

The Loomis Chaffee Log

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No Changes Planned for Loomis Chaffee Name

Liam Scott '19 | Editor-in-Chief Emeritus

Measuring the branding expression of a school is difficult to do, but there are certain aspects of Loomis Chaffee's current branding (advertisements, etc.) that leave out the "Chaffee" of Loomis Chaffee. For example, certain toasters proclaim only "Loomis." Likewise, some sports uniforms say only "Loomis." The baseball field has "Loomis" painted in the outfield—but not "Loomis Chaffee." The bookstore also sells sweatshirts that say just "Loomis" but no sweatshirts that say just "Chaffee."

However, Associate Head of School Mr. Webb Trenchard confirmed that the school is not changing its name. "I think the name of the school is The Loomis Chaffee School and sometimes we use that whole name and sometimes we shorten it to Loomis which obviously refers to our founding family, and sometimes we use LC. It really depends on the situation and the context. But I don't really think that represents a recent change."

He pointed out that while the baselines of the basketball court in Erickson say just "Loomis," the tennis court screens, which were installed more recently, use the school's full name.

Director of Strategic Communications and Marketing Lynn Petrillo '86 pointed to Choate Rosemary Hall, which is frequently referred to as just "Choate," even within the school's official materials. She maintained that there "has not been a recent shift from using 'Loomis Chaffee' to 'Loomis,'" adding, "generally when writing a story for the Loomis Chaffee Magazine, we will use 'Loomis Chaffee' at the first mention of the school and then 'Loomis' in subsequent



Courtesy of Neala Sweeney '20

Although many "toasters" bear the full name of the school, two of them bear just the Loomis name.

mentions. We also use 'Loomis' on some, although not all, athletics uniforms."

Athletic Director Sue Cabot agreed that there was no intention to remove "Chaffee."

After a brand study, the following brand promise was written in 2014: "Loomis Chaffee offers an academically challenging and welcoming experience, guided by exceptional faculty mentors, to talented and hard-working students who learn to challenge themselves intellectually, embrace their individuality, and inspire positive change in the world." In an email, Ms. Petrillo added that "the promise itself has

been Loomis Chaffee's brand for a long time."

Mr. Trenchard says he hopes that using just "Loomis" does not overshadow the history of inclusion at the school. "I think one of the great things about Loomis and our history is we were chartered in an inclusive way from the beginning and we have continued to try to live to that ideal. And we would certainly want any branding efforts to be reflective of a core value like that."

Still, some Chaffee alumnae are frustrated by the branding expression decisions.

Continued on page 4

2019-2020 All-School Theme: BELONGING

Jenny Pan '22 | Graphics Manager

The all-school theme for the 2019-2020 school year will be "Belonging." Head of School Dr. Sheila Culbert collaborated with the student council to choose this theme. She hopes this topic encourages students to realize their role and purpose in the Loomis Chaffee community.

"Belonging to something... is a very intimate experience... it's about forming connection," Dr. Culbert explained.

Students and faculty not only belong to the Island community, but also belong to many other different groups, such as dormitories, teams, and classes. This theme aims to improve a student's understanding of their own identity, and will hopefully give them an opportunity to tell their story of how and where they belong, and what belonging means to them.

When choosing the all-school theme for the upcoming school year, Dr. Culbert focused on important questions like "How do we actually broaden that to be a school that belongs to everyone?" and "How do we encourage this sense of belonging among all students?"

Continued on page 2

Admissions Season Breaks Records

Lily Potter '21 | Contributor

During this year's admissions season, a historically high number of prospective students decided to say yes to Loomis Chaffee. Loomis continues to be a highly selective school no matter the residency status or grade for which a prospective student applies.

By the end of March, Loomis had received 1800 applications. The admissions officers' target was to enroll 215 students. Of the students accepted, there was a record-high yield of those who accepted Loomis' offer of admission: 50%.

More students than in years past decided to say yes to Loomis, given historically the yield rate had been around 45% at the end of application season. This year's 50% yield rate will most likely only increase because of waitlist decisions that often come later

in the admissions season and tend to have a higher yield rate.

The yield for prospective students who attended revisit days was even higher, at 65%. This high yield rate is "a huge testament and credit to the community; something we hear all the time from perspective is how warm, welcoming, and friendly the community is and how authentic it feels. It resonated this year more than ever," said Dean of Enrollment Amy Thompson.

The application deadline this year was January 15. Loomis normally accepts applicants all the way through the spring and sometimes into the summer. However, this year, due to the high yield rate, the school is already full for next year.

Continued on page 2

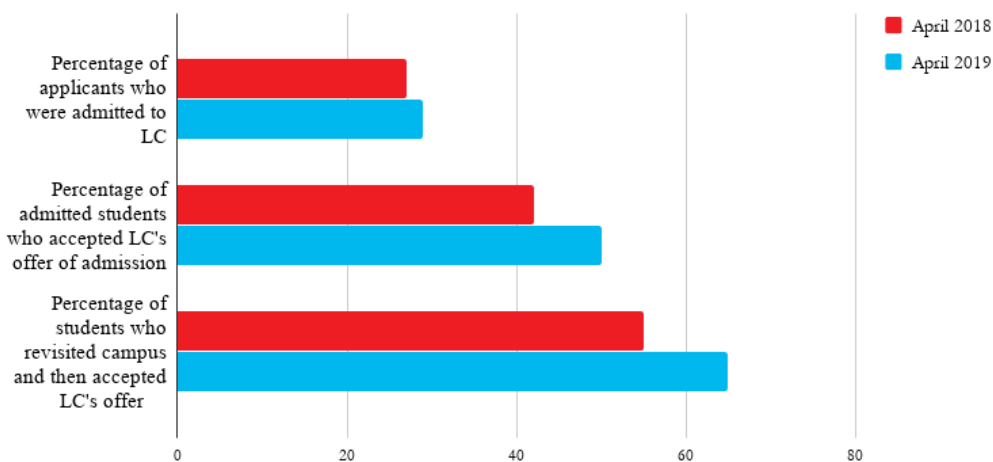


Chart by Portia Inzone '20

May EDITORS' PICKS

News (Page 2)

Reworking Work Jobs - 2

Features (Pages 3-5)

Chaffee Alumnae Spotlights - 5

Opinions (Pages 6-8)

Faculty Opinions on Family Style - 7

Sports (Pages 9-10)

Tri-Varsity Through the Years - 10

Melange (Pages 11-12)


LOGRhythms for AP Testing - 12

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Admissions Season Breaks Records

Lily Potter '21 | Contributor

Continued from the front

It is unusual that Loomis would accept a student very late in the summer except under special circumstances such as looking to replace students who do not re-enroll. The admissions office "is not officially accepting new applications right now because the school is currently full, which is a wonderful position for us to be in," explained Ms. Thompson.

There are discrepancies in acceptance between all types of categories depending on the number of slots available in each category. "It depends each year on the makeup of the applicant pool," Ms. Thompson said. The acceptance rate can fluctuate each year in different categories depending on how many people apply in a particular group.

For example, if a particularly high number of incoming ninth grade day student girls apply, the acceptance rate may be particularly low for that specific category, but the acceptance rate for this category of ap-

However, differences in those students' admissions process may include a more personalized experience. Coaches meet with recruited students and have students on the current team meet with a prospective recruited student.

"It's not going to be something where the coach comes to us and says, 'This is my top recruit and you need to admit them.' That's not what happens," explained Ms. Thompson.

An athletic scholarship or a merit scholarship does not exist at Loomis. The school only provides financial aid to families that qualify for it based on their financial circumstances.

"Because Loomis was founded as a free institution, it's incredibly important to the mission that we reserve all of our financial aid for students who need it, and that we're not providing athletic and merit scholarships to families that can afford to pay our

"Loomis continues to be a highly selective school, regardless of boarding or day, domestic or international, boys or girls."

plicants may go up the next year if there are less applicants.

Availability in particular dorms can also affect acceptance rates. The overall acceptance rate for the school is between 25% and 30%, but it has not been finalized for this year since the application season has not yet closed.

The admissions committee uses a holistic approach in which they consider all aspects of a student's application including transcripts, recommendations, testing, interview, and essays.

Regardless of if they come to find out about Loomis through the athletic department, the arts department, or because they have a sibling here, everyone has the same review process. It is not any different for students who are recruited for athletics.

tuition," Ms. Thompson said.

Every family applying for financial aid will submit financial aid paperwork including a form, a financial statement, and tax returns. The director of financial aid along with other admissions officers will determine how much a family qualifies. If admitted, the admissions office meets its full need with a scholarship.

"Loomis continues to be a highly selective school, regardless of boarding or day, domestic or international, boys or girls," Ms. Thompson said.

The Loomis Chaffee admissions process continues to be a rigorous selection process to find the best students, looking at students holistically and assessing how they would contribute to the community.

2019-2020 All-School Theme: Belonging

Jenny Pan '22 | Graphic Manager

Continued from the front

Lucy Shao '19, student council president, shared the student council's decision process regarding the all-school theme. "Our representatives felt that the series of events that happened around the school this year such as several incidents of the swastikas as well as the political atmosphere surrounding the U.S. under the Trump administration really calls into question of what it means to feel belonged into a community and how we can foster this inclusivity," Lucy said on behalf of the Student Council.

The all-school reading accompanying this theme is Brené Brown's *Braving the Wilderness: The Quest for True Belonging*. Brené Brown is a researcher and social scientist who has also delivered two inspirational Ted Talks. In her book, Brown writes about the importance of understanding one's role in a community through the experiences of courage, vulnerability, and trust. Her book teaches readers about what it means to belong and she hopes to spread the significance of finding that.

Dr. Culbert hopes that the theme of belonging will bring the people of Loomis Chaffee closer together.

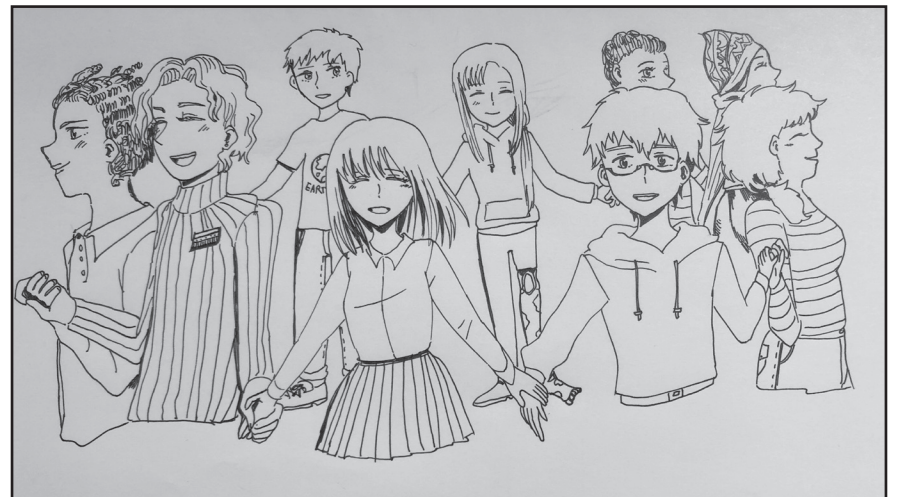
"I love this community. I think this is a really strong, warm, friendly, challenging, stimulating community, and I want people

to recognize, to build on it, and to take responsibility for it," Dr. Culbert explained. "It gives us not only an identity but [also] a sense of security, value, and wellbeing. The stronger our community here, that's going to be beneficial for the members."

Dr. Culbert explained that 'Belonging' is also connected and similar to this year's theme 'Mental Wellbeing.' The school hopes for the students and faculty to recognize the role of belonging to our wellbeing and inclusivity.

Dr. Culbert said that Mr. Batchelder, the first headmaster, "didn't want a group of students to be out in the world and for them to be able to be identified as Loomis students by the way that they looked, dressed, or by a particular attitude of mind. Instead, Mr. Batchelder wished Loomis students to be their best self to be individuals." Dr. Culbert explained that there are multiple ways of belonging to Loomis or any community and everyone has multiple identities.

"Together we form this great school. That's what I want to explore: the different way you can belong and what belonging means," Dr. Culbert said.



Graphic by Ashley Chung '19

Re-Working the Work Job Program

Stephanie Zhang '21 | News Section Editor

Whether it is cleaning up a classroom in Clark or being a tour guide, every student on the Island gives back to Loomis Chaffee through the Community Work Program (CWP).

The CWP, which is part of the Norton Center for the Common Good, is an aspect of Loomis that emphasizes that a student's actions have an impact, no matter how big or small.

Over the past two years, a group of eight faculty members and teachers have been working to increase the engagement, visibility, and value of work in the program.

The revamped system will be put in place from the fall of the upcoming 2019-2020 school year.

"Our goal for the rebuilding the work job program was to help students see the purpose and value in the work that they are doing, and help them see the connections between different work jobs, such as being a prefect or working on trash truck," said Mr. Eric LaForest, the Director of the Norton Family Center for the Common Good.

"It won't be a total reinvention," added Mr. LaForest. "We wanted to implement a few new things that take us back to the

heart of the work job program."

English teacher Ms. Kate Saxton, one of the faculty members involved in the project, added, "We felt that it was time to take a hard look at the program and assess what elements were working well and what elements could be changed, developed, or strengthened to better serve the program's mission."

The group of faculty members working on this project includes Mr. LaForest, Mr. Tim Helfrich, Dean of Faculty Mr. Andrew Matlack, Mr. J.R. Zavisza, Ms. Hannah Saris, Director of Multicultural Affairs Ms. Elizabeth Parada, Mr. Andrew Bartlett, and Ms. Saxton. Their main goal around the reconstruction of the program was to reform the attitude around the program and make the experience more meaningful. The committee wanted to tie together service and leadership jobs in a more deliberate way.

"I hope that we have been able to build a more coherent curriculum and to fortify the connection between student service and student leadership on campus," Ms. Saxton said.

Next year, jobs in the CWP will belong to a four-year curriculum that will include

service and leadership positions. With the new program, there will also be a feedback system that allows students to earn ratings for the work they do.

If a student works hard, their ratings will be considered not only when they apply for work job positions such as tour guide and e-proctor, but also if they simply want to switch work jobs.

Faculty involved in the work job program will also be working with students on a deeper level.

Mr. LaForest uses the e-proctors as an example. "Mr. Dyreson actively communicates with the e-proctors about what they're doing well, what could be better, things like this. We want to inspire more conversation of this type with the new program."

Furthermore, Mr. LaForest mentioned that they will be eliminating all work jobs that aren't "real work," as well as all morning work jobs.

"We want the students to feel that the work they are doing is meaningful," he stated. "Students are not at their best at 7 am in the morning. Also, instead of two 25 minute work job blocks, we want students

to have one 50 minute block. That way, they can really dive deep into the work that they're doing."

Mr. LaForest and the rest of the faculty involved in the reconstruction have collected over 500 survey responses from alumni, faculty, and students for feedback and ideas about the existing work job program and the implementation of this new system.

"People have really spoken out in favor of this program, even with its imperfections," Mr. LaForest said.

Ms. Saxton added, "It's been a fun challenge to try and put all the pieces together so that the program feels consistent while also meeting the various demands of the community."

With the new work job program, students will also have the opportunity to survey the work job opportunities at a spring jobs fair, where they can express their preferences and rank them by choice.

There could be additional changes once the school hires a new director of the program this spring.

No Changes Planned for Loomis Chaffee Name

Liam Scott '19 | Editor-in-Chief Emeritus

Continued from the front

Betty Sudarsky, who graduated from the Chaffee School in 1969 voiced her opinion on the topic in an interview with Natalie Halsey '20. "The issue [of the name] came up again this year. With the changes to branding, especially with sports, we aren't so sure anymore of Chaffee's staying in the name," she commented. "I believe, especially in the year 2019, where more and more women are fighting to be treated as equals, that the female side of the school is a wonderful standard there."

She further reflected on the greater significance of the Loomis Chaffee name. "Loomis Chaffee means something, it means something to the outside world, it means something to the present students, and it certainly means something to the alums. Removing the name would eclipse a very important part of the school. If they are equals, then each name should have its place in the name of the school. Loomis Chaffee is a very easy name to say, and it honors both parts of the school."

Ms. Courtheoux provided more context on the topic. "Ten years ago, we faced the same issue. A consultant had recommended shortening the name to Loomis. We asserted, that instead of hurting the school's brand, the name Chaffee and the outstanding reputation of the Chaffee school served to enhance the brand."

Ms. Courtheoux added, "We've been dealing with [this issue] for ten years now [...] The assurance that the name would be Loomis Chaffee was viewed as a promise that our legacy would not be lost in the future, because we all know that names do matter. So the dropping of Chaffee, anywhere and in any space, on the buses, on the playing fields and on the website, to me is not a little editorial decision, or the simplifying of a brand, but the breaking of a promise, and the erasing of Chaffee's legacy and proud history."

That history is very complex. The Loom-

is Institute was chartered in 1874, but the school did not open until 1914, under the name The Loomis School, explained LC Archivist Ms. Karen Parsons. The Loomis School began as a co-ed school, but the girl's division was ended in 1923. A lawsuit brought by Connecticut State Attorney General on behalf of the Town of Windsor and the subsequent appeal alleging a violation of the school's charter resulted in a court's mandate that required the school to educate girls. The girls division opened in 1925 and was moved in 1927 to the Palisado Green in Windsor under the name the Chaffee School. The Chaffee School moved to what is now Chaffee Hall in 1970, and Loomis and Chaffee Schools merged in 1972. "So the 20s with the closing of the girl's division and the reopening [...] and the 70s, those are the two really dynamic moments," Ms. Parsons summarized.

The reasons behind the merger were manifold. "The short version," Ms. Parsons explained, "is that by the mid-'60s there was a recognition by the Board of Trustees, which oversaw both Loomis and Chaffee, that both schools needed a new library [...] and there was a need for better science labs [...] and so with limited resources [...] the trustees decided to create one magnificent library and add on to the science building [...] there just weren't funds to build two [state-of-the-art] libraries for both schools."

According to *Cherished Hopes and Honorable Ambition: A Centennial History of The Loomis Chaffee School*, "The answer was the moving of Chaffee to the Island."

This move, however, did not come without concern, especially from the Chaffee School. Perri Courtheoux, Chaffee's Student Council President when the merger was proposed, stated in an interview with Natalie Halsey '20 that "it seemed that there was a huge fear that Loomis would gobble up this outstanding girls' school."

In a Chapel talk on January 23, 1970, Mrs. Howard Baker, a Chaffee faculty member, addressed the concerns regarding Chaffee identity that a merger seemed to kindle. "I couldn't agree more, if by 'Chaffee Identity', one means Chaffee, just as it has existed in the past, an unwanted child of the Loomis Institute, which had to prove its right to exist by overcoming almost insuperable odds," Mrs. Baker said. "THAT identity was essential for the past, but is no longer needed today, for they want us over there on the Island and have even indicated that they may need us."

Joyce von Dohlen Sidman, a 1974 Loomis-Chaffee graduate, writes of her time at Loomis-Chaffee in "Poetic Roots," an article included in *Cherished Hopes and Honorable Ambition: A Centennial History of The Loomis Chaffee School*. "We [Chaffers] knew our presence would alter this larger institution forever," she writes.

Natalie Halsey '20 and Eric Song '20 contributed reporting for this article.



Courtesy of Jenny Pan '21

A jersey for this year's baseball teams

Prefects and RAs Reflect

Lana Sheng '22 | Staff Writer

Prefects and Residential Assistants play important roles in a boarder's life. Serving as mentors for younger students, prefects often leave lasting impacts, easing the transition of new boarders into a new school and lifestyle.

Similarly, RAs are seniors leaders in their dorms that ensure the dorm culture runs smoothly and the mental stability of individual residents. Not to be overlooked, RAs serve as a significant support network for their residential community.

When asked why they want to become a prefect or RA, recent applicants explained:

"Dorm life meant a lot, since I live further [away], and I knew certain things that people liked or didn't like in a dorm. I wanted to be generally relaxed and not overly serious, so I could help new students make good transitions," said Grace Wolf '20, a prefect in Cutler. "During my freshman year, I really relied on my prefects to get through the fall term."

"My prefects freshman and sophomore year were really cool, and I wanted to step up like they did," said Kyle Ge '20, a prefect in Kravis. "I want to be an RA for the same reason. I love feeling like I improved other people's experience, and I enjoyed being there to help people."

Being a prefect or RA comes with important responsibilities.

When asked how this role impacted her experience at Loomis, Grace responded, "There was a learning curve to becoming a flexible planner. Sometimes you'll plan to do work, but you'll end up talking to a prefectee for a long time to help them."

Grace noted, "I'm more flexible with my time management than my earlier years, and being a prefect has made me more conscious of how to live in a positive way with others."

"It really puts into perspective the difference you can make, and how you can make them feel more at home in the dorm. I loved being able to make an impact," commented Kyle.

"Being a prefect in Longman has made it a lot easier to form relationships with my prefectees, because there are only eight of them," replied Anya Sastry '20, a prefect in Longman.

"We are super close, and we all talk in the common room after study hall. I loved getting to know the girls better, and to be their older sister. It's been really rewarding. You leave Longman with a whole family."

Now, next year's prefects and RAs are looking ahead to their new leadership roles.

"I'm nervous about how to balance being an authoritative figure in the dorm, but also being a friend and confidant to others," said Janus Yuen '21, a future prefect in Carter. "I hope I won't have to give too many sevens and that I can teach some kids to live independently."

"As an RA, you're expected to fill a role to people your own age, and there will be a good bridge to find between being a good friend, peer, and RA," explained Log Web Editor Jack Glassie, a future RA in Batchelder.

"I think being an RA will give me a chance to better myself in general. I'm nervous about being able to balance my schoolwork, especially in senior year, and my duties as an RA."

"I'm excited to be an RA, but it'll be different since you will be the same age as the people you are living with. I'm a little nervous as to how I may be able to enforce the rules and develop peer leadership," said Anya Sastry, who will be an RA in Howe.

Just Keep Swimming

Nina Gildor '19 | Staff Writer

Water Warriors is a free, student-run water safety program for children aged 5-10 in local elementary schools who do not have access to a pool or swimming lessons.

30 experienced student volunteers work one-on-one with the children in Hedges pool every Sunday in both the fall and spring terms. The course involves a range of skills from the basics of kicking to jumping into the deep end. This hands-on program works not only to help kids feel more comfortable in the water, but also build an invaluable connection between Loomis Chaffee students and local families.

Windsor Water Warriors was launched in the fall of 2016 by Loomis student Chloe Irving '17. After seeing an incredible datum of how many kids drown in Windsor, Chloe was inspired to make an impact in her community. Over the past three years, this organization has recruited committed volunteers, including many members of the

swim, diving, and water polo teams. Water Warriors also formed a strong partnership with the Windsor Public Schools' Office of Family and Community Partnership in order to encourage families to sign up.

The three senior leaders—Ben Laidlaw, CJ Owen, and Laith Hijazi—have spent a lot of time in working with Mr. Eric LaForest, the Director of the Norton Family Center for the Common Good, to make this program a success by ensuring that both the kids and parents enjoy the program. While most of the members are involved in Loomis aquatic sports, anyone with confidence and experience may volunteer to help out. Ben, CJ, and Laith shared that they learned about the program through teammates on the swim team and immediately decided to join.

The program provides the opportunity for volunteers to form a personal bond with the children. Each coach gets assigned a child of the same gender to work with for

five sessions in the fall and spring. The kids enter with a wide range of abilities and energy levels, challenging the volunteers to adapt their teaching styles as they focus on progression rather than specific outcomes.

"My favorite part is the challenge of working with different skill levels. You must teach slowly, taking them through each step and using drills," reflected Laith. All the leaders agreed that they have gained leadership and communication skills from working with these children.

Ben said, "You learn patience and communication with adults because you must voluntarily interact with parents and keep them updated. But it's super rewarding when you get a handwritten note from your kid saying you're the best coach ever!"

Furthermore, the program demands a strong sense of responsibility as student coaches are now handling the lives of kids. There is a personal connection that results from both the work itself and the trust that students build with their kids. As Laith said, "The point of the program is to make them more confident, not just a better swimmer."

This organization that started from such a small idea has now grown into a tradition that benefits both Loomis students as well as the local community. As the kids gain a lifelong skill, the student coaches acquire a new outlook on swimming and safety in their own lives from their interactions with the children.

Ben realized the possible dangers of a pool and further suggested that "Loomis should have an active lifeguard during swim practices because anything [could] always happen."

CJ remarked, "It made me realize how much harder it is to start swimming at older ages. Young kids are a completely different person to teach and lead."



Photo by Ben Laidlaw '19

Water Warriors at Hedges Pool

Bringing Vietnam and Cambodia to the Island

Victoria Che '21 | Opinions Editor

The Alvord Center for Global and Environmental Studies hosted a culture and history immersion trip to Cambodia and Vietnam in June 2018. Traveling with history teacher Harrison Shure and Log advisor Jessica Hsieh, students explored Saigon, the Mekong Delta, Phnom Penh, and Siem Reap.

The group spent much of their time learning about the Cambodian Genocide and the Vietnam War as they visited memorial sites and met with survivors. Inspired by what they saw, students from the trip arrived back on campus ready to spread awareness in our community.

"The school we visited really connected with me the most," shared Grace Wolf '20.

She explained that PEPY is a non-profit school in Siem Reap that gives full scholarships to young adults in rural Cambodia for their high school education and provides them with career training.

Remembering their experience of playing with the children at PEPY, Grace brought up what struck her the most. "[They] were just so happy, especially when compared to the average Loomis student. They had this joy that we just don't carry with us normally."

Grace further recognized the value and unique nature of PEPY's education after gaining deeper insight into the status quo of Cambodian education. After learning that educated people were executed first during the Cambodian genocide, Grace felt a general stigma around education in Cambodia.

"I think that by giving rural students money to go to school, PEPY is really breaking this stigma," she commented.

Inspired by her connection to PEPY, Grace wanted to do something for the school. After the group nominated PEPY for the Charitable Blend program, Grace started reaching out to faculty members in an effort to host a movie night and a fundraising event for PEPY.

Head of the Art Department Jennifer McCandless and Christian Ryan helped to exhibit the pictures taken during the trip, and Assistant Head for External Relations Nathan Follansbee helped to organize the fundraiser. Grace eventually hosted a fundraising event for PEPY and showed the movie *First They Killed My Father* at the event. The fundraising event has collected almost five hundred dollars so far, an amount sufficient to sponsor a small class at PEPY.

Editor-in-Chief Emeritus of the Log



Lizzie Chapman '21, Liam Scott '19, Jacqueline Cleary '19 and Grace Wolf '20 at a PEPY fundraising event, a showing of the Angelina Jolie movie *First They Killed My Father*. Courtesy of Ms. Hsieh

Liam Scott '19 has found another way to follow up with the trip. The idea to create a course first came to Liam when he was struck by how little he knew about genocide, specifically the Cambodian Genocide. "I wanted to study that further and teach other students about it," he said.

Under the guidance of Mr. Shure, his faculty advisor, Liam has been designing a course called *Genocide: Media, Remembrance and the International Community* in an Independent Study Program (ISP)

since the fall term.

The class will be offered as an elective course next year. Liam stressed the importance of studying genocide and commented that "overall genocide is pretty understudied, [even though] it is the worst human-to-human atrocity in the world."

Elaborating on the general curriculum of the course, Liam shared that the course will have a foundational unit that examines the Holocaust and important documents such as The Universal Declaration of Human

Rights and The Genocide Convention.

Following the foundational unit, the class will look at two of the three case studies of genocide in Rwanda, Cambodia, and East Timor. At the end of the term, students will work on a final project where they pick another genocide on which to do more in-depth research.

"I think the most important message for anyone is that it's really important to remember; and whatever that may be; it could be to remember a genocide, a war, a movement or anything," concluded Liam.

To most students and faculty on the trip, witnessing the appalling remains of history was both eye-opening and shocking.

After arriving in Cambodia, the group spent the first couple days in the capital Phnom Penh and did much work focused on the genocide. "We saw some really difficult spaces and memorials and spoke to survivors. It was a very powerful and emotionally-moving part of our trip," said Mr. Shure.

Mr. Shure was astonished to learn that 65% of the current Cambodian population is under 30 years old, a direct result of the genocide. "You could feel it when you were there. It was young and vibrant and there was a lot of emphasis placed on art, music and culture, yet there is this gaping hole of a generation that was lost," he commented.

Throughout the trip, Mr. Shure witnessed much personal growth in the members of the group. "I don't know how one could go on the trip and not be incredibly moved by what we saw and experienced," he said.

He further commented that, "In taking the course, students will learn about several different genocides through the lens of the role that the media played, both leading up to the genocide, during the genocide and also afterwards with how they are remembered."

Mr. Shure mentioned that some elements of the new course will be similar to the Global Human Rights course, but, in terms of the materials and sources that student will be exposed to, the new course offers a deeper dive into the history of genocides.

"The history of genocide is not easy history to look at, yet it is so important that we are not only aware of what happened, but also aware enough to want to take actions when we hear or encounter similar events that are ongoing," concluded Mr. Shure.



Benjamin Shani '20, Mr. Harrison Shure, Ryan Jones '20, Aarman Pannu '20, and Jamis Fite '20 playing soccer with PEPY students. Courtesy of Arjun Grover '20

All-Gender Housing a Possibility for LC

Anya Sastry '20 | Staff Writer

Since Loomis Chaffee's opening in 1914, all resident halls and dorms on campus have been single-gender, housing either boys or girls. This type of housing is the typical model that is offered by boarding schools, with strict rules and regulations regarding being in a dorm of the opposite gender.

While this system is beneficial and works well, there have recently been some ideas surrounding the prospect of changing it to better suit the community we have here at Loomis. That change would come in the form of an all-gender dorm.

Initially, this idea may seem too radical to implement in a boarding school with teenagers anywhere from fourteen to nineteen; however, there are potential benefits to having this kind of space at Loomis.

By having a co-gender dorm on campus, the school would be providing a safe space and creating an accepting environment for those who are transitioning, or who

may identify as non-binary or gender-fluid. However, it should be noted that an all-gender dorm would not just be restricted to those that identify as such.

Some may argue that having this separate space for people who identify as such may seem alienating and could in fact distance them from the rest of the community; however, those who live in the all-gender dorm could still easily connect with the rest of the community while having their own space.

On the one hand, an all-gender dorm might not work because some students may take advantage of this safe space and ask to be in the dorm just to live with their friends of the opposite gender.

Lily Tapsoba '20 commented on this idea and said, "The school would have to make sure that [the dorm] attracts people who want to be there for the right reasons, as well as prevent it from becoming 'cliquey'."

The idea mentioned previously would definitely be a concern when implementing this kind of dorm and something that faculty would have to be aware and conscious of.

There are clearly both pros and cons to having a co-gender dorm on campus. Ultimately, in order to even consider implementing this kind of dorm, I think there needs to be student support, as this dorm will impact the Loomis community that all students are a part of.



Courtesy of Michelle Park '20

Chaffee Alumnae Spotlights

Natalie Halsey '20 | Columnist

ANNE SBARGE

Anne Sbarge was a teacher at the Chaffee School and later the Loomis Chaffee School for a total of thirty-nine years. She received her BA from the University of North Carolina, completed a teaching fellowship from the University of Tennessee, and spent a year at the graduate school La Sorbonne in Paris to study French. Prior to teaching at Chaffee, Mrs. Sbarge served as an interpreter for the State Department, thanks to her exceptional bilingualism in English and French. Mrs. Sbarge now resides in West Hartford.

What is your favorite memory from the Chaffee School?

My favorite memories are of the girls, and the fact that it was another time. The girls were lovely, very willing to do the work, and they were very happy to sing folk songs. They were very cooperative, and they really enjoyed learning. This, of course, changed a bit when [...] when Chaffee was absorbed by Loomis. The boys brought in a different spirit; they didn't like to sing very much! The boys would say, "oh non, Madame, don't make us sing!" I would make them sing anyways, and they would have fun, but it was a different attitude. If they thought I was giving too much homework, they would say "oh no, that's too much!"

Chaffee was such a small school, and very different to what Loomis has grown into. The school has become almost college-like, with so many buildings. I remember the mid morning break, where everyone would have an apple and meet with advisors. [When the schools merged, we no longer had the breaks] and the schedules became very complicated. I'm sorry we lost that time period, which was a very nice moment to meet with an advisee and take a sort of breathing space in the middle of the morning.

Another little memory I have is when I took a class outside to enjoy the spring weather. We walked out to the woods behind the Chaffee building, and we were going to sit down in the woods to write a poem. It was a very pretty day, and there were a few violets growing and peeping out from the woods. Everyone was sitting and trying to write their poems, and a few people managed to write their poems, of course all in the name of springtime and creativity.

What I didn't know was I had made them sit down in a patch of poison ivy. Most of them were still wearing skirts, so my poor students had itchy bottoms! I don't know what happened to the poems, but that was a nice springtime memory.

BETTY SUDARSKY

Betty Sudarsky is a Chaffee alumna from the class of 1969. Ms. Sudarsky grew up in West Hartford, and after graduating from The Chaffee School, she attended Smith College. Ms. Sudarsky is now retired after running an independent bookstore in Boston.

What is your favorite memory from the Chaffee School?

I actually have a mosaic of favorite



Anne Sbarge with Chaffee's French Club

Courtesy of the Loomis Chaffee Archives

memories, and they mostly have to do with classes. I had the most wonderful math teacher my junior and senior years, and her name was ED Jangris. She made math magic. It was so great being in her class. I looked forward to her class; I looked forward to the assignments... Precalculus was the last class we did because back then they didn't teach calculus senior year, and she just made everything incredibly clear and fun. It was because of her that I went to Smith because she had gone to Smith.

I think learning how to write [was also a meaningful memory]. I learned how to express my thoughts coherently. I learned how to write from an outline, which I still do, regardless of what I'm writing, and I do writing for work. I think that is a very positive memory and experience that I credit Chaffee for.

A couple of friends [and I are] about to celebrate our fiftieth reunion. I think those are the highlights of my Chaffee career.

What do you think is the significance of Chaffee?

The Chaffee history is lovely. A family of siblings were given money by their parents and created a school to educate boys and girls together. The siblings themselves had no children [...] so with the money they were given, they started the Loomis Institute. What happened was [...] the boys were dominating the girls, and the girls were not really getting a quality education, and so the school separated into the Loomis Institute and the Chaffee School.

For the next about fifty years, girls and boys were educated separately. We did have some classes together, but basically the girls were on the Chaffee campus and the boys were on the Loomis campus. The female part of the history of the school is very important. We were an all day school, and I think it's fair to say we were the best private high school for girls in the several state area. We had quality classes, grade after grade.

The schools got back together to share resources, and the catalyst was a million dollar library [the modern Katharine Brush Library] that was going to be built on the Loomis Campus. The trustees thought that the Chaffee students should have use of the library, because it was such a big resource, and the most logical thing to the trustees, and my mother was on the Board at the time, was the merge. But they didn't mean that the identity of Chaffee should be submerging. They meant a merger of equals.

That's how I've always seen the school, as a merger of equals. Loomis Chaffee means something, it means something to the outside world, it means something to the present students, and it certainly means something to the alums.

WENDY WEST NELSON

Wendy West Nelson, a member of the Chaffee class of 1969, attended Stanford and worked with many small businesses, including a white river rafting company. Ms. Nelson now resides in Pennsylvania with her husband.

What is your favorite memory of the Chaffee School?

I don't know if I have a favorite memory. I started a little bit late, like 6-8 weeks into freshman year. I lived in New Britain, and the school system was terrible. The school had lost accreditation, so my mother flipped out and said "We have to find you a new school." [I] interviewed with the headmistress of Chaffee, [...] and they took me! I was one of those people who liked to read a lot. I was at a really undemanding school, and when I arrived at Chaffee, I thought, "If I can survive this beginning part, it's going to be great."

When I got there, we had a morning assembly on the bleachers, which they called "Chapel." It was the whole school, about 130 girls, and everyone sat by class. Someone gave a little talk, announcements were made, and then we went off to classes. The first day I got there, one of my classmates read a poem she had written, which welcomed me to the school. The poem was long and rhyming, and that girl became my best friend for the rest of my life. [...] We've been friends since we were 14, and now we're 68.

Every afternoon, we had sports at Chaffee. It was before Title 9, and schools didn't do much for girls' sports at all. But somebody early on must have decided that sports were good for young women. Now it seems so sensible, but at the time it was quite a lot.

We had a dress code, too. We had to wear skirts that were down to our knees, and I was there during the 1960s, when miniskirts were happening. We had to wear sturdy shoes that tied, so people wore brogues that looked like golf shoes. I was mildly rebellious, and I remember letting

those shoes get to the point where they were held together with string and tape. One day, the headmistress called me into her office and said "Wendy, I know perfectly well that you understand the spirit of the rule as well as the letter of the law. Those shoes are an abomination, and you need new ones by Monday."

[Chaffee] was rigorous and demanding, harder than college for me. You could skate in college, with such big classes, but the level of accountability [at Chaffee] was much higher with such small classes. When there are ten or fifteen people in your class, you've got to do the work. Most of the teachers were brisk and not coddling. They had us work hard, and it was good.

What do you think is the significance of Chaffee?

I think that Chaffee is history, and it was a small, strong, proud girls' school for however many years.

We had 32 girls in our class, and out of them, seven were finalists for the National Merit Scholarship. I was third in my class, and I went to Stanford. The two girls ahead of me were part of the first female class at Yale.

We were a really strong academic group, and we had these teachers who were remarkable. They were all women who grew up in a time where their only career options were becoming a nurse, secretary, or teacher. A lot of those women would have become doctors, lawyers, or businesspeople now. [...] The first woman to become governor of a state without succeeding her husband was Ella Grasso of Connecticut, and she was a Chaffee graduate. I think that says something about our school.

It was harder to get into Chaffee than it was to get into Loomis because of the smaller amount of girls' day schools. We didn't see [the Loomis boys] a lot, except for at dances, which were painfully dumb. They started blending us when I was a junior or senior, and I took a couple courses over there. We weren't that intermingled. It was our own little world on our side of the river.

What was fun about Chaffee was that it was a girl's world, but it was not girly. It wasn't about clothes, or boyfriends, or anything like that. It was about school, and sports, and singing, and reading, and pranks, and friends. The fact that all the roles went to girls was a cool thing.

PERRI COURTHEOUX

During her time at The Chaffee School, Ms. Perri Courtheoux '69, née Borenstein, was the student council president. Ms. Courtheoux has been a teacher for over forty years and resides in Chicago with her family.

What is your favorite memory from the Chaffee School?

I loved almost everything about the school. It was just so outstanding. I loved learning beside these creative, brilliant and wonderful young women, who have now become my close friends for decades. I also loved [how] we were all trained to be leaders at a time when most young women were not encouraged to lead.

The Loomis Chaffee Log

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The Loomis Chaffee Log is the official student newspaper of the Loomis Chaffee School in Windsor, CT. 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 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.

ADVERTISING

To advertise in the Log, please contact the Editors-in-Chief listed above.

CORRECTION: Our previous six issues were labeled erroneously. These should have been Issues 103, No. 2-7; however, they were published as Issues 102, No. 2-7. Please use the form located at www.thelclog.org to inform us of any further corrections.

LC Needs a Crew Team

Meghan Hall '22 | Contributor



The crew team practicing on the Connecticut River

Although Loomis Chaffee offers a wide variety of sports and activities, it lacks a crew program. Instead, student-athletes are sent off campus to compete and win under the blue and white banner of the Riverfront Recapture, a team in Hartford.

And they have done well; a Riverfront boat made mostly out of Loomis boys placed 16th at the Head of the Charles Regatta, which attracts thousands of rowers every year. Four years ago, former Loomis athlete Will Parsons '15 even went to nationals; however, without a crew team, Loomis has not capitalized on benefiting from the success of their athletes.

Loomis would attract more rowers in the admissions process if we offered varsity crew. Rather than cannibalizing our own teams by starting a Loomis crew program,

we would be drawing in potential students, college recruiters, and alumni donations.

Another problem surrounding non-Loomis crew is that students must pay eight hundred dollars per season, which Loomis financial aid does not cover. Coupled with being denied a varsity letter, student crew members have their sport listed as one of the twenty-six intramural activities offered at Loomis. There are also no alumni rowing in college listed on the Loomis alumni athletes page, which lists graduates playing collegiate sports.

In response to challenges like these, we should have a Loomis crew team. Having a Loomis-only boat representing the school at the Founders Day Regatta would be a great lifting-off point.

ALL-SCHOOL THEME: A Missed Opportunity

EDITORIAL

To those who may not be aware: The 2018-2019 All-School Theme is Mental Well-Being. By adopting "Mental Well-Being" as our theme, the Loomis Chaffee administration and the student council hoped to highlight mental fortitude through what was expected to be a year of dialogue and self-reflection. However, the implementation of this theme has not been as extensive as we, the Editorial staff of the Log, had hoped.

The administration's definition of mental well-being does not include mental health, but rather focuses primarily on mental fortitude. However, this definition was not communicated to students, many of whom expected this year's all-school programming to shed light on an issue all-too-often ignored: the mental health issues prevalent among teenagers. The LC administration's deliberate omission of mental health from the definition of mental well-being represents, to the Log editorial board, a missed opportunity to advance discussion about this important topic.

The implementation of this year's all-school theme diverges from precedent. Although Loomis Chaffee's web page about the all-school theme has not been updated, the website does provide a glimpse into many different ways in which the 2017-2018 All-School Theme of Globalization was integrated into life on the Island.

The website demonstrates that the administration worked last year to ensure that discourse on globalization would thrive in various areas of campus life. Specifically, the theme was the focus of several academic courses, including the Globalization, Global Human Rights, and International Relations courses; of our 2018 all-school read, *Exit West*, by Mohsin Hamid, who then visited the school; and of five convocations, including those delivered by CEO of AmeriCare Michael Nyenhuis, anthropologist Wade Davis, and Former Secretary of State George Shultz '38.

Moreover, the LC administration facilitated discussion about globalization by conducting themed pelican days, organizing themed community-wide events, offering the screening of documentaries as part of a year-long "film series," and creating a relevant WALKs essay prompt.

This year, however, the LC administration has done less to promote awareness and discussion of mental well-being, despite their clear good intentions to do so. Within the aforementioned areas of campus life—curricula, travel, convocations, all-school read, pelican days, and after-school, community-wide activities and events—the LC administration has, overall, failed to implement the theme of Mental Well-Being to the same extent that it adopted the theme of globalization last year.

Dr. Culbert noted that "the Student Council last year, when they suggested the school theme, specifically argued that they did not want the focus to be on mental illness—but rather they wanted us to explore ideas of grit, persistence, and fortitude. And I think that's what we did—through the all-school read and through speakers."

Excluding Senior Meditations, Loomis has held seven all-school convocations.

Three speakers—Travis Roy, Alex Myers, and Dr. Leon Chameides—presented convocations related to our theme. All three provided examples of courage and mental fortitude. In addition, although Emily Esfahani Smith's convocation was cancelled due to snow, she would have discussed one's quest for meaning in his or her life. Although the snowed-out convocation was in no way the administration's fault, we feel that there should have been some sort of all-school programming to make up for this lost opportunity to talk about mental well-being.

While the MLK day convocation speaker spoke about physical health, he did not touch on the subject of mental health or mental well-being. The all-school read, *The Life of Pi*, addressed mental well-being as defined by the administration and student council, but no formal discussions of the novel took place on campus at the beginning of the year.

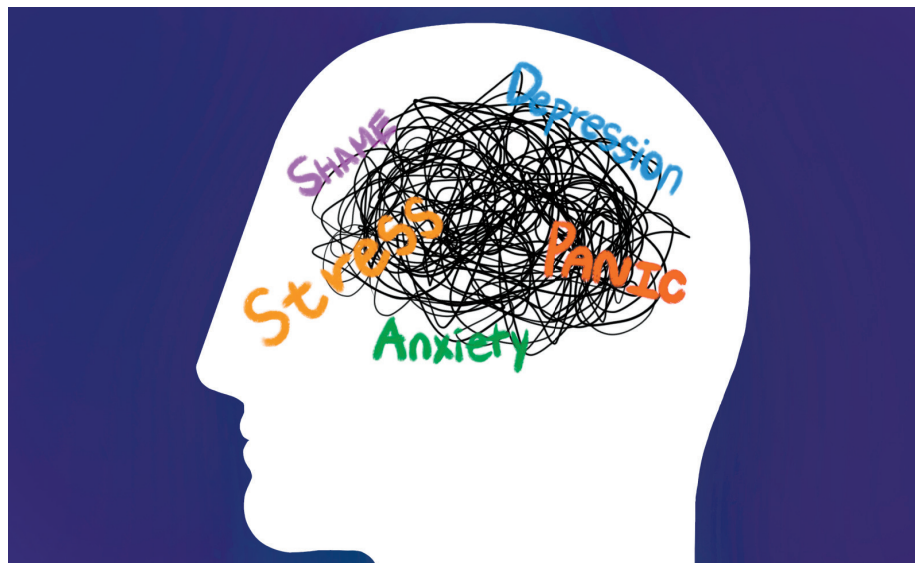
Although this year's Norton Center Discussions on the Common Good have sparked debate about consent and affirmative action, no discussion thus far has focused on mental health or mental well-being.

Moreover, none of the Pelican Days so far this year have addressed this theme. The upcoming Pelican Day slated for May 11 will address the theme through a variety of workshops, but it will not include programming for the junior or senior classes, and it is scheduled very late in the school year.

A few sporadic community-wide programs did address mental health. The LC Hackathon, which occurred on February 8 and 10, encouraged students to "com[e] up with solutions to problems around mental health on campus." Loomis did hold a viewing of *Three Identical Strangers*, which touches on the psychological theory of the tabula rasa. Stress-relieving activities were held during the review days leading up to fall-term and winter-term examinations; however, these sorts of activities have been held during review days for several years, and thus do not represent a true departure from precedent.

It is with disappointment that we say farewell to this year's theme; indeed there are so many facets of mental well-being that we as a school have not touched, both deliberately and fortuitously. By purposely excluding mental health from the definition of mental well-being, the administration and student council missed an opportunity for open dialogue centering around the growing trend of anxiety and depression among adolescents across the nation. We hope that future programming related to mental health will compensate for this year's lack of discussion on this important topic.

Aside from this, the implementation of the theme of mental wellbeing—even under the LC administration's definition—could have been more extensive. It is our hope that the LC administration henceforth will strive to include the All-School Theme prominently in various areas of campus life, as it has done in the past.



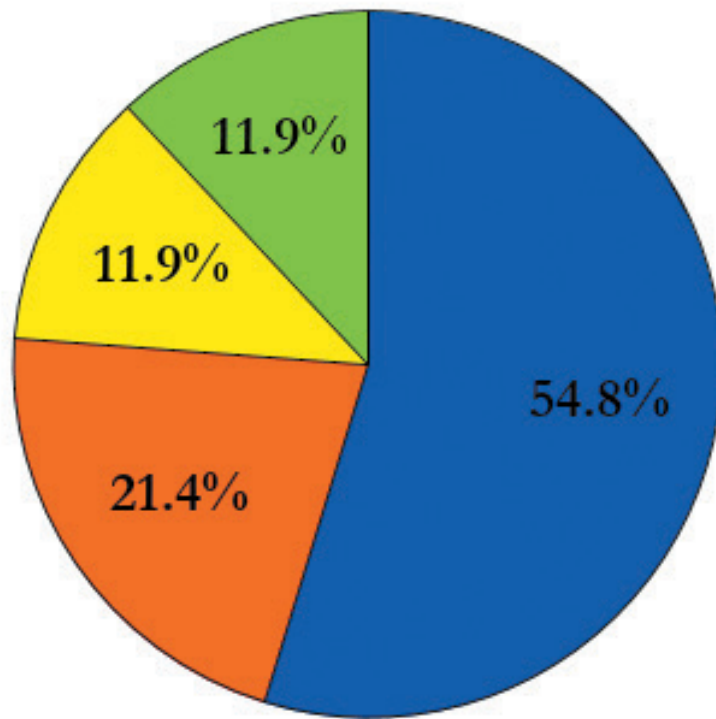
Graphic by Michelle Park '20

Faculty Opinions on Family Style

Liam Scott '19 | Editor-in-Chief Emeritus

How often do you look forward to family style?

- Usually
- Rarely
- Always
- Never



The pie charts above and below reflect responses to a survey sent to all Loomis Chaffee faculty. 43 faculty members responded to the survey. All printed quotations were comments on the survey, picked to represent a variety of opinions about family style. Some quotations were edited for length.

"Family style has a lot of potential, but in its current format there does not seem to be a clear message of purpose, or of expectations. I see an opportunity to help our students practice eating a more formal meal with some structure. There is a chance to teach some basic table manners [...] There is also a sense of energy, tradition and a shared experience around family style. Family style is something that alumni remember as part of their shared LC experience. I would like us to find a way to include day students in family style at least once per term." - Mrs. Nancy Cleary

"I think we as a community should ask the question, 'What is the outcome we hope to achieve with Family Style?' Folks I've asked say its original intent was for students to connect with their dorm families. I'm not convinced that is what happens now." - Mrs. Christine Coyle

"Family Style seems to be striving for something like community but lacks the structure to implement it [...] In its current iteration, it seems like a chore that very few people take seriously as an opportunity for fellowship and community." - Mr. Miles Morgan

"I used to like Family Style a lot -- back when we had the 'old' dining hall, and circle tables. I think the tables are really the key. The tables made the atmosphere feel more close-knit, a little tighter, easier to have conversations with a larger group of people (6-10). Also, the quality of the Flik food is generally very good--at all meals--so, ironically?, Family Style doesn't feel 'special' or unusual anymore!" - Ms. Rachel Engelke

"The opportunity to sit down and have a meal with one another as a community, without technology or other distractions, is one we should take advantage of and appreciate." - Ms. Jennine Solomon

"Now that family style takes place at long tables rather than round ones, it is difficult to maintain a discussion with the whole table. I feel that a significant aspect of family style - the communication between students and faculty in a formal setting - is completely lost. Now it's just a dinner you dress up for." - Ms. Sara Markman

"I love the opportunity to hang out with the Warham boys and talk about the news of the day, their various activities, and other topics. An abundance of laughs completes the experience for me. I hope we sustain this important community tradition." - Mr. Fred Seebeck

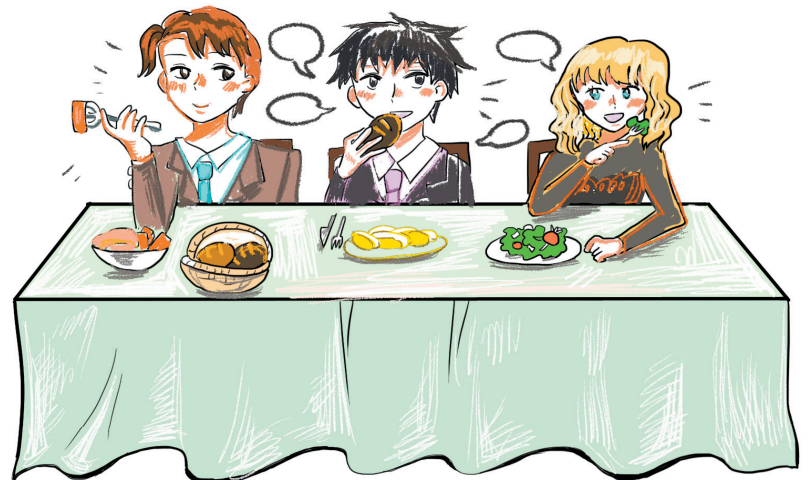
"The performance of gender and wealth at family style fascinates and disturbs me in equal measure." - Ms. Frederique Dupre

"I have left every family style smiling." - Ms. Courtney Jackson

"There are proven health benefits to eating together, around a table. While much of that research revolves around traditional family/home settings, some of the principals can be applied to 'family style' or 'sit down' dinners at LC. While there may be some logistical challenges to overcome, I think the potential is there for all community members to benefit from the experience." - Ms. Kendra Wiesel

"Creates an esprit de corps, fosters and perpetuates a long, long tradition-- a good one! It's good for a big school like ours." - Mr. Jeff Scanlon

"I wish that students appreciated the purpose of family style a little more. I feel that it often feels rushed [...] I realize they are busy, but so am I, but it's important to take time for fellowship and to have a moment to relax and enjoy food. [...] I think in theory, it is valuable, but in actuality, it's not because it's often rushed." - Dr. Erica Gerace



Graphic by Ashley Chung '19

"Family style is a great opportunity for the boarding community to sit down and catch up. We are all so busy it's nice to share a meal together. The attire worn to family style is occasionally questionable and not always in line with the dress code. Someone else mentioned this but I am all for it. We should all wear robes with sashes with our dorm colors, like in Harry Potter. This would alleviate the discrepancy in dress code and, what seems to be, people trying to one-up each other or make a joke of it." - Mrs. Linda Hathorn

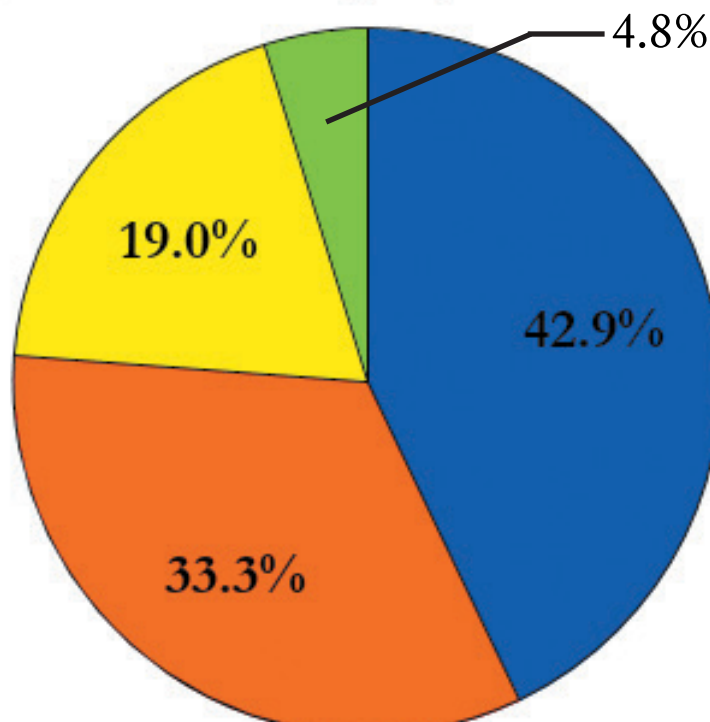
"Family style is an important part of Loomis Chaffee tradition. I know that it is sometimes a push for students to shower quickly after sports and rush to the dining hall, but once they sit down at the table, it's a chance for everyone to slow down for 45 minutes and enjoy each other's company." - Mrs. Lori Caligiuri

"Family style can often feel like a weekly chore. I think it would be nicer, and better appreciated, if done only once or twice a term with a nicer meal than we might normally get in the dining hall. Additionally, some students have commented that it would be nice to sit with other dorms and I agree." - Mrs. Ashleigh Harper

"Some students come from families that always sit down for dinner and this is something familiar and comforting to them. Other students have families that don't sit down for a family style meal and I think it teaches them how to sit down and communicate over a meal." - Ms. Liz Bucceri

How valuable do you think family style is for students?

- Somewhat
- Very
- Extremely
- Not at all



"Great in theory but needs to be restructured" - Mr. James Sainz

"Family style bring us together in groups we would not pick ourselves. It forces/ gives us an opportunity to have to speak with others whom we might not already now that well. In this day and age it helps students learn how to make small talk. Which they may have to do in the future at parties, business, travel, etc... Left to their own devices these days young people have fewer and fewer opportunities learn to make small talk. They only talk to a tiny screen." - Ms. Julie Hinchman

"I think family style provides the opportunity for boarding students to dine with different members of their dorm, that they may not usually eat with, as a 'family' while learning proper table etiquette. In essence, it's another way of bringing the community together." - Mr. Koby Osei-Mensah

"Without family style, there might not be a single occasion all year that a boarding student sat down to eat a meal with an adult present. While I have a very high opinion of our students, I think that matters." - Mr. Seth Beebe

“Can Black People Be Racist?”

Minna Gao '19 and Stacy Park '19 | *Managing Editors Emeritae*

Disclaimer: Race and racism in America is a complex issue that we can in no way encapsulate in one article. Though we have tried to take different perspectives into consideration, we know that we have definitely left out certain opinions. This article is our reflection and interpretation of Clint Smith's convocation and his response to the last question. It is based on our personal experience and discussions with Log advisor Ms. Jessica Hsieh and Director of Multicultural Affairs Ms. Elizabeth Parada.

“Can black people be racist?” ...No.

Snaps, standing ovations, frowns, and confusion swept the audience as Clint Smith answered the last question of the all school convocation. We were confused and doubtful of his affirmation that black people can never be racist.

Students had a wide spectrum of reactions to Smith's response. Laith Hijazi '19 said, “I very much disagreed with him... there are other races than black so black people can be racist toward other races.”

On the other hand, some students voiced agreement. “Racism stems from discrimination against black people. In my understanding of it, no, they can't be racist,” Christina Stone '20 said.

Some students were more on the fence and changed their opinions after giving the issue more thought. “When I think of racism, I think of people being upset or hating someone just for their skin color,” Lucia Giannamore '19 commented, expressing her initial shock and disagreement. She then stated that “after speaking more about the definition of racism and the associations, I realized that maybe he was right.”

Stacy's Initial Reaction

Personally, I have experienced prejudice against Asians from a black person such as making derogatory or stereotypical remarks toward Asians. Furthermore, at the airport, I have witnessed a brown skinned person being asked to go through extra security check by a black security

guard. Hence, when I first heard Smith's response, I was very defensive not only for my own race but also for other races that have experienced what I would have called “racism” before learning about systematic racism. If a black person uses hateful language against a white person simply due to his or her race, isn't that racism? Are such discriminatory actions executed by a black person lessened or excused because of the inhumane treatment toward and oppressed history of black people in this country?

Minna's Initial Reaction

I think I was initially disturbed by Smith's response because I thought exempting black people from being labelled as racists would justify “reverse racism” and racist remarks by black people.

However, after considering the origin of

to stop, think about the implication of and history behind the notion, and use it with the gravity it deserves.

Final Opinion

We believe that to give Clint Smith's response due credit and to fully understand it, we have to first make a clear distinction between Smith's definition of racism and the commonly misused definition of racism.

Smith defined racism as the systemic oppression and dehumanization of a group of people based on their skin color or perceived race. In his definition, racism is something entrenched in the laws and embedded in the culture, something that no member of that race can evade no matter the socioeconomic status.

In our day-to-day lives, we define racism

because they never had the power to do so.

Smith introduced an idea that made us wonder. He mentioned in his response that because black people didn't hold the power to systematically suppress another race, they cannot therefore be termed racist—the group without the social power cannot be labelled as the perpetrator of systematic violence.

We took the liberty to extend that response to other minority groups and other inequalities in America. We thought, “then can women be sexist?” Speaking technically, we suppose not, because women never had and still don't have the power or the legal backing to oppress men.

Thinking about our status as Asian Americans, we pondered if Asians, or any people of color in America, can be racist, because we can readily think of examples of legally-backed racism—the Chinese Exclusion Act and Japanese-American internment camps, to draw from examples of racism against Asians—but we cannot think of any legal or cultural system that discriminates and puts down white people in America.

Then, using Clint Smith's definition, the only people in America who have the historical and legislative power to be racist are white people. We find it hard to accept this concept as it walks a fine line between acknowledging a history of oppression and justifying acts of antagonism initiated by people of color.

We do hold reservations about this narrower definition of racism. The problem with defining racism as institutional is that it absolves individuals who make bigoted remarks or manifest racial prejudice in their actions.

At the end of the day, any sort of discrimination, bigotry, or hate against another race solely based on their skin color is condemnable and intolerable.

“The problem with defining racism as institutional is that it absolves individuals who make bigoted remarks or manifest racial prejudice in their actions.”

racism, the trans-Atlantic slave trade and the ensuing centuries of legalized racism, into account, using racism to label individual black people's acts of hate against white people seem almost a downplaying of the history of black people in America. After all, you can't use the same label on enslaving an entire population of people and on a black person offending a white person with a stereotype; there's just such stark disparity.

The term “racist” is used so liberally and casually nowadays (I've heard people say that not dating a certain race is racism, but that is just personal preference) that creating a stricter definition for it would force

as that, but also broadened its definition to prejudice or antagonism against a member of another race with the belief that one's own race is superior. Under this definition, insensitive remarks and cultural stereotyping count as racism.

However, if these actions are not backed by a legal system of abuse, then they should be categorized as bigotry, as they are an individual's misunderstanding or prejudice against a certain racial or ethnic group as opposed to institutionalized discrimination.

Using the more restricted definition of racism, then, we agree with Clint Smith's statement—black people cannot be racist,

Trying Something New: My LC Experience

Ashley Chung '19 | *Director of Design Emerita*

Three years ago, on a crisp, sun-bathed September day, I stood in a parking lot waiting for a van for Loomis Chaffee day students, gleefully expectant. Since I had finally gotten into my dream boarding school, I was anticipating a transformative and enjoyable high school education that would lead me to academic success and happiness as I cruised through an array of attractive courses. Soon, the van arrived, and it carried me to my first school day at Loomis Chaffee.

Certainly, many aspects of my academic journey at Loomis were consistent with my imagination three years ago. My teachers taught me with great passion and care, I made a lot of close friends, and I joined numerous student organizations including *The Loom*, the Art Club, and *The Log*. I even remember my first harvest fest in my sophomore year, where I ate chocolate chip cookies and drew on pumpkins with black marker, chatting cheerfully with upperclassmen. Everyone treated me with

kindness and respect, and I was happy.

However, there were many parts of my journey that differed significantly from my initial imagination. Out of step with my idyllic prediction of Loomis life, in my junior year, I experienced a lot of stress from my classes and, more importantly, my own sky-rocketing academic and extracurricular expectations.

I took on more CL courses and leadership roles, and I was forced to learn how to manage my time effectively. All-nighters were even common when I wrote U.S. History papers and furiously studied for *Pride and Prejudice* quotation tests.

However, not all unexpected aspects of my Loomis journey were negative, as I was pleasantly surprised by my shifting academic interest. I had been a visual artist for as long as I could remember, but coming to Loomis made me turn my eyes toward science for the first time. In my Advanced Biology I and Advanced Chemistry I courses, my teacher, Mr. Chaudhary, introduced me

to the fascinating world of natural sciences and sparked in me a great curiosity of the natural world.

As a result, I tripled up on CL Genetics, CL Microbiology, and CL Guided Research in Molecular Biology in my senior fall term. I still draw and paint regularly, but my newfound academic interests inspired a newfound happiness.

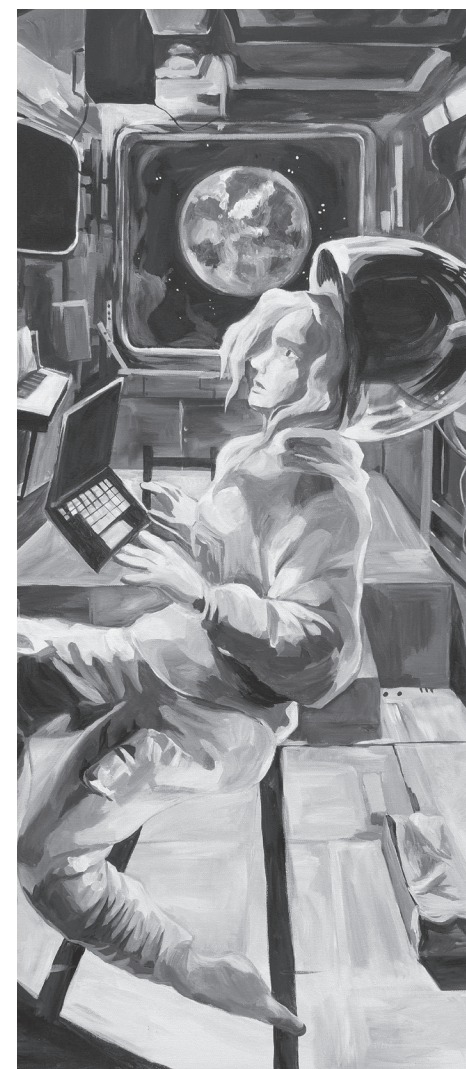
Having grown as an individual and a student as I was pushed out of my comfort zone, I feel strongly that Loomis students should embrace the unique challenges that come their way, even if these challenges differ from their expectations. It can be difficult to allow your life at Loomis to deviate from your initial anticipations, but undertaking new activities, positions, or even academic disciplines allow you to explore your latent potentials and to become bold, empathetic and understanding leaders.



Drawing by Ashley Chung '19



Photo by Heather Henderson



Painting by Ashley Chung '19

LC Faculty: From the Field to the Classroom

Mercy Olagunju '22 | Staff Writer

“I loved my experience at a high level. I loved pushing my body and mind beyond what I thought was possible as a high school athlete.”

-- Ms. Steinfeld



Manya Steinfeld
Bryn Mawr Field Hockey Captain
Class of 2012

Courtesy of Ms. Steinfeld

“That’s the reality of college athletics: it’s fun if you prioritize it and make it a big part of your life, and if you don’t, it can be really frustrating.”

-- Mr. Blickman



Courtesy of Mr. Blickman

“What you achieve is all about what you put in. Set goals and set realistic ones and go for it.”

-- Mr. Cunningham

Being a college athlete is not the easiest thing to do; it’s a huge commitment and requires planning ahead. So, why not learn from former college athletes, who have faced both success and adversity athletically and academically at the collegiate level?

Sebastian Blickman, a Loomis Chaffee history and Spanish teacher, played Division I soccer at Bucknell University in Pennsylvania.

“It was the best four years of my life,” he said when asked about his experience, “the best part about playing college sports is the team aspect and doing things together.”

He especially enjoyed living and practicing with his team, building camaraderie with his teammates.

Emphasizing this idea, Mr. Blickman said, “My best friends from college are all my teammates.”

However, concerning future college athletes, Mr. Blickman advised, “It’s gonna be a lot harder than expected.”

Explaining that college athletes must go up against older, more experienced and well-trained athletes, Mr. Blickman emphasized that college athletics is not for everyone, and very few people can just walk onto the team and be players.

“If you aren’t ready for how difficult it’s going to be, you might not have as much personal success as you like,” he added. He mentioned that one’s confidence can dip when facing off against better players.

He noted that another difficulty would be the “distractions in college like school and the social scene that can take away from your sport. Before you know it, if you don’t keep hold of your focus on athletics, you could be gone,” he warned. “That’s the reality of college athletics: it’s fun if you prioritize it and make it a big part of your life, and if you don’t, it can be really frustrating.”

When asked how he fared as a new college athlete back in 2012, Mr. Blickman answered, “I was ready for it. I got that same advice from somebody when I went and was more prepared than anybody.”

However, he shared that he prioritized soccer almost to a fault, which hurt him academically. Unlike his school work, he never played “catch-up” with soccer.

John Cunningham, Sports Information Director, played Division III lacrosse at Connecticut College and graduated in the class of 2017.

When asked about his experience, he shared, “I liked it a lot; we had about 50 people on our team and we got to do everything together.”

He said that at the D3 level, different people have different priorities. For some players, other commitments came before sports, so it depended on what you wanted for yourself. People had the option to work in various fields, be in different clubs, or focus more on academics.

Cunningham noted that, “The thing I enjoyed most [about being a college athlete] was having about 40 to 50 guys who were like my best buddies on campus.” Mr. Cunningham indicated that having a team with people who you see on a daily basis was fun, and that he is still friends with most of his teammates.

His advice for future college athletes is, “Make the most of your opportunities because your four years fly by really fast and you’re gonna wake up one day and it’ll be over. If you want to win a national championship, you have to put in a ton of work. What you achieve is all about what you put in. Set goals and set realistic ones and go for it.”

Many Steinfeld, a psychology teacher, played division III sports at Bryn Mawr College in Pennsylvania. She was a three-sport college athlete, playing field hockey and participating in both indoor and outdoor track. During her junior and senior year she was the captain of her field hockey team.

“I loved my experience at a high level,” she said. “I loved pushing my body and mind beyond what I thought was possible as a high school athlete.”

Because of her bad shins, Ms. Steinfeld spent a lot of time in the training room and became really close with the athletic trainers.

“[They are] people you want on your side,” she said. One of her fondest memories is “sitting in the cold whirlpool while joking with the trainers.” Another is “spending time with athletes from various teams.”

Most importantly, her team had a special tradition which involved seniors picking a theme on which team members would base their outfits for the “senior practice.” During her senior year, she was impressed by the theme “Phases of Britney Spears” so much that she brought the tradition to the Loomis Field Hockey team. “Disney characters were certainly a hit this season,” Ms. Steinfeld joked.

Concerning future college athletes, Ms. Steinfeld advised, “I would encourage [them] to find a balance between athletics and other interests.”

She said that she joined the track and field team in her freshman year because she felt bored after the field hockey season had ended and “[she] didn’t know what to do with all that free time.” Therefore, she was able to pursue other interests outside of athletics. “I enjoyed that balance that Division III athletics offers,” Ms. Steinfeld shared.

She recommended “putting everything you have into your sport while you are on the field,” because for most college athletes, “it is over after you graduate.”



Courtesy of Brian McGuire

Mark Valadez Looks to Reduce Waste in Athletics

Elena Anderson '19 | Sports Editor Emeritus

Mark Valadez '19, a head Environmental Proctor at Loomis Chaffee and an all-around environmental sustainability advocate, has begun working with the LC Athletic Training room this year to help reduce waste in athletics.

According to Mark, he found this small project because, "Us E-proctors generally try to look for things that the school could change for the better and [I noticed] there are a couple of things that go on in the training room that generate a lot of waste."

Although Mark acknowledged that some of this waste is unavoidable, such as "tape rolls and stuff and that's an inherent waste that we need because athletes need tape," yet he has helped work alongside the Trainers to brainstorm ways to mitigate even necessary waste, including efforts to reduce the number of ice bags and ice cups thrown away after a single use.

Mark said that "there have been a couple of solutions brainstormed" to reduce the number of ice bags disposed of on our campus. For example, one change that he has helped implement is putting a basket beneath the roll of plastic bags so that after people use the bags, they can place them there to dry out and be reused by future athletes as long as they are clean and free of holes.

Mark also encouraged the LC athletic trainers to look into alternative options for reusable ice cups to improve upon the former system of using paper cups. Ice cups are a popular way for athletes to reduce inflammation related to shin splints by mas-

saging their shins with ice.

According to Mark, when the training room used paper cups, "you end up tearing away the cup and every time you do that, you throw away the cup, so there are a lot of paper cups just thrown away every week."

Since Mark brought this to their attention, the training room has switched to new, reusable plastic cups that you can snap the top off of after the contents freeze.

Mark is always on the lookout for sustainability projects, drawing inspiration from his life at Loomis, including his athletic participation on the LC Cross Country and Track and Field teams over his last four years at Loomis. The idea for this project came to Mark because, he says, "I guess I started looking into it because I spent freshman and sophomore years, particularly, a lot of time at the trainers just because of track and cross country trying to either stretch stuff out or simply trying to prevent or recover from shin splints. I guess when you spend a lot of time somewhere, you just notice what's going on."

Although Mark does not know how drastically the training room has been able to reduce their waste output through these changes, he says, "I think sometimes small changes are undercut just because they're not big and flashy like the solar panels, but the reason why contamination is an issue is because of the scale and the quantity of these little things."

He encourages us to think, "When you look at plastic contamination across the

ocean or at any kind of landfills, it's all these little pieces that build into huge mountains so when you try to address it it's not necessarily trying to push the mountain but just take those little pieces out."

Looking to improve every aspect of Loomis sustainability, from his athletic experiences to his dorm life, Mark also indicated an interest in starting a project to get electric hand dryers implemented in the dorms. For the E-proctors this year,

eliminating single-use water bottles and improving recycling practices have both been a large focus, but Mark touts the value of each small effort in reducing waste and improving sustainability on our campus, saying, "If 20,000 people stopped using one paper cup, you wouldn't have 20,000 paper cups building up to a mountain, which is what generates the impact."



Photo by Jenny Pan '22

Water coolers used by the athletic teams

Tri-Varsity Athletes Through the Years

Abby Cannon '20 | Contributor

Upon arriving at Loomis Chaffee in the fall of 1973, Norm Cairns '78 wanted to make an impression. The prized freshman ice hockey recruit decided to take up JV football for his fall sport. By his sophomore year, Cairns had moved up to varsity not only in football and hockey but in track and field as a hammer thrower, which he had also taken up as a freshman. Cairns had become the latest in a long line of tri-varsity athletes to grace the Island over the school's history.

The tradition continues today, though the trend is dwindling nationwide. Last year, 32 of the 700 students at Loomis participated in three varsity sports. By comparison, in Cairns' junior year at Loomis, 21 boys and six girls each competed in three varsity sports. However, the girls' number is deceptively low; field hockey was the sole girls varsity sport offered in the fall of 1975-76. The national decline in three-sport athletes can be explained by the growth of opportunity in college sports, and the related steady move toward athletes specializing in a single sport starting at a young age.

Loomis has experienced changes of a different kind. According to Athletic Director Sue Cabot, as academic rigor at the school increased, the sports requirements were relaxed, no longer requiring students to participate in a team sport in every term. Throughout the school's history until the rules change, students who were not on a varsity, JV, or third squad were required to play a club sport for the one of three possible clubs to which they were permanently assigned, either Wolcott, Ludlow, or Allyn. Every student was involved with his or her team each day from 3:30 to 5:30 p.m. The requirement meant that students were incentivized to aspire to compete for varsity status. Interscholastic play was simply at a much higher level.

According to Head of Physical Therapy and coach Adrian Stewart '90, the rule when he was a student was slightly closer to the one we have today: students had to participate in some athletic and physical activity after school every term, but not

necessarily a team sport. Stewart arrived well after the new rule was established. As Ms. Cabot said, "When you look at what the academic requirements were and how many courses students had to take back then compared to now, it changed tremendously. I think that academic rigor clearly has an impact on what you do after school."



From the 1978 Confluence

Norman Cairns '78 was recruited for ice hockey but also played varsity football and track and field.

Statistics reveal that student-athletes are more motivated than ever to double down and play a single sport in hopes of someday garnering a college athletic scholarship. According to data generated by the NCAA, 61 percent of Division One (D1) men's soccer players and 62 percent of women's soccer players were specializing in one sport by age 12, and 55 percent of D1 men's ice hockey players also specialized by age 12. However, 88 percent of D1 men and 83 percent of D1 women playing lacrosse also played other sports, suggesting that pressure to specialize varies from sport to sport.

According to Sky Hanley '20, playing varsity volleyball, basketball, and water polo benefited her, even though she faced many challenges along the way. In her first year playing water polo, Hanley struggled because she didn't know how to swim properly for the sport, and her lack of

knowledge about it at first set her behind. After learning the basics, she found that she enjoyed the sport, and her athleticism carried her the rest of the way. She also loved being part of yet another team, or "family," as she describes it. And she values the challenge of playing three varsity sports.

"Since I have the opportunity to play

baseball, which he will play next year at Amherst, along with football.

For Hanley, basketball is the main sport, so she plays on a travel club team outside of school during the Loomis spring water polo season, in hopes of improving her college basketball recruiting chances. While she views recruiting as her main focus, Hanley tries to ignore this aspect, and constantly reminds herself, "It's just a game," or "This is just for fun."

Coach Stewart sees value in the multi-sport athlete, but worries about the danger of specializing. "For the overall mind-body-spirit of an athlete," he says, "I think I am a fan of multisport participation because today, sports have become a chore in some sense for a lot of kids." He believes a lot of kids think, "I gotta do this so I can go to college," so it becomes sort of a job, and their enjoyment sometimes plummets.

"Somehow, a lot of kids have lost the sense of fun that goes along with sports," he said. "It's now a means to an end instead of a fun activity."

But there is more than scholarships or health on the line. Three-sport athletes care about pride. Crump emphasizes that no one tweets about JV sports. And he wonders if you have the opportunity to play varsity sports, why wouldn't you?

"There is a certain pride that comes with being tri-varsity," he says. "Your games mean a lot, not just to the people on the team but also to the people in the stands and around campus. The types of things that matter to me are going out and representing my school every Wednesday and Saturday, year-round." Hanley agrees. Pride goes hand in hand with being tri-varsity.

The benefits vary for every athlete. But most athletes agree that they would have it no other way. The challenge itself is a goal worth pursuing.

Norm Cairns '78 is impressed that so many Loomis athletes continue to buck the national trend and continue to play three varsity sports. "If you're able to do it, power to you," he said. "I can imagine it's harder to balance academics with serious athletics nowadays. I am very impressed."

Are Juniors Ready to Rise Up?

Ryan Jones '20 | Opinions Editor

Warning: Satire

In a little less than a month, seniors, clad in white dresses, stylish suits, and those hat thingies with the tassels, will conclude their Loomis Chaffee tenure at graduation. However, as seniors grow more nervous and excited for their big day, juniors have been struggling with their own emotional journey, for, the day after, we will "rise up" and become the new leaders of the pelican pack. Or tribe? What do you call a group of pelicans?

Anyway, as the "rising up" ceremony rapidly approaches, some have questioned the future seniors' ability to lead. "There have been certain concerns regarding their maturity," said one teacher. "Being a senior requires a level of responsibility and commitment that these juniors may have yet to possess." Of course, the senior class is often looked on as an example for younger students, but perhaps this apprehension is a bit of an overreaction. Surely the current juniors will be more than willing to act as role models for future students.

When asked if she was prepared to fulfill the various duties of a community leader, Abigail Schneider, a local junior, replied, "Haha, you said doody," and proceeded to dab repeatedly. When pressed further, however, Ms. Schneider quickly grew bored and began chasing a nearby squirrel. Additionally, it appears we soon-to-be

seniors are, in general, confident in our own leadership skills, even if others are not. In a recent survey of the junior class, only 2% of respondents agreed that our class is not mature enough to set an example for younger students. However, a whopping 97% clicked the "other" option, where answers varied from, "that's what she said" to "takes one to know one" to one response that was just a series of dolphin emojis. The vast majority of responses, though, came in the form of "yo mama" jokes and were unfortunately too obscene to be published.

Some students even complained that the expectations placed on the future senior class are too extreme, and that our class is more than ready to assume the responsibilities of the older students. "It's like they think we're kids or something," claimed Log Editor-in-Chief Neala Sweeney '20, while actively twirling a fidget spinner. "We're so capable of being seniors." It should be noted, however, that it was hard for me to understand Ms. Sweeney, as she was speaking through a mouthful of animal crackers.

So, are we juniors ready to accept the responsibility of being role models in our community? Have we placed too much pressure on rising students to properly represent our school? Is asking a series of rhetorical questions actually an effective form of journalism? Unfortunately, we'll have to wait and see.

Warning: Diseased Track Athletes

Neala Sweeney '20 | Editor-in-Chief

Walking out of the girls' pool locker room one fine Tuesday evening, I noticed something quite peculiar. The date was March 19, 2019, the first day of spring term. The entire track team was sitting outside the athletic trainers' office, and each and every one of them had some form of ice on their body.

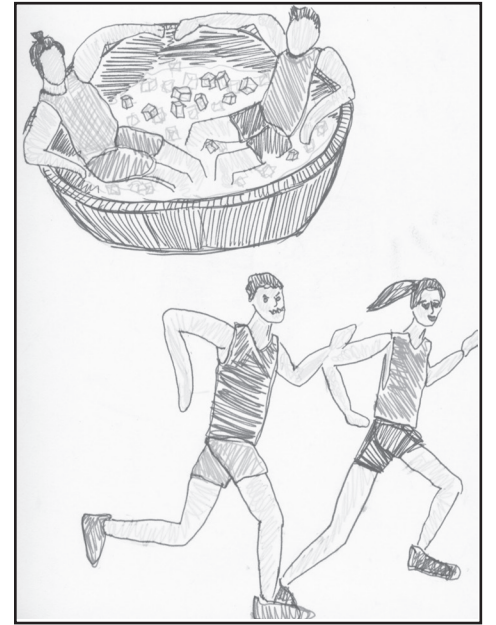
Obviously track is a shin-splint-inducing sport, but on the first day of the season it was an appalling sight. I had never seen so many bodies with so many different forms of ice on their bodies. Someone noticed my horrified look and asked if I was okay. I was unresponsive; I had never seen so much ice in my entire life.

Walking out of the locker room the second day of spring term, I expected the many track athletes to have been satisfied with their ice consumption. I was proven wrong. The same number, perhaps even more, athletes were outside the trainers icing. I started pinching my arm to assure myself that I wasn't dreaming. I was not.

Emma Tishler '20 said that "we all have shin splints. That's why we're all here."

Of course, I was dismayed. How on earth could the entire track team have shin splints? That just couldn't be possible. After conducting extensive research, I came to a conclusion: shin splints are contagious.

There is simply no other explanation. How is it possible that the entire track team



Graphic by Mary Roriston '21

has shin splints unless the shin splints are being passed on like a virus? It's not.

This is the cold hard truth: shin splints are an awful sickness that spreads like the black plague. Honestly, I've never seen anything so destructive. Please. Everyone. Stay away from the track team. They will give you shin splints. I'm serious.

A Procrastinator's Guide to Promposals

Hazel Le '22 and Mercy Olagunju '22
Social Media Manager and Staff Writer

Sports-Related Promposal Ideas:

Baseball: I might strike out, but do you still want to go prom with me?

Swimming & Diving: Would you mind diving right into prom with me?

Basketball: Want to give prom a shot and throw down with me?

Football: Let's tackle prom together!

Food-Related Prom Puns:

Throw a pie at them and say "I have fillings for you, want to go to prom?"
"This might be too cheesy, but"—hands

over grilled cheese—"wanna be my prom-mate?"

Hand them a cup of espresso and say, "I need to espresso my feelings for you. You mean a latte me. Brew you want to come to prom with me? We're a good blend."

If you're desperate, follow these steps:

Prepare a stuffed koala and a cup of tea; then obtain a date - the fruit kind, since you don't have the person kind yet. Then tell them, "Come to prom with me! I'm a koala-tea date!"

A Freshman's Tips for AP Exams

Andrew Park '22 | Mélange Editor

Have you ever thought, "Man, I could have gotten a 5 if I had gotten that one question correct?" Or have you been staying up all night, worrying about your future and your very existence? If you said yes to any of these questions, maybe it's time to sit down, relax, and please read the passage below and answer those pesky following questions. (Don't worry, there won't be any!)

1. Study early - you should have been studying for at least the past month, if not more. If you haven't, quick, it's time to whip out the practice books and get to work!

2. Whatever you do, don't drink a lot of water. Many people will tell you to drink lots of water, but if you drink too much, you could get water intoxication, and that could be fatal. (Of course, you would have to drink gallons and gallons - liters and liters for all you metric system users - of water in the span of a couple hours, but you never know!)

3. Ask the teacher - the teachers are there to help! Of course, they may be secretly plotting to give you the hardest test ever, but let's not think of that. Instead, use them! If they're going to try to trick you with those devious questions, make sure to know of the trick beforehand. Just don't ask for the answers - that's just rude.

4. Don't hang out with friends too much - it's good to have healthy relationships, but it's better to have a great dopamine rush when you see your AP scores. Remember, total and absolute isolation from society is the new popular in town!

5. Focus on studying - don't just waltz into the library, think, 'I'll study this, and that, and ...' and then come out five hours later with a head awl with In-

ternet memes. If this sounds like you, don't give up the rest of your academic career for a brief moment of pleasure.

6. Time yourself - get a stopwatch and a practice test - maybe a bite to eat - and sit down. Take the practice test like it's the real deal. This will prepare you for the testing environment.

7. Get some sleep - don't play the "Wow, I need to study right now, and I only have 9 hours left so it's time to stay up all night" game. Even worse is the "Well, I've done some studying so it's time for a little relaxation with my good old buddy Netflix (or whatever entertainment service you use)" game, which is pretty much shooting yourself in the head - with useless facts about that random video you watched just before you went to bed at 4 a.m.

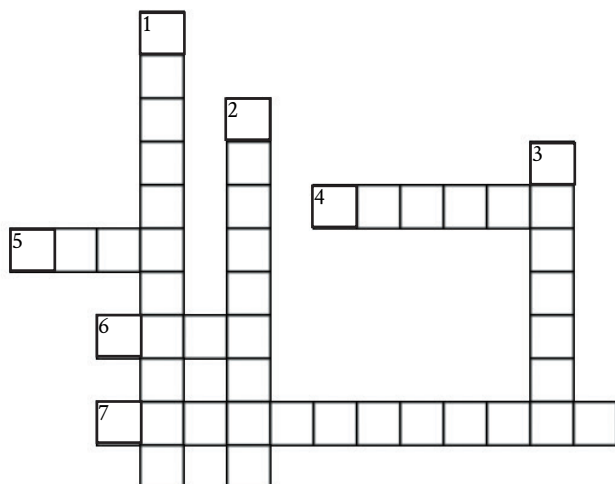
8. Ask yourself - do you really know the information? I mean, do you really remember that one thing your teacher pointed out at 9:44 a.m. last week Tuesday? But seriously, don't be content with a 'pretty much,' strive for that 100%.

9. Study the old material first, but don't neglect the recent stuff - open your textbook to those musty, cobweb infested first pages and start from the beginning. Make sure to review the things you've just been quizzed on - don't just forget something once you've been graded on it. It's always best to have as many things as possible fresh on your mind before the exam.

10. Listen to some music! Coincidentally, there happens to be another article telling you all about what kinds of songs you should listen to.

Prom Crossword

Portia Inzone '20 | Managing Editor



ACROSS

4 It's not a suit, it's a suit for prom.

5 Dress typically worn by female attendees.

6 We have a coach bus instead of a _____.

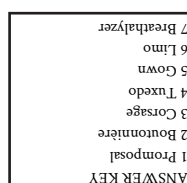
7 The precautionary deuce-test before any dance.

DOWN

1 The reason for your pre-prom stab wound.

2 Popping the question.

3 From the garden to your wrist.



Hollywood With Halsey: Missing Link

Natalie Halsey '20 | Columnist

Missing Link is the latest film from the stop motion animation studio Laika, and tells the tall tale of two adventurers attempting to bring Bigfoot from the woods of Washington State to the mountains of the Himalayas. While a story of adventure and exploring, the film doesn't do too much to explore or even push narrative boundaries, even though it breaks visual boundaries.

Directed and written by Chris Butler (*Paranorman*, *Kubo and the Two Strings*), *Missing Link* is a feast for the eyes, each shot perfectly balanced and colored. The red, autumn tones of the *Missing Link*'s, or Susan's, fur and features reflect the main character's, Sir Lionel Frost, signature red boots and nose, all colors contrasting with the harsh, cold blue worlds of both *Link*'s Himalayas and Frost's Adventuring Club.

The lush scenery and detailed sets, synonymous with Laika's work, are on full display in *Missing Link*, from the tall forests of the Pacific Northwest to the verdant jungles of South Asia; even Frost's desk space is filled with tiny photographs and papers, unorganized and bachelor-like. The costumes are perfect down to the tiniest stitch, and each tuft of fur on the *Missing Link* moves realistically. Put simply, *Missing Link* is gorgeous.

However, where the film inspires oohs and ahhs over visuals, the story lacks the classic Laika spark, or any spark at all. As the first Laika film with no child protagonist, *Missing Link* markets itself as a comedy adventure instead of the usual brooding and drama-tinged Laika fare. Frost is a mediocre main character, struggling to carry the film, and is never truly endearing, himself, to the audience until the very end of the film.

The titular beast has even less charac-

ter development, feeling like a novelty toy that makes the same joke for most of the film, and then suddenly makes a split second change into best friend forever/companion/servant to Frost.

Adelina Fortnight is a classic Strong Woman: she shoot gun, she fall in love, and she cater to increasingly irritating man-baby's lack of emotional competency by coddling him and fulfilling her role as Emotionally Competent Woman by explaining what Frost should do in sticky situations.

Mrs. Fortnight also makes split second decisions that hit audiences like freight trains; she goes from despising Frost and throwing him out of her house, to running after him and declaring herself part of his (and Susan's) journey, with not even a solo scene to explain her change in between.

Possibly the worst offender of the mediocre writing is the parallel drawn between the hidden away yeti society and Frost's exclusive adventurer club. And yet, *Missing Link* creates a narrative parallel anyways.

Here is where *Missing Link*'s problem lies: aesthetics trump story. Emotional moments are undercut by gorgeous and technically impressive action scenes, and ham fisted metaphors are presented on silver platters. Individual character moments and emotions are the missing links between the developing story and the development of characters.

Missing Link is not a bad film. It's stunning, funny, and dramatic; the character designs are interesting, although all the animals having their eyes in the front of their skulls was a little strange. It's an inoffensive adventure romp that's fun for the kids, and maybe adults too. But that is all *Missing Link* is: an inoffensive, aesthetic blanket draped over the bare bones of a narrative.



Photo by Charles Sykes/Invision/AP

Zach Galifianakis poses with Mr. Link on Sunday, April 7, 2019, in New York.

Instant Ramen: A Love Story

Hazel Le '22 | Social Media Manager

It was 8 a.m. on a Sunday morning. I woke up and looked at the other side of the room where Elizabeth, my roommate, was still sleeping. I slowly crept out of my blanket, trying my best not to make even the slightest noise. I had a plan.

I gently pulled out the luggage from under my bed, entered the password, and unzipped the suitcase. It had been too long since the last time I had opened it, and I was surprised by the unfamiliar heaviness. One side of the luggage slipped out of my hand and hit the floor with a loud bang.

Elizabeth rolled over...my nerves tensed, and I felt a soft panic growing under my chest. To my relief, however, she buried herself deeper in her blanket. I sighed with relief since the loud noise did not wake her up.

I looked at my treasures packed up neatly in the luggage and felt a great sense of satisfaction. I spent a few minutes admiring them and finally decided to pick the one on the top left. I hid it in my pocket and got ready for the next step of my plan.

After putting the luggage away, I left the room. I was walking down the stairs when I bumped into Lana. Lana was this very nice girl living on the same floor with me. But that was only a cover. What if she had an insatiable greed for my treasure?

She smiled and said hi, but no, that innocent smile could not deceive me. "Trust no one," I reminded myself. Holding my treasure tightly in my pocket, I quickly ran away from any conversation that Lana was attempting to make.

I made my way to the kitchen, pulled my treasure out, and had everything ready in less than five minutes. Now, all I needed to do was wait for two more minutes until



Graphic by Ashley '19 and Julie Chung '21

I could enjoy my little secrets.

I suddenly felt a strange sensation behind my back. I turned around, only to catch a pair of eyes gazing at me. Oh no, it was Mercy. Of course, it had to be Mercy! She had had her eyes on my treasures since day one. I should have known better. I should not have been so careless and closed the kitchen door.

She must have smelt it and followed the scent here. There's nothing I could do now. My plan had failed. I reluctantly gave Mercy a fork, but no, she had come prepared. She quickly pulled out a pair of chopsticks with eyes gleaming. "I'm ready," she said. I opened the lid of the bowl and shared my *ramen* with her.

LOGRhythms: Songs for AP Exams

Emma Goldfarb '20 | Melange Editor

U.S. Government & Politics.....	"Hot Mess" by Cobra Starship
Environmental Science.....	"Trees" by Twenty One Pilots
Physics.....	"Gravity" by John Mayer
English Literature.....	"Love Story" by Taylor Swift
European History.....	"Moskau 1979" by Dschinghis Khan
Chemistry.....	"Chlorine" by Twenty One Pilots
U.S. History.....	Every song in <i>Hamilton</i>
Computer Science.....	"Mr. Roboto" by Styx
Biology.....	"DNA" Little Mix
Calculus.....	"123456" by Fitz and the Tantrums
Comparative Government.....	"We are the World" by USA for Africa
Statistics.....	"Chances" by Five for Fighting
Economics.....	"Mo Money Mo Problems" by Biggie Smalls
Music Theory.....	Every song by On An On

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



WARNING: Satire

Liam Scott '19 | Editor-in-Chief Emeritus

Student Just Can't Remember Which Teachers Want You to Ask Before Going to Restroom

"I know all of my teachers told me on the first day of school what their policy is, but I can't remember six different bathroom policies," said a concerned junior. "I'll be sitting in my Spanish class, and I want to go to the bathroom. Do they want me to ask? Do they want me to just go without asking? Do they not want me to leave class at all? It's honestly more stressful keeping track of the policies than actually doing all of the work."

New Log Staff Thinks Changing Fonts is Radical

"It just looks so much better now. The new fonts have changed everything," began one of the new lead editors. "Rockwell bold is honestly so heavy. Loomis isn't a nursery school. Cheltenham bold is so much more refined. And Times New Roman for the articles? Is this an English paper? Crimson Regular is the way to go. You'll thank us later."