

Loomis Chaffee Log

APRIL 12, 2019

Issue 102, No. 7

thelclog.org



SPRING HAS SPRUNG

DEAN SASSER TO LEAVE LOOMIS CHAFFEE

Ethan Levinbook '20 | Features Editor

At the end of the 2018-2019 school year, Dean of the Senior Class Ms. Patricia Sasser will leave Loomis Chaffee for the position of head of the upper school at the Ransom Everglades School, a college-prep day school serving grades six through twelve in Miami, Florida.

After serving as a faculty member at her alma mater, the Madeira School in McLean, Virginia, Dean Sasser began her tenure at Loomis in August 2012 excited to embrace new challenges.

"I felt it was time for me to leave the school I had attended and look for other opportunities to grow," Dean Sasser said. "I don't like being complacent. I was staying safe where people knew me...I wanted to shake it up a little bit, push myself out of my comfort zone, prove myself to others...and there was a lot about Loomis that appealed to me; I knew it would be a good challenge."

Dean Sasser credits Loomis with exposing her to situations and challenges

that tested her strength and encouraged her growth. "There are many ways I have stretched myself as a dean here," she said. "We talk about how students grow up, and I don't think we think about adults growing up and continuing our growth, but I grew up a lot here in different ways."

Loomis itself — its size, the composition of its student body — also proved new to Dean Sasser, and she recalls the steep learning curve associated with transitioning into the Loomis community and acclimating to her new environment.

"I came from an all-girls school to a school that is not all girls. Loomis is bigger; there were a lot of ways that I learned about how best to serve my students. I am someone who grapples a lot with trying to identify the needs of my class, who the individuals in my class are, how I can meet their needs and learn what I need to learn to best support my students. And I think it's important, going through that process."

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Dean Sasser with her husband, Wyatt, and their ten-year-old son, Pierce.

Photo by Jessica Sasser

ANYA SASTRY: YOUTH CLIMATE ACTIVIST

Jenny Pan '22 | Contributor

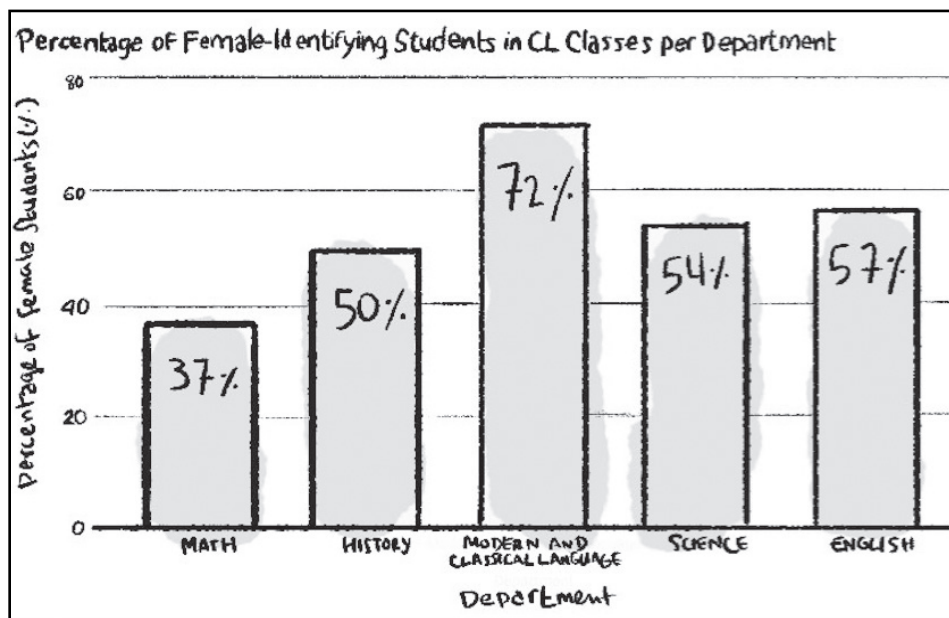
Anya Sastry '20 is the national outreach director for the U.S. Youth Climate Strike; she led the Chicago Youth Climate Strike on March 15, 2019. In the past, Anya has participated in the 2016 Women's March, as well as the 2018 March For Our Lives. The urgency of many political and social issues that are left unaddressed motivates her to voice her opinions.

Last year, she started getting more involved in the fight against climate change. In the process of planning the Chicago strike, Anya learned about the various components of the planning process, including securing permits, contacting press, speakers, and performers, and getting A/V equipment. She did a lot of outreach and networking, whether through word of mouth or social media. Moreover, Anya and her co-state lead for the U.S. Youth Climate Strike in Chicago contacted youth from all over Illinois about the rally, inviting them to participate.

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UNEQUAL REPRESENTATION IN LC COURSES

Liam Scott '19 | Editor-in-Chief



Data provided by the LC Academic Office. Graphic by Ariel Kayton '19

The graph above reflects enrollment rates by female students in all College Level (CL) courses within a given department. The entire Loomis Chaffee student body is currently 44% female and 56% male.

"I've challenged the faculty to really be thinking about the content of their courses, but I'm also concerned not just about content but also access. And so who has access to upper level courses?" mused Dr. Culbert as she explained her recent task for the faculty. While these revisions have been going on for many years, Dr. Culbert said that the recent rise in hate crimes both in the U.S. and on the Loomis Chaffee campus means this challenge has "[t]aken] on a degree of urgency."

Still, there is no single way for departments to change. Inclusivity is not one size fits all; inclusivity is an incredibly multifaceted topic. The most obvious mode of change is to revise the content that is included in courses.

According to English Department Head Stephen Colgate in an email, the department "ha[s] seen a greater focus on maintaining a diversity of voices and perspectives in [its] curricular offerings." He continued that "those changes are still

in process, but some of the changes under consideration are replacing Ted Kooser's poetry collection with Clint Smith's *Counting Descent* for freshmen, adding Jhumpa Lahiri's *Interpreter of Maladies* to the sophomore year, replacing *Oedipus Rex* with *Death and the King's Horseman* in the junior year, and revising the offerings in senior electives."

This effort to diversify the chosen authors will help better represent the students who are reading the works. Log Social Media Editor Alejandra Velasquez '20, a student in College Level (CL) English Seminar, said of her experience in that course, "As a member of the Latinx community, I do feel that there is an underrepresentation of authors that identify as POC [people of color]. We seem to mainly focus on the work of white male writers. I can't relate to any of the work that we read, and I think that limits my ability to appreciate the reading that we're assigned."

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DEAN SASSER TO LEAVE LOOMIS CHAFFEE

Ethan Levinbook '20 | Features Editor

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Dean Sasser cited the reputation and legacy of her predecessor Ms. Ruthanne Marchetti as both a cause of worry and a motivating force. “Coming in new, I followed someone who had been here for thirty years.” She recalls people questioning her as she assumed her new position. “People [were] like, ‘who is this... young person coming in?’”

Though she was expected to “fill the shoes” of former Dean Marchetti, she instead sought to wear her own. Dean Sasser stated that establishing a good rapport with members of the community was an initial challenge. “When you come to a new school,” she said, “you have to build credibility with faculty and students. Loomis has quite a reputation and quite a tradition. Navigating those waters was part of the learning curve.”

Since arriving on campus, Dean Sasser has worn several different hats. She lived in Carter for two years upon arriving at Loomis; she also works with Ms. Elizabeth Parada in the office of diversity, equity, and inclusion.

“I don’t coach,” she added, “but what I say is that I am a really loud fan; I love to go to... sporting events, performances, and I always make my presence known. It is my way of paying it forward; my parents lived overseas when I went to boarding school, and they never got to see me play any of my sports or perform onstage. I had a lot of adults who would come out

entire Loomis community to bond. “I like seeing students in a different way, seeing them get out of their comfort zone, and see their creativity and bond that way.”

But what Dean Sasser cherishes the most are those little, fleeting moments that often go unnoticed. “A favorite part of Loomis is just the random conversations at night when I’m on dean duty [and] I’m just hanging out with students... It’s not always the big shiny things; it might be just hanging out in the social room, because that’s the sort of thing I remember from when I was at school,” she said.

“I might not remember a lot of things, but I do remember things like hanging out with friends, eating Tostitos and salsa in the vestibule. I think it’s just those conversations that I enjoy. I like laughing with students.” She didn’t hesitate to mention how much she enjoyed “hitting the dancefloor” on many occasions with her students.

She expressed a great appreciation to her fellow deans for making her time at Loomis so pleasant. “I feel blessed to work [with] such a great team,” she said. “We work well together, support each other, respect each other, care about each other, and laugh together (a lot),” she said. “We genuinely enjoy working together and I will truly miss them. It will be hard to find another team as dedicated and fun to work with as our LC Dean team.”

Dean Sasser looks forward to her big



Photo by Beth Helfrich

Dean Sasser and her son, Pierce, holding a snake.

Sasser expects a mix of nervousness and eagerness to accompany her. She says she feels a “nervous excitement - what I say about any change or transition I make - because there are things about new challenges that will keep me on my toes, that are very exciting, and also I love warm weather... I am excited about all that. But I am nervous about making sure I am building good rapport and credibility among faculty and students.”

Again, she expects it will take time to acclimate to her new position. “My job will be different from this one,” she said. “A lot of my support is going toward faculty in more direct ways. I’ll think about new, different things and partnerships - it might be curriculum, the direction of the upper school, things like that. That’s exciting because it will be a new challenge, and I’m nervous because I want to do well, as anyone would.”

Dean Sasser herself is not involved with the selection of a new dean, but she reports that the pool of contenders has,

as of now, been narrowed to four. “What happens is that Dean Liscinsky posts the job, solicits resumes, forms a search committee, they comb through the resumes and pare them down,” she said. “They have some conversations and decide who to invite to campus. There are about 4 people in the pool. They come to campus and meet a whole slew of people... It’s a marathon of a day; I remember mine, and I remember being exhausted!”

While Dean Sasser will officially depart the Loomis Chaffee School, exiting the community with her Class of 2019 at her side, she hopes that her legacy — of her tough love and her devotion to students — will persist. “I want people to know that while I can be tough — I know I am — that I do have high standards for my students; I believe in them; I care about them; I want to be there for and know them. At the heart of this job, that’s what it about.”

“I don’t think we think about adults growing up and continuing our growth, but I grew up a lot here [at Loomis Chaffee] in different ways.”

and support me, and so I like to do that for students!”

Dean Sasser says that she values personal interaction with her students. “I really enjoy the one-on-ones I have with my students. They may not always like them... but I think [they’re] fun, I learn a lot, and it breaks down walls between us.” She cited the Lip Sync Battle, a Loomis tradition she started, as a great way for the

move to Florida; she is excited about taking advantage of the new opportunities and challenges that await her. She will be a new faculty member at an unfamiliar school, and she, having been in this situation before, will use what she has learned at Loomis to transition into her new position as Head of the Upper School of the Ransom Everglades School. As with her move from Madeira to Loomis, Dean

WORDS HAVE POWER: KATHARINE BRUSH LIBRARY DISPLAY

Anya Sastry '20 | Staff Writer

Throughout the month of March, the Katherine Brush Library and its staff showcased the “Words Have Power” book display in support of the women’s rights and civil rights movements of the past.

The display was curated by Ms. Aubrey Muscaro, a staff member in the library, who said that “the words we write and those we say to others have an impact on everyone around us...they have the power to help us through difficult and challenging times...and they can help us heal and come together as a community.”

She drew inspiration for the display from “the iconic picture of Gloria Steinem and Dorothy Pittman-Hughes raising their fists in solidarity.”

After viewing the display in the library, Loomis Chaffee students reflected upon the phrase “words have power” in different ways.

Aaron Oñate '20 viewed the phrase

from the perspective of marketing and persuasion. When he heard the statement “Words have power,” Aaron immediately thought “of a speech or an ad that is able to move an audience and get people excited about an idea.”

Aaron also reflected on the negatives aspects of the power that words have. “Some speakers can be so impactful and convincing in their speeches, so it is important to also consider the possible negative consequences that powerful words can have,” he said.

Maral Asik '20 reflected on the phrase in a slightly different way. “It’s one thing to be able to formulate a decent idea, but it’s a whole other thing entirely to be able to communicate it effectively,” she said. “Words are not just cold instruments to use for construction... they can be used to evoke emotion, offend, or motivate.”



Photo by Aubrey Muscaro

The Words Have Power display was held on the second floor of the library.

MADISON BEER VISITS LOOMIS

Anna Li '20 | Staff Writer



Photo by LC Communications/Mary Forrester

Anya Sastry '20, Longman dorm prefect and co-organizer of the Madison Beer interview and concert at Loomis Chaffee, with Madison Beer at the post-concert meet-and-greet.

On the night of Friday, March 22, 300 Loomis Chaffee students screamed with glee as Madison Beer, singer and social media influencer, stepped out onto the Hubbard stage. The news of the visit had caused much excitement on campus as Madison Beer boasts 12.6 million followers on Instagram as well as a large following on other social media accounts, such as Twitter and YouTube. Some students at the concert had lined up as much as an hour early to secure seats.

The Longman Leadership Institute, headed by the dorm's two prefects, Anya Sastry '20 and Kavya Kolli '20, organized the entire event with help from Student Activities. The Longman Leadership Institute is an on-campus program run by Longman dormitory with the goals of empowering women and girls in their own dorm and around campus.

This year, they chose to use their annual funding to sponsor a private interview and concert for the students of Loomis. The performance lasted from 9 p.m. to 10 p.m. and included an audience open interview and the performance of three of Madison Beer's songs: "Dead," "Tyler Durden," and "Hurts Like Hell."

Through the interview portion of the performance, Madison touched on many important subjects such as body shaming, social media pressures, and dealing with hate. She mentioned her least favorite part of social media was that "people [are] just judging you and thinking you're a soulless selfie." She added that the number of followers and likes a person gets should not correspond to their self-worth.

In addition to an interview and private concert, a handful of lucky Loomis stu-

dents were able to meet and take pictures with Madison Beer herself. Longman prefect Kavya Kolli appreciated the opportunity for "meeting [Madison] and realizing how normal she is."

When asked why Longman chose Madison Beer to perform at Loomis, Kavya responded, "She was a great fit because she represent[s] female empowerment in the music industry." Kolli noted again that Beer assumed the role of "a woman in charge," as she is now an independent artist.

Fellow prefect Anya Sastry explained that "it's pretty clear that if [Madison] wants something she'll go get it, and she won't let anyone hold her back." This is a lesson she hopes that the students on campus will take from the interview with Madison.

Madison Beer started her career after having her cover tweeted out by Justin Bieber. From there, she landed a record deal with Scooter Braun, who currently manages Ariana Grande and Justin Bieber. After Beer realized her ambitions differed from her music label, she left to forge her own way through the music industry. Since then, she has successfully released a single with Offset and has an album to be released.

Longman hopes to invite similar powerful women artists and celebrities such as Ariana Grande, Emma Watson, and Billie Eilish. Beer's visit to Loomis emphasizes the message of women empowerment across all spheres of life and successfully advertises the significance of the Longman Leadership Institute across campus.

"SCIENCE IS POWER" WITH MR. CHAUDHARY

Minjune Song '21 | Contributor

"Science is power," explained Neil Chaudhary '05, a Loomis Chaffee biology, chemistry, and forensics teacher, as he stood in Gilchrist Hall on March 26 to deliver a lecture on the relationship between science and power. At the request of the Norton Family Center for the Common Good, Mr. Chaudhary has given the lecture to the freshmen class annually since 2016 and aims to answer "broader questions of why science is important in society."

He touched on topics like the deployment of antibiotics, the use of nuclear weapons, space exploration, and artificial intelligence, introducing the class of 2022 to a sophisticated world in which Mr. Chaudhary believes "humanity now possesses, for the first time in its history, the capacity to destroy itself."

"One of the things that I do at the end of the talk is to raise a couple of issues that have not yet really come to pass but which will, and which we will have to make choices about; like the first genetically engineered humans were born a couple of months ago," says Mr. Chaudhary. He shifted focus from the past and present to the future, where he explained that young students hold the power and responsibility to make decisions that change the course of humanity.

A large part of the lecture focused on raising awareness not only for the academic importance of science but also for

the stern reality that modern science plays a larger role in charting our future. A section of the Chaudhary's speech read, "The plot of so many fantasies is that we can go back in time to change the past and make the present what we want it to be. Well here we are in the present, and our choices now determine the future. There is no need to fantasize."

Considering the heavy topics discussed in the speech, Mr. Chaudhary said, "There's some subset of students whom I think you know, probably [the lecture] didn't do much at all. On the other hand, there is a set of students way at the other end of the spectrum for whom this was like one of those sorts of refilling the bucket of inspiration type of things where they are like 'yes, I'm a person that loves science'."

One such inspired student, Andrew Park '22, said, "[The talk] gave me a different perspective of science, an added insight on the usefulness and importance of science."

"The lecture would be considered a success," said Mr. Chaudhary, "if the middle 50 percent of the audience members considered questions like whether we ought to be genetically engineering our offspring." Since many kids have never thought about the future of humanity and space, Mr. Chaudhary hoped that the lecture would open eyes and ears to urgent questions that are confronting humanity at this time.

"Humanity now possesses, for the first time in its history, the capacity to destroy itself."



Mr. Chaudhary with Dolly, a taxidermied cloned sheep.

Photo by Neil Chaudhary

WHERE DID THAT BELL GO?

Victoria Che '21 | Contributor

If you've ever had to dash down the library stairs at 10:43 a.m. to run to your next class because you didn't hear a bell, then you may have wondered why Loomis has gotten rid of the bells and if they will ever return.

After the school returned from spring break, the Loomis Chaffee administrators started a trial period for a no-bell policy. Associate Director of Studies Mr. Robert DeConinck explained that the no-bell decision was made because "a group of administrators felt that all the different bells in our lives did create a sense of urgency and stress."

For a no-bell system to function, Mr. DeConinck believes that teachers should end class promptly and students should go to where they are supposed to be on time. So far the Loomis community has done quite well at adapting to the new system. Mr. DeConinck hopes that the new policy



Photo by of Minna Gao

Mr. Jackson Fleming's Latin III class pack up to leave, sans bell.

will encourage teachers to be respectful of other teachers' time and will motivate students to be mindful of their time and responsibilities.

"I have found with the no bell policy that it has made, really surprisingly, little difference in my world," said Mr. Jeffrey Scanlon, an English faculty member. Having worked as an English teacher for over twenty years at Loomis, Mr. Scanlon watches the clock to make sure that he is "acutely aware of how much time is left in class." Therefore, Mr. Scanlon thinks that he will be "totally fine" either way, with or without bells.

"Now I pay more attention to the clock, so that I am respectful of my own time, my students' time, and that they are not late for their next class," said Ms. Maribel Blas, French and Spanish teacher.

From a conversation she heard between her students, Ms. Blas noticed an unex-

pected outcome of the no-bell policy. "I did hear a student say that because there is no bell, they felt like it was more lenient," she said. Without the sound of the bell, it is less obvious when students walk into class three minutes late. Ms. Blas disagreed; she stated that "if class starts at 8:30, it still should start at 8:30 even if there is no bell." While it took a few days for both teachers and students to adjust to the change, Ms. Blas sees that things are getting back on track after two weeks.

"The decision has not been made for permanent basis; we will look at it again in another week or two," Mr. DeConinck said. Although most feedback that the academic office has received comes from the teachers' perspectives, Mr. DeConinck welcomes student input. Students who feel strongly about the bells are advised to contact Mr. DeConinck.



UNEQUAL REPRESENTATION

Liam Scott '19 | Editor-in-Chief



“We are fighting a lot of big systems in place...there are a lot of Eurocentric ideas that we would need to combat.”



Continued from the front

“I believe it’d be helpful to represent other communities through the work we study in class because it would broaden the view of students and maybe help aid racial tension on campus to prevent racist actions like the ones the school has recently experienced,” Alejandra added.

The History, Philosophy, Religious Studies, and Social Sciences Department is also looking at the content covered in its curriculum. Mr. Harrison Shure, who will take over as the History, Philosophy, and Religious Studies Department Head next year, said that the U.S. history teachers have met to discuss potential changes to the curriculum. He added that offering a diverse range of courses and teaching history through different perspectives are both extremely important to the entire department.

The U.S. History cohort and several other members of the department also met with People Rising In Support of Multiculturalism (PRISM), the school’s multicultural organization, to discuss PRISM’s concerns regarding content covered in some of the department’s classes and its delivery. Mr. Shure described the conversation as thought-provoking and positive.

Director of Diversity and Inclusion Ms. Elizabeth Parada, who also advises PRISM, added that four PRISM members “wrote a proposal to ensure that all students [understand] diversity, equity, and inclusion from a sociological perspective. Their ideas will help inform the updates currently underway in the freshmen and sophomore centered curricula for the Seminars for the Common Good and Fitness and Wellness, respectively.”

Modern and Classical Languages Department Head Dr. Rachel Nisselson explained that the department has also met to discuss making the department’s curriculum more representative of the student body.

She explained that this has been done, in part, by examining the texts that are included in the curriculum, in addition to which countries and themes are covered. Classroom decorations have also been considered.

She also brought up the canon, meaning the texts that are considered essential to the literature of a given language. “If we are only teaching the canon, is diversity in the canon? What counts as the canon?”

But these changes are not easy. “We are fighting a lot of big systems in place [...] there are a lot of Eurocentric ideas that we would need to combat,” she added. An example of this is how France marginalizes Francophone authors born outside France.

Nonetheless, Dr. Nisselson maintained that incorporating voices from all over the French-, Spanish-, and Arabic-speaking world is important; so is including the voices of minority ethnic groups in China.

Dr. Culbert recognized that it is easy to say English and history classes are the ones that can be changed, but she made it clear that all of the departments—humanities or STEM—can and should evolve.

“In humanities you hear the voices of different groups of people much more prominently than in science,” said Science Department Head Ms. Naomi Appel. However, she offered examples of how the department already is changing.

Ms. Sara Markman is using the Integrated Earth and Physical Sciences course to study astronomy from the perspective of four different cultures. At the end of

the class, each student will write a letter to the Loomis administration arguing for or against the representation of multiple voices in class.

The math department has taken a different approach to becoming more inclusive. Math Department Head Mr. Joe Cleary explained that the department is re-considering how math is taught, so the experience is better tailored to how a student best learns math. He does not want math to be considered only right or wrong.

Another small but important change that the department implemented years ago is how names are picked for word problems. In an effort to be more inclusive, “we’ve intentionally started using students names in our classes” for word problems, Mr. Cleary explained.

Mr. Cleary also commented on the gender divide in mathematics. The department discovered years ago that in advanced pre-calculus, girls were more likely to drop the class quietly and not ask for help, whereas boys were more likely to vocalize their confusion around a concept, and ultimately remain in the advanced class.

“A system we put in place is you now need to meet with teacher face-to-face to drop,” Mr. Cleary explained.

Still, according to data provided by the Academic Office, just 37% of students in CL math identify as female. This statistic relates to Dr. Culbert’s other concern—not only that traditionally underrepresented students are not sufficiently represent-

ed in CL classes, but also that girls are not sufficiently represented in CL Math and boys are not sufficiently represented in CL English.

Additionally, according to data provided by the Academic Office, 50% of students in all CL history courses identify as female; 54% of students in all CL science courses identify as female; 57% of students in all CL English courses identify as female; and 72% of students in all CL foreign language courses identify as female.

However, this data could be skewed because it combines all CL courses within one department into just one statistic. Also, for comparison, 44% of the student body identifies as female.

Data regarding the racial identities of students in CL courses is more difficult to draw conclusions from, as 25% of students said that they preferred not to indicate their race.

Dr. Culbert thinks that the best way to better represent the student body in CL classes is with “preparation and encouragement.”

She continued that “it is about encouraging students to take risks. It’s about encouraging student to believe in themselves. It is also quite frankly about making sure students have role models.”

Dr. Culbert said that hiring is an area where the school can improve in order to have a more diverse faculty. If students see themselves in their teachers, they are more likely to pursue that subject to an advanced level.

These five department heads and Dr. Culbert were united in several ways, including in the belief that this development is ongoing. This change will be continuous, just as it has been for the past several years—the urgency has just increased. In the words of Dr. Nisselson, “there is still work to be done.”

ANYA SASTRY: YOUTH CLIMATE ACTIVIST

Jenny Pan '22 | Contributor

Continued from the front



Anya Sastry speaking at the Youth Climate Strike in Chicago.

Graphic courtesy of Isabella Johnson

The U.S. Youth Climate Strike hopes to call attention to elected officials’ apathy toward environmental issues. “Our elected officials and people in positions of power refuse to acknowledge that we only have twelve years left to solve these crises and by doing that, they are endangering the lives of every single person on this planet,” Anya said.

The large-scale impact of this issue was reflected by the diversity of the participating members; there were children as young as two and adults as old as seventy.

“My generation, as well as generations to come, will spend the entirety of our lives dealing with the negatively altered state of our environment and the resulting political and economical chaos,” Anya explained. She says that there must be immediate action taken concerning the environmental crisis.

Anya contended that teenagers have

incredible power to affect change. “Your voice is powerful,” she said. “By amplifying your experiences and your stories, you have the ability to make change, on a small scale or large scale. There will be people who turn you away, who try to silence and discredit you. But if there is an issue that you are passionate about, or even anything in general that you are passionate about, do not let anyone stop you from being that change-maker, achieving your goals, or whatever it may be.”

The U.S. Youth Climate Strike was effective; it caught the attention of António Guterres, the Secretary-General of the United Nations. In response to the rallies across America, he called a UN Climate Summit that, according to Anya, “will address the 2030 Agenda for Sustainable Development and will allow youth climate activists to have influence on the various policies.”

I-TRI UPDATE

Oscar Ye '22 | Contributor

Spending weeks and weeks in the PHI, performing demanding tasks, conducting research in the community, and communicating with retail partners, the students in the new I-Tri program have certainly been busy.

The students participating in the I-Tri are no longer enrolled in any of their previous classes; instead, they follow a special schedule that amounts approximately to five classes’ worth of work and time.

“We have people who are graduating in May of this year, members of the senior class and post-graduate students who are spending the term with us doing design-thinking as well as entrepreneurship work in the PHI,” said Ms. Solomon, Associate Director of Innovation.

English faculty member Mr. Tim Helfrich '96 said that the I-Tri curriculum is built primarily around partnerships with local businesses, both profit or non-profit organizations. Thus, the hands-on work students perform responds to real issues within real companies. They spend between one and three weeks working on presenting solutions for these local businesses. Mr. Helfrich stated that the I-Tri curriculum “provides [students] a variety of challenges to test them in different ways.”

This year’s I-Tri focuses on the food industry. Currently, Deep Roots Street Food in Granby, CT, serves as the program’s retail partner within the food industry. “The restaurant was just opened in November, so we were working with a company that’s only a few months old and was really going through a number of growing pains as it tried to figure out through what approaches were they developing,” Mr. Helfrich said.

On the third day of the program, the students met their business partners. The students began with a tour of the company and learned its history and future goals. Then, Eliza Florian, co-owner of the company, presented to the students the challenge that they would complete over the next two weeks. The question: how could her company become a dominant business within the Granby community?

“The students discussed...and interviewed people, and we took them back to Granby so that they could spend time inside the restaurant, outside in the main area of Granby to approach customers and potential customers to take data on other restaurants in the area,” said Ms. Solomon. “Students would do... field research, and ultimately they would present [their findings] to the owner and the general manager, just as consultants would to the founder of the business.”

Proposing three major ideals — connecting, promoting and retaining — the students, on April 3, presented solutions to the challenge posed by their retail partners. They created a loyalty program and a credit card system by which returning customers could receive rewards.

Mr. Helfrich has high hopes for the future of the I-Tri program. “We are hoping that this program could continue increasing in popularity,” he said. “It is a program that can expand beyond one group of students and ideally beyond just the spring term. As far as next year goes, the only thing we know for sure is that we will be running the program in spring and we are open to expanding the program beyond that based on the interests that exist in the student body.”

“...the I-Tri curriculum “provides [students] a variety of challenges to test them in different ways.”

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REVISITING REVISIT DAYS

Lana Sheng '22 | Contributor

On March 29, April 2, and April 5, the Loomis Chaffee community welcomed prospective pelicans to campus for three revisit days. While some may underestimate their importance, revisit days are crucial to the entire Loomis Chaffee admissions process, and they can make or break a prospective pelican's decision to enter Loomis Chaffee.

"Revisit day made such a huge difference for me," Sophia Testa '22 said. "Before coming to revisit day, I thought that I was going to go to Hotchkiss, but revisit day really did change my mind. The classroom was a positive space for me, and my coaches who had already reached out to me and helped me through the process made me feel like I belonged at Loomis... I met my best friend here at Loomis on revisit day... Everything about revisit day last year changed my mind and made me decide to say 'yes' to Loomis!"

"I think Revisit Day made me want to come here," Charlotte Hill '21 said. "I was half wanting to come and half not, but to be actually immersed in the Loomis environment helped me decide to come!"

Seeing the dorm and rooms and learning about dorm life sold me."

Cooper Donovan '22 said that meeting incredibly warm and welcoming Loomis students made the difference on his own revisit day. "I still remember my revisit day host, but what I really remember was all the other kids around just being awesome. Kids in my classes were all trying to be laid-back, and that really stuck with me... I didn't even bother to revisit the rest of the schools on my list after my revisit day at Loomis."

"I found that this day was super effective!" Virginia Joyce '20 said. "I actually canceled my other scheduled revisit day at Milton because I liked Loomis so much and accepted that day. The kids and teachers were so engaging and the classes I went to made what we were learning about so much more interesting. I also just got a certain feeling that this was the right choice when I was on campus."

Janus Yuen '21 stated that getting a true glimpse into academic life at Loomis had a great impact on his enthusiasm for the school. "The revisit day was quite helpful

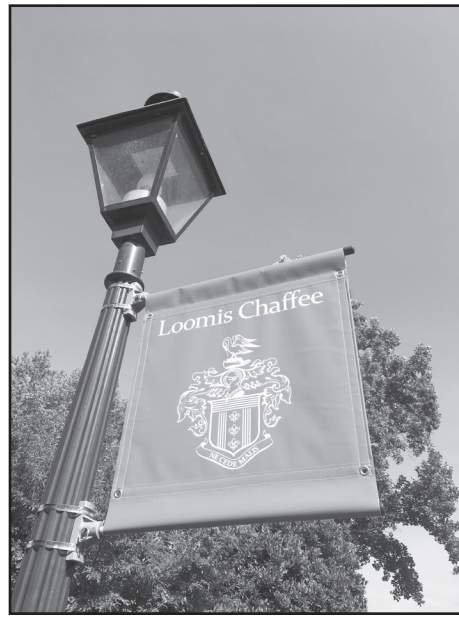


Photo courtesy of Lana Sheng '22

because it gave me a more in-depth look into how Loomis functions as a school and how classes worked. What really stood out to me was how the classes functioned and the material they covered," He noted.

Walker Craig '21 agreed. "What really held true for me to come to Loomis was the class structure and how well the classes functioned even on a regular revisit day," he said.

Yet some students believe that revisit days could use some improvement. "I feel like it's better if you have the same host throughout the whole day because you get to connect to them and the school on a different level," said Julia Lantner '22.

Henry Deng '22 said he would have preferred to have a greater degree of choice on his revisit day last year. "It would be interesting if we could choose the classes we wanted to attend. I went to History Inside Out, and the class material was strictly related to the Loomis family, so I couldn't participate in the discussion, which made it a bit boring for me," he said.

MEMORABLE MOMENTS FROM MOROCCO

Jean Shin '20 | Staff Writer

This past spring break, the Alvord Center for Global and Environmental Studies hosted a French and Arabic cultural immersion experience in Morocco. Traveling with French and Latin teacher Mr. Jackson Fleming and Arabic teacher Mrs. Ludmila Zamah, fifteen students explored Rabat, Casablanca, and Ouarzazate to visit the kasbahs, solar panel stations, and the Sahara Desert.

The adventure began at the Center for Cross Cultural Learning (CCCL), an education hub situated in the heart of Rabat. Students learned Arabic survival skills — including how to haggle for cheaper souvenirs in the street markets — as well as basic Moroccan etiquette.

"I just loved the synergy between the courses we took at the CCCL and the real outside world!" Mr. Fleming said. "We immediately had the opportunity to use what we learned right after we left the building."

"As a language teacher, it was really awesome to see the haggling challenge in Rabat," Mrs. Zamah said. "Students were given the task to see what they could find with twenty Dirhams, which is around two dollars in the United States. Everybody took it seriously and they learned some Moroccan dialect to bargain with the shopkeepers. It was just heartwarming to see everybody really get into it and come back with stories, even if all they got was a bracelet—or actually some of them got postcards, which was an unusual find because I didn't see any postcards when I was walking around. Everyone seemed to be proud of themselves and to enjoy the haggling challenge!"

Further elaborating on the bargaining exercise, Mr. Fleming said, "I really en-

joyed seeing how Tom, a fellow student on the trip, befriended a shopkeeper. The owner told him to come back for tea! Seeing the use of language to create relationships with complete strangers was awesome."

Anna Rebello '21 especially enjoyed the homestay experience. "For me, the most memorable time in Morocco was when we stayed in Rabat with our homestay families," she shared. "The families lived in the Medina, which is the older, more traditional section of the city. A few friends and I stayed with a woman who spoke French and Arabic. It was the first time I used French outside of the classroom, so it was a really big learning experience for me—sort of learning by doing."

Anna was moved by the warmth of her homestay family. "When we were greeted by our homestay mom, she brought us to her kitchen. One thing that's really important in Moroccan culture is hospitality, and she welcomed us into her home with the classic Moroccan mint tea and the Moroccan crepes. It was a cool beginning to the homestay because it was a great cross-culture experience."

Mr. Fleming also enjoyed his first homestay encounter. "When I was dropping students off at their homestay, I was invited to stay and drink tea. The host mom said 'Kooli, kooli, kooli!' which literally translates to 'Eat more, more, more!' I understood what she was saying through the CCCL crash course. It was great seeing [how] applicable the CCCL lessons were," he said.

For Madison Redmond '20, the most striking feature of Morocco was its initiatives for environmental sustainability.



Photo by Emma, a tour guide in Morocco.

Alhasan Barrie, Elizabeth Chapman, Clara Chen, Thierno Diallo, Laine Duncan, Daniel Graham, Maddy Hoffman, Abby Huang, Emma Macdonald, Makayla Mcpherson, Lily Potter, Anna Rebello, Madison Redmon, Jean Shin, and Tom Zhang attended the trip. Faculty members Jackson Fleming and Ludmila Zamah also attended.

"Morocco might be a poorer country than the United States, but they're more advanced and invested in conserving the environment," she commented. "They're using reusable felt bags instead of the plastic bags we have in the United States. A few days ago, I read about a woman who had a baby calf. A plastic bag was blowing in the wind, and the calf tried to eat the bag, which killed it. Morocco doesn't have these problems."

Madison especially enjoyed the visit to the huge solar panel facilities near the Sahara Desert. "In class at Loomis, we talked about the famous Morocco solar panels, so it was really cool to see the solar array firsthand," she said. "Solar panels are expensive, but once you put the panels in, over time, you start gaining money because you're not paying high electric bills because the energy comes from the Sun. I think Morocco is being really smart by investing into this project."

Daniel Graham '21 recollected his camping experience in the Sahara Desert. "One thing that was really memorable was when we looked up at the stars. Santi, one of our tour guides, was pointing out the constellation out because I didn't know any of them. After a while, I could start to see the pictures and the patterns in the night sky. Gazing at the huge sky and the bright stars, I had a chance to reconnect with nature. Even though there was sand in my mouth and eyes, and I could barely breathe or look in any direction except up, it was definitely my favorite part of the trip."

Lizzie Chapmawn '21, too, enjoyed the camping experience. "I just remember lying under the stars and looking up," she

said. "I have never seen so many stars before! It was just amazing to soak that beautiful moment in and just be there and realize that we're in Morocco, we're in the desert."

Following the star gazing event, the group huddled around a bonfire and engaged in the traditions of the Berbers, an ethnic group of North and West Africans. "Personally, the bonfire in the desert was a highlight for my trip," Mrs. Zamah said. "Mr. Fleming and I had prepared a few Moroccan folktales to tell to the group; everyone was completely unplugged and just living in the moment. I think they were entertained and slightly horrified by our stories and our songs. Our tales led to others sharing stories from their own cultures and camping backgrounds. Then, our host came out and started playing drums and we were singing, clapping, and dancing. The evening highlighted the simple pleasures in life."

Thierno Diallo '21 reminisced about the views and the emotions from the morning following the bonfire. "My favorite part was waking up in the morning and watching the sunrise with my friends," he said. "It was early in the morning, like seven or eight, and we had to go up the sand dunes. They were very steep, so we had to run up or we would sink. When we got to the top, the sunrise was exquisite. The sunrise is an everyday, natural event, but that day, it was special because we were watching it rise from the endless sandy hills of the Sahara Desert. Just looking around and seeing the smiles on my peers and the pictures being taken... I just loved being there."



Photo by Ludmila Zamah

Students wait to see who won the tea making competition, held at the Berber Cultural Center near Marrakesh.

COLLEGE ENTRANCE EXAMS AND THE MERITOCRACY MYTH

Why the SATs and ACTs desperately need reform

Ryan Jones '20 | Contributor

On May 4, 2019, students across the country, bleary-eyed and armed with calculators, will crowd into math classrooms and school gyms to take the SATs. The bane of any high schooler past their sophomore fall, college entrance exams can rarely be mentioned without eliciting a medley of groans and pained expressions. This reaction is far from incomprehensible; the SATs are too long, too stressful, and often occur far too early in the morning. For many students, college entrance exams are not just a minor inconvenience but rather a manifestation of the college process's systematic bias in favor of the wealthier students.

Numerous studies have shown that, in general, the richer the student, the higher their SAT or ACT scores. "On every test section, moving up an income category [is] associated with an average [SAT] score boost of over 12 points," writes Catherine Rampell in *The New York Times*.

For example, in 2016, according to College Board statistics, students with families who make less than \$20,000 a year had an average composite score of 1314 out of 2400, whereas students with families earning between \$80,000 and \$100,000 a year had a significantly higher average score of 15451. Students whose families earn more than \$200,000 a year (the highest demographic analyzed) scored an average of 1717, over 400 points higher than the lowest demographic.

So, how can there be such glaring classism in an ostensibly equitable system? We all show up and take the same test in the same amount of allotted time, yet students in higher socioeconomic classes consistently manage to achieve higher scores. In short, much of this well-documented inequity is set in motion far before students sharpen their number-two pencils for testing day.

For example, let's consider the

test-taking experience of students from Loomis Chaffee, a school with a wealthier-than-average student body. Many students have opportunities to participate in test-taking workshops, work regularly with tutors and guidance counselors, and buy test prep booklets in our school bookstore. However, in poorer areas of the country, such resources are not readily

available. study aids, like those offered by education companies such as Kaplan, can cost upwards of \$300. Financial difficulties also mean that many low-income students have limited free time to prepare for standardized tests since many are compelled to get jobs.

This phenomenon could also explain the disparity between the average scores

of ly qualified low-income students fall by the wayside.

In fact, at most elite universities, students from the poorest quarter of the population constitute just three percent of the student body. (4)

"The scarcity of low-income students," writes Richard Kahlenberg, an education policy expert, "rivals the representation of minority students in the pre-civil rights era." The SATs, a major factor in the admissions process, have only exacerbated the disparity.

In June 2018, the University of Chicago became one of the first elite universities to announce that they would no longer require college entrance exams in their application. It is only appropriate for other colleges to follow suit.

SAT scores should simply be an added bonus to a student's application; the test should not be done away with entirely, but students should be allowed to present themselves exclusively on their academic performance and role in their community if they so please. Unless other colleges do the same, the admissions process will continue to favor access over acuity, inevitably leaving talented students burdened with generational poverty in the dust.

1. Note: Statistics referring to family income and SAT scores weren't released in 2017 and 2018.

2. Alana Semuels, "Good School, Rich School; Bad School, Poor School," *The Atlantic*, August 25, 2016.

3. Aamer Madhani, "University of Chicago Becomes First Elite School to Make SAT, ACT Optional for Applicants," *USA Today*, June 14, 2018.

4. Richard D. Kahlenberg, "How Low-Income Students Are Fitting In at Elite Colleges," *The Atlantic*, February 24

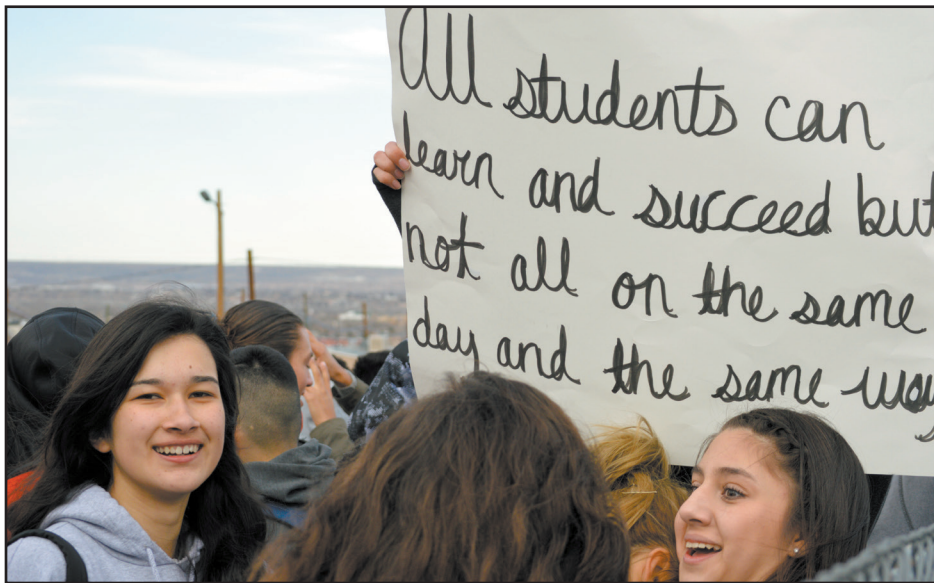


Photo by AP Photo/Russell Contreras, File

Latinx students in Albuquerque protesting after walking out of a standardized test.

available.

"Nationally, high poverty districts spend 15.6 percent less per student than low-poverty districts," writes Alana Semuels in *The Atlantic*, meaning many poorer schools lack the resources to provide students with an adequate core education, let alone preparation for standardized testing. (2)

Furthermore, poorer students lack the funds to prepare for the test on their own. While the College Board does offer some free study materials, more expansive

of white students and students of color; while 59% of white students and 71% of Asian students meet the SAT's reading, writing and math benchmarks, only 31% of Latinos and 20% of Black students can say the same (3). Unsurprisingly, a recent study by The Education Trust found that states spend approximately \$1,800 less per student of color than white students.

The well-documented bias of college entrance exams toward richer students perpetuates a system in which wealthier, whiter students rise to the top while equal-

NO BELLS A GOOD THING

Eliza Nelson '22, Jordan Korn '22, Natasha Balingit '22 | Contributors

When we returned to campus after a well-deserved break, there was one loud thing missing—the bells.

This change was made with the goal of creating a less stressful environment. While seemingly minimal, this transformation in our everyday routine required adjustments for faculty and students alike. Nevertheless, the absence of bells on campus has already created a positive impact. The three major results are the increased flexibility of time, an increased sense of responsibility, and the reduction of stress.

Fostering an environment in which our teachers are given more freedom in their classrooms, this modification has created a classroom culture that is not constrained by the ringing of the bells.

In comparison to the previously abrupt conclusion to class, without the bells' interruptions, dismissal from classes has become less chaotic—classes are now able to come to a close naturally.

Nothing interrupts a classroom environment more than a blaring school bell. Prior to their shutting-off, the ringing noise disrupts students and teachers who are in the midst of communicating valuable information or inquiry.

To be completely honest, I took the ringing as a sign to stop listening and ignore any final directions. Teachers speedily relayed homework assignments as classmates eagerly zipped up their backpacks, bolted out the door, and scurried across campus.

In the absence of bells, the few seconds at the start and end of a period do not carry as much weight. Classes have less of a 'clocking in and clocking out' feeling

and place more value on the content that is covered.

It has now become the responsibility of both the teachers and students to properly keep track of time, meaning that we now have more control over our attendance and can prepare accordingly.

It is important to learn life skills that can be transferred to life beyond high school. Without the familiar ring, we are encouraged to be in charge of our own commitments rather than being guided by the bells.

With the bells, we students lacked

Without the familiar ring, we are encouraged to be in charge of our own commitments rather than being guided by the bells.

control over our daily commitments. Although revoking the bells was a relatively minor change, it allows us to take on the task of upholding our responsibility to get to class on time. It is important that we gain independence, but in order to do so, we must first acclimate to self-guidance.

Without the ringing of bells, the beginning of classes has become a smudged line instead of a harsh start. There is no clear sign for when the class 'begins' and some teachers have taken a more relaxed stance regarding tardiness. Classes often

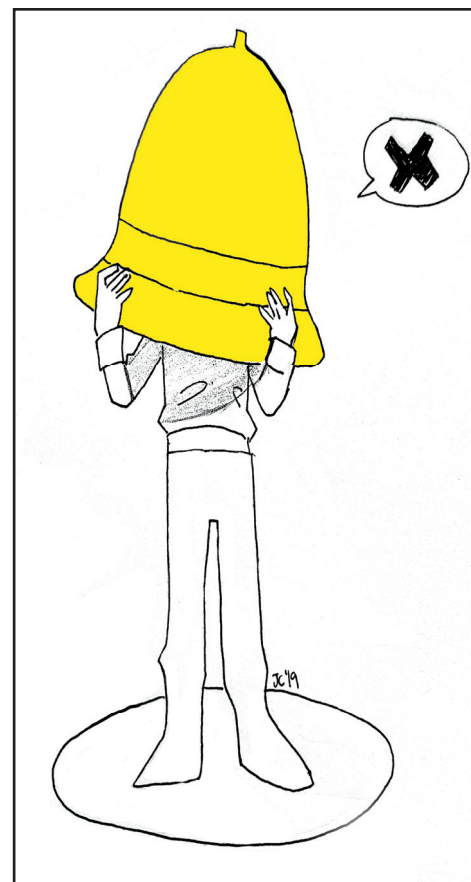
begin a minute early or a minute late and there is no harsh reminder of the non-adherence to our strict schedules.

The bells created a pressured environment where students and teachers felt rushed and worried. The bells at times served as loud unnecessary reminders that we needed to move on to another task.

Without the bells, some students have become increasingly anxious about classes ending on time and have begun to constantly look at the clock, anticipating the end of a period. In almost every class, commentaries on how the class is ending

soon or questions about how much time is left has increased. While at times distracting, this new trend shows that the students are now sharing the responsibility of managing class time. This is an essential skill that can be transferred to life beyond Loomis.

The no-bells system, though only altering a small part of our day-to-day life, benefits the Loomis Chaffee community greatly. Providing us with the skills that we will use in our future, this new system will give the students and teachers a break



Graphic by Julie Chung '21

from the overbearing, anxiety-inducing ringing that we used to hear. Some people may miss the bells, but, ultimately, without them, we can thrive in a less stressful environment.

COLLEGE SCANDAL UNACCEPTABLE AND UNSURPRISING

Portia Inzone '20 | *Opinions Editor*

In mid-March, the news of fifty families illegally securing their children's acceptance to highly-selective colleges overwhelmed our newsfeed. The FBI have begun their investigation, "Operation Varsity Blues," into the fraudulent acceptances to schools such as the University of Southern California, University of California Los Angeles, and Georgetown University.

Despite the alarming number of accused families, Olivia Jade—social media influencer and daughter of Lori Loughlin from Full House—is receiving the most attention.

As Jade's application to the University of Southern California (USC) was falsely centralized around her commitment to and expertise in crew, her family paid a photographer to photoshop her picture onto the face of a crew rower and an SAT tutor to inflate her test scores.

Upon her acceptance, Jade published a vlog to her YouTube channel, discussing her disinterest in USC academics and her plan to prioritize partying and tailgating. Jade suggested that her future financial success is guaranteed with or without a college degree.

As a high school junior who is beginning the college process, I was stunned by the extent certain wealthy families will go to illegitimately send their children to elite colleges. I read and recoiled as I learned

the details of the scandal. I questioned the upper-class prerogative and manipulation of the college process.

However, as I reflected on my previous understanding of the college process, I quickly recognized the normality of Olivia Jade's outwardly repulsive efforts.

In the midst of increasing competition between high school students and decreasing college acceptance rates, her family and other involved in the "Operation Varsity Blues" utilized their wealth to their children's advantage—an action far more common than some may think.



Photo by Chris Pizzello/Invision/AP, File
Lori Loughlin and her daughter Olivia Jade, above, have received a lot of media attention for lying to get into USC.

The most alarming aspect of these cases lie in their criminal nature. Although the phenomena of upper-class families donating large sums of money for academic and athletic buildings to selective colleges to secure a student's acceptance also unjustly exploits the college process, these families at least chose to take a more public and legal route.

Upon the discovery of rich, predominantly white families paying off tutors, doctors, standardized test experts, and/or photographers to enhance an otherwise unqualified application, the already wide-

spread rumor that money is a loophole in the college process has been reaffirmed.

Given the social leverage of wealth, the current admissions system, supposedly merit-based but systematically biased, perpetuates classism in our education system.

In many cases, colleges place priority on students who can financially benefit the school over worthy applicants who cannot afford the increasing cost of college applications but are more likely to fully capture the resources offered by colleges to further cultivate their intellectual curiosity and pursue their passions.

When are we going to rectify the recognized corruption within a college admissions system that unfairly prioritizes one student's wealth over another student's merit?

At a preparatory boarding school that encourages its students to apply to highly selective colleges, I find it incredibly difficult to overlook the upper-hand that the rich have in college admissions.

Despite my initial surprise in hearing Olivia Jade's extensive efforts to secure a spot at USC, I am ultimately disappointed in certain upper-class families for unfairly placing their children in much coveted spots in prestigious colleges, sacrificing other able students in the process.

UNFAIR ESL TREATMENT

Margarita Demkina '20 | *Contributor*

A recent scandal at Duke University forced Professor Megan Neely to step down from "her role as director of graduate studies in the medical school's biostatistics master's program," reports Sarah Mervosh in *The New York Times*. Neely had sent out an email in which she described how she saw a group of Chinese students speaking "very loudly" in their native language in the student lounge area.

She mentioned that she wanted to take down the names of these students and share them with future recruiters and professors. She added in the email that "speaking in your native language in the department may give faculty the impression that you are not trying to improve your English skills and that you are not taking this opportunity seriously. As a result, they may be more hesitant to hire or work with international students because communication is such an important part of what we do." She further advised international students to "PLEASE PLEASE PLEASE keep these unintended consequences in mind when you choose to speak Chinese in the building" and urged students to commit to using English 100% of the time."

So how does this incident affect us? Loomis Chaffee, like many other schools in the United States, has a sizable population of international students and has been dealing with discrimination against minority groups.

Loomis has become a second home for our 105 international students—15% of the student body. All of whom are fully proficient in English when first admitted.

At Loomis, we can easily find numer-

ous students who are fluent or fully proficient in one or more languages other than English. "English as a Second Language" (ESL) students may not have perfect English, but it is the choice of each individual to speak in any language he or she wants, whether that be their native tongue, English, or any other language.

"I was walking around the campus, talking to my friend in Russian, when I heard the 'international students' favorite,' 'Common language in common places, please!'" Veronika Berezhnenko '21 recalled.

I respect the English-speaking environment and the choice of a person to use English; why can't ESL students enjoy the same freedom? On the other hand, if my Russian friends and I are sitting with friends who do not understand our first language, we would switch to English to include everyone in the conversation. I can imagine how awkward and uncomfortable it can be when others are talking in a language you don't understand in front of you. That paranoia, "what if they are talking about me?" may start to occur in your mind.

We talk a lot about inclusivity. But xenophobia persists in our society, and the appalling email from Megan Neely serves as a harsh reminder. Lack of acceptance of and knowledge about other cultures should, in the big picture, shock anybody with common sense. Why should some languages be favored over—or, in some cases, be considered superior to—others?

By the way, United States doesn't have an official language.

ALONE, NOT LONELY

Stephanie Zhang '21 | *News Editor*

Living in a single can be a scary idea for high school students who are simultaneously trying to find friends and to pursue their own interests. The fear of being alone while others are having fun with their friends, FOMO (fear of missing out), and other social anxieties often discourage freshmen and sophomores from choosing to live alone.

"I wouldn't live in a single freshman year, but I would definitely consider it junior and senior year," Lisa Chang '22 said.

Living in a double has many benefits for a new student coming into boarding school. "Having a roommate is a good way to make new friends and learn how to live with people," Lisa said.

Especially at the start of the year, your roommate often becomes an instantaneous friend with whom you can go to meals or weekend events. Additionally, having a roommate eases the social anxiety that new students may feel because since everyone else in the dorm has a roommate, students in doubles fit in with the norm.

Another benefit of having a good roommate is that you start picking up certain habits they have and implementing them into your own life. For example, my roommate influences me to go to bed on time because she always goes to bed before 10:45 p.m. Without my roommate and without her pushing me to be more conscious of my sleep schedule, I would've been a total night owl.

Having a roommate also pushes you to be more social, because you do not constantly want to be curled up in a room with the same person. Moreover, if they have friends who come to visit, you can get to know your roommate's friends, too.

Tom Zhang '21, who lives in a single in Flagg Hall, said, "I have conflicting feels about living in a single. It's definitely nice not having to worry about conforming to the schedule of a roommate, but sometimes I also think that it may be enjoyable

to have a friend living with me."

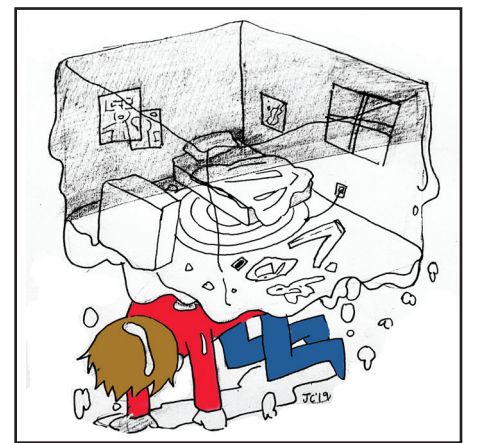
On the flip side, having a roommate with whom you are not compatible can lead to much stress and frustration. "Everyone who's had a bad roommate experience wants a single," concluded Margot Korites '21.

It is reasonable to want a single. If you happen to get stuck with someone who disrupts your sleep, you definitely would not want to risk repeating that experience.

However, living in a single can make you feel isolated. "I do feel left out sometimes, especially since I'm in Flagg with upperclassmen. Because of this I have fewer opportunities interact with other sophomore friends," commented Tom.

No matter how old we might be, as high schoolers are constantly looking to belong, and the fear of being singled out is universal. Having support systems and people to lean on makes you feel safe and secure.

At the end of the day, your bond with your roommate is irreplaceable and is definitely a highlight of the boarding school experience. No matter good or bad, you're coming back to your home away from home, with someone to share your experiences with.



Graphic by Julie Chung '21

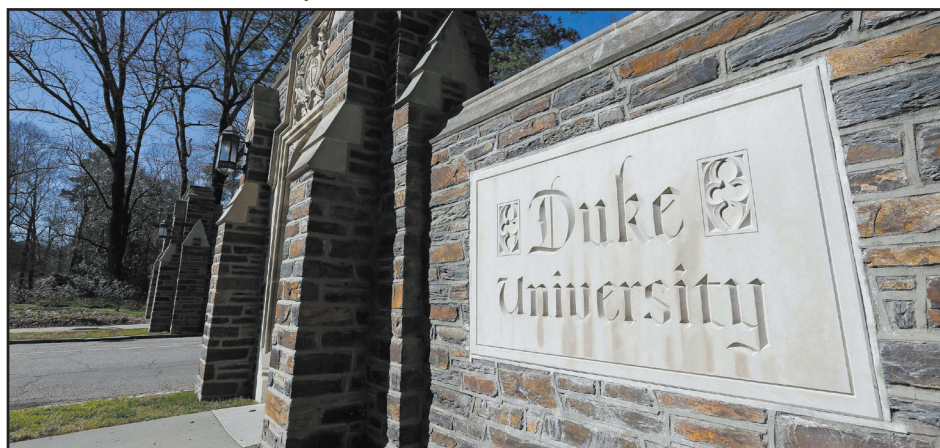


Photo by AP Photo/Gerry Broome, File
Duke University, a prestigious research university located in Durham, NC, is embroiled in a scandal of discrimination against Chinese international students.

Have an opinion on an issue?
Write for the Log! Contact us at
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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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Published by The Loomis Chaffee School, Windsor, CT.

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DOES THE LOG MATTER? EDITORIAL

"I think the press is incredibly important at every level [because] it's a fundamental part of democracy," Dean Liscinsky said. And she's right—freedom of the press is an important aspect of democracy. But what does that mean about the press at Loomis Chaffee? What is the role of the Log at Loomis?

Loomis is not a democracy, but no schools are democracies. Therein lies the rub: if the media is an important component of democracy, but Loomis is not democratic, what becomes of the Log? Deduction would lead one to believe that the Log, therefore, is disposable, but the Editorial Board disagrees. Even though Loomis is not a democracy, the Log and other outlets for student voice hold some influence—and perhaps they should hold more.

For the Log, we often wonder whether what we print matters. Does it matter if we criticize a school rule? Will the rule even change? Likewise, does it matter if we criticize the administration or campus

culture or the athletics program or excessive leadership positions? Does what we say even matter, or are we shouting into a void?

At times it feels like our voice as a newspaper has carried little weight or impact. Few things we have published have directly caused change on campus. But maybe looking at the topics of student voice from that point of view is too reductive—the issue is much more layered.

"I think the Log has definitely been a part of changing something," Dean Liscinsky said. "Issues most central to students the Log has covered. And I think just because something doesn't change or change right away doesn't mean no one is listening."

Change is often categorized as either evolutionary or revolutionary. We really wish that we were responsible for revolutionary change. From a journalist's point of view, that type of change certainly seems more attractive, romantic, or worthwhile. We do, however, think that

we have achieved evolutionary change.

"There is some value to adults having life experience, but I think there is value to listening to student experience," Dean Liscinsky said.

So perhaps instead of looking outward—at the faculty, at the administration—we should look at ourselves. Perhaps we should work harder to make our voice have a greater impact.

The administration listens to the Log, but the Editorial Board wishes that listening resulted in more action. Nonetheless, the more general student voice certainly has resulted in change at Loomis. Dean Liscinsky offered a few examples. Students were behind changing the punishment for sex to a Level II, and for changing the punishment back to a Level I. The walk-outs have also been largely organized by students.

"I think sometimes students underestimate the role their voice has," Dean Liscinsky said. We agree. The student voice can be very powerful, and the Edito-

rial Board wishes more students realized their own power.

We know that Loomis faculty read the Log. Still, the Log is a student newspaper. And even if the Log has not been directly responsible for any major change, we find solace in changing the opinion or perception of even one student an issue.

The Log does have the potential for a large readership. Around 1,000 parents and alumni receive a copy of the Log in the mail—that influences Loomis' perception to the wider community. Likewise, the Log functions as a paper of record. Each issue is saved in the archives; our influence will remain through how the Log has covered life at Loomis. The Log is bigger than we are.

Student voice is undeniably a two-way street. The Log is not as influential as we wish it was or as we think it should be. But that does not mean we—or any other student on the Island or elsewhere—is, or ever should be, mute.

NEW ZEALAND STAYS STRONG IN FACE OF ADVERSITY Minna Gao '19 | Managing Editor

The New Zealand administration and Prime Minister Jacinda Ardern's response to the Christchurch mosque shootings is arguably the most efficient and empathetic response any governing body has shown in reaction to acts of domestic terrorism and mass shooting in the recent decade.

On March 15, an alt-right white nationalist attacked two mosques in Christchurch, New Zealand during Friday Prayer with semi-automatic guns. The gunman murdered 50 people and injured 50 more, making the attack the deadliest mass shooting in New Zealand history.

I attended school in Auckland, New Zealand, for two years before coming to Loomis Chaffee. When I first learned of the incident, I couldn't believe it. I just can't believe that such an atrocious act of evil can take place in the peaceful, calm, sunny place I remembered New Zealand to be. Many of my middle school friends posted their shock and grief on Facebook and changed their profile picture frames in solidarity. In some way, the attack shook my faith in the goodness of humanity and my naive and hopeful assumption that domestic terrorism can't touch me; if New Zealand, arguably the most uneventful and welcoming country, is not immune to hate crimes like this, than no one is safe from hate.

New Zealand has relatively lenient gun laws, but has never been plagued by gun violence or significant acts of terrorism until the mosque attack. Prime Minister Ardern promised to rectify New Zealand's gun laws, and the immediacy with which

she carried out her promise is laudable. On March 18, Prime Minister Ardern announced a legislative ban on "all assault rifles" and "military-style semi-automatic weapons" expected to go into effect

on April 11, less than a month after the horrific terrorist attack, according to Nicole Darrah and Stephen Sorace from Fox News.



New Zealand Prime Minister Jacinda Ardern, right, with Australian Prime Minister Scott Morrison after a national remembrance service on March 29 for the victims of the March 15 attack on two mosques in Christchurch, New Zealand.

On the other hand, the way the U.S. has handled similar catastrophes is simply pa-

ban bump stocks was signed over an year since the Las Vegas mass shootings took place, and the legislation only went into effect this March. Often dubbed the "most anti-gun president in American history," President Barack Obama made efforts to

reform gun laws after the Sandy Hooks attack and promised to push for a federal assault weapon ban, only to have it blocked by Congress.

How has an issue that comes back to haunt the American public almost every year receive such incompetent response? How did New Zealand act so swiftly in its first confrontation with mass shooting, while we just can't seem to get it right?

Some may be tempted to place the blame on the current administration and President Trump, who seems to share a similar stance on gun control with the NRA. But the inability to amend the broken gun laws lies in the deeply-rooted tradition of gun ownership, in the heated frenzy of the gun control debate, and in the division of domestic politics.

As former resident of New Zealand, I am mortified by the attack. I'm also proud of the grace and empathy New Zealand and Prime Minister Ardern has shown in the aftermath of the tragedy. She has donned a hijab, led a public mourning, refused to mention the gunman's name to curb the terror and to deny his desire for notoriety, and taken executive action. I'm sad to say that the current U.S. administration cannot rival the emotional thoughtfulness and administrative strength Prime Minister Ardern exhibited in helping her nation navigate this crisis. Let's hope that U.S. and other countries will be inspired by her example and promptly act to prevent further such catastrophes; it's better late than never.

SENIOR ATHLETES TO WATCH IN COLLEGE

Mercy Olagunju '22 | Contributor

Maddy Stevens '19, a current Loomis Chaffee girls varsity basketball player and captain from Burlington, Connecticut, is committed to Trinity College and will continue to play basketball there next year.

"I am looking forward to playing at a high level in a very competitive league in the NESCAC and also having the opportunity to help lead the team into having a very successful season," Maddy said. She added that she hopes to win a NESCAC championship with her team and ultimately a Division III national title.

Maddy is also looking forward to improving on the basketball court and as a leader over the next four years.

When asked why she chose that team, she said, "From being with the team and coaches [at Trinity college], I can tell that they are almost like a family," and for that reason, she is, "excited to join a team with that family and loving culture lead by two amazing and supportive coaches."

"LC has prepared me to be a student-athlete by teaching [me] how to manage my time," Maddy explained. She said that she has learned that the main priority is achieving success in the classroom, "then you'll achieve success in your sport." Reflecting on what she has learned, Maddie said, "Loomis always taught me to always work my hardest and keeping building upon your skills in order to make you a better athlete, student, and person."

Playing a sport every season has made Maddy notice her improvement in her athletic abilities, which has also helped her in basketball and school.

"By forcing me to be a leader on the court, I was able to become more outgoing in the classroom, allowing me [to achieve] success both in sports and academics,"



Photo by LC Communications/John Cunningham
Maddy Stevens '19, girls varsity basketball captain.

Maddy added.

Showing her appreciation for her Loomis education, Maddie said, "Without the preparation of Loomis and the support of the faculty here, there is no way I would be attending Trinity for my next four years as a college athlete."

Sam Tompson '19, from Bedford, New York, plays varsity lacrosse at Loomis and is committed to Marist College, located in Poughkeepsie, New York.

When asked what he was looking forward to at Marist, he said: "Probably a good mix of the academics and lacrosse, in general, that's partially why I'm there but, definitely, it's a good school... [Marist] is the right fit for me. I like the coaches



Photo by Mercy Olagunju
Sam Tompson '19, boys varsity lacrosse player.

and the team. I was able to meet the guys [from the team] and I know whether I play or not I could be happy for the next four years."

Loomis has prepared him to be a student-athlete through helping him with his time management skills.

"It's pretty rigorous here academically — you receive a ton of homework every day, and you have to manage it with sports for all three terms," he explained. "It's all about being good with time management — finding ways to study during the day and late nights sometimes too," he added. Sam said that he definitely feels prepared by Loomis to be a student-athlete in college.

MARCH MADNESS RETURNS TO HARTFORD

Noah Quinn '21
Contributor

For the first time since 1998, March Madness returned to the XL Center in Hartford for the opening weekend of the tournament. "We're all saying to ourselves, 'We want this tournament back,'" Chip McCabe, marketing director at the Hartford Business Improvement District, told the Hartford Courant in February. "We want the NCAA to look at Hartford and go, 'This is a city that does it right, and we want them to host this again,'" McCabe continued.

This year the promoters of the tournament made sure the entire city knew the tournament was coming as they plastered banners across the downtown area. There was no shortage of star power over the weekend either, which generated excitement to attract basketball fans.

The NCAA tournament this year also had Loomis connections. One of our recent alumni, Reggie Gardner Jr '17, who spent his post graduate year at Loomis, made the NCAA tournament playing for North Carolina Central University. While he played only one minute and went 0-1 from 3-point range in a loss to North Dakota State in the battle of 16's in Dayton, Ohio, Reggie had a good sophomore season with NC Central, when he averaged over 17 minutes and nearly 6 points per game, and was recognized this year as a Pre-season Second Team All-MEAC player.

Future top five NBA draft pick Ja Morant with his team Murray State faced off against the Marquette Golden Eagles, led by Markus Howard. Before this game, there was a lot of hype because of the Ja Morant versus Markus Howard matchup. However, this matchup fell short of what many hoped it would be and Murray State won 83-64 led by a triple double by Ja Morant.

Earlier in the day in the first game, number 4 seed Florida St took on 13-seed Vermont. This game proved to be closer than expected with Florida St pulling away late to win 76-69. Both of the games during the first session on Thursday of action proved to be exciting for very different reasons.

The second session of the day of action started off with number 6 seed Villanova taking on number 11 seed Saint Mary's. The reigning champions, Villanova, narrowly squeaked by with a score of 61-57.

The final game of the day on Thursday was played by number 3 Purdue against number 14 Old Dominion. A pretty easy victory came to Purdue Boilermakers by a score of 61-48, led by superstar Carsen Edwards with 26 points.

The round of 32 at the XL Center kicked off on Saturday with number 12 Murray State going against number 4 Florida State. On this, day, Ja Morant couldn't buy any help from his teammates, and Florida St demolished Murray State with a score of 90-62.

In the final game of the 2019 NCAA tournament at the XL Center, the Purdue Boilermakers took on the Villanova Wildcats. In a lopsided game, the Boilermakers defeated the Wildcats 87-61, ending the 2018 champions' season. That victory was a sign of things to come as Purdue barely missed earning a Final Four berth, losing in overtime to number 1 seed Virginia in the Elite Eight despite an amazing performance from Carsen Edwards.

Throughout these six games hosted by the city of Hartford, there were exciting games that showed off the superstars of the tournament, whose performances not only helped their teams progress, but also helped raise their draft stock for the upcoming NBA draft as they proved themselves by playing on a big stage.

AN INVESTMENT IN THE FUTURE OF LC GOLF

Elena Anderson '19 | Sports Editor

This winter, the Loomis Chaffee golf program acquired an indoor golf simulator, called a Trackman, through an anonymous donor.

Since receiving this generous donation, the Athletic Office has converted the former Fitness and Wellness classroom in the Olcott Athletic Center into a year-round indoor golf facility, featuring the Trackman simulator and a putting area.

While the LC golf teams continue to use a net set up in Shimkus gym throughout the spring for indoor practice (mostly when the weather forbids outdoor practice and play), they augment this training with sessions using the Trackman simulator, which can accommodate one or two players at a time.

The Trackman, which displays the ball's 3D trajectory on a projector screen and tracks 26 different performance metrics, including things like clubhead speed, face angle, and carry distance, is a tool that is used by players and coaches of all levels of the game to help golfers improve the efficiency and consistency of their golf swing.

When asked how the acquisition of a Trackman would benefit the future of the LC golf programs, varsity coach Jim O'Donnell responded, "The boys and girls golf programs have been strong for several years and Trackman is the ideal technology to enhance our training."

Having a permanent indoor practice area will be an especially valuable tool for offseason practice and for being able to better simulate real golf in the early spring when conditions are still too snowy or wet for courses to open.

While the Loomis Chaffee golf coaches do not have the certifications or knowledge of a PGA Teaching Professional to be able to coach technical changes in a golfer's swing, they harness the Trackman technology to help their athletes improve in ways beyond coaching swing mechanics.

According to Coach O'Donnell, "As a coach, I like that we can analyze each player's game, quickly determine areas for improvement, and easily develop customized practice sessions to meet their needs."

Echoing this sentiment, Chase Thompson '21 said, "The Trackman will help me hone my game by tracking my exact distances, my accuracy, and precision," rather than focusing on its use in refining swing mechanics.

Coach O'Donnell has already witnessed improvements this season from training with the Trackman, mentioning, "Our players are becoming more proficient at controlling their distances and practice sessions are improved by the immediacy of feedback. When practicing indoors, the simulation makes our practice more real, because there is an outcome to every shot, just like out on the course."

Chase cited self-awareness as something he has gained from using the Trackman, saying, "My favorite part of the Trackman is the ability it has to record all of your statistics to help you know your game."

Aside from the practical upsides of improving early-season indoor training, the Trackman also makes indoor training more engaging and enjoyable.

When asked what his favorite feature of the Trackman was, Coach O'Donnell responded, "As for the girls team, I think they like the Closest to the Pin competition. I mean, who doesn't like being swept away to St. Andrew's for a fun team competition!"

While the Trackman Launch Simulator is undoubtedly a valuable player development and in-season training tool, it also has the potential to benefit the future of the program by drawing more interested golfers to Loomis.

When asked about the uniqueness of Loomis owning a Trackman, Coach O'Donnell responded, "At this point, only a few peer programs in New England have a launch monitor, but I foresee several schools acquiring one in the near future."

While Loomis remains one of the few NEPSAC schools to boast a Trackman, this technology has the potential to be an immense draw for prospective golfers.

Although the Trackman is only available for use by students who are members of the Loomis golf teams, the Athletic Office is hoping to eventually integrate its use into the Faculty Wellness Program, though they still must consider how to properly train users and secure the facility.

The Trackman training tool, acquired through the generous donation of an anonymous donor, is an investment in the future of the LC golf programs, which will help continue the immense growth the programs have experienced in recent years.

*Disclaimer: The writer is a member of the LC girls varsity golf team.

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BEST COACHING MOMENTS 2019

Hazel Le '22 | Contributor

“Joining the girls on a full-field scrimmage”

-Lauren Williams and Lillian Corman, coaches of JV field hockey

“Pelicans Powered by Passion”

-Fred Seebeck, head coach of varsity swimming

“An incredible journey on a historic season”

-Jeff Dyreson, head coach of varsity volleyball

“Enjoying the team’s Founders League victory”

-Andrew Bartlett, co-head coach of boys cross-country

“Players applying taught skills in games”

-Koby Osei-Mensah, head coach of III soccer

“Players begging ‘just one more shift’”

-Liz Leyden, head coach of girls varsity ice hockey

A LEADER AND A LEGEND

AN INTERVIEW WITH JADEN RISMAY '19

David Choung '21 | Sports Editor

*edited excerpts of an interview with Jaden Rismay

The following dialogue is an interview with Loomis Chaffee varsity athlete Jaden Rismay. Jaden Rismay is a senior day student who hails from Bloomfield, Connecticut. As the captain of three varsity sports (cross country, swimming, and track and field), Jaden belongs to a rare pantheon of individuals who have been successful and a leader at the highest level of high school competition. Jaden will attend the University of Chicago this fall as a member of the class of 2023.

David Choung: It’s pretty rare for someone to get captain in one varsity sport, never mind three. How do you feel about attaining this amazing achievement?

Jaden Rismay: I think [getting captain] has been a journey [laughter]. I really like being a three-sport captain because I get to know everyone, and I feel like all the younger kids sort of look up to me. I really didn’t think I would get [captain]. I just thought I would be a good example for kids because I’m not really an outspoken person. To be honest, I never really anticipated being a tri-varsity captain. I thought maybe cross country and swimming because I’m really invested in those sports, but I didn’t think track because I’m not so good at it. I just felt really small in track compared to other sports. I didn’t think anyone even knew I existed in track [laughter]. Funny story, I was at a doctor’s appointment the day of elections for track, and someone texted me “you’re captain” and I was like “What. Really? Oh okay.”

DC: You are the captain of three relatively different sports. Take me through your personal journey with each of these sports. What made you decide to get involved in each of them?

JR: I’ve always been a swimmer since I was 6 years old when I [took] swimming lessons and started to get involved in swim teams at around 8 years old. I really liked swimming, so I continued to do that for basically my entire life. I have been top 16 in the state for the [100 yard breaststroke] and the [200 yard individual medley] I peaked when I was 14 [laughter]. For running, I thought it would help with my endurance for swimming, and I really liked the people on the running team at my old school so I thought “why not?” I never thought I was really good [at running], but I thought I was an average high school runner. I was thinking about doing water polo when I came here, but I did really well the year before at the cross country championship so I decided to stick with running and see how it would play out for me. Cross country has like sixty guys on the team and unlike track, where you may feel [small], cross country just feels like one big family and inviting community. As a new sophomore, all my new friends were in cross country, and that’s why I did track too because I thought “I can run again.” I didn’t think of doing other stuff because I’m really uncoordinated [laughter]. I don’t really play sports with balls [because] I can’t really catch or throw. I think that’s why I stuck with running in track, cross country, and swimming.



Photo by David Choung

Jaden Rismay was a captain of boys varsity cross country, swimming and track and field.

DC: How hard was it to transition from sport to sport and what did you do to help those transitions?

JR: Transitioning from cross country to swimming, you have to work up your cardiovascular system again because you’re working different muscles which means that you’re really tired in the water. It takes a couple days or weeks to get back into shape. For running, it’s a little easier because you can just run. Like, I ran during swim season to stay in shape for [track and field] because going from swimming to running [puts] a lot of stress on your joints, so you can get injured really easily. You want to continue running during swim season to stay in ‘running health,’ but obviously there is the cardiovascular component from swimming to running too. You [may] have good endurance, but you’re working different muscles again, so you have to build up that strength again.

DC: I’m sure you know being a student at Loomis takes up a lot of our time. As an athlete, you would probably argue that it’s harder for you to balance school and sports. How have you balanced those two aspects of your life?

JR: Since I’ve been swimming my whole entire life, I think it has taught me a lot about discipline and setting times aside for work and friends. I definitely spend the majority of my weekend with friends, but I’m doing homework from Sunday afternoon to night. Then, every day after practice, I go to dinner and straight to the library. I’m here [at the library] until 9:45 p.m. every night. I don’t go home because I know if I do I’m not going to get my work done, so I have this mindset that I’m going to come and get my work done. It’s hard but it’s definitely doable.

DC: Is there a sport in particular that has taught you the most about yourself and itself? What was it?

is also mentally hard because you know you can do it, but you don’t want to do it because you don’t want to be put under this much stress. However, the teammates around you make [cross country] worth it because they make running sort of fun, I guess? [laughter]

DC: Do you have a particular story about the hardest practice you’ve ever had at Loomis?

JR: There were a series of multiple practices in swimming [with a set called ‘eighteens’] where we swim 3 sets of 6x75 yard freestyles, and it’s basically a hundred percent effort. You get a little rest between each set but, during the sets, you just feel so tired. Your arm is cramping up. Your leg is cramping up. People are coughing, wheezing, and that’s making you breathe harder because you’re hearing all these people struggling, and you’re just like, ‘I want to give up too.’ Everyone just keeps going, though, and at the end you’ll have chocolate milk, fruit, and cookies to look forward to.

DC: As a senior now, what advice, tips, or bits of info would you give to Loomis students who want to try new sports or want to try the sports that you have done?

JR: Ms. Knight, Mr. Bartlett, and Seeb are all great people. I miss Ms. Shimamoto and Coach Cali. This may sound really mean but don’t do the sports if you’re not going to give a 100 percent effort. You don’t want to do something you don’t like because you’re going to be miserable and that’s going to [set] the tone for the team, and you don’t want to contribute that negative energy. If you’re not feeling well, just don’t say anything [laughter]. I don’t know, just try to be positive even when you’re not feeling well. Be optimistic about each practice and each day. For swimming, I didn’t always want to be there, but I always thought about what it meant to the team, myself, and the coaches. I didn’t really want to let anyone down.

DC: Sort of branching out from what you said, what would you say to the athletes who want to give up at the sport they’re playing because it’s “too hard.”

JR: Don’t just quit a sport because it’s too hard. If you’re good at it, and you have the potential to do better, you should just keep going.

DC: On the flip side, what about those who aren’t doing so great at a sport they like, those who are growing frustrated with their lack of improvement?

JR: Put in that extra work if you want to get better. You might not see improvements now, but you just have to keep doing what you’re doing and, by the end of the season, you should see some improvements. Like, that was me for every sport. I always get frustrated when I’m not improving my time, but I know I’m going to improve at the end of the season when I’m all tapered and rested. Just trust the process. Trust your training. Trust your coaches and trust that they know what they’re doing.

JR: Definitely swimming. It’s during the winter which means there’s no sun, it’s dark, and gloomy. Sometimes, you don’t look forward going to practice, but you just got to tough it out and get yourself in the mindset of ‘you’re doing this for a reason. You’re trying to get better. you’re trying to get faster. You want to place at championships.’ I also think you feel a lot better going to [swimming] practice when your teammates [are] around you. The camaraderie that you feel is the reason why I’m able to do this. I need people around me to fuel me.

DC: What sport have you been interested in trying?

JR: Water polo, probably. I think I came to Loomis thinking I would play water polo, but I never got the chance to because it’s in the same season as cross country. All the swimmers did water polo and knew each other, so when I did swimming in my first year I had to learn everybody’s name. It happens every year when we get new kids for water polo who are swimmers too. I don’t get to know their names until swim season, which kind of sucks.

DC: Between the three of these sports, which was the physically hardest sport for you and which one was the most mentally taxing?

JR: For mentally taxing, definitely swimming. It’s just because it’s in the winter, and you’re already depressed because there’s snow on the ground. Okay, I don’t like snow. I like warm weather. Anyway, you’re just sprinting to class and when you come out of practice it’s already dark outside, so you feel like you don’t have any free time afterwards. Physically hardest? I would say cross country during meets. Meets are really hard because, depending on the person, you’re running at 100% for 20 minutes, you want to give up, and it’s hot, especially at Choate. Their hills suck. I guess [cross country]

HOLLYWOOD WITH HALSEY: US MOVIE REVIEW

Natalie Halsey '20 | Staff Writer

Us opens quietly; white text reveals the existence of miles and miles of tunnels under the United States. Abandoned subway stations, maintenance tunnels, mine shafts, all left to rot.

The next shot reveals a television screen, underlined by more text stating the year is 1986, and surrounded by classic 1980s memorabilia. Ads for the Santa Cruz Boardwalk, Hands Across America, and various other clips play. A young girl turns off the television, and stares into her reflected image, and the film begins, with every central theme of the film foreshadowed within the first five minutes.

Jordan Peele's *Us* had very big shoes to fill; Peele's first hit *Get Out* (2017) was not only incredibly successful, making \$255 million dollars from a \$4 million dollar budget, but also universally acclaimed by both audiences and critics. *Get Out* was smart, scary, and funny.

Us is also smart, scary, and funny, but something does not quite click. Where *Get Out*'s message of the fundamental racism of society was clear and to the point, *Us*'s message gets a little lost in the glory of its own world and metaphor.

Us is a gorgeous film. The shots are perfectly balanced, the colors complement, charm, and almost court the different scenes. The music, unsettling in minor key and incomplete chords with plenty of samples from classic horror, creates a perfect atmosphere for the unnerving, top-sy-turvy world of *Us*.

The scariest aspects of the film come from the most real fears; the unknown, losing a child, doomsday, mirrors, and home invasion are all themes in *Us*. Comedy is used efficiently and often in stark contrast to darker themes, making both stand even stronger. The performances are fantastic; Lupita Nyong'o as Adelaide and as doppelganger Red is an inspired performance, both characters distinct and contrasting.

The story, however, is slightly weaker. While the setting begins as an everyday version of real life, it quickly descends into a funhouse mirror version of reality,

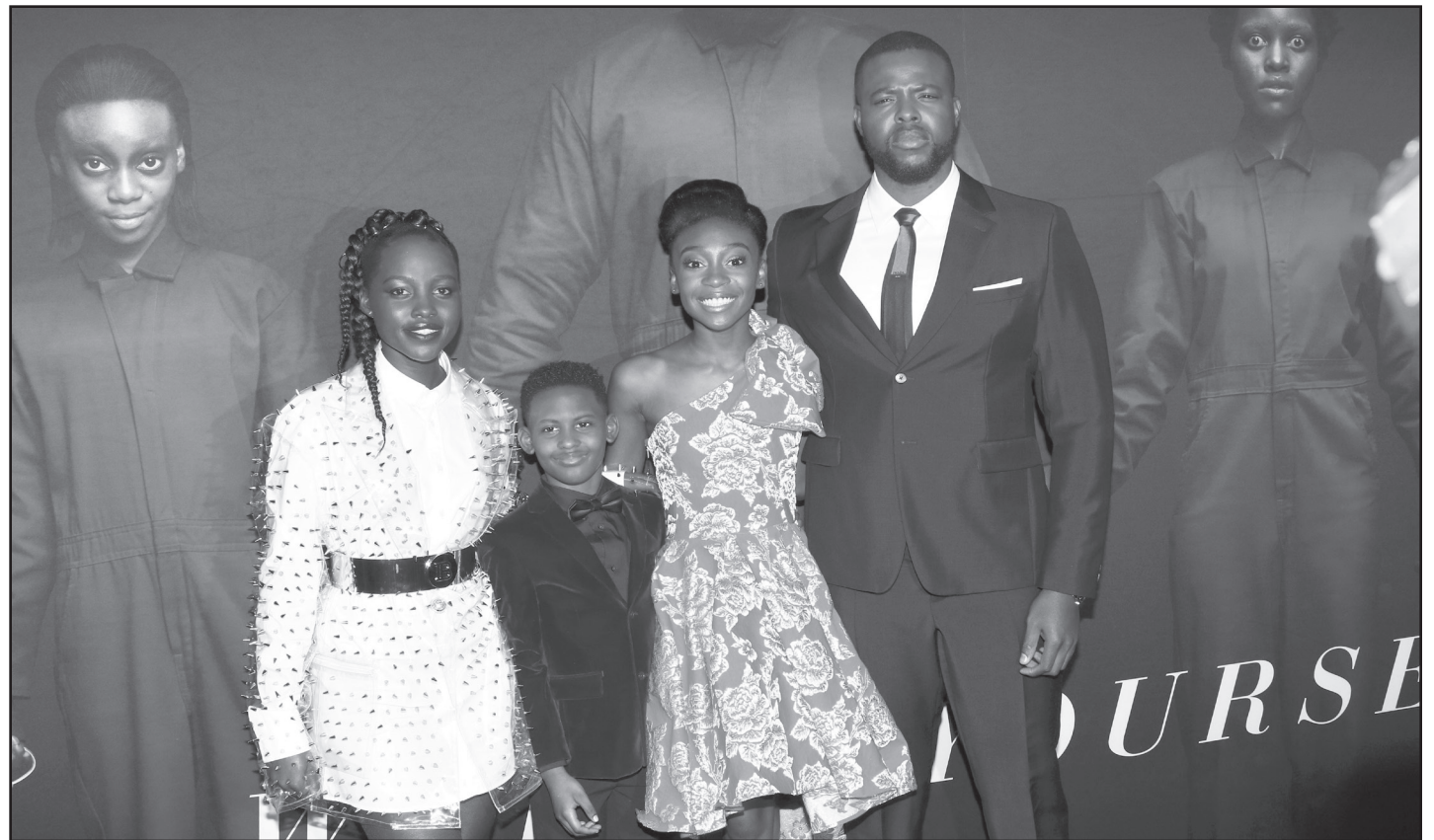


Photo by Greg Allen/Invision/AP

The stars of *Us* (L-R): Lupita Nyong'o, Evan Alex, Anna Diop, and Winston Duke.

with a horde of murderous doubles coming to kill their counterparts. However, the world's absurdity leads to a draining, sluggish final half hour, in which the setting is over-explained and overly detailed.

While Peele's previous work is praised for its attention to detail and meaning in every detail, *Us* nosedives off the cliff of believability and into the sea of stupid. Abandoned underground tunnels are believable. Doppelgangers representing our worst fears and faults are believable. Secret government experiments are believable.

But all these themes blended together into a strange and hard to swallow

smoothie, with many, many rabbits as garnish on top, is just a mess. And the final twist at the very end of the film, while fascinating, required perhaps a bit more explicit foreshadowing.

While I did not agree with some of the story choices, I still really enjoyed *Us*. The humor was great; Winston Duke's dad humor had me (and the rest of the audience) laughing constantly.

Possibly my favorite part was a small change to a setting: in 1986, when Adelaide and her family visit the Santa Cruz boardwalk, she wanders into a mirror funhouse called the Shaman's Vision Quest Forest, with a terribly insensitive and

hokey stereotype of Native Americans for a mascot and theming. In 2018, when Adelaide and her own family return to Santa Cruz, the funhouse has been rebranded to Merlin's Forest, with Merlin himself beckoning as mascot.

This change, while minor and unimportant to the story, hammers home the attention paid to detail by this film. No theming as insensitive as the "Shaman's Forest" would remain in the present day. While some of the absurd themes of the film begin to weigh it down, *Us* is still a highly enjoyable and thought-provoking thriller.

U.S. HISTORY RESEARCH PAPER 101

Ashley Chung '19
Director of Design

1. Start early! Brainstorm ideas about what your topic might be, and start your research as soon as possible.
2. Utilize the caffeine at your disposal—learn to live with coffee.
3. Set loud, obnoxious alarms in advance of your impending deadlines, so you won't forget about them.
4. Find things to do when you are taking a break from writing: doodling, gaming, snacking, etc.
5. Create a thousand playlists on Spotify to keep you motivated.
6. Watch history documentaries on YouTube to visualize the time period that you are writing about.
7. Familiarize yourself with heartbreaks—you are going to have many of them throughout this process.
8. Write many drafts! (Seriously.)
9. Take naps during your daytime free blocks, and then stay awake until 5:00 a.m. trying to meet your deadline, which is the same day. Absolutely not speaking from experience.
10. Meet as many times as you can with your history teacher, and ask for their advice and feedback. You got this. Good luck!

COLLEGE "ULTRA"-CONFIDENTIAL: A FORUM FOR THE RICH AND FAMOUS

Brett Donshik '20 | Contributor

**PLEASE HELP!!! WHAT ARE MY SON'S CHANCES FOR YALE?????????—Posted by FrazzledCeleb122*

FrazzledCeleb112: Help my son! He has a 1.1 GPA (All Ds with the occasional D-) and a 560 SAT. He has always dreamed of going to Yale, and I really would love to get him into the school. What are his chances

\$\$\$\$\$\$: What is your budget? It's hard to chance your son if I don't know how much money you are willing to shell out.

IvyGrad60: I think your chances are pretty good if you have the right connections.

FrazzledCeleb112: I'm willing to spend 2 million dollars and I have a friend who knows the soccer coach

\$\$\$\$\$\$: I would say Yale is a pretty safe bet for your son then!

FrazzledCeleb112: Great!

**Should I apply to Georgetown or Stanford?—Posted by AnxiousBillionaireChild*

AnxiousBillionaireChild: Help me choose a school! I paid someone to get my SAT up to a 1380, and my GPA is a solid 2.5, but I need to know which school would be a better fit. I've narrowed my

choices down to these two schools because I enjoy the ideas of both rowing and tennis, but I'm having trouble choosing between the two. Please help!

WellConnected305: Which sport are you better at? Go to whichever school you will enjoy playing sports at more.

AnxiousBillionaireChild: Neither. I've never played either sport. For that reason, I need help choosing.

WellConnected305: Just base your decision on which coach you are more connected to/will take more money from you. You'll be sure to receive an offer of admission and a spot on the team to play whichever sport you choose.

**Chance my Kids for USC--AuntBecky*

AuntBecky: I have two twin boys, Nikki and Alex, and I need help getting them into USC. USC has always been their dream school. Their stats are incredibly low (I don't want to specify), but they really love partying hard and having a USC degree would be amazing for them. What do you think their chances are?

Crew(photoshopped)isLife: Your kids are out of luck if you don't know the crew coach. But if you do, I've heard photoshop might be able to get them into USC.

AuntBecky: Ooh. My friend knows the crew coach. I'll contact her right now. I

bet my chances are pretty good!

Crew(photoshopped)isLife: Good luck! Please update us with results!

**Will I get into Williams?—Posted by YouTubeStar*

YouTubeStar: My dream school is Williams College. I have a 16 on the ACT and Mostly Cs in school. I have no extracurriculars. I would be willing to spend as much as it takes to get into the school.

Realist010: I'm sure you can try with some Williams coaches, but so far we haven't had any proven results with that school on these forums. Maybe legally buy a building? I'm not sure anyone else has tried though. May I suggest some safety schools like Yale or Georgetown?

RickSinger: Keep trying and I'm sure you can get a Williams coach to fold and accept a bribe. In the meantime, I would apply to other schools like UT Austin, Stanford, USC, USD, and any others that have proven backdoor entry through falsifying your sports prowess.

YouTubeStar: Thanks so much! I'll definitely let you all know whether or not I find success with Williams or if I had to attend a different college.

HOW WELL DO YOU KNOW THE STUDENT HANDBOOK?

Andrew Park '22 | Contributor

Rules:

1. Do NOT look at the Student Handbook as you are taking this test.
2. This test is designed to take less than 15 minutes. If it takes you longer, please go do something more important.
3. Once you have solved all the questions, go read the Student Handbook. If you log onto your Loomis account, and go to the student portal, you will find it under Essential Resources.
4. Once you have read and understood the Handbook, go on living as a proud Loomis Chaffee student, and don't break the rules.
5. Reward for a perfect score: a free copy of the *Log!* (Go on, take it!)

The Quiz:

1. At least how many credits must a Loomis Chaffee student earn between grades 9 and 12 to receive a diploma?
 - A 12
 - B 15
 - C 16
 - D 18
 - E 20
2. What is the abbreviation for the warning signs that someone may be considering suicide?
 - A PLACE
 - B FACTS
 - C FIREY
 - D TRAIN
 - E GHOST
3. TRUE or FALSE: Even when Loomis students turn 18 (or at the beginning of the year if entering as an 18-year old), they are not free of the expectations of the school.
 - A TRUE

- B FALSE
4. How many tardies result in a Saturday night study hall?
 - A 3
 - B 4
 - C 5
 - D 6
 - E 8
 5. TRUE or FALSE: If a teacher does not appear for class for 15 minutes, the students are allowed to leave without any consequences.
 - A TRUE
 - B FALSE
 6. TRUE or FALSE: An advisor or dormitory head is able to place any junior's or senior's name on the breakfast check-in sheet.
 - A TRUE
 - B FALSE
 7. How long can you borrow a book from the library, and what is the late fee?
 - A 14 days, \$0.10 per day late
 - B 21 days, \$0.10 per day late
 - C 21 days, \$1.00 per week late
 - D 28 days, \$0.10 per day late
 - E 28 days, \$1.00 per week late
 8. Which of these statements is FALSE?
 - A Students excused from school for religious holidays should be allowed extra time to complete assigned homework.
 - B An assignment for one class should require between 30 and 45 minutes of work. A week's homework for one class should consume between two and three hours' time.
 - C Students are not required to complete more than two major evaluative exercises (tests or papers) in one day. Those

two exercises should be the first two assigned; the student should negotiate deadlines for additional major assignments in advance of the original deadline.

D Students need not report to the classroom until the bell rings, signifying the beginning of the period, nor are they expected to remain after the period ends.

E Major evaluative exercises may not be assigned in the two days prior to any exam period.

9. What percentage of a dorm room's wall space are pictures and posters allowed to take up, according to fire safety regulations?

- A 10%
- B 15%
- C 20%
- D 30%
- E 50%

10. If a student accumulates X number of Level I violations, how many hours of work must he/she do for the school?

- A 2 violations, 4 hours
- B 3 violations, 4 hours
- C 2 violations, 6 hours
- D 3 violations, 6 hours
- E 2 violations, 8 hours

11. What Major School Rule number is bullying listed under?

- A 2
- B 5
- C 8
- D 11
- E 15

12. TRUE or FALSE: You are NOT allowed to throw snowballs within the quads or near school buildings.

- A TRUE
- B FALSE

Answers:
 1. C ("To receive a diploma, a student must earn a minimum of 16 credits (full-course equivalents) between grades 9 and 12.")
 2. B ("If are you concerned that someone may be at risk, your first step in helping may be as simple as learning the FACTS or warning signs.")
 3. A (See: "Age-18 and Over Policy")
 4. D ("...six tardies will result in a Saturday night study hall.")
 5. B ("If a teacher does not appear for...10 minutes, ... one student should report this fact to the Dean of Faculty Office in Founders. After compiling a list of students present, the appropriate adult will dismiss the group.")
 6. A ("An advisor or dormitory head may place any junior's or senior's name on the required breakfast list if that student develops a pattern of missing first-period classes or fails to keep an orderly room.")
 7. B ("Books circulate for 21 days with a \$0.10 per day late fee.")
 8. B ("An assignment for one class should require between 30 and 45 minutes' work. A week's homework for one class should consume between three and five hours' time.")
 9. C ("Pictures or posters may cover only 20 percent of a room's total wall space.")
 10. E ("A student who accumulates two Level I violations must work eight hours (one class day) for the school.")
 11. D (See: "Rule 11")
 12. A ("Students are asked not to bat, or kick balls, or throw snowballs within the quads, near or in any school building, or on any porch.")

WHY ISN'T THE BELL RINGING?

John Howley '21 | Staff Writer

Friday, 3:19 p.m.

You stare at the clock longingly, focusing on the sharp tick of the small hand as it approaches the four. Despite the approaching freedom of the weekend, the familiar sound of papers shuffling and backpacks frantically being opened cannot be heard. Why is no one getting ready to leave?

3:26 p.m.

It's been six minutes, and the teacher is still talking! You contemplate raising your hand to inform the class of the time, but just as you bring yourself to do it, your teacher begins to discuss the figurative language in *Macbeth*, and you never interrupt an English teacher when she is talking about Shakespeare.

4:02 p.m.

Over 30 minutes have passed since you were supposed to leave, and you still are writing and re-writing random interpretive sentences. Why is the bell not going off? Why is the teacher still talking? Are you stuck in an alternate dimension where school never ends? Are you going insane? Have you correctly structured your appositive sentence?

5:30 p.m.

The hunger is setting in. The walls begin to close in around you as you realize that your teacher's dramatic recitation of

the famous *Macbeth* soliloquy is not going to end anytime soon.

8:46 p.m.

Is this what death is like? Am I in some weird Twilight Zone episode where school never ends? WHY HASN'T THE BELL RUNG? You sit in your wooden chair dumbfounded. Asking to go to the bathroom, you plan to escape the confines of the Harkness table and run to safety, but your teacher denies your request. You only just finished Act I.

11:56 p.m.

You are pretty sure that your B2 class of English has become a hostage situation. Soon people will notice you are gone and start looking. Maybe they will send an entire search party or get the local authorities involved!

8:20 a.m. Saturday

"BRRRING" the bell screeches harshly. Apparently, since there was a Pelican Day, the LC administration had decided to let the bell ring to force kids to actually get up. You awake dreadingly as your teacher gives her final remarks about the last few pages of *Macbeth* and then dismisses class.

If only the bells had rung yesterday...



Graphic by Ashley Chung '19

WARNING SATIRE

Liam Scott
 Editor-in-Chief

Has anyone else realized that the soft serve machine is still broken?

"Honestly, I can't remember a time when the soft serve machine actually worked. Frankly, I'd be surprised if I walked into the dining hall one day, and it was working," said a relatively indifferent senior. "But don't even get me started on the ice machine."

Lost: Tradition
 Reward: Undisclosed sum

One of Loomis's most consistent traditions has been lost. The photos of varsity athletic teams in the Athletic Center seem to have mysteriously ended, starting in 2016. What could be behind this? Who would steal such a seemingly innocuous tradition?

Write for the Log! What else are you going to do during your free time??? Email lc.thelog@gmail.com.