

Loomis Chaffee Log

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Congratulations, Class of 2018!



BEHIND THE TITLES: LEADERSHIP AT LOOMIS

Liam Scott '19
Editor-in-Chief

Leadership is often regarded as an invaluable skill, something for which everyone should strive, and an abstract representation of current qualification and future success. The word “lead” comes from the Old English word “līdan,” which means “to travel.” To lead is to travel, and perhaps to travel within yourself. In the words of Mrs. Knight, leadership is about “testing yourself, pushing yourself, [and] getting uncomfortable sometimes.” Leadership is also a rather ambiguous term. “Are we talking about involvement? Do you need a title? Sometimes the people who are the real culture-changers don’t have a formal title. The people students see as leaders on teams or theatre or classes might not have the title,” commented Dean Liscinsky. While this is undoubtedly correct, I would like to focus on those “title” positions. I think that the leadership culture at Loomis Chaffee is flawed. There has been an increase in leadership positions and a change in the leadership distribution so that everyone can have a position, even though having leadership positions does not necessarily have a significant impact on college acceptance.

The simple fact is that the number of leadership positions has increased in recent years. In the past ten years, there have been around 24 leadership positions added. Ms. Bucceri agreed that there has been an increase in the number of leadership positions since she graduated from Loomis in 2007, while Mrs. Knight confirmed that the number of leadership positions has increased during her time here.

This increase in leadership opportunities has resulted in more “leaders” on campus. Sometimes, it seems like everyone has a leadership position—and that’s because most people do. I conducted a survey, and assuming that at the results from the first 100 respondents correlate to the rest of the student body, 74% of students have at least one leadership position, while 57% of students have at least two leadership positions. The most common seven leadership positions were club/organization president or leader (32.05%), sports team captain (24.36%), other position (24.36%), Orientation Leader (19.23%), Day Student Mentor (17.95%), RA (16.67%), and Prefect (14.10%). The 26% who lacked a leadership position were primarily freshmen, which makes sense because there are few leadership opportunities for freshmen. This also means that many people acquire at least one leadership position after freshman year. At this point, who doesn’t have a leadership position?

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JOE BILLERA LEAVES LC

Minna Gao '19 | *Managing Editor*



Photo by Minna Gao '19

Minna Gao: When did you start working at Loomis?

Joe: In 2003. Actually 2002, because for over half and year I drove the kids around with a bus, then I started full time 2002.

So I’ve been here for fifteen and half years.

MG: What’s the best thing about working at Loomis?

Joe: I love the kids; they make my day. It’s a great experience.

You just can’t compare this environment with the corporate world. The kids are great; they make me feel alive. Seeing the kids move on, from being lost freshmen to seniors who graduate and then go to college. It’s rewarding. I really do feel like a proud dad.

MG: What’s your best memory at Loomis?

Joe: On my 65th birthday, I got a large birthday card from the whole school. Every student signed the card, it’s the size of a big bulletin board. I still have it in my house; it’s treasure. Then every year I get nice cards from the kids saying thank you, and lots of emails from parents.

MG: What are your plans after retiring?

Joe: I plan on travelling. I plan on going on Route 66 and go from California to Chicago. I have a Mustang car from 1968, and I plan on going across the country with it.

MG: What is your reason for retiring?

Joe: I’m healthy now, I feel great, and you know, you got to enjoy life while you still can. You got to go travel and so forth. Why wait? 16 years is a long time, and I wish I could stay longer, but I want to end it on a high note.

What will you miss the most about Loomis Chaffee?

I’ll miss the kids. And I’ll miss the parents, the staff, and the coaches.

MG: Any advice for future students and faculty?

Joe: Just come in and enjoy Loomis Chaffee. That’s it.

ENVIRONMENT, SOCIAL, AND GOVERNANCE FUND GROUP

Stacy Park '19 | *Managing Editor*

Five years ago, a talk about global warming inspired Loomis Chaffee students, and they tried to divest from companies that use fossil fuel. After successfully creating a divestment group, the students went to the Board of Trustees for permission to divest from companies. However, while the board was pleased by the students’ passion, they were tentative about the formation of the divestment group and its possible interference with the school’s investment committee, which maintains the school’s endowment through investing.

Despite the initial defeat of the divestment group, the students’ initiative led to an anonymous donation of \$100,000 specifically for the formation of an ESG (Environment, Social, Governance) fund group in Loomis Chaffee. ESG fund groups are responsible for considering the environmental, social, and governance factors of a company when investing in order to support companies that positively enforce these values. Furthermore, ESG fund groups buy stocks from companies that lack the ESG factors to gain a voice in advocating for policies that support the ESG factors.

To put this fund to use, Mr. McCandless, the faculty advisor, created a student ESG fund group where any students who were interested in financial investing and ESG factors were able to join in one of the three subgroups: the Fund group, the Shareholder Advocacy group, and the Community Engagement group. The Fund group is responsible for the long-term growth of the fund and tracking the investment, the Shareholder Advocacy researches opportunities for the Loomis ESG group to join other student investment groups and investors, and the Community Engagement group seeks to educate and involve the local community in the ESG factors. By dividing into different subgroups, students in the ESG group can focus on the skills that they want to hone.

“The primary objective of anything we do is education,” Mr. McCandless explained. “We are trying to educate students about not only the financial investing and endowment, but also the ESG issues.” Because this group is student-focused, Mr. McCandless hopes to help guide the process, but mostly wants students to decide how the group will financially invest in the future.

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LC HOSTS ANOTHER SUCCESSFUL SPECIAL OLYMPICS

Madelyn Corsetti '19 | *News Editor*

“The day began early on Sunday morning with the opening ceremony and events starting on the track. Throughout the day over 300 volunteers came out to support and help at various stations.”

On Sunday, May 6, the Loomis Chaffee campus bustled with athletes and supporting friends and families from all across Connecticut. Each year Loomis hosts a major Regional Qualifier for the Special Olympics of Connecticut, and this year’s event was even more special, as it marked the organization’s fiftieth year of work towards their cause.

With the help of the LC Varsity baseball team, the leaders worked tirelessly to set up for the big day to ensure everything ran smoothly and that the athletes and their families could focus on the events. The day began early on Sunday morning with the opening ceremony and events starting on the track. Throughout the day over 300 volunteers came out to support and help at various stations.

Although the weather was not ideal, with dark clouds and intermittent raining throughout the day, smiling faces filled the campus, and the day was undoubtedly a success. The twenty-one student-leaders, the volunteers, and the athletes made the day a success not only in that the athletes competed and enjoyed themselves, but also in that the LC community was able to come together in a new and different way.

Students and faculty came out and worked all day toward a common goal of helping the athletes to enjoy and have fun. All different members of the community bonded together for the good of the athletes and the cause. The athletes displayed their competitive spirits, skills, and pure joy for their sports throughout the day, and all of the families and volunteers were beyond excited to see them do what they love.

The athletes are the focus of the day. The bonds and relationships that students forge each year are the reason that so many people come out to help. The students and faculty love to see the positive effects of their work on the athletes’ attitudes. The work pays off when the athletes show their happiness and appreciation for everyone’s support.

Danny Cecere '19 is a student leader who works all year to contribute to this day. He chooses all of the student leaders, assigns each of them separate tasks, stays in contact with Special Olympics representatives throughout the year, and manages the day’s event. Danny “love[s] doing Special Olympics each year because it’s a day where the athletes can show off their skills while having fun.” He works hard all year to pull off this large feat.

Because of the LC community’s ability to come together for a good cause, this



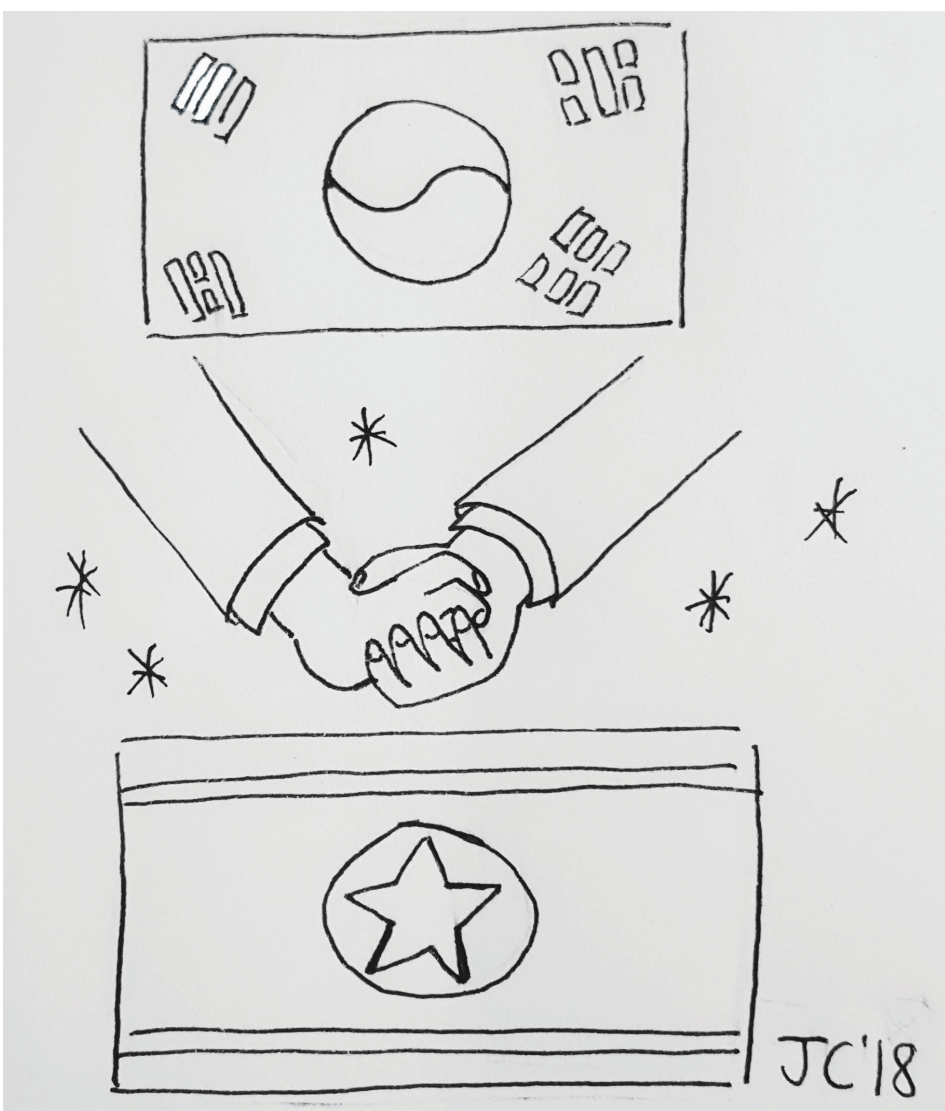
Loomis students volunteering at Special Olympics.

year’s Special Olympics was a success, and the athletes’ hard work was evident to all watching. The LC campus helped to create a day filled with healthy competition and genuine happiness for the benefit of the greater Connecticut community.

Photo by Madelyn Corsetti '19

THE POSSIBLE END OF NORTH KOREAN ISOLATION

Anna Li '21 | *Staff Writer*



Graphic by Julie Chung '21

On April 20, Kim Jong Un and Moon Jae-in, the leaders of North and South Korea, respectively, met in the demilitarized zone. Moon Jae-in was invited to step into North Korea, and Kim Jong Un’s was invited into South Korea’s DMZ Peace House for the conference.

Two of the goals of the conference were to end the Korean War officially, which never officially ended through the 1953 armistice, and to denuclearize Korea. Moon and Kim both agreed to let families separated by the Korean War reunite and allowed military discussions continue during the following month. North Korea agreed to give up all nuclear weapons in exchange for a peace treaty and the help of South Korea in developing its economy. North Korea’s promise to denuclearize is causing skepticism among people who are hesitant about trusting the country. Skeptics bring up the point that North Korea had previously offered to denuclearize in 2008 but went back on their promise.

Many believe total denuclearization for North Korea is highly unlikely. Just last year, North Korea announced that a nuclear missile they were working on had the capability of striking anywhere in the United States. Christopher Green, a senior researcher on the Korean Peninsula for the International Crisis Group, is also not convinced with North Korea’s promise. He instead believes, “North Korea may be attempting to make a serious change of direction whilst also retaining a nuclear weapon.” Some are also not convinced that North Korea is being genuine with signing a peace treaty. When asked how she felt about the peace talks, Kelsey Lee '20 said “Right now I’m just a little unsure on [the promises of North Korea] or if their intentions are hidden. Personally, it is not really a surprise if North Korea has been using false claims because they’ve been doing it for a long time, so I am unsure if this peace con is really happening or if it will work, and I’m scared off this plan backfiring.”

Even if the promises from North Korea do not follow through, there are a few requirements that South Korea will need to meet before denuclearization is discussed. One of the requirements is the removal of all US soldiers in South Korea, which the US refuses to do. Currently, there are 28,500 soldiers stationed in South Korea that have been there since the armistice in 1953.

Another obstacle in the way of the peace treaty signing is the need for China and the US to agree on the settlement. The US is an important ally of South Korea, and China is the main ally of North Korea and helps conduct the majority of its trade. If the US and China do not agree with the contents of the treaty, it will have to be revised until they do.

Whether or not the peace talks will work is still hazy, this event is monumental in the history of the Korean Peninsula. Michelle Park '20 agrees, saying “I think it is very historical. When I was born it was when [North and South Korea] were separated, and I was taught that even though we would have to get back with North Korea once again, we would worry about their attacks. Now we are meeting more peacefully, but we also have more concerns to worry about.”

While people are hesitant on trusting North Korea, Moon Jae-in and his advisors continue to meet with Kim Jong-Un in hopes of promoting peace on the Korean Peninsula.

Loomis Chaffee Log

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ABOUT

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

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"ESG" by Stacy Park '19 continued from front page

Since April, 2018, this ESG fund group has attracted many interested students, and currently there are 33 students with various background in investing involved. Mark Valadez '19, a student involved in both the Fund and Shareholder Advocacy group, commented, "I have always had an interest both in the environment and the finance, and when I heard of this opportunity, I discovered a way to merge both of the interests by getting involved in the ESG investment." Grace Wolf '20, who is part of the Shareholder Advocacy group, also found the ESG fund group as an opportunity to continue her interest in economics. She explained, "I was in Contemporary Economics, and I found it really interesting how the companies need to work on becoming green... so being able to engage with the [financial and environment factors] outside of the class was really cool."

With like-minded and passionate members, the ESG fund group has already met multiple times during the two months and has started to develop potential plans for the future. The Fund group is developing an investment policy statement that includes investment plans for the future and will be the guideline for the investment the LC ESG



Group makes. In terms of connecting with other investment organizations, the group was able to contact the Yale Dwight Hall Socially Responsible Investment Fund, which further connected the LC ESG fund group with a Student IEN network in which various colleges participate to support the same company for a same cause. This Student IEN Network hopes to buy stocks from Facebook to gain a voice in the company's decision and advocate for a stronger privacy policy. To encourage community involvement, the students in the Community Engagement Group plans to enforce the ESG factors in the local community by reaching out to a Windsor gun shop to enforce a stricter gun regulation, influencing local shops to use reusable bags instead of plastic bags, and connecting with local waste services to develop a more eco-friendly method.

In order to implement these ideas in the ESG fund group, Mr. McCandless hopes to encourage students in the group to continue developing plans for next year. Thus, with clear purpose and plans, the group will present their investment plan to the Board of Trustees next year in October and continue the investment project that a couple of inspired Loomis Chaffee students initiated five years ago.

Graphic by Stacy Park '19

RUN FOR HIGH HOPES

Krishnapriya Rajaram '21 | Staff Writer



Loomis students participating in the Color Run event on May 11th, 2018.



Graphics courtesy of Mary Forrester, who works at the communications office.

through therapeutic horseback riding and other equine-related activities. High Hopes also offers many programs and people can also volunteer as well. High Hopes is headquartered in Old Lyme, CT.

On Friday, May 11, coaches, advisors, teachers, and families from Windsor convened for this year's Color Run. Before the start of the run, groups of friends and sports teams gathered, enjoying the beautiful day.

Every year, student volunteers throw colored powder and water at the participants throughout their run (or walk) around the loop. By the finish line, they are all fully covered in vibrant colors from head to toe.

Reflecting on her experience in the Color Run, Tia Hannah '21 commented, "It was fun. Longer than expected, but it was an eye opening experience because I have never done a color run before, and it was great that it was with my friends. I liked how [the Color Run] was student run, not just by adults. I love that [the color run] was for a cause. [The Color Run] made me want to help people at the same time I was having fun."

To help raise money, the equestrian team sold t-shirts, but donating money is not the only way people can contribute to High Hopes. Avery Lena '18, one of the equestrian team's captains, said, "I have actually been volunteering at High Hopes for almost six years now, and I was super happy to help out. High Hopes is a really great place where people of all ages and abilities learn to ride. There are learning riders there that can't walk, and horses give them that ability. There are also riders at High Hopes that are non-verbal, but can actually learn to say simple commands like 'walk on' and 'whoa.' Also, being able to witness people benefit from horseback riding, just as I do, is incredibly rewarding."

According to, Haven Low '21, a rider on the Equestrian team, "[The Color Run] was an awesome experience. It was beneficial for [people with disabilities], and it was such a fun event."

The Color Run is an event to look forward to each year. It not only succeeds in engaging the Loomis Chaffee community and people of all ages, but also serves to help different charities and organizations each year.

The Color Run is an annual charity event held by the Pelican Service Organization (PSO) and aims to raise money for different organizations each year. This year, PSO joined forces with the Loomis Chaffee equestrian team to raise money for High Hopes, a therapeutic horse riding organization for people with disabilities. High Hopes charity aims to improve the lives of people with disabilities

LC NEEDS TO GO CARBON NEUTRAL

Sarah Gyurina '18 | Staff Writer

Loomis Chaffee holds events, convocations, and campaigns each year to demonstrate to students the importance of maintaining an environmentally-friendly lifestyle. Within the student body, many pursue their Global and Environmental Studies Certificate to prove their commitment to engaging with the world and learning about the environment—some even pursue grants such as the Gilchrist Environmental Fellowship, geared toward environmental awareness and sustainability. The campus greatly emphasizes day-to-day energy awareness, as the students and faculty focus on everything from recycling and energy usage down to limiting water when washing their hands or brushing their teeth. While these small notions of sustainability are important, they are infinitesimally small compared to the energy consumption of the many buildings on campus.

So how much does Loomis truly ‘walk the walk’ in regards to going green?

As part of the Green School Alliance, the school had pledged to take steps toward reducing its carbon footprint, the biggest portion of its emissions being electricity. Working at this pledge, a new 1MW Solar Array, which will be operating by next fall, will power 25% of the school’s electricity. According to Jeff Dyreson, “the administration, including the trustees, are very supportive of initiatives that reduce the carbon footprint as long as these are done in a responsible and sustainable way.” The school must take into account finances and student safety,

making planning projects very tedious and difficult.

In recent years, colleges across the country have answered the call to climate change in making goals to pursue carbon neutrality. Among many, Hamilton College projects reaching complete neutrality by the year 2050, Bates predicts to reach neutrality by 2020, and Colby College is already 100% carbon neutral. Among the New England prep schools, The Hotchkiss School estimates completion by 2020.

87% of polled students believe LC should have a goal of carbon neutrality



68.5% of polled students believe LC has not taken enough action to actually go green

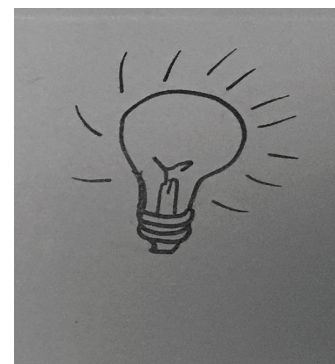
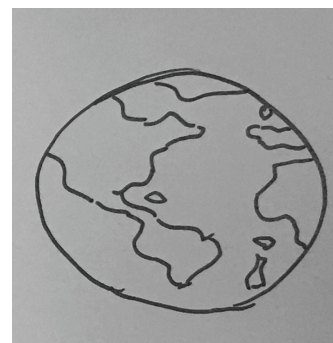
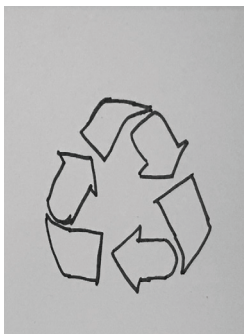
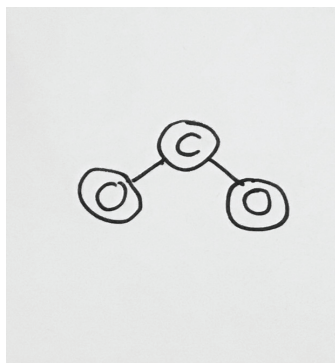
I’m using these schools as examples because they are so similar to Loomis: each have under 2000 students, are set in suburban or rural locations, and share a commitment to a liberal arts education. With 690 students

at Loomis, these colleges are double our size, yet have set the attainable goal of becoming carbon neutral through projects such as solar panels, hydropower, wind turbines, geothermal heating, and renewable fuel oil.

I am proud that Loomis has already made progress towards reducing our carbon footprint, but I know that preserving the global climate is not done in small, day-to-day, or convenient steps: it takes sacrifice, cooperation, and economic risks for a sustainable future.

In a poll with a response of 54 students, 87% believe that Loomis should have a goal of carbon neutrality, and 68.5% believe that Loomis has not taken enough action to actually go green. Within the comments, the general consensus revealed that while Loomis has already taken significant action, our efforts are not quite enough.

Nationally, The Trump administration has pulled out of the Paris Accord, and the head of the Environmental Protection Agency, Scott Pruitt, is a climate change denier. It’s clear that we cannot turn to our government to regulate carbon emissions for a greener future, instead we must take it upon ourselves. Private businesses, from large corporations to small prep schools, must sacrifice short term finances for long term stability and environmental protection. Many colleges have already taken the lead; let Loomis do the same in the prep school community.



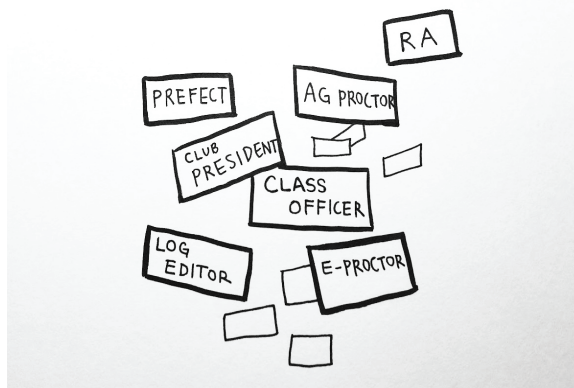
Graphic by Minna Gao '19

“Behind the Titles” by Liam Scott '19, continued from front page

Increasing leadership opportunities is not necessarily a bad thing, but an increase in plainly titular leadership opportunity is a bad thing. Around 24 leadership positions have been added in the past ten years, making the current number of leadership positions approximately forty. Forty is a lot of positions; not all of these positions are equal in terms of responsibility, commitment and workload. A personal example would be being a Day Student Mentor and the new Editor-In-Chief of The Log. I admittedly did practically nothing as a Day Student Mentor all year, but Day Student Mentor still counts as a leadership position. On the contrary, being Editor-in-Chief requires much more time and hard work. The difference between the two positions is vast, but it is logical to assume that there are many other such discrepancies between leadership positions on campus. The fact that there are some title-driven leadership positions is rather disheartening. I agree with Mrs. Knight, who explained that “it would make [her] sad [to know] that there are some positions that are just a title and won’t make the student feel good about him/her/them self.” Leadership is about pushing oneself and getting uncomfortable sometimes, but that can never happen if one’s leadership position lacks concrete responsibility.

Not only has there been an increase in leadership positions, but there has also been a change in the distribution of leadership positions. Ms. Bucceri explained that since her time as a Loomis student, there have been more efforts to spread out leadership positions. “It used to be that you could have multiple leadership opportunities, but now the school tries to get as many people involved as possible. My best example is that I was an RA and a peer counselor in my senior year, and I know that that would probably not happen now.” Dean Liscinsky agreed, explaining that it is natural that this leadership system has “morph[ed] and chang[ed]” over time. She told me that several years ago there was a small group of students who took upon themselves three large leadership positions, and that they were confident in their ability to do each successfully. By the end of the year, however, they realized they had been mistaken. I’d infer that the Loomis administration has become more aware of the work required

for leadership positions, and has made a greater effort to spread them out. This makes sense to me for a lot of reasons. Giving only a small group of students leadership positions makes leadership exclusive, and does not give other students an opportunity to lead. However, this new “policy” also harms some high-achieving students who can actually balance multiple of leadership positions. But perhaps this policy is a bit counterintuitive. Dean Liscinsky is absolutely correct in asking “If we think of the common good, don’t we want to give more people the opportunity [to serve the common good]?”



More people should have opportunities at leadership— but already having an important leadership role should not automatically exclude one from attaining another leadership role. For example, juniors cannot be selected as Sophomore Retreat Leaders if they are already RAs or peer counselors. Ultimately, a range of students should have the chance to lead— but perhaps having multiple significant roles is not necessarily a bad thing either.

I originally thought that there was a direct relationship between the increase in leadership positions and the involvement of the college office. I have always thought that having a leadership position was vital in the college application process. Mrs. Thompson explained that “there is an assumption is that leadership positions have a significant impact on admission, when the reali-

ty is colleges want diversity, and not everyone can be a leader.” Not everyone can be a leader— so why are we all obsessed with being a leader? From my observations, students this year, particularly juniors, are going crazy trying to get several positions. I genuinely believe that a contributing factor towards our applying for leadership positions is the fact that we think it will get us into college. But, while having leadership will help, it isn’t a “silver bullet,” as Mrs. Thompson explained, because there is “no correlation” between having leadership positions and being accepted into a college. But an important distinction must be made— leadership positions can only help “as long as they are real leadership positions and they have real responsibilities and add real value to the community,” said Mrs. Thompson. This brings us back to the increase in “title” positions. We as students shouldn’t be so focused on getting leadership positions that either do not actively contribute to the community, or that do not interest us. In fact, Mrs. Thompson explained that there is now “more of an emphasis to have students be involved in what they’re passionate about” and that “students should think with more intention.” If one can make a difference within a sphere that they love and about which they are passionate, that is a lot better— not only in the college process, but also in life. Mrs. Thompson concluded our discussion by saying that “if [she] thought that kids having more leadership positions [would positively impact the college process], the push would be coming from the college office, but that push isn’t coming from this office.”

Leadership is not the be-all-end-all, yet I think that Loomis culture has become very obsessed with leadership. I agree that leadership teaches us a multitude of great skills, like responsibility and time management. However, at the risk of disparaging some leadership positions around campus, there are simply a lot of nominal positions. It is unlikely that all 24 positions added in the last ten years are necessary or impactful. With that said, we as students should not encourage this influx of leadership positions. We as students should instead strive for an influx of passion within a sphere we care about.

Graphic by Ashley Chung '19

HOW INTERNATIONAL STUDENTS CAN ADJUST TO LC LIFE

Margarita Demkina '21 | Contributor



Graphic courtesy of Minna Gao '19

“Do you feel like you have a home here?” I was once asked.

This year I came from Moscow, Russia, to join the Loomis Chaffee community. Was I scared when I came here? For me, the main informational sources about the U.S. were American TV shows and films. I also followed the news and was familiar with the relationships between the States and Russia. I contemplated how differently I would be treated, and that was scary. When I could not receive my U.S. visa, and ultimately arrived on campus two weeks into a school year, my fears increased. I was anxious of being excluded for being that “new girl who showed up late.”

I arrived, and was overwhelmed, but excited, I received a warm greeting from Mrs. Cardwell, my advisor, teachers, and students. I felt supported from the second I appeared on campus late this September. The entrance of my room was decorated with placards on which students wrote kind wishes for me. While I was unpacking, my dorm mates were stopping by my room, getting to know me, offering their help, and letting me know that I was welcome on campus. I observed how tiny gestures made my concerns disappear: short welcoming conversations, smiles from people I never met, or friendly invitations for dinner. Such seemingly insignificant actions still amaze

me, especially because Russians are not that open to new acquaintances, and they would rarely beam at strangers. Integrating into the community helped me to feel less alienated. The remedy for me was in communications with other domestic and international students, often through events sponsored by International Student Ambassadors (ISAs). I would always find a group of students to hang out with. I did not expect them to invite me to join them, but they did. I must highlight the importance of only one person's making me feel comfortable. I got a sense of a welcoming and open community. Sometimes a simple compliment would make my day, and from that I learned how to welcome others. Nonetheless, I had my struggles: my self-consciousness would not abandon me. I still have an easily recognizable Russian accent (well, I got used to the fact that I have it and people will notice it). I would still avoid using certain words, trying not to make a fool of myself.

I cannot remember how many times paranoid questions appeared in my head. Am I polite enough? (due to my culture, I tend not to be exceptionally expressive with my feelings, and I fear to insult someone accidentally). Do I look different? How much different? Do they know that I know that I am very, very different? In the end, I found out that students around me were as scared of me as I was of them.

Throughout the year, I learned more about Americans and how they perceive me. I still struggle to get used to some cultural aspects like clothing for example. The first few times I saw people wearing sweatpants, sweat-shirts, and slippers (often with socks, especially if sweatpants are tucked into them), I was genuinely shocked. Yes, that is comfortable, and that is why I would wear such an outfit in my room. But I cannot remember the time I saw a person in Europe or Asia dress up like that and leave the house.

Food? For me? In the dorm after study hall? Food at birthdays? Food at the social events? Food in-between classes? Food in the dining hall from 7am to 7pm? Food at the all-you-can-eat places? (the latter still frightens me, pressuring and obliging me into eating more, so I try to avoid such places). I was bloated from all of the food.

Mrs. Cardwell, the Director of International Students, was the first person I met. During orientation, as Mrs. Cardwell explained, new students meet other international kids, listen to the ISAs talking about life on campus, class structure, schedule, and receive an opportunity to ask peers questions. Because the returning students are famil-

iar with how confused a newcomer might feel, they create a great source for Q&A. Mrs. Cardwell emphasized that new students commonly struggle with being constantly in an English-speaking society, living away from home (and, due to the time zones, not being able to call their parents at any time) or eating American food. It is fair to admit that international students usually do not grow up listening to the American music or watching classic TV-shows (not everyone has listened to Hannah Montana or has seen Mean Girls), so such cultural shock can also alienate new international students from the others.

ISAs play another key role in helping new students to connect with a new environment. Their duties begin early in the summer. Mrs. Cardwell connects the ambassadors with incoming international students. I did also receive an email from an ISA that offered his advice in preparing for the school year. Having a person to tell me about the school allowed me to feel more comfortable and more aware of my new community from the beginning.

I spoke to some ISAs about their opinions on getting to know new students. Otto Laakso '18 shared his experience as an ISA: “The orientation introduces the new students to available resources on campus, giving a comprehensive understanding of what life at a boarding school is like. As an ISA, I listen to their specific concerns and questions and then talk about my own experiences.” Mrs. Cardwell and ISAs continue to work with international students throughout the school year. They make sure there are some frequent trips to the students' native restaurants. They also maintain communication with international students and organize on-campus events open to all students. Such events are often culture-oriented, aiming to recreate a home-like environment.

Yes, I was intimidated about this big change in my life, but my always people who were willing to hear me out and make me feel at home has made a big difference. I often consider the two worlds I live in with an ocean of differences in between. They resemble two parallel universes: two different weathers, two different groups of people, two different cultures. But I learned to exist in both, and to appreciate the surroundings and feel content, no matter in what language I have to smile and say “Hi, how are you?”

EFFECTIVE TEACHING METHODS

Emma Devlin '21 | Contributor

During my first month at Loomis Chaffee, I could not believe the large amount of work my teachers gave me. Now, having reached the final weeks of my freshman year, my workload is just as copious and also much more difficult. However, my mindset has definitely changed. In the fall, I was a beginner at being a “good” LC student. The schedule was foreign to me, the rules were impossible to follow, and I didn't know how to behave or participate in my classes. I felt incredibly frustrated as I continuously failed at completing my homework during the two-hour study hall.

Now, I can confidently say my academic experience has greatly improved thanks to my teachers and their teaching methods. When I questioned my English teacher, Mr. Reed, on effective and ineffective teaching methods, he said, “In my opinion, you can never overestimate humor. It creates an atmosphere of creativity, where students and teachers are more excited to engage with one another. It's hard to learn when you're uncomfortable!”

During the first few months of school, Mr. Reed would write a pun on the board for us to think about and discuss. Often times the puns were cheesy, as most puns are, but they eased the stress in the room. Now, my classmates and I are starting the class with our own puns and short activities before settling into Mr. Reed's lesson. Humor, without a doubt, makes an excellent and effective teaching method. Although this comfortable, comedic classroom environment is relished, sometimes the curriculum being taught needs to be more rigorously instructed. When asked about her intense classroom dynamic, my history teacher Ms. Aweida-Parsons, answered, “We [as teachers] have high expectations of students, but it's great we challenge them to take risks and provide them with an excellent learning environment. I think sometimes the expectations that we have for so many classes in regard to

athletic events sometimes stress kids out, but we teachers are flexible and allow extensions.”

Although history is packed with facts and rarely taught comically, Ms. Aweida-Parsons utilizes humor and does a phenomenal job at making class enjoyable. The class itself is, like she said, “rigorous” and requires 100% commitment if you want to fully understand the material. During the winter term, when projects and papers flooded my schedule, I arranged meetings with my history teacher about our first historical narrative. I truthfully had no idea what I was doing, but Ms. Aweida-Parsons clarified the issues with her witty and warm personality.

Ms. Phillips, a biology teacher, commented, “I think you can be the best teacher in the world, but if the student doesn't want to learn, it can go wrong. You can have a student who really wants to learn and if you don't have an effective teacher they'll still learn. It's a two way street. Teachers should not treat their students as if they're not smart enough to learn or assume a smart student can learn on their own. Each subject is taught differently, but we teach it well, you teach students the way they are, not the way you want them to be.”

Ms. Phillips told me during one of our early meetings how “if the student doesn't want to learn, it can go wrong”, and ever since then I've tried harder to pay attention in her class. Distractions are hard to avoid, that will always be the case. But, finding a way to work around them has proven extremely helpful. In Ms. Phillips's class, there is always a story being told, a game being played, or a lab being taught. Keeping the class busy is what Ms. Phillips does best and I think her teaching method works very well.



So, what educational strategies are actually effective or ineffective at Loomis Chaffee? The answer is all of them. There could be a class as fun as Mr. Reed's, as interesting as Ms. Aweida-Parsons', or as engaged as Ms. Phillips'; however, the opinion of the class varies based on the different types of students. Just as it is a student's job to learn the material being taught, it's also their job to know when a teaching style doesn't connect with their thinking. In language class, for example, you could excel in vocabulary and struggle with grammar even though the instructor taught both in the same manner. However, the blame for a poor grade shouldn't be placed on a teacher. Loomis Chaffee's teachers have a strong grasp of what lessons do and don't work in class. If a student is struggling, they must inform their teacher in order to help themselves learn and help their teacher teach more effectively. Working with varied methods of teaching is the best way to learn.

Graphic courtesy of Minna Gao '19

DEPARTING TEACHERS



Graphic courtesy of John Groo

KATHERINE BALLARD

Minna Gao: What is your favorite memory at Loomis Chaffee?

Katherine Ballard: There are so many different memories that I have of this place that I can't possibly pick one. However, I have so enjoyed being a part of the "seasons" at this wonderful school, from the hope and excitement of September, the new books being pulled out of backpacks with so much yet to learn to the many special moments throughout the year that all culminate into the rituals of spring and the commencement of a new chapter in life for the seniors. I have so enjoyed watching 5 full classes go through their four years in this beautiful space.

MG: What will you do in the future and why are you leaving?

KB: The decision to leave was probably one of the hardest I have ever made but I have been at Loomis for over half my life and it is time for me to graduate too. I will be moving to Providence, RI to spend some time figuring out what the next chapter holds for me.

SABINE GIANNAMORE



Graphic courtesy of Sabine Giannamore

Liam Scott: What is your favorite memory at Loomis Chaffee?

Sabine Giannamore: It's definitely [last year's] class. It's definitely teaching [that same] class two years in a row, which was wonderful because of the dynamic, because of the quality of the students, and because there was an osmosis. I got to see all of you grow and progress, and it was the last year I taught AP French and you all did super well. It was a validation of my work. I will always remember the first year I taught AP French at Avon Old Farms, and the last year here at Loomis.

LS: What will you do in the future and why are you leaving?

SG: I will travel a lot, spend time with my family and friends, and learn Spanish. I'm probably going to be certified to be a barre/Pilates instructor; I'll do activities that are aligned mind and body together. I want to maybe go back to piano. Mainly, it's travelling and being available for family and friends.

LS: Any last comments/ advice?

SG: Take the time to nurture yourself. I think in an increasingly busy life, both for students and for faculty, we tend to neglect our own soul, and I think that's not necessarily a good thing. That's one reason why I want more time for me. Take time to just breathe, to do activities that make you happy, and not to seek validation or status or external reward.

NAOGAN MA



Graphic courtesy of Naogan Ma

Liam Scott: What is your favorite memory at Loomis Chaffee?

Naogan Ma: There were so many wonderful moments. I'd have to say there were two times I was very moved during my years here. It's the same type of experience. One when I was hit from behind in a car accident. I was out for a week or two. When I came back the Carter girls decorated my door and had wonderful well-wishes. That's when you realize you're a mom. There are people who genuinely care about each other, and you are part of their lives and they are a part of your life. Recently, I was out sick for a week. It was déjà vu. I was surprised how much people cared, and once again I was reminded we are a community, and we do care about each other. It's the strong human connection that is my favorite memory of this place.

LS: What will you do in the future/ why are you leaving?

NM: I will be going to Kingswood Oxford at the end of August to teach all levels of Chinese in the [high school], and to coordinate the international studies program.

LS: Any last comments or advice?

NM: It is such a privilege to be able to study and teach and work here...I think we have to enjoy every moment that we are here, while also knowing many people in the rest of the country and world don't get to experience this at all.

LAURA MILLIGAN



Graphic courtesy of Laura Milligan

Neala Sweeney: What is your favorite memory at Loomis Chaffee?

Laura Milligan: I have so many Loomis memories that I can't choose just one. Loomis is a part of who I am. I went to school here, I was a teacher here, and I had both my children here. I am profoundly grateful for all my Loomis experiences.

NS: What will you do in the future/ why are you leaving?

LM: I'm not sure what I'll be doing in the future. My family is moving, so I will be focusing on our next transition.

NS: Any last comments or advice?

LM: I will miss the Loomis Chaffee students!

JOHN MORREL



Graphic courtesy of Jessica Hsieh

Beatrice Dang: What is your favorite memory at Loomis Chaffee?

John Morrel: I taught freshmen my first year here and my second year here, and in the winter term we read Ted Cruz's book of poetry Winter Morning Walks. Both years, my class spent some time outside doing their own winter morning walks and writing poetry about it, and I always found that to be a really special time to be outside.

BD: Why are you leaving and where are you going?

JM: I'm headed up to Great Barrington, Massachusetts, which is where my wife works at Simon's Rock College. We're moving to consolidate our family in one place, and so that we can spend as much time as possible with our twins during this early stage of their life.

BD: Any final advice or thoughts?

JM: Just keep using writing as a tool for discovery and write about the questions that you have, and in that process discover your own ideas and your own voice. Keep an open mind and be willing to see things from multiple perspectives.

ALEXANDER ODZEMIR



Graphic courtesy of Alexander Odzemir

Minna Gao: What is your favorite memory at Loomis Chaffee?

Alexander Odzemir: The winter project exhibition for the CL Computer Science class. It was awesome to see the students showing off their hard work to their peers and teachers.

MG: What will you do in the future or why are you leaving?

AO: I'm leaving for Stanford where I'll begin my PhD in Computer Science. I hope to become a professor one day.

MG: What will you miss the most?

AO: The Loomis community, hands down. I have tremendous respect for the dedication and capability of the students, faculty, and staff of Loomis. You've made my year here enlightening and inspiring, and I can't thank you enough.

MG: Any last comments or advice?

AO: Great work requires creativity, discipline, and luck. To leave a mark on the world you'll need to strive for insight, work relentlessly, and perseverethrough the times when your insight and diligence aren't enough.

ISSO SHIMAMOTO



Graphic courtesy of Isso Shimamoto

Stacy Park: What is your favorite memory at Loomis Chaffee?

Isso Shimamoto: One of my favorite memories at Loomis involves launching water balloons off of my balcony (when I lived in Palmer III) and convincing students to try to catch them. I also loved being able to go on a trip with students over spring break to South Africa.

SP: What will you do in the future or why are you leaving?

IS: I am going to graduate school at Northwestern to pursue a degree in physical therapy.

SP: What will you miss the most?

IS: Truthfully I'm going to miss interacting with kids all the time. You guys are pretty weird and make me laugh every day.

SP: Any last comments or advice?

IS: Enjoy your time here at Loomis; it's a pretty special place. And capitalize on the delicious desserts in the dining hall!

2018 SENIOR PROJECTS

Jean Shin '20 | Staff Writer



Noah Yoon, Alexa Kim, Logan Katz, Cameron Purdy, and Josh Ryu smiling on the steps of Founders building.

Photo by Jean Shin '20

Leading up to graduation, many classes felt emptier due to the absence of seniors. Many seniors opted to work on a senior project, an opportunity for students to pursue their academic or nonacademic passions. Senior projects last for a total of two and a half weeks, with two weeks spent working on the project and half of a week spent presenting their results. Like attending classes, students must spend a minimum of eight hours every day working on their project.

Callista Degraw, Jet Elbualy, and Macon Jeffreys used the senior project opportunity to further develop their interest in theatre. The performance experiences of the three seniors adds to nineteen shows, and they plan on continuing their involvement with theater in college. Jet remarked, "We set out to commemorate our four years of theater into one cohesive experience. We felt like we were committed and talented enough, so we gave the project a shot."

Their one act play is called Pandora's Revenge. Jet, the tech director, is in charge of the lighting, set design, and props, along with organizing the financial and marketing aspects of the show. Macon manages the character development and set design and acting in the play. Callista handles the costumes and performs in the play. They will present their show on May, 22 in the Norris Ely Orchard Theater.

Carolyn Riley focused their project on Latin language and culture. They translated the book Little House in the Big Woods, by Laura Ingalls Wilder, from English to Latin. Carolyn's goal is to use the translated book as an educational device for elementary school children. Carolyn commented, "For Latin language education, there isn't a lot of textbooks. Most stories in Latin talk about conquering barbarians and killing people. They're not stories children would like. I wanted to translate a story that is well liked and well known by children to teach them Latin in a more fun way." As a part of their project, Carolyn visited their old elementary school and used their translated book to introduce Latin to younger students. They will continue to visit a few more schools to share their book and their insights on Latin culture.

Logan Katz, Alexa Kim, Cam Purdy, Josh Ryu, Noah Yoon directed their project toward producing and performing original arrangements for their acapella group. Noah explained, "When we started performing, we borrowed a lot of other arrange-

ments from a professional group in New York. We wanted to make something our own, so we spent the last few weeks arranging a couple of songs."

The acapella group had the opportunity to record their songs with a professional audio engineer. For their presentation, the group will perform alongside the Acapelicans's concert and hold a live performance.

Rosie Park concentrated her project on fluorescence microscopy. Fluorescent microscopes enable scientists to generate colorful images of a cell. Years ago, a Loomis Chaffee faculty donated a fluorescent microscope to the LC science department.

However, no one knew how the microscope worked, so it was left untouched. Rosie's goal is to learn how to use the microscope while creating a guide for future students. Rosie explained, "Unlike cells diagrams in textbooks, a cell is transparent. As a result, it is difficult to see the specific parts of a cell. By using specific fluorescent dyes, I can change the color of a certain part of a cell. For example, I am using a fluorescent dye that stains the DNA blue. When a UV light is shined over the cell, the blue nucleus stands out from the rest of the transparent cell." In the same way, adding another fluorescent dye called MitoTracker causes the mitochondria to turn red under a UV light. The actin green dye produces a green stain in the cytoskeleton of a cell. Images of the cells are taken on a camera that is attached to the fluorescent microscope. The camera is connected to a software on a computer. Multiple dyes can't be used on the same cell, so the colored image of each cell part is layered to produce a complete, colorful image. Rosie created her images using her cheek cells and baby hamster kidney cells.

Rosie admitted, "When I started the project, I didn't know if it would work. I had to make up my own protocol because there was nothing specific for a cheek or kidney cell. With some experimentation, it turned out to work. I was really happy." After her first round of successful testing, Rosie focused her experiment on creating more artistic photos and mastering the technique. Rosie concluded, "The senior project gave me an opportunity to do something different from what I would normally do. Especially because science is something that takes a long time, having the opportunity to spend hours immersed in my project was incredible."

Ultimately, senior projects can serve as a great way to dive into something for which one has a passion or love. They are certainly a unique way to end one's senior year.

"We wanted to make something our own, so we spent the last few weeks arranging a couple of songs."

PROM-POSAL

Matthew Weng '21 | Staff Writer



Graphic Courtesy of Julie Chung '21

PROM: the climax of senior sliding and the culmination of the senior experience. Although prom is surely entertaining, the promposals leading up to the prom are just as exhilarating. Promposing is often a nerve-racking process that requires great effort and creativity. From a simple inside joke to a scavenger hunt, seniors used their talents to come up with the best promposals yet at Loomis Chaffee.

First, we have that of Grayson Mugford '18. Grayson used a rather witty poster to win the heart of Callista Degraw '18. Because he often jokes about Callista being in her car at all time, Grayson went inside her unlocked car and held up a poster that highlighted the inside joke. As corny as the joke might be, it turned out to be rather successful. Callista was rather impressed and said that "she was flattered."

Another great promposal was by Andrew Schreiberstein '18. Recognizing his date's love of pizza and hatred of mathematics, Andrew combined the two and proposed to Ashleigh Scott '18 through a pizza with the message "I know you hate math, but I hope you enjoy this π ."

Another notable promposal was that of the former Editor-in-Chief of The Log Sam Goldfarb '18. Sam created a whole scavenger hunt to ask Paris Cipollone to prom. It was a series of riddles that all led to the statement, "Now that I've buttered you up, I'll pop the question: Prom?" Sam commented, "It took me a bit, but I am glad that I did it." In order to make the scavenger hunt even more enjoyable, he placed popcorns, one of Paris' favorite snacks, on the side of the trail.

Adam Guillemette '19 impressed his date with a Mariachi band. Minna Gao '19, who saw the promposal occur in Grubbs quad, commented, "It was the cutest thing I've ever seen! I could hear the music from my room in Ammidon." David Choung '19, who also witnessed the spectacle, commented, "my man Adam Guillemette is a goshdam rooty tooty stud."

GOODBYE, SENIORS!

John Howley '21 | Contributor

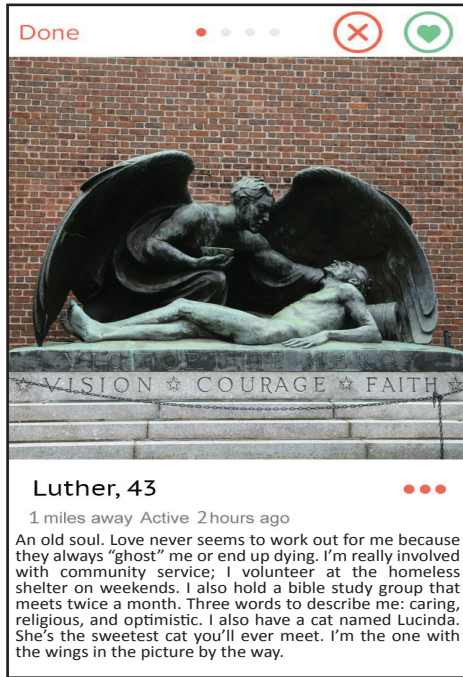
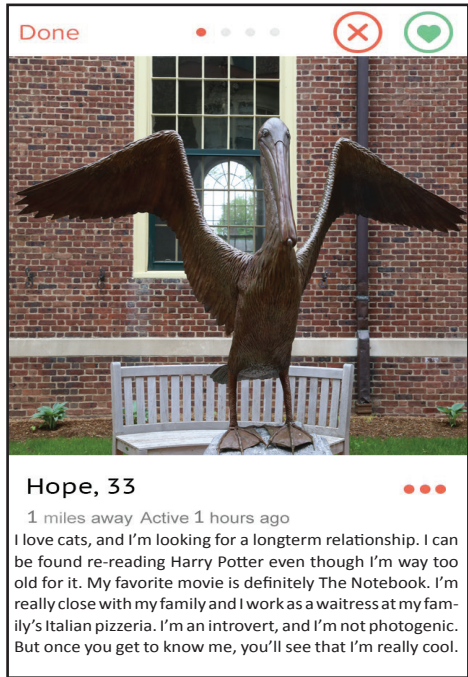
"It is hard to capture an entire class in just a few words with so many different personalities in the class," said Dean Barker, sophomore English teacher and Dean of the graduating class. "I would say [the seniors] are a committed... passionate... [and] caring group; they care a lot for each other."

On May 27th, the class of 2018 will gather in front of Founders Hall for their commencement, which will effectively bring their Loomis careers to an end. While some seniors think of their final days as "the happiest days of [their] life," many seniors find themselves reflecting on their time spent at LC and how they have developed as individuals, scholars, athletes, artists, performers, student-leaders, and classmates.

Many of the seniors began their journey at Loomis in 2014. The year 2014 marked the centennial anniversary of the founding of Loomis Chaffee. Students were welcomed with great school pride, which, according to Abby Forrester '18, "[should] set the tone for the next hundred years... [and allowed us to] see the school evolve like other classes haven't." The class of 2018 is also unique in its size. Over the past four years, their numbers have grown from a hundred and twenty freshmen to a total of two hundred seniors, making it one of the largest class sizes in recent LC history. But it's not just the size or year of arrival that makes this class so special. "It is hard to capture an entire class in just a few words with so many different personalities in the class," said Dean Barker, sophomore English teacher and Dean of the graduating class. "I would say [the seniors] are a committed... passionate... [and] caring group; they care a lot for each other."

Senior class officer Jacy Case '18 also reflected on the sense of unity that the graduating class demonstrated. "People that are different can still hang out with each other, the varsity soccer player and the thirds soccer player and the musical kids can all be friends and sit at the same table." Case also noted the changes she has seen in her class, saying that "I think everyone here has grown in some way, whether it be height, some people got taller, I didn't, intellectual growth or change in interest and attention, but if I had to describe our class in one word it would be growth." Dean Barker reflected on the growth of his class, expressing that "It has been exciting to see them mature and take on more important things as time has gone on." While the upcoming final moments of the senior class may be bittersweet, both the legacies that they left behind and the bulldozer carved on the Senior Path will be remembered by the Loomis Chaffee community for many years to follow.

LC STATUES ON TINDER



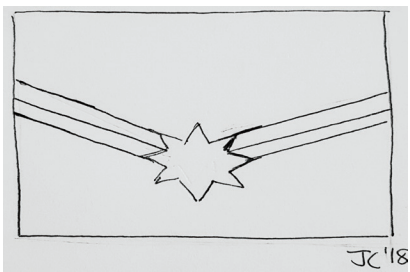
Stephanie Zhang '21 and Margot Korites '21
News Editor and Contributor



Graphics by Stephanie Zhang '21

THE AVENGERS: INFINITY WAR

Grace Lawrence '19 | Staff Writer



The Avengers: Infinity War left fans confused, angry, and begging for answers. The movie starts off right away with Thanos killing Loki. This opening scene set the tone for the rest of the action-packed film. The movie has a total of seventy-six characters and twenty-three Avengers, ranging from the originals like Ironman to Guardians of the Galaxy characters. The Avengers attempt to use the divide and conquer strategy to achieve the goal of defeating Thanos and retrieving six infinity stones. Thanos plans to use these stones to wipe out half the population. After a long fought battle, ending in Wakanda, where Black Panther takes place,

the Avengers lose— for now, that is. Thanos captures all the stones, and half of the Avengers disintegrate. The producers left this movie open for ten more movies to follow.

At first, I, along with many others, was taken aback and extremely sad when Tom Holland, who plays Spiderman, falls into Ironman's arms and begs, "I don't want to go," only to disintegrate seconds later. However, the Russo Brothers know how to build a movie franchise, considering that this is their tenth year in business. They know that everyone who went to watch this movie will be ready for the sequel. One year from now fans will be wanting answers and closure, especially after the Spiderman scene.

Infinity War has already broken the box office, making well over one billion dollars many think it will break two billion. Before next year, there is an Antman movie and the Wasp sequel. Theories have already started, fans are beyond outraged, and Disney and Marvel are loving the drama. This movie has opened up doors for numerous future opportunities for the Marvel franchise.

Graphic by Julie Chung '21 and Michelle Park '20

THANK YOU AND ADVICE FROM A SATIRIST

Tommy Shi | Contributor

I would like to thank the school censor for his mercy in not censoring any of my articles. I would also like to thank the deans for being generally scary, foiling my shenanigans, and assigning me Saturday night study halls (as Dean Liscinsky reminded me gently, I only have myself to blame for the study halls). I would like thank Dean Barker for being a fantastic dean by providing numerous senior snacks and giving excellent dance tips. I would also like to thank Dean Donegan for his memes, as weak and cringey as they are. A shout out to Flik dining for the consistency of low food quality, the memes, and continually supporting local takeout business (#Flik-socheesy). Many thanks to Mr. Sam Goldfarb for the laughs and entertainment during commencement. A lukewarm thank you to the senior prank committee. You really tried.

To the freshmen, you have survived a year. Don't worry, you are still lowly underclassmen who can continue making silly mistakes. Make sure you enjoy the new dining hall and the family style that will come next year. Please be sure to continue enjoying breakfast check-ins and daytime study halls. To the sophomores, you have graduated from the prison-style housing we call underclassmen dorms and now enjoy the freedoms of upperclassmen dorms (unless you are a prefect; in that case, rest in peace). Don't get cocky yet and walk on the senior path. Try to feel the academic pressure. You might as well get used to it early. And finally to the juniors— you have much to look forward to: standardized testings, college essays, another round of APs, finals, and tougher classes. Joke's on all of you. I am graduating. Enjoy another year at Loomis Chaffee and New England weather while I ship out to the west coast.

A genuine thank you to all the administrators, coaches, teachers, deans, physical planters, cleaners, Log staff, dorm faculty, and Joe and Keith from the cage. I couldn't be where I am without all of you. Thank you for always reading.

CHECK OUT
thelclog.org FOR MORE!

THIS JUST IN: FOOD FROM SPECIAL DINING HALL WASTE BUCKET GOES RIGHT INTO TRASH WITH REST OF GARBAGE

Liam Scott '19 | Editor-in-Chief

Recently, a dining hall pail that proudly proclaims that food should not be wasted— filled to the brim with food waste— right into the garbage, with all of the other waste our Loomis Chaffee community produces. It's part of a new green initiative. Basically, our food waste is produced like normal, but then is displayed in order to guilt the community into producing less waste. A full bucket should induce shame. In a plot twist, the full buckets' contents are put right back into the garbage bins with everything else, and are not put into compost. Don't question the logic. This makes sense, since compost is actually bad for the environment. Deal with the shame. Embrace the shame. Bathe in the shame. Love the shame, and help the environment with this paradoxical initiative.

AP SPANISH STUDENTS SAY "ADIOS" TO THEIR FIVES

Beatrice Dang '19 | Editor-in-Chief

During the AP Spanish exam on May 8th, a technical mishap occurred, in which "a CD literally broke in half" and prohibited the students from completing their exams. Many students were peeved, and some were even seething with rage. An anonymous student commented, "I can't believe this happened. A complete travesty. What has this world come to?" Many students are predicting that the entire national average will be impacted by this incident. It has left many students wondering, "Will I still get a 5? Why did I choose Spanish? Where is my life going?" Luckily, only a small portion of students were found crying in their dorm rooms after the exam.

WARNING: THIS IS SATIRE

FRESHMEN YEAR IN ONE WORD

Natalie Halsey '20 | Staff Writer

complicated
great
unique average
different
quick hard good mixed
fun
hectic decent
rollercoaster
advantageous growth
inspirational quality
eventful bleak
rewarding
meh
struggle

LOG RHYTHMS FOR SUMMER

Neala Sweeney '20 and Emma Goldfarb '20 | M \acute{e} lange Editors

1. This is America by Childish Gambino
2. Love Me by The 1975
3. Rollercoaster by Bleachers
4. Capsize by FRENSHIP and Emily Warren
5. lovely (with Khalid) by Billie Eilish and Khalid
6. Cold Cold Man by Saint Motel
7. Strawberries & Cigarettes by Troye Sivan
8. Reverse by Maude Latour
9. Don't Take The Money by Bleachers
10. Sunflower by Rex Orange County
11. Stay by Post Malone
12. 4EVER by Clairo
13. Everytime by Boy Pablo
14. Boredom by Tyler the Creator and Rex Orange County
15. idontwannabeyouanymore by Billie Eilish
16. Lonely Boy by The Black Keys
17. heart by flor
18. Coffee Can Money (feat. RUNAGROUND) by Borgeous and Morten
19. Electric Touch by A R I Z O N A
20. Into You by Ariana Grande
21. 92 Explorer by Post Malone
22. My Type by Saint Motel
23. You're Somebody Else by Flora Cash
24. Idle Town by Conan Gray
25. Lonely Cities by Tigertown
26. White Tiger by J-Cole
27. What You Know by Two Door Cinema Club



Graphics by AP Images



Graphic by Michelle Park '20

HIGH SCHOOL BUCKET LIST

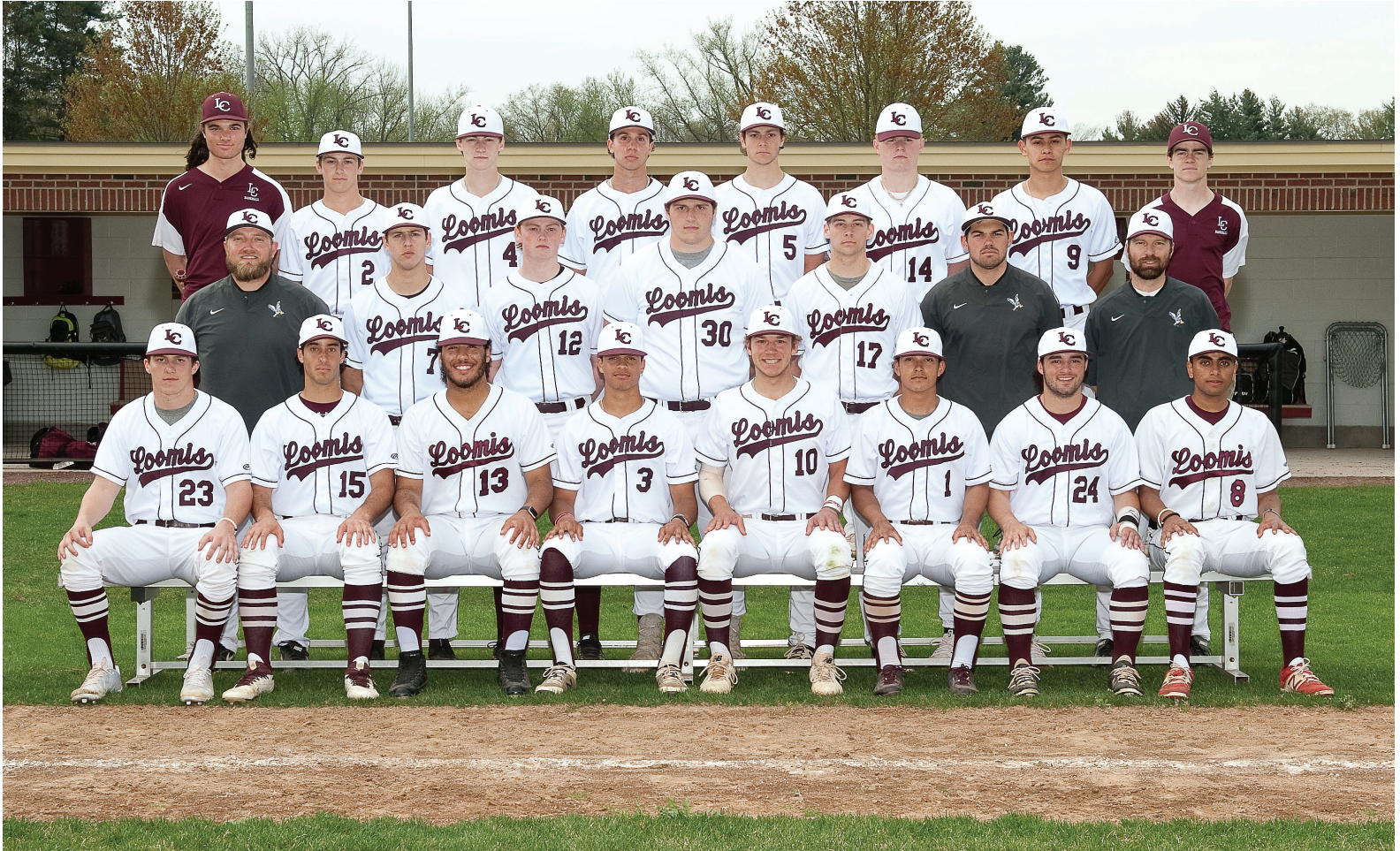
Nina Gildor '19 | Staff Writer

After interviewing a variety of seniors, there seems to be agreement about ten things that everyone must check off from the High School Bucket List before they can graduate.

1. **Take a risk!** Every high school student should try at least one thing completely out of their comfort zone, whether that be performing in front of others or going to a new restaurant on a Saturday night.
2. **Meet a stranger.** To get the full high school experience, you have to be willing to branch out. Everyone at some point should sit down at a table of complete strangers in the dining hall. Also, as we all know the grill is the most valuable resource on campus, so everyone should be friends with Rich!
3. **Don't care.** Before you graduate, everyone should do something that makes them happy no matter what others think. Go against the status quo!
4. **Pull an all-nighter.** Either finishing homework or hanging out with friends, every high schooler needs at least one night without any sleep.
5. **Ask for an extension...or five...or twenty-seven.** Every student eventually gets in a situation where they just know they won't finish an essay in time, so asking for an extension is simply a rite of passage.
6. **Scooter everywhere.** One day in your high school career don't just walk to class, but scooter to class. Keep it going by scootering to town to get coffee at The Bean.
7. **Attend a student performance.** One of the best ways to support your peers and get great free entertainment is going to a student performance: dance review, musical, play, MREV, etc.
8. **Get a new wardrobe.** Gain an absurd collection of school clothes from team gear, color runs, earth week, and all the other fund-raising events that occur on campus.
9. **Enjoy nature!** Wake up early to watch the sunrise, in the spring relax on the quad and watch the sunset, or when you need to cool down go swimming in the river.
10. **Play in the snow.** East coast winters can be harsh, but sledding down the hills in the meadows or starting a snowball fight with your friends is essential to lift the sad spirits of winter term.

BASEBALL SEASON WRAP-UP

Arjun Grover '20 | Staff Writer



Graphic courtesy of John Cunningham

On a balmy Sunday evening at the Historic Dodgertown in Vero Beach, Florida, the Loomis Chaffee Baseball team was fired up and ready for their first baseball practice of the season. Following a long winter season filled with team workouts and anticipation for the upcoming season, the spring season was finally upon them. This year, the pelicans had high hopes to win a Colonial League championship for the third year in a row. After losing an exceptional group of seniors, however, there were many questions left unanswered.

The team had a lack-luster start to the season by pelican standards: a weak showing against a non-conference opponent, Suffield Academy, and a heartbreaking loss to Choate that resulted in an overall record of 2-2. A 2-1 record in conference play to start the 2018 campaign was not promising. However, since then the Pelicans have not lost a game and have produced win after win. According to Will Thramann '18, his favorite moments from the season were "after every win." As of May 15, the team boasts a 12-1 conference record and is on the verge of its third consecutive Colonial League title.

Sending The Fans Home Happy

The Pelicans kept coming up with a clutch hit after another, ultimately leading to three wins in walk-off fashion. The first came against Westminster when Josh Katz '18 had a sacrifice fly. The second walk-off of the season came a week later against Kingswood Oxford when Justin Pacheco '18 hit a rocket through the left side of the infield. The third walk-off, arguably the most important walk-off, came against Avon Old Farms – Loomis Chaffee's biggest rival and toughest opponent – when heads up baserunning by Dan Cohen '20 allowed him to score on a wild pitch. Throughout the season, the team continued to embrace challenging circumstances as they made the most of their opportunities. All three of these wins continued to add to the team's confidence as they knew no one could stop them.

On the Mound

A big question for the Pelicans this spring was pitching. Seniors Justin Pacheco, who plans to play Division I baseball at Marist College, and Andrew Cohen, who plans to play Division III baseball at Bowdoin College, led the rotation and were out-

standing all season long. Pacheco threw the winning pitch in both games against Avon Old Farms. A highlight of Cohen's season was pitching a 9-inning complete game while only giving up one run and only using 99 pitches to get the job done against the very strong Trinity Pawling lineup. Quinn Galante '20 stepped up into the third spot in the starting rotation and was excellent as well. Danny Cecere '19 was lights out all season long, coming out of the bullpen; he secured many close victories for the pelicans. Evan Varga '20 was the starting catcher over the course of the season and did a great job calling pitches. Overall, the pitching was phenomenal and was supported by an outstanding lineup.

At the Plate

The Loomis lineup proved to be deadly to opposing pitchers. Will Thramann '18, who plans to play Division I baseball at Rensselaer Polytechnic Institute, occupied the leadoff spot while Jack Scher '18, who will play at Wesleyan next year, held the second spot in the order. This one-two combo has been unstoppable all season and has been a nightmare for opposing pitchers. Countless home runs flew off the bats of these two players this year. Following the dynamic duo were Justin Pacheco and Cam Morosky '18, who will play at Hamilton College next year. Pacheco and Morosky proved just as deadly, and every time you looked at the field, it seemed as though these guys were on base. Overall, these four guys were key contributors, but everyone throughout the lineup was brilliant. Over the course of the season, the Pelican pitchers were able to be aggressive in throwing strikes because the offense built vast leads early on in games.

Beyond the Stats

One of the team's mottos this year was "so what, next pitch," meaning focus on the next play and forget about your past mistakes. The seniors seemed to embody this motto. A moment that stuck out to me was when Will Thramann '18 hit a grand slam off of the Kingswood Oxford ace. A big hit was not uncommon for Will, but he had been in a slump (by Will standards) in the prior few games. His persistent focus in spite of a string of lackluster performances and his ability to provide a key hit for the pelicans embodied the "so what, next pitch" motto. On behalf of the team, I would also like to thank Joe Billera, who is retiring at the end of this year, for keeping our jerseys pristine all year long and making us look fresh on the field.



LCGVS NEXT YEAR

Erin Goss '19 | *Staff Writer*



Loomis Chaffee Girls Varsity Soccer Team Posing for Pictures.

Graphic from LC Communications

Next fall the girls' soccer team, the two-times New England Prep School Athletic Conference Champions, will be back in the meadows. They will suit up and walk down the stairs in 'two by twos' like they have done years before, but unlike last time, they will be missing a few key pelicans. Girls soccer will compete for the threepeat in the 2018 season after having won back-to-back championships in 2016 and 2017. However, with the loss of the Head Coach, Carey O'Brien, who now coaches at the University of Connecticut, and some important seniors, what will the team look like next year?

After asking the LCGVS starting defender, Jessica Hinton '20, if she feels as though there is an expected standard or added pressure on the team to win another championship, she said, "I feel like this year our win was overshadowed by the boy's win, so I think in the girls' soccer community, yes there is pressure, but not really pressure from the school." The pressure that the team puts on themselves is far greater than any external pressure. Perhaps it is the competitive spirit that is apparent at every practice or the drive to never settle for satisfactory standards that has brought this team success over the years, but the person who has orchestrated this success cannot be overlooked. This person is Carey O'Brien.

Whether it be a meeting in her office, a check-in to see how someone's day was, or an inspirational speech before a game, Coach O'Brien knew just what the team needed to light the fire within each player. Her presence on the sidelines of every game brought a calmness and a sense of security to the most crucial points in the team's seasons. For instance, she would remind everyone to play in the present, not to worry about past mistakes, and not to think too far into the future of the game. "Trust the process" is a motto valued by this championship team, and a saying that will stick with every player for their whole lives.

Clearly her resignation from the program was not only a devastating news to the current players, but also a new and exciting challenge. When Michelle Fickett '19, the team's dedicated goalie, was asked what her thoughts were on the new coach, she responded, "She seems very motivated, experienced, and dedicated to the Loomis values and traditions." Excited to play under the new Head Coach, Linda Hathorn, the pelicans are also excited to face the challenges that are heading their way. Losing key seniors next year will result in many empty positions that must be filled, and the team must face the daunting task of adjusting to the style and personality of the new coach. But this group of girls, more so than any other group before them, has everything under control. The 2018 prospective soccer team could not ask for more steadfast senior leadership, or a more committed program. Excited and determined to dominate in their fall season, there is no telling what this team cannot do.

TRACK & FIELD AT FOUNDERS

Emma Tishler '20 | *Contributor*

On May 12, Loomis Chaffee Track and Field teams competed in the Founders League Championships despite the cold rain. The boys finished the day with a win, stealing the title once again. Matt Farrell won the 1,500 and 3,000 meter runs. Ross Kennedy, winning the 400 and anchoring the 4x400 meter relay, also contributed to the team's victory. Ryan Durkin and Tyler Delgado also scored individual titles in the Pole Vault and Javelin respectively. The rain clearly did not stop these boys.

The Loomis Chaffee Girls Track and Fields team came in third in the Founders League after a tough battle. The girls team had juniors Tiara Lewis-Falloon in the 200 meter, Maia Paige in the 100 meter, and Marleigh Giliberto in the 400 meter and 800 meter. Freshman Anahi-Lee Cauley came first in the high jump. Senior Chelsea Offiaeli earned the title as Founders League Champion in the shot put, and will continue her track and field career at Harvard University in the fall. The girls team scored twenty more points than projected on this rainy Saturday, making the ultimate a victory in the coaches' eyes.

As Coach Hutchinson says before the meet, "it's about who shows up." That these teams showed up is quite obvious.

CLUB

ULTIMATE FRISBEE: A UNIQUE TEAM ON THE ISLAND

Jessica Hinton '20 | *Staff Writer*



People enjoying the sport of Ultimate Frisbee.

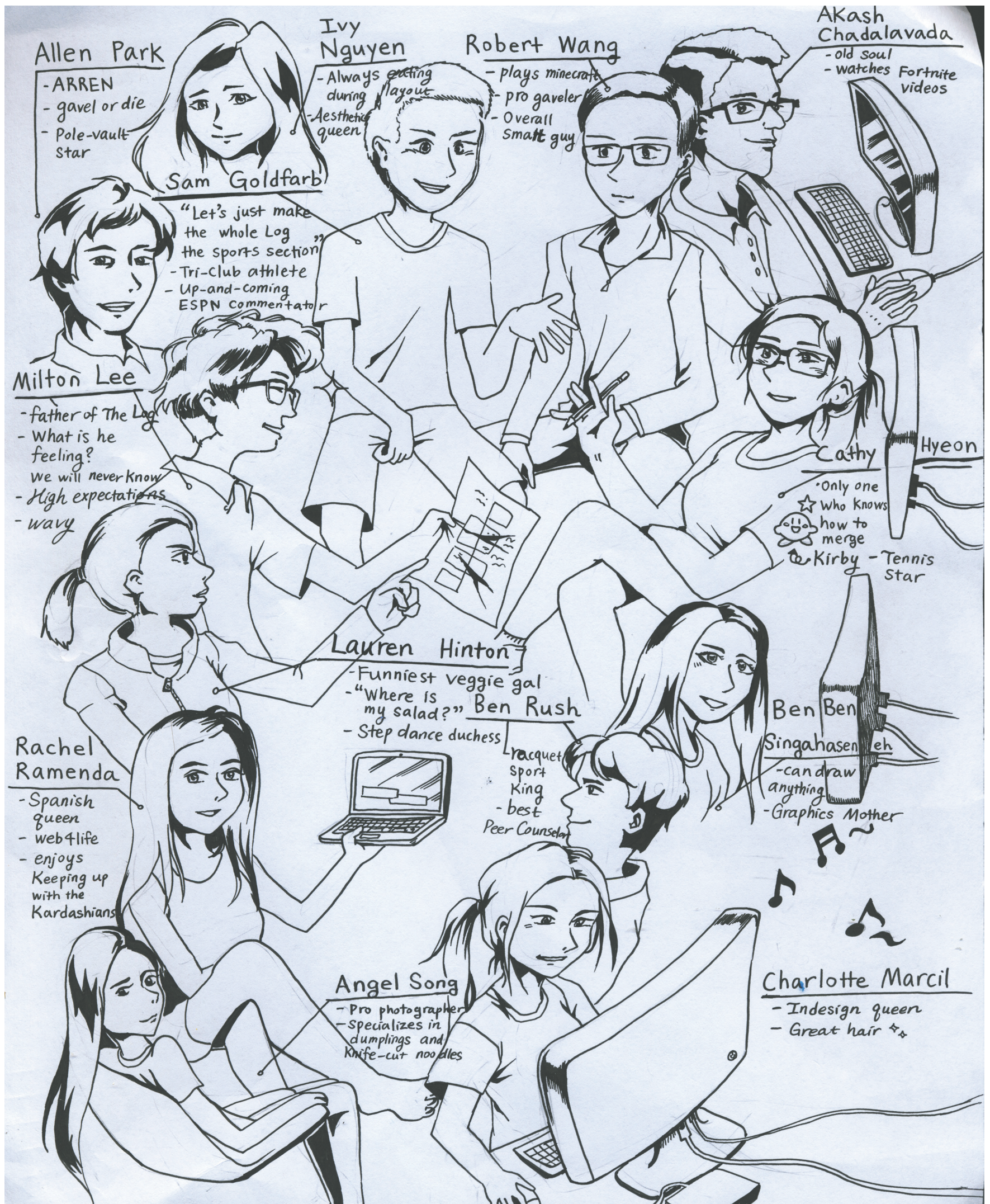
Graphic from AP Images

Generally speaking, Loomis Chaffee's club sports offer many opportunities that students might not be aware of. Here at LC, there are a wide variety of club sports offered in the spring for students who are looking for something a little less intense and a little more fun than a typical sports team. A great example of this is ultimate frisbee, a club sport with around 35 athletes who meet across the bridge on Batchelder Road every afternoon to play frisbee and have fun.

This unique sport has some interesting rules. A key part of frisbee is that there are no referees. The game's integrity relies on the honesty and sportsmanship of the players, as they are the ones who make the calls. Although this rule is unique, the importance of honesty can be found in all sports. Not only do players learn about the rules of frisbee, but they also learn ways to connect these rules to other sports. While there are experienced players within the club, there are also beginners seeking to learn the rules of the sport. The coaches, Mr. Ozdemir and Dr. Morrell, teach the basics of the game and lead by example as they play with the team, showcasing their passion for frisbee. Through drills and scrimmages, the players learn new techniques and different ways to succeed. Some of the games can be competitive and fast-paced, while others are a bit slower and more focused on having fun and learning.

The club sports at Loomis Chaffee allow free time for the members because they meet only four times a week. They also give students a chance to learn something new without the pressure of participating in interscholastic competitions, and the opportunity to meet new people whom they might have never crossed paths with on the Island. Also, while playing frisbee students can stay involved in other after-school activities, such as community service. Although club sports might not be as serious, they welcome all types of athletes and create a relaxed and valuable environment.

Class of 2018 Log Staff



Graphic by Ashley Chung '19

Thank you to all the seniors for your help and dedication to The Log, and good luck next year!