

Loomis Chaffee Log

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GET BAKED TO CLOSE

Daniella Kapur '20 | Contributor

Emily Woodward will be closing her local bakery Get Baked after seven years of serving the Windsor community. The shop's beloved cupcakes, breads, pastries, coffees, and teas will no longer be sold after February 23. A closing ceremony will take place at Get Baked on February 22 and 23.

Throughout December, the flu overtook Emily and her husband, leaving them unable to stay open during a key selling period—Christmas. It was at this time she realized that it was time for her to focus more on her family.

When Emily first opened Get Baked on Valentine's Day in 2012, she did not have children. Now, she is raising two young ones and wants to be able to devote her undivided attention to them, attend their musicals and graduations, and ensure that her family is happy and healthy.

"Sometimes life has a way of kicking you in the face when you need to cool it for a bit," Emily said.

During the day, Emily and her husband could be found baking goodies while her mother and father ran the counter.

At night, her sister routinely came in to frost the baked goods. It is through the support of her family and their encour-



Emily Woodward, the owner of local bakery Get Baked, poses behind the counter.

agement that she has remained open for so long.

She combined her love for baking with her love for her family, as she baked corn

bread and sugar cookies with her mother, and baked fudge, magic bars, and chocolate delights with her mother-in-law.

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REVIVING

THE WINDSOR PLAZA

Ethan Levinbook '20
Features Editor

To some, the Windsor Plaza building may appear to be a fossil of Windsor's past and a reminder of Broad Street's former prosperity.

But in this former jewel of Windsor Center, father-and-son developers Mohan and Neill Sachdev see an opportunity to revitalize an important fixture of downtown Windsor. Having purchased the building in 2012, the longtime Windsor residents hope to reestablish the space as Windsor's cultural hub and restore it to its former glory.

The Art Deco-style Plaza building was constructed in 1929. It officially opened as a movie theater on December 2, 1939, with Laurence Olivier & Vivian Leigh in "Clouds Over Europe" and Edith Fellows in "Five Little Peppers."

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SPOTLIGHT: LC CLEANING STAFF

Kelly Xue '21 | Staff Writer

On most high school floors are footprints, splattered mud stains, and discarded gum wrappers. Yet, even in the most unpleasant weather, the Loomis Chaffee halls remain unsoiled and picturesquely tidy, mainly due to the otherworldly efficiency of the cleaning staff as they work their magic behind the scenes. However, this remarkable team does much more than tidying up the campus; they are extremely devoted to the Loomis Chaffee community.

Keeping the Loomis campus clean is no easy task. Ralph Branco, head of the housekeeping department, discussed the

logistics behind deploying staff members.

"During the morning, Monday through Friday, my direct staff are in charge of cleaning academic areas and also dorm areas," he said.

This includes a crew of five who work in the athletics center after school hours. Though his most immediate team of housekeepers consists of 14 people who work on campus on weekdays, in total, approximately 21 individuals work in this department.

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"I was amazed about how everybody is here, from the faculty to the students, everybody's very friendly. It was welcoming."

- Ralph Branco, head of housekeeping



Staff member Danielle Henderson, Head of Housekeeping Ralph Branco, and staff member Ana Melendez.

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GET BAKED IS CLOSING: THE STORY OF THE WOMAN BEHIND THE BAKED MAGIC

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Emily's journey all started with her hobby of making bread for friends and enjoying cooking with loved ones since a young age. In her early twenties, Emily found herself working in Antarctica at the McMurdo station. At first, she washed dishes, but soon she was starting every day baking at five in the morning as well as running the hydroponics greenhouse. This experience was the little background she had before starting her own business, Get Baked.

Emily has traveled to five of the seven continents—it is through her travels that Emily found inspiration for her bakery and sweets in particular. She recalled that many European cafés made their own delicious treats, and it was through this that she found inspiration to continue this practice on her own.

"We want to make food like grandmothers used to make," Emily said.

Emily's commitment to making homemade foods was difficult at times. The first time the health department came to check the cleanliness of Get Baked, the first question they asked was why they had butter and eggs sitting out at room temperature. Emily was shocked. She wondered how one could bake without having the ingredient at room temperature.

To Emily, it also came as a surprise that people would rather purchase their food from food distributors rather than make everything from scratch. Despite the constant offers, she remained firm in her belief that Get Baked would only serve homemade food.

Emily reaffirmed that she will always find Windsor, Connecticut to be her home, even though New Zealand sits at the top of her list of places she would love to live

next. After moving to Windsor in the early 1980s, she has grown close with the community and was impressed at how the community has grown to become such a large part of her life. She remembers that as a child, she was friends with the Loomis "FacBrats" and even slept over at their houses and went to the Loomis Chaffee dining hall many times.

"I've traveled and seen the world, but Windsor is super diverse. Even when I went to school I had friends of all nationalities... I like that," Emily said.

Emily believes that here in Windsor, all parts of the world come together to define the unique culture. She thanked the community for providing her with unlimited support, especially when they were first opening. Both friends and customers brought her plates, couches, and new recipes to try, and help her build a comfortable environment for all.

Next to the register sits her small cheat sheet for all the regular customers; on it reads just how they like their coffee with varying amounts of cream, sugar, heat, and what type of bean. While it may seem she is leaving the community, her home remains deeply rooted here in Windsor.

"We needed to take a step back and reassess because we love what we do and we love the community and we love being involved," Emily said. "Community is 100% why we are here," she continued.

Due to the strong support she has received in the last few weeks after declaring her closing, chances of reopening do remain. Every day the shop has managed to sell out of everything. A new building and the right time are all she is waiting for now. Given the role that Get Baked has played in her family, closing has been



Graphic courtesy of Daniella Kapur '20

Get Baked storefront; a familiar and warm sight for many LC students.

very difficult for Emily.

"My nephew is five; he only remembers [the bakery]. My daughter is two, my son is one, it's all they really know," she said.

With her new-found free time, she plans to continue her travels of the world with stops in South America to visit friends and in New Zealand. Despite facing many setbacks, Emily has built a business from the ground up, tweaking recipes, figuring out the ideal work force, and spending much of her time in the bakery.

Emily and her business have made a huge impact on the community by providing a cozy place to buy rainbow birthday cakes, learn about entrepreneurship, and simply enjoy a cup of coffee with friends. As old students reach out to her to share their remorse at her closing and to request baked goods to be sent to them, she remains optimistic as to what the future may hold for her.

LC RESPONDS TO MOST RECENT HATE CRIME

Stephanie Zhang '21 | News Editor

At Loomis Chaffee, we strive to encourage love and understanding...but hate has still found a way to seep into the cracks of our communal bonds and infiltrate the community.

When one gets hit by a rock, the pain is temporary. When one is personally targeted and attacked by words of hatred, the impact of these words not only lasts longer, but the pain that one feels cuts infinitely deeper.

Unfortunately, in the present political climate, reoccurring acts and words of hate seem to dominate the press, so much, that for a child growing up now, he or she will see this hate as normal.

At Loomis Chaffee, we strive to encourage love and understanding as much as possible within and outside of our own diverse community.

But hate has still found a way to seep into the cracks of our communal bonds and infiltrate the community. In recent months, Loomis has seen multiple incidents of hate speech, both symbols and words, being found either carved or written in a multitude of places.

While the turbulent political climate does have an effect on students and their beliefs, Mr. Eric LaForest, director of the Norton Family Center for the Common Good, believes the issue of hate holds much more complexity.

"Our divisive political climate hasn't helped, but I think the problem has deeper roots. What racist incidents (like Governor Ralph Northam's blackface yearbook

photograph) can do is take attention away from the underlying structural causes and consequences of racism and anti-Semitism. The focus shifts toward finding the bad guy rather than looking in the mirror," Mr. LaForest said.

Head of School Dr. Sheila Culbert expressed similar opinions. "I think that the wider climate has given people a sense that it's okay to do this type of thing. The national and international context is important. However, I believe that as an institution we have to do more to educate our students to understand why these things are so hurtful and that it's not enough to treat them as individual incidents," she said.

On the wider, global scale, hate speech has targeted specific races and religions. With the amount of diversity that Loomis has—15% international students and 27% students of color—a wide set of opinions definitely exists. However, it is still shocking to witness these incidents occur in such a personal environment.

"It is nice to have those different perspectives and different viewpoints but to a certain extent. When you have people from different ends of the world or different parts of the country coming together, their views will definitely clash; it's inevitable," Simone Moales '21, one of the

presidents of PRISM, said.

Dean Patricia Sasser, senior class dean, added on to that idea. "A lot of homogenous communities exist in the U.S. and in the world. When one goes to a place that is different, the education, not just academically, but also socially, is often different. What we can do is to be conscious of surroundings and to check our own pre-established bias. Sometimes we forget or are unaware of the privilege that we have in given situations," she commented.

The impact of these incidents of hate speech has been and will continue to be heavily regarded by the school community. Words of hate have an undeniably strong and hurtful impact both personally and on the wider community.

Simone explained, "Where I grew up, in a predominantly African American and Latino community, so you're not hearing the n-word everywhere, and even if you are, it's a term of endearment, like a sense of brotherhood and sisterhood. You'd never think to hear it amongst a predominantly white or international community. These incidents were both surprising and a bit shocking because Loomis always pushes this sense of community, a tight-knit, loving community, but then you see incidents like this and you don't know what to do."

Mr. LaForest added, "I think first of students I know, and I worry that their sense of belonging is irreversibly diminished. I lose sleep about that. But then I think of the potential for healing, reconciliation, and truth-telling. Once I reach that point, I get to work on making those things happen shoulder to shoulder with others."

Loomis has already taken many notable steps to prevent any further incidents from happening again and to educate our students on the hurtful and lasting impact that hate speech has. The issue has been addressed during PRISM meetings, during classes, and many other settings, where the discussion continues.

"If a student were to come across a symbol or words of hate, I would hope that they would act. We want our students to be people to be reckoned with. We don't want them to be bystanders. If it's among friends, I want them to say, 'No. I don't believe that I don't think that way.' We want them to know that hate speech is not a joke," Dr. Culbert said.

"People have to be uncomfortable to learn," said Dean Sasser. "Conversations about race and privilege are not easy. Some people go all their lives being the majority in every situation. You have to learn to be the only, to truly understand and grow."

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PROBLEM-SOLVING AT THE LC HACKATHON

Jordan Korn '22 | Contributor

Julia Hoffman '20 and Alexa Becker '22 furiously typed away at their keyboards. Anxiety pulsed through them during the entire competition, and when they walked through the doorway to pitch their final project to a panel of judges, their presentation was not yet completed.

On Friday, February 8, and Sunday, February 10, teams of Loomis Chaffee students competed against each other in a competition to “hack” the problems with which they were presented. The Loomis Chaffee Robotics team and the PHI hosted a hackathon, which aimed at solving the mental health issues that students face in day-to-day life on campus.

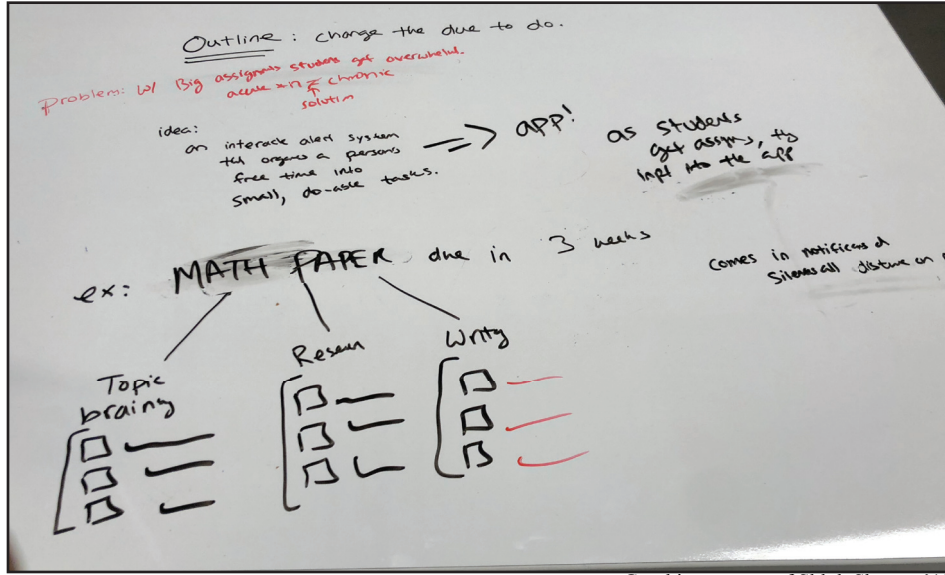
Hackathons, usually associated with tech start-ups, are coding marathons where groups of people work together to complete a project over a very brief amount of time. The term “hackathon” is a portmanteau of the words “hack” and “marathon.”

Part of the appeal of hackathons is the short time frame—mere hours—in which projects go from an emerging idea to a tangible finished product.

Contrary to the implications of the word, “There is no hacking, in the computer sense, involved. Essentially you are presented with a problem and you are given a limited amount of time to find a solution,” said Julia.

Shlok Sharma '19, Log Web Director and an organizer of the event, explained that the competition was inspired by various companies' similar events. In recent years, more and more large corporations have been holding hackathons as a way to pursue innovation.

“Hackathons are a chance for engineers and anyone else in the company to transform the spark of an idea into a working prototype and get other people excited



Graphic courtesy of Shlok Sharma '19

Whiteboard notes from the LC Hackathon

about its potential,” wrote Pedram Keyani, the former Facebook director of engineering in a 2012 blog post.

Facebook has run company-wide hackathons since 2007 in which the new products created become implemented platform-wide within weeks. One such product was the ability to tag in comments—it was developed at a hackathon and was implemented two weeks later.

The hackathon held in the PHI differs from its Silicon Valley counterparts; it is “less product-based because we want to make it as open to people as possible. There is no coding or engineering required,” Shlok said.

Teams at the hackathon were given a choice among three mental health-related issues for which they had to come up with a solution. The three matters the compet-

itors chose among were poor time management skills of students, the damaging overuse of social media, and the accessibility of mental health care resources on campus.

The teams all went through the prototyping and design process at accelerated rates to be able to finish on time. They raced to the finish line—the pitch to the judges. Students have to come up with the initial idea that can serve as a roadblock and then take that vision all the way to a pitch, all while under time pressure and in a chaotic environment. Hoffman described a lengthy brainstorming process which involved sifting through various flawed ideas before finally landing on the one her team would present.

Often compared to working at a startup, hackathons push students to their limits.

They must work together to solve problems using creative, out-of-the-box thinking. The time constraint fosters a competitive culture among the teams. The event, by design, brings those with creativity and the ability to work under pressure to achieve great things for the community.

The winners of the hackathon were Armaan Pannu '20 and Xavier Figueroa '21. The problem that they took on was finding a way to decrease the excessive amount of time students spend on their screens.

Their winning idea was to create dorm competitions in which each dorm would compare the amount they spent on their devices, and the winning dorm would get a prize. The idea is inspired by the Screen Time app which tracks how much time an individual spends on their screen and what they are doing. Their pitch included a running leaderboard to encourage competition. The future for this project remains uncertain.

“If we find a solution that is really profound, we might be able to take it to the next level. But it’s our first one [Hackathon], so I’m not sure,” Shlok explained.

Hackathons continue to gain popularity and to create impact at tech headquarters, on university campuses, and now potentially at Loomis Chaffee, too. Hackathons create a space where like-minded students can become immersed in a project they are passionate about. For a small amount of time, they can invest all their effort into one task that has the power to positively affect the community around us.

Hackathons produce complexities and impactful technology; the essence of a hackathon which Loomis tries to instill in this event remains to come up with an idea, do something with it, and make others see why it matters.

HPRSS TO BECOME TWO DEPARTMENTS

Liam Scott '19 | Editor-in-Chief

“This is an opportunity for the disciplines with similar content to collaborate on a smaller, more intimate scale [by] looking for ways to enhance the courses by finding natural overlap.”

The HPRSS Department recently decided to split into two separate departments in order to encourage more collaboration and productivity within the two new departments.

HPRSS houses courses in history, pilosophy, religious studies, and the social sciences. The social sciences refer to economics and psychology.

The current setup of the department was first introduced for the 2015-2016 school year, said Ms. Rachel Engelke, HPRSS department head. Ms. Ruth Duell, psychology teacher, has been the assistant head of the HPRSS department since the merge. Before the merge, the two departments were History and the Social Sciences, and Philosophy, Psychology, and Religious Studies.

HPRSS currently is in its fourth year; in between its start and now, it has grown to be the largest department on campus, with 24 teachers, according to Ms. Engelke.

She added that the size of the department and the differences in the department’s disciplines are the major reasons for this new change.

With so many teachers who represent six disciplines, what concerns one teacher might have nothing to do with another teacher. Breaking the departments into two smaller, more manageable chunks can make meetings, among other things, more productive and meaningful.

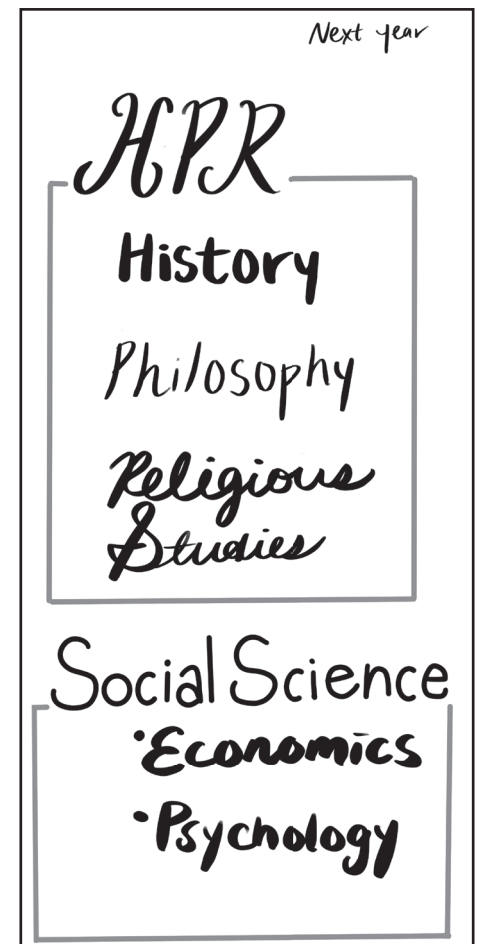
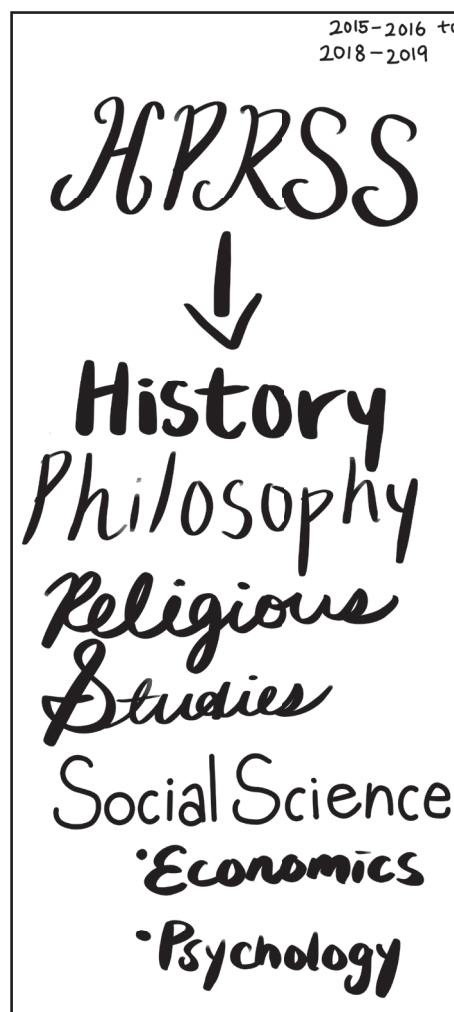
Ms. Engelke said that the department refers to the change as more of a “reconfiguration.”

“This is an opportunity for the disciplines with similar content to collaborate on a smaller, more intimate scale [by] looking for ways to enhance the courses by finding natural overlap,” she summarized. Interesting connections, for example, could be made between the course on South Asia and the Hinduism and Buddhism course. Furthermore, teachers still will be able to teach across the departments,” she said.

“This isn’t changing anything in the experience for the students,” she added. “This doesn’t change anything for the students in terms of their requirements. We are still firmly committed to the PPR requirement, and therefore that is not changing at all.”

Along with this change in the setup of the departments will come a change in the leadership.

Ms. Engelke has decided to step down to serve as the assistant head of the department; at this time, the head of the History, Philosophy, and Religious Studies Department for next year has not yet been announced. Likewise, the head of the new Social Sciences Department has not yet been announced.



Graphics by Michelle Park '20

CELEBRATING THE YEAR OF THE PIG AT LC

Lana Sheng '22 | Contributor

Gong xi fa cai. What does that mean? This phrase is used by the Chinese to greet friends and family as they celebrate Lunar New Year, a festival honored in many Asian communities, in late-January to mid-February. The phrase translates roughly to “may you attain greater wealth.”

This holiday is celebrated in China, Korea, Vietnam, Laos, Singapore, Philippines, and many other Asian countries. According to the Chinese zodiac, which repeats every 12 years, this year is devoted to the Pig, a sign that represents luck, prosperity, good fortune, and honesty.

Loomis Chaffee students celebrated the Lunar New Year during the first week of February with Lunar Bags and a Lunar New Year celebration in Loomis Hall. Students sent each other Lunar Bags that were filled with tasty treats like ramen and White Rabbit candies.

At the Lunar New Year celebration on Friday, February 8, students of all cultural backgrounds gathered in Loomis Hall for freshly-made dumplings, bubble tea, Asian music, raffles, and other activities to celebrate Asian culture and to unwind from a busy school week.

The handmade dumplings, courtesy of Mr. Ruan’s recipe, disappeared into hungry mouths as soon as they were cooked and served, and people queued to sample them.

Many students were also sipping on bubble tea or munching on fortune cookies. Other activities included learning about Lunar New Year and a candy-guess-



Graphic courtesy of Sharon Zhou '19

Kai Junn Tham '19, Navreet Kaur '19, Jaden Rismay '19, and Jedai Lapcharoenporn '19 pile Chinese food onto their plates at the Lunar New Year celebration.

ing contest. Students got the chance to give each other red envelopes with a kind note inside, capturing the love found and celebrated during Lunar New Year.

In the past years, Loomis celebrat-

ed Lunar New Year with similar events. Sharon Zhou '19, a leader of the Chinese Club, summed up the night by saying, “I think this year’s party is definitely the biggest I have ever seen; it was a success.”

In Asia, the New Year is celebrated with family, friends, food, and general festivities. Prior to the New Year, streets and homes are decorated with red lanterns and lucky posters.

Loved ones gather for a New Year’s Eve dinner filled with lucky foods. Fish represents prosperity, dumplings symbolize wealth, nian gao (glutinous rice cake) symbolizes growth and improvement, and oranges represent success.

At the end of such dinners, adults will

give red envelopes, known as hong bao or li xi, filled with money to children.

When the New Year comes, firecrackers are lit to ward off evil spirits, and lion and dragon dances fill the streets. These dances also ward off bad spirits and bring happiness and good luck. In addition to these loud festivities, many people flock to temples to offer sacrifices to their ancestors.

People wish each other good luck, prosperity, and health, among other kind greetings. The spirit of Lunar New Year is full of love, joy, and anticipation for the future, similar to that of the Western New Year.

When the New Year comes, firecrackers are lit to ward off evil spirits, and lion and dragon dances fill the streets.



Graphic courtesy of Sharon Zhou '19

Jenny Pan '22, Sumin Kim '20, and Megan Liew '19 make bubble tea.

LOOMIS LARCENY

Min June (Eric) Song '21 and Riley Meade '21

Contributors

Theft is an inevitable issue in any community, but recent thieveries have forced the matter into the limelight. In general, boys’ dorms have experienced more thefts than girls’ dorms have.

Most recently in Kravis Hall, a bean bag belonging to Nicholas Darras '21 was found defiled in a trash closet adjacent to his room.

However, students are not the only victims. Prior to Head’s Holiday, a six hundred dollar Bose soundbar went missing from the Kravis Hall common room. The soundbar was an exciting addition to the social area when it was purchased by the dorm head, Mr. Elliot Beck. Now, the soundbar is nowhere to be found, and the culprit still remains anonymous.

“When I returned from family style that night, the last thing I expected to see was my beanbag in that state,” said Nick, a second-year Kravis Hall resident.

He explained that much like the other occurrences of theft and vandalism, the

motive and the perpetrator remain unknown.

However, Kravis Hall dorm head Mr. Beck has a theory, suggesting that “People take not because they need, but because they don’t see the big deal.”

These blatant violations of school rules have driven dorm residents to hide their valuables even within their own rooms, a space where they are meant to feel safe and secure. These incidents are a loss not only for the owners of the belongings, but also for our community, as it is suffering from a deterioration of a sense of trust on campus.

However, Kravis Hall saw only four major thieveries in the past two years. “That’s roughly two cases out of 50 kids every year,” said Mr. Beck.

Theft is no common occurrence in any dorm on our campus, but its effects on victims and the community are devastating each time it does strike.

In the 2018-2019 school year, boys’

dorms Carter Hall and Flagg Hall have experienced two thefts each, while girls’ dorms Cutler Hall and Howe Hall have had none.

“In a perfect world, I would put locks on every doors that would be accessible only by your personal ID,” suggested Mr. Beck when asked for his opinion on how to stop theft. He fantasizes about a “thumb scan” would be even more fool-proof.

The financial restrictions make such measures difficult at Loomis, but if there is one thing you can take away from this article: lock your door. Three out of four students who were stolen from in Kravis occupied double rooms and infrequently locked their doors.

Victims of thievery all agree that a locked door could have been a critical prevention method. To vault away our rooms behind a lock and key is a sad reality, but we may have to accept it if our sense of security continues to decline.

Three out of four students who were stolen from in Kravis occupied double rooms and infrequently locked their doors.



THE LOOMIS CLEANING STAFF

Kelly Xue '21 | Staff Writer

Continued from the front

Mr. Branco further commented that members in the department have a wide variety of backgrounds. He joked, “They’re from all over, it’s like the UN here!”

In addition to this kind of diversity, there is also a great diversity of experience among the staff. After three years of being at Loomis, Mr. Branco has become well-acquainted with the workings of the institution. “They’re all wonderful people [and] they do a good job,” Mr. Branco said.

Ana Meléndez works as a housekeeper on campus; she is the parent of a 14-year-old daughter who currently attends high school in Hartford. In 1998, she moved to the United States from her original home in Puerto Rico. She initially learned English just from listening and speaking as she underwent the process of adapting to this new environment. She has worked at Loomis for over two years and is always seen with a cheery and optimistic disposition. She not only revitalizes the campus, but also puts smiles on the faces of those with whom she interacts.

Ms. Meléndez joyfully said that she “loves her job.” She commented, “Here, I learn something everyday.” In speaking



Photo by Julia Manafort '22
Back row (L-R): Chris Beckford, Dave Maitland, Cesar Benavides, Edgar Almodovar, Opal Greenfield, Tony Drew, Danielle Henderson, Heather Sedgwick, Asmir Nurkic, Elizabeth Janosi, Sylvia Negorn. Front row (L-R): Ana Meléndez, Artur Mucaj, and Ralph Branco. Missing is Marsha McLeod.

about her close affiliation with the Richmond residents and many hours spent working in the Richmond dorm, she said, “If the girls are happy, I’m happy too.”

“It’s just a different environment where everybody’s friendly and respectful,” said Danielle Henderson, another member of

the housekeeping staff. Marsha McLeod echoed her sentiments, saying, “It’s a nice community.”

Prior to coming to Loomis, both worked in hotels. Ms. McLeod commented, “In the hotel, even if you’re the housekeeper and you’re right, you’re always wrong—

that part I don’t like. You always get slammed doors in the face.”

Ms. Henderson lives in Windsor with her eight-year-old son and works Tuesday through Saturday, with Sundays and Mondays off. Describing her anticipation before coming to Loomis, she stated, “My stepdad always talked about [Loomis], but I never actually came on the campus until I got hired.”

Commuting back and forth between Loomis and her home in Hartford, Ms. McLeod also works for five days a week from Sunday to Thursday, a less strenuous workload in comparison to when she worked for six days a week at a hotel. Her ten-year-old daughter recently moved to the United States from Jamaica. “Everything is new—a new environment, new school...but she’s adapting,” Ms. McLeod said about the transition.

“I was amazed about how everybody is here, from the faculty to the students, everybody’s very friendly. It was welcoming,” Mr. Branco remarked. “I emphasize that while they’re here, I expect them all to be one big happy family...and that’s what I like: teamwork.”

THE OLD MAN AND THE OLD MOON

Victoria Che '21 | Staff Writer

“*The Old Man and the Old Moon* is a relatively new piece, and it is sort of a folk musical. It is a beautiful story that needs to be told.”

The Old Man and the Old Moon, a musical produced by PigPen Theatre Co., has been adapted by the NEO this winter. The show ran from February 13 through February 17.

According to Lana Breheny '21, who was one of many actors playing Llewelyn, the old man, the musical this year is quite different than those in years past in terms of its theme and the way it is presented.

“*The Old Man and the Old Moon* is a relatively new piece, and it is sort of a folk musical. It is a beautiful story that needs to be told,” Lana said.

Thrilled to return to the NEO for her third show, Lana shared some new features about the musical this year. A live band played onstage throughout the musical. “In past shows the band always play from the pit, where they can’t be seen, but this time the audience will actually see the band play,” she said. Lana also thought that the music in *The Old Man and the Old Moon* mostly serves to “create a feeling that is perfect for the state that the musical is in at that moment” rather than to keep the musical going.

John Howley '21 agreed that *The Old Man and the Old Moon* is unique in many ways. John mentioned that “typically in musical theater, there isn’t much character arc or depth, but the musical this time is different in the sense that the characters are going through real issues.”

Rotating characters is also a new endeavor that the NEO is trying this year. John stated that the same character is played by different people, and the actors rotate their roles by passing a hat.

Before the first show on Wednesday, John expressed his hope for the audience to really “be on board” with the characters throughout the show. “Although the story might be simply told, I hope the audience could see past the story into the characters,” John added.

The success of any NEO show requires the effort from many diligent individuals. Many of them work behind the scenes, yet their effort is essential to what the audience see on stage. The technical crew of

the NEO work alongside the cast and director in preparing for stage set, costumes, props and lights.

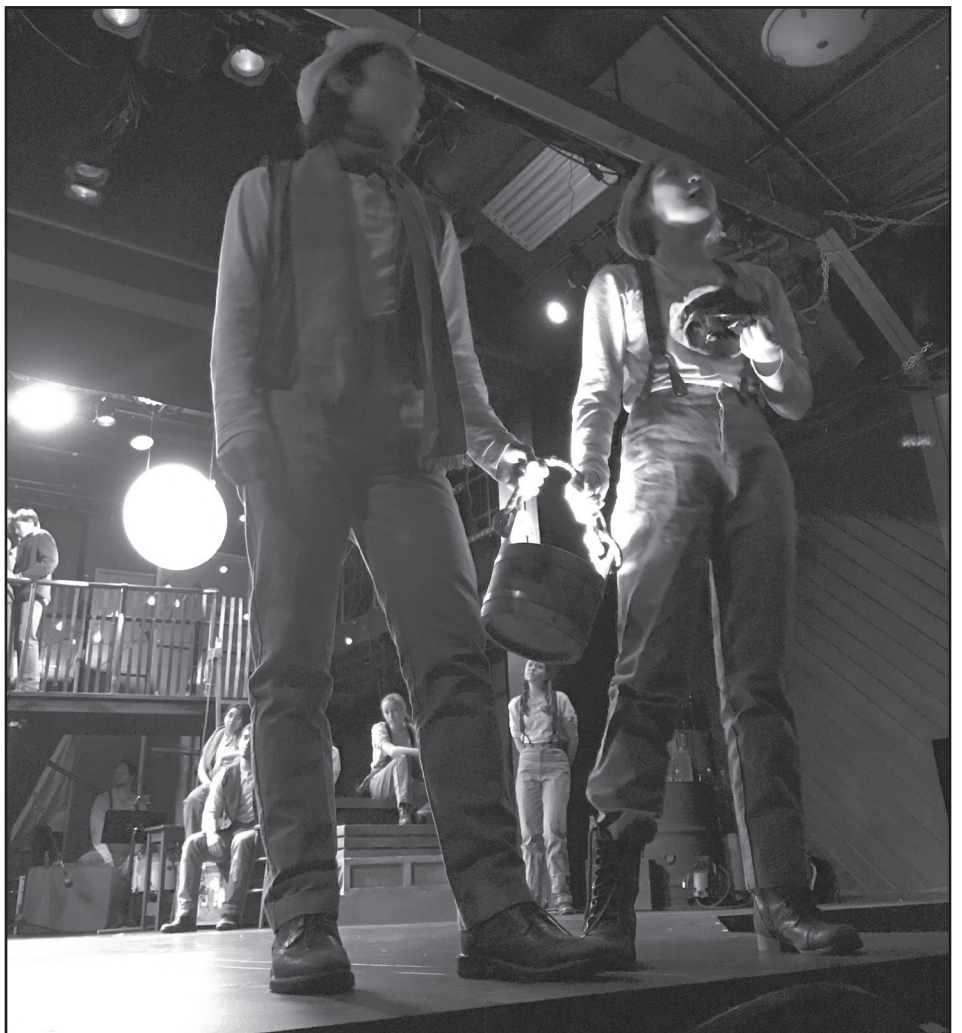
Grace Wolf '20, a tech crew member, does a lot of scenic painting in the NEO, and she has returned to the NEO time after time for this unique experience that she loves. Grace enjoys putting her own influence into the props and set design, and she has also learned to program some of the lights. Working with professional carpenters, painters, and engineers who come in on Monday and Wednesday nights is another unique experience that Grace has enjoyed. “Doing tech definitely opened me up to a lot of new things, this experience got me interested in designing and engineering,” Grace added.

Another interesting aspect of tech work in the NEO is the freedom to solve problems in one’s own way. Cheri Chen '20 is also a returning member of the tech crew, and she works with props and costumes and also paints. This year, Cheri and her fellow tech members were given the challenge of making a chicken prop. With no designer to help them and no exact procedures to follow, Cheri and her coworkers began thinking on their own and built the chicken from scratch. This experience of navigate issues with peers is very common in the NEO.

Cheri commented, “Oftentimes we are just told that we need to make something, for example, blood, but the way to approach it is your own idea.”

As a veteran of tech crew, Grace has loved her experience in the NEO and would love to encourage more people to consider joining theater tech. “If you have any interest in art, design or musical theater, theater tech is definitely a great choice to consider. You have so much freedom in the process, and you will get to put a story together with a group of actors and actresses,” Grace said.

Our director, cast and technicians have worked tirelessly to put this amazing show together for the Loomis Chaffee community. A huge shout out to everyone who have put their best effort into this musical!



Baihan (Tom) Zhang '21 and Julie Chung '21 on stage in the NEO for the 2018-19 winter musical, *The Old Man and The Old Moon*.



Graphics courtesy of Bo Kyung Lee

Lana Breheny '21, Steele Citrone '20 (below the sheet), Ryan Natcharian '19, and Julie Chung '21 acting out a scene in which Ryan’s character sails across tempestuous waters with a puppy puppeteered by Steele.

“... the musical this time is different in the sense that the characters are going through real issues.”

F

RESURRECTING THE PLAZA: ONE FAMILY'S QUEST TO REVITALIZE WINDSOR CENTER

Ethan Levinbook '20 | *Features Editor*



A front view of the Windsor Plaza theater, currently under renovation sponsored by the Sachdev family.

Public domain image of the Plaza. January 2016. c/o Wikimedia Commons

Continued from the front

The movie house was first owned and operated by a family connected to Warner Bros. Entertainment Inc.. A Hartford Courant article published on December 2, 1939, notes that the theater was revolutionary in many respects; it states that “from the moment that one enters the Plaza, the feeling is gained that here is a structure most unusual in charm and luxury, much different from the prosaic movie house.”

The article reveals that the theater “utilizes every known innovation that modern science has developed.” Boasting “body-form seats” and air-conditioning, the theater was the first in America to use Zeon fluorescent lighting, a technology unveiled at the New York World’s Fair the previous summer.

The Plaza was eventually sold and became a second-hand movie theater, which screened movies for discounted ticket prices.

“When I arrived at Loomis Chaffee in August of 1981, the Windsor movie theater was the social hub of the city,” said math and philosophy teacher Curt Robison. “The theater showed all major blockbuster movies of the time just a few weeks after they had closed in their first runs at the full price theaters. The people of Windsor simply waited a few weeks and then saw those same movies for \$1.00 in town as opposed to about 6 dollars had they seen it on its initial release.”

Mr. Robison has fond memories of seeing many movies at the theater, including *E.T.*, *Gandhi*, and *the Lion King*.

As was the fate of many small, family-owned movie houses in the area, the construction of several multiplexes led to the shuttering of this beloved movie theater in the late 1990s. “It was a huge loss to the town when the theater closed,” Mr. Robison said.

Plaza owner and developer Neill Sachdev’s deep connection to the movie theater, as well as his gratitude for the opportunities that the Windsor community provided his immigrant family, compelled him to salvage the Plaza building.

“About 35 years ago, my father [Dr. Mohan Sachdev] started his veterinary practice in Windsor,” he said. “The town embraced an immigrant small business owner and gave him the opportunity to achieve his American dream. This enabled him to bring over both of his parents from India, as well as ten other family members, all of whom became American citi-

zens and are now spread around the country. To several generations of my family, home in the United States means Windsor, Connecticut.”

Sachdev reflected on the importance of the Plaza theater to his family’s experience in Windsor. “The Plaza Theater played films in Hindi, and for a country and people that love film—i.e. Bollywood—having somewhere that recognized and celebrated their culture was very impactful,” he commented. “As a cinephile myself, the Plaza represented the

people to the area.” In terms of infrastructure, the building has undergone an extensive renovation: a roof replacement, the installation of a new water line, and new electrical and HVAC systems.

Sachdev emphasized his commitment to preserving the historical charm of the Plaza. “The exterior of the building has been renovated with its historical value in mind,” he commented. “The marquee is currently being redone, using traditional fabricators, and neon letters coupled to some more modern technology for



“When I arrived at Loomis Chaffee in August of 1981, the Windsor movie theater was the social hub of the city,” said math and philosophy teacher Curt Robison.

place where I saw some of my first films on the silver screen.”

The aforementioned 1939 Courant article asserts that the revolutionary Plaza theater was “an outgrowth of Windsor’s civic pride.” Eighty years later, the same devotion to and appreciation for the town of Windsor prompted the Sachdev family to resurrect the theater. “Giving back to Windsor, and breathing new life into the building has always been the goal,” Sachdev said.

When the Sachdev family purchased the Plaza in 2012, it “had been vacant for over a decade at that point, and was in a complete state of disrepair.” According to Sachdev, the Plaza building will house “a full service restaurant space, special use bar, multi-use theater, and 9 apartments upstairs... [and] a two-story green room.” Intended to “mimic the era when the theater opened,” the Art-Deco-themed restaurant will “capture a bit of Silver Age Hollywood,” he added.

The theater space will hold a “variety of different events, from indie films to short run theater productions... [and] a variety of performing arts that will draw

decoration. We have all new windows, and doors in ‘Hartford Green’, and have now showcased the transom windows that were hidden under signage since the 1960s.”

Though he concealed specific details about the renovation of the theater space, he added that his faithful restoration “will be a surprise, especially for residents who remember it so well.”

Sachdev pointed out the various obstacles he and his team have faced while restoring the historic building. “The largest challenge was finding a way to reinvigorate a building that was in such a state of disrepair, and create businesses that would have the potential to be profitable,” he said. “It would have been easy to simply renovate existing spaces, and open things up as they were. Instead, we have comprehensive change that will see the life of the building extended by at least its current age. This has been done because of the faith we have in our community to support small business owners, and because of the potential of Windsor Center.”

He added that it was extremely difficult to repurpose five commercial storefronts

into one large restaurant, but added that “with extensive work, we are proud of the new spaces that comprise the first floor.”

Sachdev has high hopes for the impact of the new space on Windsor life. “We hope that a new full service restaurant will complement the food culture in town, and be a destination point for Windsor. Having a restaurant on Broad Street across from the Town Green will hopefully add to the walkable nature of the town, something we are keen to encourage,” he said. As for the theater, Sachdev hopes that “the renovation ... will hopefully highlight the existing qualities of Windsor.”

As a developer and Windsor native, he sees latent potential in the town as a whole and hopes to reinvigorate the Center. “We believe that this town has immense potential, and with the creation of Windsor Station Apartments and transit oriented development occurring we are starting to embrace it.”

Wholly committed to revitalizing the town center, the Sachdev family also owns 195 Broad Street, the location of Broad Street Barbershop and Siam Corner Thai. This commercial venture too was inspired by his appreciation for the town and his goal of “further[ing] the renaissance of Windsor Center.”

The reopening of the Plaza has the potential to change Loomis students’ weekend life drastically. No longer will students race to sign up for limited-occupancy movie trips or flee from Windsor and the monotony of campus in search of amusement on lazy weekends.

Sachdev himself expressed hope that the building will enhance the Loomis Chaffee experience, and is excited about the prospect of forging a greater connection between the Island and the Windsor community.

“We welcome the students and faculty of Loomis Chaffee, and look forward to your making use of the new entertainment and restaurant options. It would be wonderful to further Loomis’ connection to downtown Windsor, and we look forward to finding new and novel ways to collaborate,” he said.

Sachdev could not disclose the official timeline of the building’s renovation, but urges Loomis students to “watch this space... the Marquee will be completed very soon, and we will let the town know of milestones in advance. Day by day work is completed and we are getting closer.”

6-WORD STORIES: A DIVE INTO FACULTY MEMBERS' BEST MOMENTS

Andrew Park '22 | Contributor

Everyone has so-called best moments in their lives. Six teachers were asked to describe their best experience at Loomis Chaffee in six words or fewer; this is how they responded.

“Enjoying summer walks around the loop.”

- Mrs. Jaci Carwell

“Met my wife.” - Mr. Ewen Ross

“Creating and teaching the Jurisprudence class!”

- Mr. Kevin Henderson

“Witnessing student-athletes seeing personal success.”

- Mr. Andrew Bartlett

“My first year teaching world history.”

- Ms. Lauren Williams

“Hired for math with German degree.”

- Mr. Elliot Beck

“U.S.S. Loomis: science officer Fischer reporting.”

- Dr. Clare Parker Fischer

“Teaching the best Chinese language students.”

- Mr. Henry Ruan

THE TRUTH ABOUT THE RECYCLING PROCESS AT LOOMIS CHAFFEE

Hazel Le '22 | Contributor

The Earth’s climate is changing dramatically, with rising temperatures and more extreme storms in many parts of the world. In an effort to decelerate climate change, Loomis Chaffee emphasizes recycling and sustainability.

Recycling bins are placed in every dorm room, classroom and building in order to make recycling a usual habit for Loomis students and faculty. However, in truth, much of what is placed in recycling bins is not recycled.

Sophie Rodner '21, an e-proctor in the sub-committee who focuses on the school’s recycling process claimed that “we do recycle here, just a lot of our recycling doesn’t get recycled.”

She explains that this is largely because of food contamination. For example, when a student throws their box of pizza in the recycling bin, the grease on the box will spread to other recycling things inside the bin. The contaminated bin will thus have

to be thrown away with the other trash. The same situation applies to when thin plastic materials are thrown in the recycling bin; these cannot be recycled.

The e-proctors are on a campaign in order to inform students about recycling. They have been working on it during winter term and expect to launch it before the school year ends.

The immediate solution of the e-proctors is their checking the recycling bins of the dorms before collection day. If there is any contamination, the e-proctor will send emails to the dorm heads so they can notify the

boarders. E-proctors also spoke at class meetings to inform both day and boarding students about what should and should not be thrown in recycling bins.

Along with the e-proctors, Adam Guillemette '19 is doing an independent research project about the “plastic audit.”

He looked into plastic consumption across the Loomis Chaffee campus and calculated the amount of plastic in different locations, the

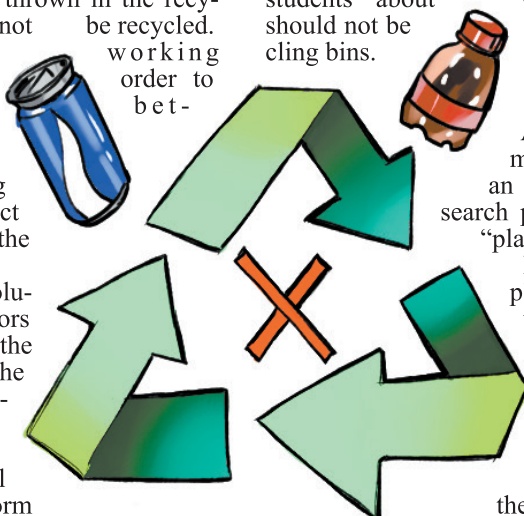
proportion of recycling found in garbage, and types of plastic wasted the most.

His research shows that the bigger issue behind contamination is recyclable things that go into trash. When asked about the solutions to this problem, he said, “It’s not necessarily about how easy it is to throw things out in the recycling bin, but it is about breaking habit.”

Adam’s research might not have instant effects but rather long-lasting effects.

Director of the Pearse Hub for Innovation Mr. Scott MacClintic, who is teaching Problem Solving for the Common Good class, reached out to him a few months ago out of interest in his data. His class used the data to pick the appropriate plastic type to then recycle.

Mr. MacClintic confirmed that Adam’s research would be “a value to other people” even after he graduated.



PREVENTING, **NOT** MITIGATING HATE CRIMES

Anya Sastry '20 | Staff Writer

In one year alone, there have been three hate crimes at Loomis Chaffee. On three separate occasions, a person or a group of people took deliberate and derogatory action, using historically hateful and oppressive language and symbols to undermine and divide our Loomis community. I acknowledge the action that Loomis administration has taken towards addressing these issues; however, to put it simply, we need to do more.

Every time a hate crime occurred, emails were sent out, advisor meetings were scheduled, and class meeting announcements were made. What do all of these kinds of solutions have in common? They are temporary. Emails get lost in the chaos that is a student's inbox, advisor meetings happen once every other week, and class meeting announcements only last as long as a community free.

In the blink of an eye, people forget about the swastika carved into a desk or the n-word written on a whiteboard. In the moment, those methods are effective; however, we need to be thinking in terms of long-term impacts and prevention, not mitigation in the aftermath of the incident.

"Loomis needs to form a theme for teaching students about oppressive language and to educate all students, regardless of race, about the gravity of these situations," Tre Fowlkes '21 said, showing that he was adamant about Loomis' lack of serious action.

Could Loomis implement a school theme that centers around race and institutionalized racism? In my opinion, that is something that would certainly have a much greater impact on the entire student body. Implementing a theme would keep this issue at the front of students' minds throughout the entire school year, rather than just for a few days.

In the past, the responsibility of dealing with these hate crimes has fallen on the deans and administration; however, I think that teachers and students have just as vital a role to play in preventing and addressing these issues.

PRISM co-president Navreet Kaur '19 expressed a similar sentiment. "I think that the way Loomis has handled these incidents is a good start," she said, "but it clearly isn't enough. Every time something like this happens, not only do we fail to catch who did it, but we also allow it to happen again."

It is crucial that teachers take a few moments out of their class time to encourage discussion pertaining to these hate crimes. Student-driven discussion is the first step to combating hate crimes.

As I stated earlier, I appreciate what Loomis has already done to address this issue and I believe that they are doing much more than some schools would do. Theo Hallal '20 commented, "I believe that although the convocation may not have ultimately stopped the guilty people/

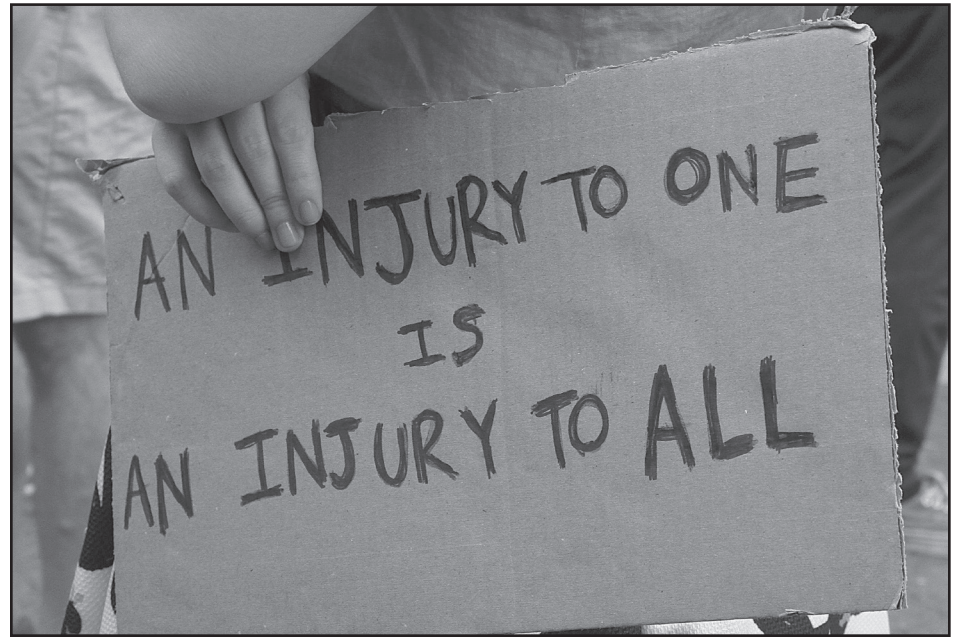


Photo by Rainmaker Photo/MediaPunch/IPX

A placard from a rally at Union Square against the White supremacist rally at the University of Virginia, where one person was killed and many were injured.

person, it served as a reminder to others in the community that such behavior is completely unacceptable and morally gross."

There is only so much the administration can do and I believe that it is now up to the teachers to continue the conversation in the classroom and up to the

students to be the change we want to see within our community. Most importantly, we cannot allow these hate crimes and their perpetrators to weaken the close-knit and strong Loomis community that we are all a part of.

TAKING A STAND AGAINST HATE, STEP BY STEP EDITORIAL

How many times? How many incidents in only the last few years? How many times will this kind of hatred rear its ugly head on our campus? More importantly, how do we stop it?

Yet again, we find ourselves in the aftermath of a hate crime on campus. On February 5, Dr. Culbert sent out an email to the Loomis community in response to an incident on campus in which the "n" word was found written on a whiteboard in a locker room.

Sadly, this kind of news is no longer new or surprising to the Loomis Chaffee community. Within the past three years alone, five hate crimes of this nature have taken place in our community.

Just this past fall, we responded in an editorial to an incident involving anti-semitic symbols and messages written in a textbook. Our message was for the administration: facilitate more open discussion and do more to educate the student body about sensitivity, acceptance and tolerance of others.

Now, our message is this: as more and more of these kinds of incidents occur, we cannot stand idly by and let them be overlooked. We must stand together as a community, and we must take action for change.

Why do these kinds of hate crimes happen in our community? This is a difficult question to address. Is it because some individuals do not understand the gravity or historical significance of certain hateful symbols and words?

Is it because some individuals harbor genuine hate that they wish to express and inflict on others? Maybe these are both reasons, or maybe neither is correct. Either way, we need to take measures to not simply discourage this kind of behavior, but to educate students as to why this kind of behavior is unacceptable in our community.

Our community is fundamentally built

upon students who are different: students from all across the country and around the world. However, in this community, like almost every community, there are those who are in the majority and those

in the minority. This is an undeniable fact. Though there may always be overlaps between these groups, there will always be groups. How can we bridge the gaps between these groups? How can we address

a problem that deeply impacts some individuals but that other individuals cannot understand? The only way to bridge these gaps is to have universal and mandatory discussion and education within our community.

No one can be left out. These discussions shouldn't simply consist of those who are affected by the hate crimes, but should also include those who don't truly understand the effects of these hate crimes.

The hate crimes that have occurred on campus have all made use of offensive words and imagery that are deeply rooted in history. The historical significance of specific words and symbols is something that should be taught starting freshman year—waiting until a class potentially brings it up later on, which is too late.

Perhaps Freshman Seminar could look at the historical significance of specific words. Perhaps the all-school theme could pertain to this topic. No matter the method, the historical significance behind these hateful messages should be explained consistently—not just once.

Maybe teacher sensitivity training and a walkout are the first steps. But we need to make sure that everyone is being involved. Maybe there is no perfect, end-all-be-all solution, and that's because Loomis is not immune to the real world.

We are not some bubble independent of the nation's political climate, and we cannot weed out every individual who harbors hatred in their heart. However, we can take steps to build tolerance. We can take more steps to help students understand one another, to bridge gaps.

Maybe we can't stop hate crimes, but we can sow the seeds of understanding, and prepare a body of students to leave Loomis equipped with the tools to tolerate and accept others.



Graphic courtesy of Mrs. Mary Forrester

A crowd of 200+ community members listens to speeches by students and faculty during the walkout on February 18, 2019, to protest the recent hate crimes.

Loomis Chaffee Log

FOUNDED 1915

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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ON THE PROS AND CONS OF MATH LUNCH

Krishnapriya Rajaram '21 | Staff Writer

Some of us cheer and some of us groan when we see it on our schedule. Some of us prefer that it did not exist, and some of us find it beneficial. But what is this thing that garners such mixed reactions? Math lunch.

Once we see our third period taken up by math, we know we have lunch in the middle of the class. Math lunch was created by teachers, trying to accommodate the student body as we ate in the Erickson gym dining hall during the 2017-2018 school year.

As a result of the limited space of Erickson, the first and second lunch scheduling was not sufficient. A middle lunch block was suggested, and hence math lunch (the third period math class with lunch in the middle) was created.

Mr. Cleary, the head of the math department, explained, "As a department head, I committed to trying to have two or three different activities per period that enabled students to get up and move around and interact in different ways instead of to just sit and be anchored to their desks. When we came up with the logistical challenge with the new dining hall, we were able to volunteer and say we will experiment with [a middle lunch block] because that is interesting to us. We actually think that it will help our students."

He added, "We have surveyed the teachers, and I should say the students as well informally. We have anecdotally talked to the teachers and students, and they seem to overwhelmingly support this idea of lunch in the middle occasionally."

Math lunch certainly garners mixed reactions. Although math lunch can seem disruptive and limiting in the social aspect, I have found it to be a great break to recharge before class and to develop relationships with people you would not normally meet.

No one likes lines, especially when they are hungry and desperate. But, unfortunately, there are lines almost everywhere from Disney's Tower of Terror in Orlando to the lunch line in the Loomis Chaffee dining hall.

Multiple lunch breaks efficiently split up our student body so that these lines are less daunting, but unfortunately, they still exist. Math lunch, on the other hand, barely has any lines.

Anya Sastry '20 also supports math lunch because it "is not hectic."

The wonderful part of early or late lunch is that students can seek out friends from other classes. However, that is not exactly the case for math lunch. Some might find a friend, but there is a high probability that their friends will not have

the same math lunch block as they. As a result, students often have fewer people to sit with.

"Math lunch does remove some of the social aspects of lunch, limiting you to only hang out with your math class," said Cooper Donovan '22.

However, I agree with Mr. Cleary, who said, "[Math lunch] gives [students] a different set of people that they might not otherwise have lunch with. Hopefully, it broadens friendships and peer groups."

As a freshman, math lunch enabled me to make new friends that I know I would not have met otherwise.

Math lunch, however, can awkwardly break up the class. "Sometimes there could be assessments or you get into a middle of a project, a problem set, or something that you are disrupted by having to take a break," Mr. Cleary said.

"My only issue with [math lunch] is that a lot of times the students will be super hyped up to go to lunch before lunch so they can't focus, and then they come back from lunch and they are all like "uuhh" because they were just at lunch. The focus isn't always there like in a normal class," added math teacher Ms. Annie Sher.

I agree with both of these points because I have definitely experienced math lunch acting as a disruption in class. Like-

wise, math lunch seems to extend class longer than the 75 minute block.

However, by breaking math lunch into two smaller than average chunks, I have found that focusing can be easier—but perhaps that is not the case for everyone.

Personally, I enjoy math lunch. I love the fact that I do not have to wait forever in line and can just grab my food and go.

Math lunch is a nice time for me to mentally and physically take a break. I can get up and take a walk, and sometimes a solution to a math problem arrives to me (which is a bonus!). In addition, math lunch gives me a chance to get to know my fellow classmates and make friends.

Overall, math lunch has both its benefits and drawbacks, but it is up to teachers, students, and faculty to see which one outweighs the other. As a matter of fact, math lunch may or may not exist next year, but that decision has not been finalized yet.

"If I were asked, I would volunteer us to do [math lunch] again," Mr. Cleary concluded.

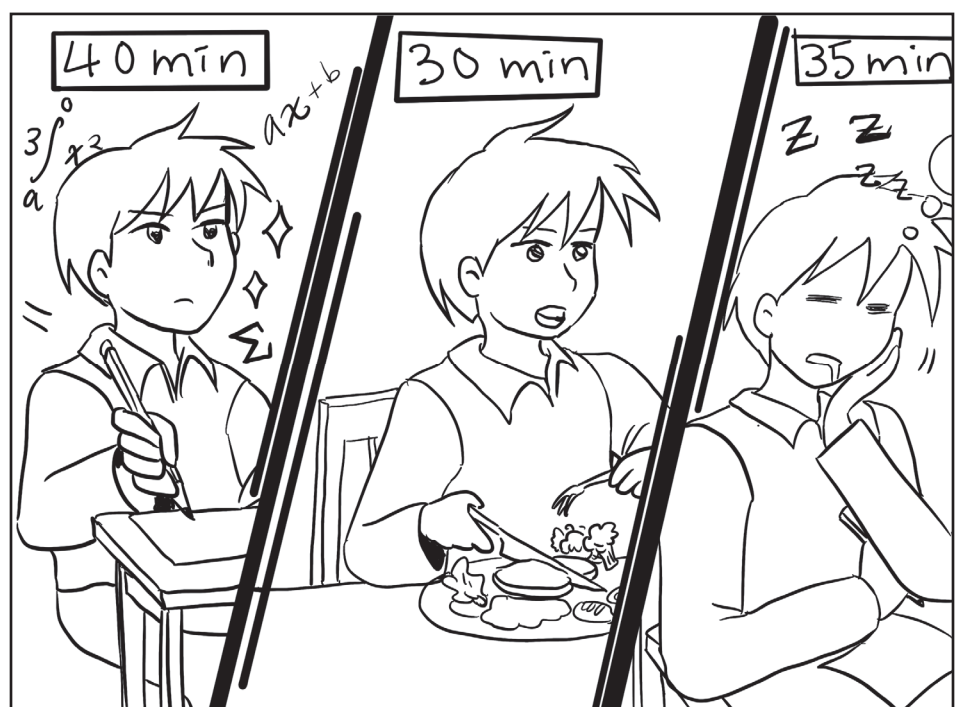
I, for one, strongly believe that math lunch should remain.

I, for one, strongly believe that math lunch should remain.



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Graphic courtesy of Michelle Park '20 and Ashley Chung '19

One may argue instead that the progression of a student's attention level is as pictured above.

SKI TEAM SPOTLIGHT

Elena Anderson '19 | *Sports Editor*

As the winter sports season comes to a close, with chatter around the Island about NEPSAC tournament seedings in sports like basketball and hockey, I caught up with the Loomis Chaffee varsity alpine ski team, who competed in the Class B New England Championships on February 13.

On a day with many unexpected conditions, starting with falling snow and rain that quickly turned the fresh powder into ice, the LC varsity ski team competed on their home mountain, Ski Sundown, in the NEPSAC Championships. Besides many individual feats, both LC Ski teams finished in eighth place overall.

While some skiers join in with years of competitive racing experiences, others take up the sport during their time at Loomis, with a small few finding their way to the varsity team. There are "people [on the Loomis team] who have had only a little bit of experience and we've had a couple people in the past couple years who've never skied before and have made it onto varsity just because they have the natural ability," according to Emma MacDonald '20, who started skiing at three years old and racing at six.

"While many varsity skiers do in fact come in with competitive racing experience, many of the varsity and JV racers tried ski racing for the first time this year," Brett Donshik '21 said, echoing this sentiment.

"If you're on JV and you haven't raced before the coaches will really work with you to help you get up there and try to get you to do the best that you can do and give you the fundamentals," Emma commented on the role the coaches play in helping the novices. For more experienced skiers, the coaches provide ample feedbacks and focus on more technical elements such as shifting weight forward, working on pole planting, and course strategies.

Another unique aspect of the ski team is the fluid movement from JV to Varsity. Each skier's ranking and team placement for each race is based on their performance in the previous race, making de-



Graphic courtesy of John Cunningham/LC Communications

Log Web Director Jack Glassie '20 racing at Ski Sundown against Taft, Miss Porters, Ethel Walker, AOF, Salisbury, and Forman on January 9.

velopment and team depth important team characteristics.

For many Loomis skiers, a typical day of practice includes a pre-run that helps them acclimate themselves with the conditions and then two or three practice runs. After these practice runs, the athletes will ski the course and get feedback from the coaches.

At the New England Championships on February 13, the Loomis skiers began their day at 7:45am, first doing a pre-race inspection to familiarize themselves with the course and conditions, then proceeding to do two runs of the Giant Slalom

and Slalom courses each. From there, the scores of each school's top three finishers in each event are added to determine the team score.

In the Giant Slalom, Log News Editor Maddie Corsetti '19 and Jack Lorenze '19 led the Loomis team with 8th and 11th place finishes respectively. In the Slalom, Emma MacDonald '20 and Lorenze '19 again led the Loomis team with 23rd and 15th place finishes, while Both Maddie Corsetti '19 and Log Web Director Jack Glassie '20 fell in that last race of the day.

Loomis Chaffee, and NEPSAC schools in general, are unique for having ski

teams, reconfiguring the often-individual sport of ski racing into an interscholastic team sport.

According to Emma, having teammates is helpful in calming pre-race nerves, because the team "supports each other, will give you pep talks before you go down, and will give you a run-down of the course if they've already gone down."

As a unique sport offered at Loomis, the LC Alpine ski program has a history of success that continued through this season with 8th place finishes for both the girls and boys teams in the NEPSAC Championships.

BY THE NUMBERS

8 seniors who are finishing their last season of managing winter sports

CT Gatorade Player of the Year

1

for Boys Cross Country, Matt Farrell

150 points scored by Jess Schryver '19 in her four years playing girls varsity hockey

7 wrestlers who qualified for the New England Championships from LC



46 seniors who are varsity winter athletes in their final sports season on the Island



Graphic courtesy of Ariel Kayton '19
Statistics courtesy of Elena Anderson '19

POST-GRADUATION, BUT NOT POST-PRIME

Matthew Weng '21 | *Staff Writer*

Although as new to Loomis Chaffee as freshmen, post-graduates bring a level of athletic experience beyond that of rookie pelicans. These post-graduate students, better known as PGs, remain a common topic of discussion for their short-term contributions to Loomis Chaffee athletics teams as well as the to the community as a whole.

Post-graduates are students who have already graduated from another high school and decided to enroll at Loomis for an extra year of secondary school for academic and, often, athletic purposes. However, they often carry a stigma of dominating the recruit pool for and roster spots on LC sports teams.

This brings forward the often-debated question of whether Loomis should focus on recruiting PGs or instead focus on bringing in young talent that could be developed throughout their Loomis athletic careers. Further complicating this debate is the differences by sport, as it is more necessary for some sports to have at least some post-graduates every year, while some sports never recruit post-graduates.

According to football coach Adrian Stewart '90, "[Post-graduates] are essential to a program's success. The football team needs post-graduates on the field because of the level of competition we play in." Indeed, in a league dominated by teams with sometimes nearly double-digit numbers of post-graduates, they are often needed in order to make sure the team can

be a consistently-competitive threat in the Founders League, because post-graduates are often both often more physically able, skillful, and experienced than most returning athletes already on the team.

When considering the recruitment of athletes in general, Loomis prioritizes the contribution of the student to the school over their sport-specific contributions. "We care more about how one could help to make the community better more than anything," said Ms. Wadland, who coaches girls varsity lacrosse and works in the admissions office.

In addition, there are many limits to the number of post-graduate athletes Loomis can recruit for each sport, because of league rules in most sports. No matter their contributions on the field or court, every post-graduate is valued most for their overall contributions to the Loomis Chaffee community.

Another question that is often debated is the degree to which Loomis athletic success is dependent upon the contribution of PGs. Though the post-graduates are essential to team success in some sports, many teams find great success, including New England Championships, without having any post-graduates. Throughout Loomis athletics, student-athletes of all grades contribute to the success of Loomis teams.

According to Coach Stewart, "For football, 11 guys play on the field for us at once. All of them contribute to the outcome of the game." Without the contribu-

tions of a great ensemble of other players, post-graduates alone would not be able to produce any success. The Loomis athletic successes are a combined result of the efforts of many different athletes of all grades.

Lastly, one might often wonder what PGs really bring to Loomis sports teams beyond their athletic abilities. Outside of being skilled at their sports, post-graduates also often take on a leadership role on their respective teams. "Players tend to look up to the PGs, and the PGs bring natural leadership to the team," said Coach Stewart. As players who are usually older and more experienced, the post-graduates often become the role models for younger members of the team.

In addition, Coach Wadland added, "The PGs bring a fresh perspective to the team and along with it, new ideas." Indeed, as athletes who have ample experience in high school competition and have been a part of another system at their previous high schools, the PGs often bring new ideas to the team.

While PGs are only members of the Loomis community for a short time, they contribute a lot to our athletic programs, leaving a lasting impression. Alongside many other talented Loomis athletes, the PGs brings our already-successful sports team to a new level. As the winter season wraps up and with the spring season in sight, we should look forward to another great season of sports.

M

SURVIVING WINTER TERM

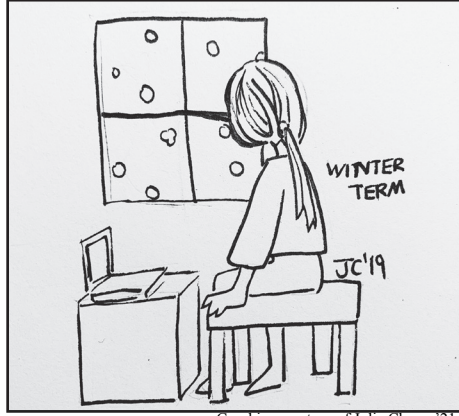
Janus Yuen '22 | Contributor

Humanity has solved many mysteries. We have sent dogs to space, discovered the meaning of life (42), and even solved the problem of how to get chips out of the bottom of a Pringles can (children). Yet one mystery eludes us: how to successfully make it to the end of winter term.

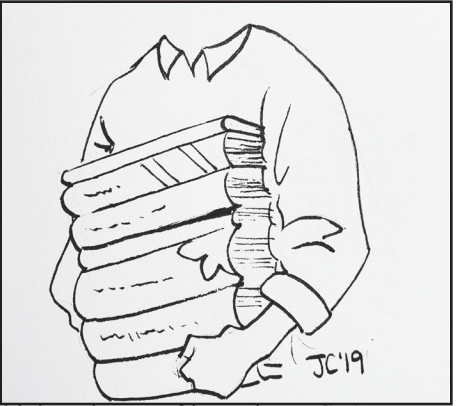
As one of most pondered questions amongst Loomis Chaffee's intellectuals, it has prompted the proposals of numerous solutions. First, it is imperative that we highlight the complications which arise from exposure to the traumas of winter term. Between 60-70% of underclassmen and seniors (and upwards of 100% of juniors) develop a case of Winter Term Syndrome. Symptoms range from listlessness, exasperation, and mild angst, to bouts of acute procrastination, existential crises, and the well-documented state of social incapacitation called "being dead inside" ("The Colloquial DSM 5," 143).

One of the earliest methods developed to counter the onset of the yearly epidemic was the "Endless Snow Day Roulette," practitioners of which would stay up nightly playing Cup Pong (or whichever video games were popular prior to the Industrial Revolution), for the sake of maximizing yields upon the chance occurrence of a much-coveted snow day. This method, however, has been rendered nearly obsolete by the effects of global warming.

Other methods developed include "Hibernation," which has the produces the relatively impalatable side effect of accumulating a lot of deeps, "Not Sleeping," which has been implemented with varying degrees of success depending on how many gallons of Portland Coffeehouse Blend Medium Roast Coffee from the dining hall are consumed, and the "Netflix Supermarathon," which, though similar in practice to "Not Sleeping," has a much



Graphics courtesy of Julie Chung '21
Pictured: a LC student sitting sadly in front of a deskful of work and staring out the window.



higher chance of incurring a GPA Massacre.

None of these proposed methods, however, have been proven effective at curing the Winter Term Syndrome when faced by rigorous randomized double-blind clinical trials.

As result, the question of how to successfully complete Winter Term remains a mystery that continues to boggle Loomis' greatest minds to this day.

DAY STUDENT HANG-OUT SPOTS

WHERE TO GO AND WHAT TO DO ONCE YOU GET THERE

Lily Potter '21 | Contributor

- 1. The trash closet of a dorm**
Some dorms allegedly are at full capacity, but some of those trash closets look pretty roomy. They may be even more spacious than some of the new singles.
- 2. In the frozen cow pond**
Since day students don't have dorms to refrigerate food in, they can simply crack the ice in the pond and use it as a personal refrigerator!
- 3. Inside trees in the quad**
Feel free to hollow out a tree and store your textbooks and notebooks in there because no one has time to go to the day student locker room during the day.
- 4. The trainer's to prevent scoliosis**
After walking around all day with a day student backpack, stop by the trainers to make sure your impending scoliosis has not escalated.
- 5. Fishing by the river**
When you have to leave the dining hall because it's a family style dinner, bring a fishing pole and catch your own dinner. It

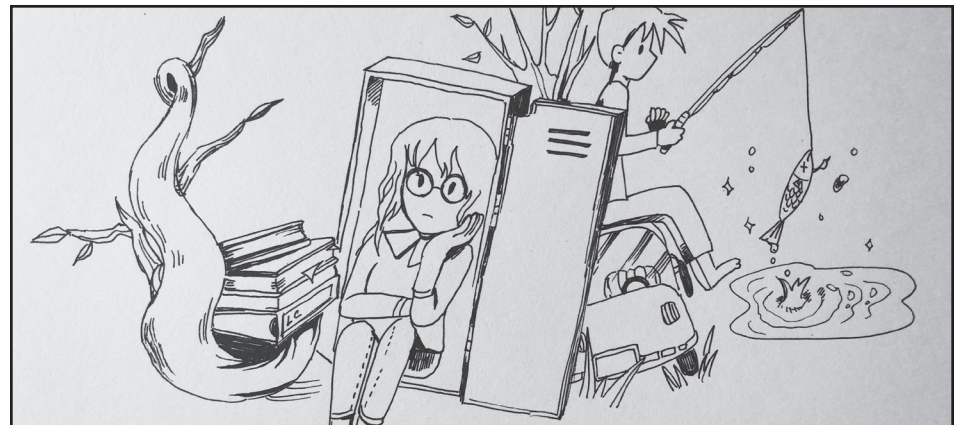
may even be better than what is served to the boarders, anyway.

6. Other people's cars
There is an exorbitant number of 17-year-old owners of BMWs at the school. Many of these students keep their cars unlocked. Why not take advantage, and see what you can find? You might even be able to snatch a Canada Goose.

7. Part of the library with no reception

Sometimes your mom's calls regarding when you'll be home, what you want for dinner, and how much you've spent on Dunkin this month get overwhelming. Go to the corner of the library so you can finally escape without having to decline the call.

8. Golf carts
Tired of waiting to get your driver's license? Bored of driving your ancient, run-down car? Sick of hours of driver's ed. classes? Just take a golf cart!



Graphic by Ashley Chung '19

WINTER TESTING WORD SEARCH

TAKE A BREAK FROM STUDYING FOR WINTER TESTING BY DOING THIS CHALLENGING WORD SEARCH. YOU WON'T WIN ANYTHING, BUT YOU'LL MAYBE HAVE A LOT OF FUN.

X A Z W S N O I T A T I C E R
 E E B R D E S I M Q L M X Q S
 K L F V E A V V A W Q A E D T
 K C A S Q R C U D M C F T K C
 J T M B N F E C O F F E E Y E
 T I D E R C L A I T R A P W J
 Q Y R N A Q X V S R L L J L O
 A B S D N A L G N E W E N Q R
 C N J H R J V R E C X C P A P
 W S F S L A T E N I G H T S P
 T Y E C E R X C A G F O H Y U
 J H C V J K H B D E H I O O O
 S P R I N G B R E A K W N N R
 J U P U U I R V J G D B H C G
 V U E T L S E N I O R T R I P

RECITATIONS
 GROUPOBJECTS
 PARTIALCREDIT
 LATENIGHTS
 NEWENGLANDS
 SPRINGBREAK
 SENIORTRIP
 COFFEE

Courtesy of Neala Sweeney '20 Generated by A to Z Teacher Stuff

ENGLISH DEPT. CONSPIRACY

Ashley Chung '19
 Director of Design

The Odyssey, Macbeth, Hamlet—all familiar tales of tragedy, revenge, death, and ruin. Loomis Chaffee students read these sadness-inducing novels during the drab months of winter. As we leaf through the pages of bloody combat, doleful soliloquy, and moral confusion, it is hard not to wonder why the English Department assigns many serious, tragedy-themed books especially during the dark months of winter.

A potentially plausible explanation would be that winter poses less distraction than all the other seasons here at Loomis, with colorful autumn leaves and beaming spring sprouts nowhere to be seen. Remaining barren branches of trees and an empty quad allow students to solely focus on studying the classic literature and honing their writing skills.

Another great explanation would be that the harsh winter weather enhances students' experiences while reading these tragedies, which can help students' understanding of the classic works and allow them to fully involve themselves in the literature. By delving into the worlds of despair and sadness while experiencing the extremely cold weather, students often find it easy to connect to the main characters' desperate sentiments.

But, Dr. Eggers, an English teacher at Loomis, offered a clearer explanation: "There is no conscious effort to teach tragic works during the winter term. Most often, the works build upon themes established in the fall term, doing so with texts designed to increase skills built previously." However, he also stated that "The junior year is an exception. The theme for junior year focuses on tragedy, including *Oedipus Rex, Hamlet, and The Great Gatsby*." So, two of the previous hypotheses ultimately prove to be wrong.

Although there is no apparent conspiracy regarding the English Department's assigning of tragedies during the winter term, I find it interesting how the intersection between classic tragedies and the frigid winter weather come together on the Island every year.

WINTER MUSICAL AUDIENCE REVIEW

John Howley '21 | Staff Writer

The NEO's production of *The Old Man and The Old Man* was surely a spectacular run, and while you were watching us on stage, we were watching you!

Tuesday: The show must go on! (Unless there is snow).

Wednesday: Despite snow cancelling the free show which usually garners the most student support, students and teachers still showed up full of energy and spirit to celebrate opening night. You know it's a good show when the audience themselves can incite laughter in the actors, even when it's supposed to be the other way around.

Thursday: Another sold out crowd!

Word of mouth from the first show certainly elevated the excitement of our second run. Since the audience was mostly teachers, it gave cast members a chance to demonstrate to their teachers why they got extensions on any assignment whatsoever and why they have recently been falling in sleep in class.

Friday: Yeah, it was a busy night on campus between freshman dodgeball and sophomore bowling, but that didn't stop LC spirit from showing up to watch an old guy fill the moon (obviously just as exciting as dodgeball). Although the show was sold out since Wednesday, we like to think it lived up to the hype, and the audience

certainly agreed. Laughing along with us on stage and even shedding a few tears at the end (that's right—you know who you are,) the audience helped to make Friday night an exceptional show.

Saturday: Packed into the NEO seats, a crowd of parents and relatives belly laughed and enthusiastically clapped the whole way through the show. Apparently a bunch of kids in identical costumes is really amusing. And with all the parents coming directly from the LCPC luncheon held in the exquisite venue of the library's second floor, everyone was in a great mood to end such an amazing season.

M

FACULTY PETS & THEIR FASHION

Liam Scott '19 | *Editor-in-Chief*LOG RHYTHMS:
SPRING BREAK!Tara Pugliese '19
*Contributor*Sherry by Frankie Valli & The
Four SeasonsIt's Not Unusual by Tom Jones
Good Vibrations - Remastered
by The Beach BoysHappy Together by The Tur-
tlesMr. Big Stuff by Jean Knight
Can't Get Enough of Your
Love, Babe by Berry WhiteHoney, Honey by ABBA
The Hustle by Van McCoy
Get It While It's Hot by Eddie

Kendricks

What A Fool Believes by The
Doobie BrothersSeptember by Earth, Wind &
FireJust the Two of Us (feat. Bill
Withers) by Grover Washington,
Jr., Bill WithersI'm Coming Out by Diana
RossExpress Yourself by N.W.A.
It Ain't Over 'Til It's Over by
Lenny KravitzLovefool by The Cardigans
Mo Money Mo Problems (feat.
Mase & Puff Daddy) by The No-
torious B.I.G., Mase, Diddy
...and more!Follow Loomis
Log: Spring Break!
on Spotify for the
full playlist.

Graphic courtesy of Liam Scott

Bruiser, a Jack Russell Terrier owned by history teacher and equestrian coach Mr. Harrison Shure, often wears a jacket and booties during the winter. He is photographed above at equestrian practice.



Graphic courtesy of Liam Scott

Bruiser, en route to equestrian practice.



Graphic courtesy of Dr. Culbert

(L-R) Zoe, a Shih Tzu; Gracie, a terrier; and Hobbes, a Shih Tzu, all owned by Head of School Dr. Sheila Culbert, enjoy themselves in the Meadows.



Graphic courtesy of Dr. Culbert

Zoe, wearing booties. She is twinning with Bruiser!



Graphic courtesy of Dr. Culbert

Gracie, wearing a jacket and booties.

HOLLYWOOD WITH HALSEY: **LEGO MOVIE 2**Natalie Halsey '20 | *Staff Writer*

The Lego Movie 2: The Second Part, is a good sequel to *The Lego Movie*, but it remains a sequel. Before its release in 2014, the first *Lego Movie* seemed like a cheap product placement, as expected for a movie based solely on a children's toy, and it exceeded all expectations as an interesting commentary on the "chosen one" trope underlined a sweet story about families enjoying Lego together.

It was so good, that it not only spawned a sequel, but also two spinoffs. What made *Lego Movie* good was the sophistication and humor in which it addressed a child audience, and its sequel continues this tradition.

The plot is nonsensical, but structured.

Like the first movie, *Lego Movie 2* is set in a young boy's imagination in parallel with his real world problems. The main characters are his Legos.

A five year time skip from the end of the last movie (mirroring real world time, as five years have passed since the first *Lego Movie* was released) gives a changed world for main character Emmet, voiced by Chris Pratt, and his blocky friends, including Batman, voiced by Will Arnett, and the glittery Unikitty, voiced by Alison Brie. The formerly happy town of Bricksburg has been destroyed by endless attacks by aliens from the Syster System and become Apocalypseburg. Emmet begins to have dreams about the loom-

ing "Our-Mom-ageddon." Suddenly, his friends are kidnapped and taken away to the Syster system, and so Emmet begins a perilous journey to save them.

There's also time travel. And a non-threatening sparkly teen vampire who talks about feelings and forbidden love.

And velociraptors. In the Real World, the child in whose imagination the previous *Lego movie* was set has aged into a teenager. His little sister, whose "Syster" aliens have plagued Bricksburg, just wants to play with him. The menacing doomsday is their mom's threat to put away all Legos forever if they don't get along.

While silly on the outside, this pile of bricks has a real heart at the center: siblings learning to work together and become closer to one another. While the denouement is remarkably similar to the previous movie, the emotional core and message are still strong.

The art of *The Lego Movie 2* is fantastic. The low framerate animation in some sequences makes the little Lego characters look like they could be real, like a kid was making a stop motion short. Some of the new characters are based on the Lego Friends toyline, which, in contrast to the classic Lego men, can't bend their legs. They move, as such, as if a child was walking them down the sets, hopping up and down.

The bright colors of Lego toys are arranged artfully, no longer eye searing but visually appealing. The art of *Lego Movie 2* puts it in step with other recently released films such as Sony's *Spiderman: Into The Spiderverse* and Disney-Pixar's *Incredibles 2*. The jokes, while juvenile at points, are still smart and entertaining.

As a Warner Brothers production,

it makes fun of other Warner Brothers properties: the Justice League makes an appearance, Batman mocks himself, and Harley Quinn makes a *Suicide Squad* reference.

The musical numbers sprinkled in are satirical takedowns of the classic trope songs: a red herring villain sings a "not-villain" song, an earworm "catchy" song screeches at you to keep listening, and "Everything is Awesome" from the original movie gets an edgy tween remix.

The Lego Movie 2, while being the newest product in a train of sequels from major animation companies, is also the newest in another trend: good, watchable, family friendly media. The film doesn't insult a child viewer's intelligence, or alienate any parents watching.

But the stronger jokes reference media that would fly over a child's head. Does a five year old know what *Twilight* is? Does an eight year old know enough about Batman's emotional complexities to laugh at a parody of them?

While still good, the film sometimes fails to appeal to its target audience: kids. Adults who might like and understand the comedy more would probably not get over its flashy Lego-coated facade.

And a disappointing opening weekend, earning \$34 million dollars to a over \$100 million dollar budget, reveals a deeper problem with the *Lego Movie*: it was released too late.

The children that flocked to the first movie have aged similarly to the film's pseudo protagonist, and become tweens, unwilling to watch a movie as childish as *The Lego Movie 2*. While a solid film, *The Lego Movie 2: The Second Part*, because of its release date and nature as a sequel, will probably not remain too long in anyone's minds.



Photo by Jordan Strauss/Invision/AP

12 The movie's actors pose at the premiere on February 2, 2019.