I came to Loomis because] I could tell that this was a place that had so much to offer its students and I was excited to become a part of that. I think the school does a good job of being warm and supportive while also challenging students and faculty alike to push themselves and grow.



Andrea Rodas,
French and
Spanish teacher



I graduated from Williams College this past June. Before these past four years in rural Western Mass, I grew up and lived in Jackson Heights, a colorful and very ethnically diverse neighborhood in New York City. I truly believe there is something special about boarding schools that is not offered anywhere else. Loomis combines all the great qualities which I aspire to be and promote as a person and teacher. What I love most about Loomis is the sheer amount of opportunities available to faculty, staff, and students alike to do what we love.



Anne Sher,
Geometry and
Algebra I teacher



Last year, I worked at the Pingry School in New Jersey. There, I taught Geometry and Algebra I and coached basketball and lacrosse. I decided to come to Loomis because I wanted to experience the boarding school lifestyle. I love how many different ways I can get involved and meet students; it's so nice get to know them outside of the classroom.



Isabelle Fitzpatrick,
Algebra II and CL
Statistics teacher



Before Loomis, I was finishing up my bachelor's degree in Math and French at Smith College. I decided to come to Loomis because I was excited about the prospect of immersing myself in boarding school life while getting the opportunity to work towards a master's degree at UPenn. I like the community and the school culture best. It's been a great place to start my teaching career because of the supportive environment Loomis provides to its new faculty.



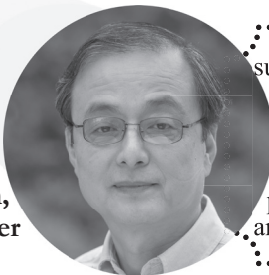
Stephen Kouri,
French
teacher



[Before Loomis,] I was studying and teaching at UPenn. I attended another boarding school, and after many more years of studying and teaching at a variety of levels (from middle school to college), I wanted to come back to the boarding school environment, which offered the most meaningful and significant period of personal and intellectual growth in my (long!) education. [I really like] the community: teachers, administrators, staff and students are all friendly and genuinely make an effort to embody their best self.



Henry Ruan,
Chinese teacher



[Before Loomis,] I taught in New York City for over 26 years. I have substituted in a few independent schools. I am always very interested in teaching Chinese language and exploring ways of effective teaching. I am very happy to have the opportunity to teach at Loomis and continue my teaching journey here. So far I found that the school environment is welcoming, sound and positive. Administration is very supportive. Colleagues in the department are very friendly.



David Rion,
Head of College
Guidance



Prior to Loomis my family lived in Santa Rosa, California, about an hour north of San Francisco. We lived there for 8 years, and prior to that, we lived in the Boston area. [I came to Loomis for] several reasons! The strong reputation of the school and the caliber of students was a big factor. I also have lots of family in Connecticut, and as our kids get older, we were eager to get back to the east coast. I've really enjoyed working with Loomis students. Each is so different, with a variety of talents and interests, and yet each is so impressive.



Daniel Dowe,
English teacher



I have been teaching for a long while. I taught college classes for about seven years, and then have taught at a couple of independent and private schools, the latest being East Catholic High School from 2001 to 2018. I have long admired LC, and I decided it would be great to start a new adventure and come to teach here.



Gerard Ferrari,
Art teacher



I have lived in Mansfield Center, CT for the last few years as a stay-at-home parent, artist, and micro-homesteader. My wife and I have been academic nomads for most of our adult lives. My last major teaching position was as a tenured Associate Professor of Art at Viterbo University in Wisconsin. I am happy to be helping Jennifer McCandless fulfill her Fall term sabbatical.

THE HATE U GIVE MOVIE REVIEW

Natalie Halsey '20 | Staff Writer

The Hate U Give is the silver screen adaptation of Angie Thomas's 2017 best-selling novel of the same name, starring Amandla Stenberg as Starr Carter, a sixteen-year-old witness to her friend's murder by a policeman.

Starr has learned to live a double life: one with her family in the black neighborhood, Garden Heights, and one in the predominantly white private school, Williamson Prep. However, after a white police officer murders her friend Khalil, portrayed by Algee Smith, her carefully divided lives begin to merge.

Although not without some clunky moments, *The Hate U Give*, a tale of rising up against systematic adversity, still rings true and brings a new perspective to a wide audience.

Stenberg shines as Starr, bringing real emotion and care to her role. Stenberg's strong acting brings Starr's story to life. Her subtle shifts in mannerism from relaxed familiarity between her family and friends in Garden Heights and stiff formality at Williamson emphasizes Starr's dedication to the dichotomy she has created.

The director utilizes lighting to portray the differences of life and home and life at school, contrasting the warm light in family scenes with the cold light in school scenes.

Costumes also highlight this change. In

the scene introducing Starr's life at Williamson, the buttery sunlight streams into the car as Starr's mom drives her to school quickly shifts as they arrive at the glass, steel, and concrete exterior of the Williamson. Starr leaves her brothers, removing her comfortable hoodie to reveal her school uniform, and stuffs her jacket away



Amandla Stenberg is also known for her portrayal of Rue in *The Hunger Games*.

into her backpack. Starr's mood changes; her bright smiles with her family turn into wooden grimaces around her mostly white classmates. This scene exemplifies Starr's experiences at school; she must hide away and squash down her identity to fit in and conform.

But once Khalil is shot and Garden

Heights becomes the center of a maelstrom of protests and media attention, and Starr becomes the key witness in the grand jury trial against the police officer, her worlds can no longer stay apart.

As the callous comments of Starr's friend, Hailey, about Khalil pile up, and the pressure mounts for Starr to speak out publicly, Starr learns she cannot stay silent or invisible if she hopes to get justice for Khalil. Starr chooses to change from the nameless witness to a firebrand activist. After the grand jury does not indict the officer, Starr joins a protest and speaks not only to a crowd of protestors but also to a troupe of police.

Despite Stenberg's strong acting, some clunky dialogue weighs on the film. Starr's white boyfriend's repeated cries of "I don't see color" are out of place in otherwise heartfelt scenes. Similarly, Starr's lines of "really" in the face of Hailey's escalating racial prejudice become repetitive and tone-deaf.

Watching this movie reminded me of why I believe movies are important to society. Films are the easiest way to connect with people and to live through another's experience. With diverse voices in film and diverse stories, more people can connect with each other. *The Hate U Give* is not just about fighting systematic racism, but is also about introducing an important perspective to a wide audience.

GROOVY SONGS FOR THOSE FINALS VIBEZ

Neala Sweeney '20
Mélange Editor

1. Chlorine by twenty one pilots
2. Vienna by Billy Joel
3. Mo Bamba by Sheck Wes
4. when the party's over by Billie Eilish
5. Ain't No Rest for the Wicked by Cage The Elephant
6. Landslide by Fleetwood Mac
7. Garbage by Tyler, The Creator
8. The Motto by Drake and Lil Wayne
9. Bonfire by Childish Gambino
10. I Wanna Get Better by Bleachers
11. Shoot and Run by Maude Latour
12. Buzzcut Season by Lorde
13. The Weekend - Funk Wav Remix by SZA and Calvin Harris
14. Lonely Boy by The Black Keys
15. The Ghosts of Beverly Drive by Death Cab For Cutie
16. Vision of Gideon by Sufjan Stevens
17. You're Not Good Enough by Blood Orange
18. Fireflies by Owl City
19. Dark Red by Steve Lacy
20. 1901 by Phoenix

TWELFTH NIGHT: A REVIEW OF THE AUDIENCE

John Howley '21 | Contributor

Did you see the NEO's performance of *Twelfth Night* this past week? If you did, chances are you thought it was amazing—or at least I hope you did! And while you watched the cast onstage, the cast onstage watched you. So, instead of reviewing the play, this is a review of the *Twelfth Night* audiences from the cast.

Tuesday: Audience performance was great! Start to finish people were attentive and energetic. Plus the audience was full of teachers, so hopefully their seeing the show helped them forget the fact that I forgot to do the homework. (Kidding, of course).

Wednesday: Halloween night certainly drew in some lively people. The audience was less full, but this decrease in numbers was certainly made up by the increase in laughs! Wednesday night was one enthusiastic crowd. I guess people weren't SCARED to have a good time. (That's a late Halloween pun for you.)

Thursday: Audience put on a great show. They were attentive and listening carefully. Plus you could definitely tell they were all in on the show because people were really concentrating on the language and digging that Shakespearean sense of humor. I mean, who doesn't?

Friday: A sold-out show did *Twelfth Night* well. The audience was jam-packed with teachers, parents and students alike. This collection of the Loomis community allowed for one fun show. (Plus we got a standing ovation, so that wins this crowd a few extra points). Audience here deserves a bow!

Saturday: While the audiences were small, they were anything but quiet. Led by a front row of Loomis alumni from last year's graduating class, the spirit of the NEO and Loomis Chaffee student pride was on high which helped make both of Saturday's shows electric. You killed it, people-in-the-audience!

WARNING: SATIRE

Liam Scott '19 | Editor-in-Chief

"SUPER PREPPY" SPIRIT DAY CAUSES IDENTITY CRISIS

Wednesday's "Super Preppy" spirit day was unfortunately not without mishap, as nearly all students were confronted with the implication that they were not already preppy enough.

One particularly upset junior boy was available for comment. "I mean, my whole identity is based on wearing preppy clothing. You name the brand—Vineyard Vines, Ralph Lauren, Tommy Hilfiger, Barbour—and I know I have it. How can I possibly be preppier than I already am? It's an impossible task. I just don't know who I am anymore."



Graphic by Ariel Kayton '19

SELECTIVE MEMORY PLAGUES LC STUDENTS

Mysteriously, no students remember our formerly beloved Erickson dining gym.

A psychologist was willing to comment on the bizarre phenomenon. "This is a classic example of selective memory. Whenever one experiences something traumatic, a natural response is to block it from memory." This notion seems plausible.

"I remember the dining gym," began a faculty member. "It honestly wasn't that bad. And, yeah, I think it's pretty weird that none of the students remember it because we were eating there just last month. I don't care much, though, because at least they've stopped complaining about that time they ate in a gym."

Maybe it is selective memory. Maybe it's a secret Oke-Fun-Oke plot. Or maybe students actually are finally moving on.

KRAVIS BOY SPOTS TALL MAN IN THE DEAD OF NIGHT

Janus Yuen '21 | Contributor

At 11:45 P.M. on Saturday, October 20, a new sophomore residing in Kravis Hall saw a man measured at seven feet tall in the underclassman quad. The new sophomore (who requested to be called Tyler, for the sake of anonymity) was playing FIFA 18 in the common room at the time when he noticed the man staring up at the sky.

When Tyler shouted in surprise, the man turned his head and stared at him through a window, causing him to flee in fear of his life.

The man is described to be an elderly white man, between 6'6" and 7' tall, in a black trench coat and a top hat. His face is described to be of pale color, endowed with a tall sharp nose, and defined by a

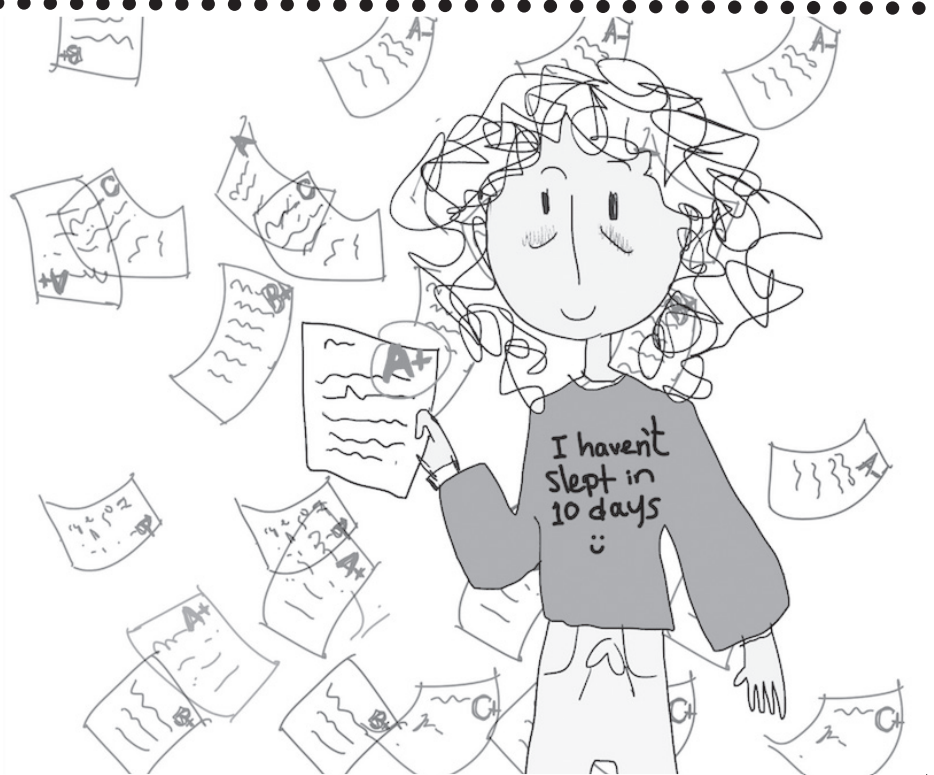
high brow and a thin mouth.

"In my religion, [Theravada Buddhism], he comes to kill teenage boys," said Tyler, relating the aforementioned man to figures in his faith.

When a dorm-mate of his, DQ Nguyen '22, jested at his description, Tyler retorted, "You think it's funny 'cause you haven't seen him; if you saw him you would've [expletive] your pants."

Another Kravis boy offered that the man could have been Slenderman, affectionately referring to the popular urban legend as "slendie."

Tyler was the only witness to the incident, and declined further request for comment.



Every senior, pictured above.

Graphic by Ariel Kayton '19

REBUILDING THE BRAND

Elena Anderson '19 | *Sports Editor*

Continued from the front

Although there is an economic advantage to partnering with Under Armour for the next three years, Ms. Cabot made clear that the decision “was really part of a bigger picture.” One piece of this bigger picture is creating more cohesion amongst Loomis teams and “trying to have an athletic program that has consistency in its brand,” according to Ms. Cabot. This includes standardizing the color of the uniforms to a lighter maroon color, a task that can only be achieved by sticking with one brand.

Also, the Athletic Office is currently developing a style guide, which will lay out all of the colors, logos, and fonts that are officially approved by Loomis. Ms. Cabot said that one reason for standardizing athletic gear through this style guide is “so that when people see us, they know it’s Loomis.”

Before ultimately deciding to partner with Under Armour, Loomis considered a few other brands, but eventually chose Under Armour because it guarantees a high level of quality amongst a broad range of sports gears. Ms. Cabot observed that, in her experience, “[Under Armour’s] efforts in committing themselves to making the best in everything has really stepped up in recent years.”

The high quality across the board was an important factor, but if there is a scenario where Under Armour does not offer appropriate gear for a sport with less mainstream outfitting needs, then Loomis

will be allowed to purchase from other brands.

Under Armour also understands that

the transition to a single brand will be a gradual one because Loomis only plans to purchase new uniforms for each sport

every three to four years. As part of this replacement cycle, girls and boys soccer were the first two Loomis teams to go Under Armour this year.

Although this new sense of cohesion currently only extends throughout the Athletic Office, Ms. Cabot explained that once the style guide is developed, it will be available for other groups on campus and it could possibly be utilized by the bookstore in the future.

It has become increasingly common for high schools, both public and private, to partner with a specific athletic wear brand because, economically, it works in the favor of both the school and the company.

As a part of their contracts, many schools choose to advertise their ties with the sportswear brands by prominently positioning the logos throughout their athletic facilities. When asking Ms. Cabot about whether she could foresee Loomis posting Under Armour logos throughout the gyms, she responded, “Under Armour [would love] us to put that out there, but I want to get more banners to advertise us first.”

According to Ms. Cabot, “Ideally, I hope that this works for six to nine years, because then we’ll start to see the benefit to the whole program.” The Loomis Athletic Department is excited about this new deal with Under Armour because it provides cost savings, will help unite all the teams, and build a more cohesive Loomis Chaffee brand.



Graphic by Ashley Chung '19

Ms. Cabot said that one reason for standardizing athletic gear through this style guide is “so that when people see us, they know it’s Loomis.”

SENIOR ATHLETE SPOTLIGHT: MADDIE HONG

David Choung '19 | *Sports Editor*

The following dialogue comprises edited excerpts from an interview with girls varsity field hockey player Maddie Hong. Maddie is a senior day student who hails from Glastonbury, Connecticut. Currently in her fourth year at Loomis Chaffee, Maddie also plays two other varsity sports: ice hockey in the winter and golf in the spring.

David: So, how has the season been so far for the team this year and what are the goals?

Maddie: I think the season has been okay. The beginning was kinda rough but, in the past four games, we’ve really stepped it up, and we’re working together a lot more. I think our goal right now is to make it to the playoffs because we have a chance to be the eighth seed. So, if we win out, we might.

DC: You’ve played field hockey for four years now and have accumulated a lot of experience. In your opinion, which school is the hardest to play against and why?

MH: I think, for us, the hardest team to play against is Taft, just because we’re pretty similar to them and they have always been our competitor.

DC: What is the craziest in-game moment you’ve seen in a field hockey game?

MH: So, I think the craziest thing I’ve seen is actually pretty recent. It was in our game against Berkshire. We went into overtime and Bailey Prete '20 had an amazing reverse chip that just like drizzled in, which was crazy because that doesn’t happen often.

DC: Throughout your field hockey career here at Loomis, how have you matured as a player?

MH: I mean, freshman year I was just learning the game, so it was pretty bad. Over the years, I’ve learned about positioning and just got my stick skills down.

DC: In the same vein, how have your teammates helped you grow as a player?

MH: They’ve definitely helped me grow. My teammates have probably helped me the most in learning a new sport by being supportive when I’ve messed up, and I think that’s really helped me.

DC: As a senior on the field hockey team, what’s one thing that you realized you had to do a lot more of, given that you’re a veteran now?

MH: I think, just like, encouraging everybody during practice and keeping the tempo up [in games and practices]. I didn’t really have to do that as an underclassman because I would always expect our seniors to do that. Now that I am one, it’s kinda part of the job as a senior.

DC: What is the toughest thing about playing field hockey?

MH: I think probably just keeping up the pace in games because there are so many whistles. It’s hard to get a momentum going, so it’s important to have an intensity the entire time and not to slack off when the other team has the ball.

DC: So, field hockey. I’m sure there are obvious differences between field hockey



Maddie Hong smiling after a great interview!

Graphic courtesy of David Choung '19

and ice hockey. Since you play both of them, what are the similarities?

MH: Honestly, the only real similarity is that you’re hitting a ball or puck with a stick. Besides their names, they’re not that similar.

DC: Finally, how do you feel about being a senior now at Loomis?

MH: It’s crazy. It’s so scary to think that you only have a few months left of Loomis. I feel like I’m still a freshman [chuckle].

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A LEGACY OF LEADERSHIP

Abby Cannon '20 | Contributor

Varsity football captain Tylon Crump '19 knew he needed to motivate his team. Only seconds earlier, Williston had scored a demoralizing touchdown and pulled ahead. In the huddle, he saw his team hanging their heads in defeat. The task was simple. Convince them there's no need to worry...Help them see that we can still win this...Give them confidence...Showtime, Tylon.

He forced a Hollywood smile and kept his message short and sweet. "Come on, let's go," he said. He watched his teammates' heads pop up, surprised by his confidence in their ability to make a comeback. He held his smile until the huddle broke.

It worked. His team went out and scored on the next drive. Crump had seen this effect enough times to understand it. "When I came out looking like I wasn't worried, the worry that they had just went away," he recalled.

As a captain he had done his job.

Crump is just one of Loomis Chaffee's fall captains who see their roles as keepers of a tradition that incorporates a family atmosphere in the teams and, when done right, creates the leaders of tomorrow.

Girls varsity soccer co-captain Lauren Smida '19 believes that her greatest responsibility is to put the team before herself. "I think, as captains, sometimes we have to take a step [back] [from] what we may be feeling in the moment in order to bring the morale of the team up, which can be hard to do, but I think that's what makes a good captain," Smida says.

Boys varsity water polo co-captain

Laith Hijazi '19 commented that he started to notice his responsibility as a role model once he became the co-captain. "The most important thing is using your experience and maturity to be a role model," he said. Hijazi recalled how one of his previous captains, Michael Gorgon '18, was always goofy, friendly, and inclusive. These traits brought the team together and created a familial atmosphere. Looking up to Gorgon as an underclassman shaped who Hijazi strives to be as captain of his team today.

Varsity field hockey co-captain Georgia Kraus '19 agrees that being a positive role model for one's team is the most important trait of a captain; however, being the captain of a less experienced team brings special challenges.

"There are a lot of moments where we're losing games and I can just see everyone sink, but it's in those moments, specifically, where it's my role to motivate my teammates to come together and refocus," said Kraus.

According to varsity volleyball co-captain Sky Hanley '20, the greatest challenge is pulling her teammates out of their own heads when they make a mistake or get frustrated during a game. "When the team's morale is low, it's sometimes hard to keep everyone hyped up and focused on what comes next," commented Hanley.

Hanley emphasized that she is able to keep her team together due to a sense of trust, which is built upon the close bond between team members.

Each of these captains leads in his or her own way, but they all share a mission:



Lauren Smida '19 leading the soccer team.

Graphic courtesy of Tara Griffin

to serve as role-models. And like every family leader, they learned from the ones who came before them.

For football captain Crump, that someone was Cole Poyfair '15. Poyfair was not a captain, but he was a key senior, and to Crump, he made the impact that mattered the most. "He kind of just had this swagger about him that made the team want to follow his lead," said Crump, adding that ever since then he has wanted to be as great of a role model for the younger players as Poyfair was for him.

Crump's signature three-striped eye-black was borrowed from Poyfair, but even if none of today's younger players

carry on that eye-black tradition, Crump knows that the other things he does will carry forward.

"I hope that if the underclassmen pick up on some of my traits and leadership qualities then they'll be as good if not better than I am when they are seniors, and I think that's the ultimate goal."

If it's true that every great family atmosphere begins with trust, it appears that the Loomis captains are doing it right. Whether picking up a teammate, hyping up the team, or maintaining a high morale in the face of adversity, the future is in great hands.

LOOKING BACK: LC RIFLERY

Stephanie Zhang '21 | News Editor

Whether it's varsity basketball, JV puck, or the winter musical, Loomis Chaffee's diverse array of winter sports and extracurriculars helps each student find their passion on campus. Yet, looking at Loomis' past, certain sports have been discontinued as the years progressed.

As of the 2009-10 school year, Loomis students were no longer able to choose riflery as their winter sport. Although riflery as a school sport might be controversial now, in the past it was like any other sports team. Multiple past members of the Loomis Chaffee varsity riflery team were surprised and miffed to learn that Loomis no longer offered the sport.

Ms. Lynn Petrillo '86, an alumna who is currently the Director of Strategic Communications & Marketing at Loomis and was the first female captain of the riflery team, described her experience on the team as "among [her] favorite of [her] time as a Loomis student."

Similarly, Mr. Benny Kline '96 recalled his experience as "great fun and very rewarding."

Mr. Jeff Scanlon '79 was not on the riflery team, but stated, "In many ways, Riflery was similar to other inter-scholastic teams. They had a uniform, consisting of a heavily padded jacket, competed against other schools both here and away, and took pride in their sport."

However, the LC riflery team was more than just a memorable and worthwhile experience. When asked about the sport itself, Mr. Stan Forrester, the assistant coach for the team during its last one to two years, commented, "[Riflery is] like playing chess with bullets [because it] takes amazing concentration and strategy." Mr. Forrester also added that riflery at Loomis was not a club, but "a varsity sport."

Meg Fifield '96 said, "It's an interesting sport. Many people think it's just shooting paper, but it's really about getting the shot in between heartbeats for accuracy, so you have to be incredibly disciplined."

The riflery team was a varsity winter sport. They usually had around seven to eight people on the team. Ms. Fifield commented, "[We did have] tryouts, but I think we needed everyone we could get to have a full team, so I'm not sure anyone was actually cut."

The riflery team brought students of all



1986 Loomis Chaffee Riflery Team posing for a picture. Ms. Petrillo is on the far right.

backgrounds together. Ms. Fifield "actually started at age seven and was a national champion at age fourteen and nationally ranked for several years" while Mr. Kline said, "My dad taught me to shoot on BB rifles in an indoor makeshift range in our basement. He grew up in the country and shoot rifles outside as a kid, and passed that along to me. [He] taught me gun safety."

Just like Ms. Petrillo said, "Everyone brought strong shooting skills to the table and together we had a lot of fun."

Describing the team's practices and facilities, Ms. Petrillo noted, "Our practices consisted of shooting in the prone and standing positions. The range was on campus, lower level of the Athletics Center."

Mr. Kline recalled, "We practiced in an indoor range under the gym. There was a little-used hallway that you walked down past the weight room, and behind a door was an anteroom. Behind another door was the range. Meg [Fifield] brought her own rifle. The rest of us used Anschutz rifles that belonged to Loomis. We picked out a rifle (they were mostly identical aside from minor differences) and stuck with it all season. These were all .22 caliber rifles obviously. Loomis provided jackets and gloves that kept us steady."

Ms. Sally Knight, an English teacher at Loomis, said, "My understanding is that when the athletic center underwent a massive physical restructuring/became the Olcott Center, the rifle range (and hence the rifle team) were not included in the physical plans."

The riflery team competed against

schools such as Avon Old Farms, Kingswood Oxford, Wilbraham & Monson, Suffield, Choate, Trinity Pauling, Deerfield Academy, and a few others.

However, Mr. Scanlon recalled that the riflery team "had few teams against whom to compete" and Ms. Petrillo mentioned that "the team had eight to ten matches a season, [but] we would often shoot against schools twice a season."

According to the season records in the Loomis yearbooks, the riflery team was especially successful in their earlier days, often passing through many seasons undefeated.

Ms. Petrillo confirmed the evidence. "The team was undefeated for five years going into the 1985-86 season, and was doing well that year, but we ended up losing our last two matches."

Ms. Fifield also said, "[I] don't recall how we did, but I believe we were real-

ly good!" and Mr. Kline mentioned, "We did fairly well. I recall us winning more matches than we lost."

Unfortunately, as the yearbooks neared 2008, the riflery's season records did not stay as outstanding as they had been before. Due to this and a variety of other reasons, riflery stopped being an option as a winter sport for Loomis students.

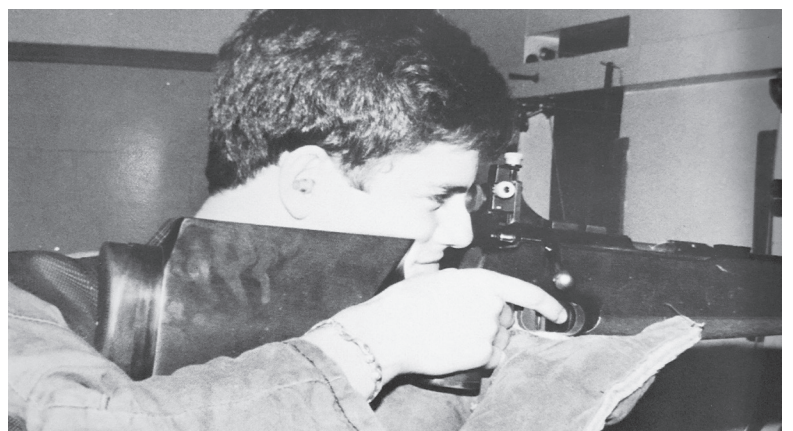
Mr. Scanlon observed, "I think the demise of the Loomis riflery team had to do with the disappearance of our riflery range, which was located in what is now the lower level of Olcott. I believe they had to go somewhere off campus. I also think that the notion of training students to shoot rifles became unpopular. I had the sense that fewer and fewer students were willing to take it on as their sport."

Mr. Forrester said, "Many other prep schools had [also] phased out their riflery teams by 2008 when the LC team ended."

Mrs. Knight added, "For sure, the disappearance of the LC rifle team came way way before America's worries about school shootings/gun legislations."

The Loomis Chaffee riflery team is only one example of just how many hidden gems are embedded in Loomis' history. And as we look back, the riflery team shows just how much Loomis has changed over the course of many fruitful years.

Riflery may not be offered as a winter sport anymore, but if any students are still unsure about their winter activity, take this blast from the past as a reminder to be courageous and go out for new things, because that's what Loomis is all about.



A student aiming at a target during rifle training.

Graphic from the 1986 edition of the Confluence