

The Loomis Chaffee Log

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Dr. Culbert's Sabbatical Draws to a Close

By RYAN FORTANI '22
Staff Writer

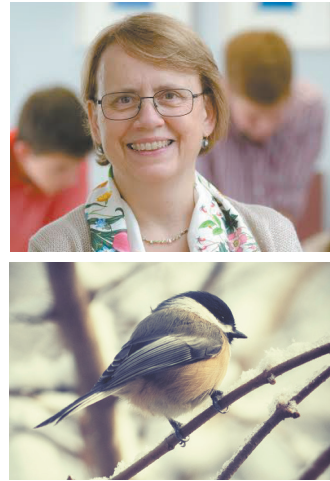
At the end of the 2018-2019 school year, Head of School Dr. Sheila Culbert announced her decision to briefly depart the Loomis Chaffee campus for a research-based sabbatical during the 2019 fall term.

Dr. Culbert has spent the majority of her time at her house in Meriden, New Hampshire, where both she and her husband Richard Wright, a professor at Dartmouth who is also on sabbatical, have spent time traveling and researching. While most of her time is focused on her historical research, she has also been "lucky enough to travel through Dartmouth...and went to Italy in late October."

For her sabbatical, she aimed to expand her understanding of the history of slavery in regards to educational institutions of the antebellum period (the duration of time between the War of 1812 and the American Civil War), she was specifically interested in how this tumultuous period affected Dartmouth College and its administrators.

"I was interested in why Dartmouth president Nathan Lord had switched from being anti-slavery to pro-slavery in the 1840s and 1850s," Dr. Culbert said.

Dr. Culbert examined how twenty northern colleges, universities, and preparatory schools handled the issue of slavery, along with their admissions policies regarding students of color between 1820 and 1865.



Photos courtesy of Dr. Sheila Culbert

Left: Head of School Dr. Sheila Culbert's office at her Meriden, New Hampshire, home. Bottom right: Dr. Culbert's photo of a chickadee, posted to her Instagram account, @culbertsheila. Dr. Culbert used her sabbatical to research how schools in the 1800s handled the issue of slavery and to study bird biology at Cornell.

Dr. Culbert explained that a large portion of her research focuses on the tension within academic institutions, in particular, between administration officials, the faculty, and student bodies, which occurred due to the pro-slavery bias of "college presidents... in the middle of the 19th century."

"At the same time, students and faculty pressed for immediate abolition. This set up conflicts at a number of schools," she said.

Dr. Culbert plans to apply her extensive

research into creating a book manuscript that she has already begun working on.

In addition to her passion for history, Dr. Culbert is also an avid birdwatcher and photographer. Pursuing these passions, she has spent time taking a course through Cornell University on bird biology.

Dr. Culbert has found that her time on sabbatical has helped her grow, not just as a researcher, but also as an educator and a leader. Her time in New Hampshire has re-

turned her to her roots as an academic.

"It is a good discipline for faculty members to return to the core functions of research and analysis," she said.

Her Cornell course, specifically, has reminded Dr. Culbert of what it means to be a student and to take courses that are often outside one's typical strengths. The bird biology course was "definitely outside of [her] humanities comfort zone," Dr. Culbert said.

While she has enjoyed her time at home, Dr. Culbert is ready to return to Loomis as her time on sabbatical draws to a close.

"Life in the woods of New Hampshire can be a little isolating...and I miss my daily interactions with students and faculty and my colleagues in the administration," she said.

She also expressed her readiness to return to teaching as she now has a new understanding of the antebellum period that she can bring to light during her course: the American Civil War. Dr. Culbert is also prepared to work on the upcoming campus construction projects as an administrator, such as the renovation of Grubbs Quadrangle and the Norris Ely Orchard Theater.

Dr. Culbert is excited to once again witness discussion between students, especially about the current national political climate.

"I am looking forward to hearing students discuss and wrestle with what are extremely nuanced and complicated issues [such as] the election of 2020, impeachment, foreign policy issues, immigration, race relations," Dr. Culbert said.



Loomis Chaffee Athletics and After School Program

All students are required to participate in a LC program all 3 seasons each year

9th Graders must minimally fulfill the equivalent of 2 Team and 2 Physical Exertion activities during the year.

10th Graders must participate in at least 1 season of Team and 2 seasons of any other options.

Independent Study Program: ISP are for students who excel in their sport, music or art. There is an application process.

Fall

Team and Physical Exertion	
V & JV Football	VJV Girls Cross Country
VJV,3rds Field Hockey	VJV Boys Water Polo
VJV,3rds Boys Soccer	Equestrian
VJV,3rds Girls Soccer	Intramural Soccer
VJV,3rds Volleyball	Intramural Crew
VJV Boys Cross Country	Dance Company
	Fall Play
Team	
Robotics	Team Manager
Physical Exertion	
Cardio Fitness ^	Agriculture
Performance Training	Ballet Technique
Squash	Athletic ISP
Tennis	

Winter

Team and Physical Exertion	
VJV,3rds Boys Basketball	VJV, Boys Squash
VJV Girls Basketball	VJV, Girls Squash
VJV Boys Ice Hockey	V Boys Swimming and Diving
VJV Girls Ice Hockey	VJV Wrestling
VJV Girls Ice Hockey	Equestrian
V Girls Swimming and Diving	VJV Alpine Skiing
	Intramural Basketball
	Dance Company
	Musical
Team	
Robotics	Instrumental Ensemble
Debate	Math Team
Science Team	Team Manager
Physical Exertion	
Cardio Fitness ^	Winter Jogging
Performance Training	Spin Class (9)
Hip Hop	Club Ski
Yoga	Athletic ISP

Spring

Team and Physical Exertion	
VJV Baseball	V Softball
Crew	VJV Boys Track and Field
VJV Boys Golf	VJV Girls Track and Field
V Girls Golf	V Girls Water Polo
VJV,3rds Boys Lacrosse	Intramural Ultimate
VJV,3rds Girls Lacrosse	Frisbee
VJV Boys Tennis	Dance Company
VJV Girls Tennis	
Team	
Team Manager	
Physical Exertion	
Cardio Fitness ^	Jazz Dance Technique
Performance Training	Equestrian
Cycling	Outdoor Fitness
Hiking	Yoga
Badminton	Athletic ISP

^ does not apply to freshmen

Courtesy of the Loomis Chaffee Athletics Department

LC Clarifies Afternoon Activities Requirements

By LILY POTTER '21
Staff Writer

A working group consisting of teachers and administrators has tightened and clarified the afternoon activities requirements for Loomis Chaffee students this year, with increased emphasis on the aspects of teamwork and physical exertion.

Starting with this year's freshman class, students will be required to complete two physical exertion activities and two team activities during the school year. These requirements will be extended to each incoming class of students.

To accommodate a variety of student interests, "physical exertion" activities include the fall play and winter musical in addition to athletics, and "team" activities include options like debate, robotics, and instrumental ensembles.

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Photo by Alejandra Velasquez '20

Emma Goldfarb '20, Julie Chung '21 and Grace Thompson '22 portray the Weird Sisters. This fall, the Norris Ely Orchard Theater put on a production of Shakespeare's tragedy, "Macbeth."

The NEO Performs "Macbeth"

By STEPHANIE ZHANG '21
News Editor

"So fair and foul a day I have not seen."

The well-known words of the famous Shakespearean tragedy, "Macbeth," rang out in the Norris Ely Orchard (NEO) Theater every evening from November 5 to 8. This fall, the Loomis Chaffee theater department chose Macbeth as the fall play and the theater students have worked all of the fall term in preparation for show week.

Every evening, the NEO was packed with students, faculty, and parents who arrived to see the final product of all the theater student's work. Since Loomis students read "Macbeth" during their English class sophomore year, many students got to see the work they are reading or have read come to life.

"Acting in such a dark, intense show such as 'Macbeth' was a very different experience for me," John Howley '21, the actor who played the title role, said.

"Typically, I have played more lighthearted and comedic roles and have enjoyed portraying that classic Shakespearean humor onstage, so taking on such a serious, heavy role was off putting at first. But, with the classic English class text analysis and coaching from the directors, I was able to explore the role and try and bring a version of him to life."

Overall, the show included eighteen actors, ten technicians, two stage managers, and eleven adults on the production team. Rehearsals for the show amount to nineteen hours per week and around twenty-one hours from Friday, Saturday, and Sunday the weekend before show week.

The actors and technicians also shared some of their thoughts on creating and doing "Macbeth."

"We got to create the show ourselves a little more than past plays. Instead of just acting, we learned how to block scenes and in general create a show more than just doing a show," said Talia Mayo '21, the actress who

played a murderer, a soldier, and Young Seward.

Along the lines of creating the show, Olivia Zoga '21, a theater technician, explained her role in physically building the set and managing the lights.

"As technicians, we assemble a lot of the set. The set, sound cues, and light cues are all designed by professionals, but a lot of the walls and the white platforms on stage were assembled by us. We also manage the sound cues and light effects during the show," she said.

Since "Macbeth" was the NEO's first tragic play in a while, the actors said they found it interesting but also challenging to explore. "I think 'Macbeth' was challenging because it was very dramatic and at times a depressing play which most of us are not used to. However, it was really fun to learn how to tell a story like this and get into the world," Kassie Rivera '21 said.

"[Macbeth] is a mass murderer who loses all shreds of sanity, so it wasn't necessarily a headspace that I was used to explore but it certainly was fun. Playing such dark and disturbed characters on stage, I find, can be just as fun as playing the lighthearted comedic ones as it still allows me to explore the extremes of emotions...and I get to sword fight!" John said.

"I really liked the cool costumes and all the actors in the play were absolutely fantastic. Overall, it was a great show!" Margot Korites '21, a Loomis student and member of the audience, said.

Since the sophomores will all read "Macbeth" starting in January they had priority seating at the free dress rehearsal on Tuesday night.

"The production was amazing, the casting was really well done, and John Howley is an amazing actor: they did a really good job keeping true to the Shakespearean element while not going over the top so that the wider audience could understand it," Bill Ngo '22 said.

Juniors Study the Slave Trade in Newport, RI

By MINJUNE SONG '21
News Section Editor

Loomis Chaffee juniors explored Newport, Rhode Island on the annual U.S. History Trip on October 31. Departing at 7:00 a.m. and returning to school at 5:30 p.m., students braved the five-hour bus ride to

attend a historical tour of Newport by the Newport Historical Society.

Students toured through the Old Colony House, Common Burial Ground, and Newport Historical Society archives, as well as some other sites, to learn about the historical memory of slavery and slave trade in Newport.



Photo by Krishnapriya Rajaram '21

The main street in Newport, R.I. Juniors toured places such as the Old Colony House and the Newport Historical Society archives.



Photo by Julian Hernandez '21

A group of LC juniors examine primary sources and texts from the African American society in Newport, Rhode Island.

Log Editors Travel to Journalism Conference

By MINJUNE SONG '21
News Editor

Twelve students members of the Log and the Log Faculty Advisor Jessica Hsieh '08 departed from Loomis Chaffee at 5:00 a.m. on Monday, November 4, to attend the Columbia Scholastic Press Conference (CSPA) at Columbia University, New York.

Log editors traveled to the New Haven Union Station by "toaster" (school bus) and took the morning train to Grand Central Terminal, New York.

Students then took the New York subway to arrive at Columbia University, located in Morningside Heights.

Columbia University hosted its 80th annual CSPA convention on November 4th, and 111 separate groups from secondary schools attended, with Loomis being one of

the attending schools.

The CSPA is a "one-day regional conference offering sequence focused on writing, editing, management, design, photography, and digital media," the CSPA mission says.

Log editors had the option of attending 72 distinct sessions offered by 26 different speakers.

Session topics varied from news writing, magazine writing, photography, print and digital news, yearbooks, and law and ethics. The speakers included award-winning newspaper advisors from other high schools, as well as professional journalists from publications like the New York Times and Newsday.

The Log editors returned to Loomis Chaffee in time for study hall.



Photo by Jessica Hsieh '08

Twelve Log editors traveled to Columbia University to attend the Columbia Press Association Conference on November 4, 2019. It was the 80th year the conference has been held.

LC Students Participate in New York Times Narrative Contest

By **EMILY KHYM '23**
Staff Writer

Final submissions of short personal narratives were due for the the New York Times Personal Narrative Essay Contest on October 29. With a 600 word limit, this contest was an opportunity for high school students around the world to submit narratives about something meaningful to them.

Over 8,000 writers submitted entries, including a total of 31 Loomis Chaffee students.

Although the New York Times has conducted similar contests before, this is the first year that it has invited personal narrative submissions.

"I think that the contest appealed to our students because there wasn't a narrow topic; each writer could focus on a story of personal interest. Loomis Chaffee students also have a lot of experience with this type

of writing, as they practice writing personal narratives and personal essays throughout our English curriculum," Director of Writing Initiatives Ms. Kate Saxton said.

"The personal narrative contest is a great opportunity for teenagers to express themselves creatively because it gives us the opportunity to tell our stories, whether it is something troubling about our past or a challenge that we learned to overcome," Biani Ebie '21, a student who submitted her work to the contest, said.

"I enjoyed this whole process," Cate Hughes '20, another student who participated in the competition, said. "I like creative writing and it was nice to be able to write something that wasn't for a grade. I think it's really great that the New York Times offers opportunities like this for students to be able to share their writing in a formal but relaxed setting...I got the opportunity to do some creative writing."

BIANI EBIE '21

"Abruptly, he comes to a halt. He glances at his clipboard for a long second and carefully calls out "Biana?" He looked around the class yet no-one responded. That couldn't be me, right? He said BI-Anna, but my name is Bee-Ann-E. "Biana?" he calls out again. Flustered that about having to correct my new teacher, I slowly raise up my hand and utter, "It's pronounced Bee-Ann-E." "My apologies, Bee-Ann-E," he says, mimicking my pronunciation."

KRISHNAPRIYA RAJARAM '21

Too Old for Yo-Yos

"Not a single soul had brightened the hallway until their arrival. While their presence lacked the dramatic upheaval typically associated with life-altering events, the man carried on as though the world depended on him, but the girl's eyes appeared red. Pulled away from the comforting womb of her home, she shivered, vulnerable in the frigid depths of the hallway. Shadows crawled over the walls and gulped the feeble glow of the cheap lights."

SOPHIA CHEN '22

Sunday

"Thousands of people flood the streets of Hong Kong, dressed in black as if in mourning. They are haloed by the orange glare of the street lights, armed with wood panels, cardboard wound with tape, stolen street signs that read 'PEDESTRIANS' in neat, bold letters, and lurid red lasers that cut through the night. Policemen emerge from the gloaming, settling in rows of plastic shields like see-through gravestones."

LCCA Advocates for Climate Action



Photo by Kelly Eng '20

Anya Sastry '20, Cheri Chen '20 and Freya Rich '20 pose with their climate action posters.

By **ZACHARY DAVIS '21**
Staff Writer

The Loomis Chaffee Climate Association (LCCA), one of Loomis's newest student-run organizations, is hoping to rally the LC community into climate advocacy and leadership in the wake of rising youth environmental movements across the nation.

They believe that the United States government is doing very little to address the issue of climate change.

America's youngest leaders are taking matters into their own hands by lobbying politicians and participating in strikes to alert government representatives about climate issues.

In a recent event on campus hosted by the LCCA, Bobby Gibson, a Connecticut state representative, spoke about climate advocacy.

He offered insights about methods of effective communication with representatives, on both the federal and local levels, and how powerful that communication can truly be.

Bobby Gibson's visit to Loomis was one of the events hosted by the LCCA, and they hope to host one every two weeks.

Science faculty member Mr. Neil Chaudhary '05, the LCCA's faculty advisor and advocate for legislative action on climate change, hopes that the LCCA can have more meetings with lawmakers to show them that "there is a strong, durable political will in the population for this kind of movement."

While optimistic about the possibilities of change in the upcoming years, he holds the belief that politicians' primary goal is to get re-elected, and communities around the nation need to prove that prioritizing cli-

mate legislation is the highest priority.

The looming catastrophes behind global warming may seem overwhelming and even frightening, but when asked about positive changes occurring today, Mr. Chaudhary referenced the sometimes forgotten power of local and state bodies in the United States.

Mr. Chaudhary said that, in response to the general disregard for the threat of climate change and the current administration's decisions of withdrawing from the Paris Climate Accords, "federal government is not the only source of power in this country."

He elaborated that states or local legislatures can discourage high carbon emissions through subsidies and maintain attainable goals for sustainable energy, despite lacking federal support.

Anya Sastry '20, co-executive director of LCCA with Tallula Johansen '22, addresses students who care about the climate problem but are unsure about where to begin.

She urges them to "start with local climate action groups" and "get involved at the community level and being able to make local changes that starts the process of solving the issue."

While the LCCA has enjoyed successes within its first months as an organization, such as involving Loomis students in the Climate Strike in Hartford on September 20, writing letters supporting climate action for elected officials, as well as the aforementioned Bobby Gibson meeting, the group has also encountered challenges.

"[Many Loomis students] rightfully focus on their schoolwork and their athletics. Climate action is something they should be focusing on as well, but it can be difficult in such a busy community," Anya said.

Niche.com Rankings: What Do They Mean and Are They Important?

By HAZEL LE '22
Social Media Manager

On the boarding school review website Niche, Loomis Chaffee currently ranks 13th out of all the boarding schools in the United States. In Connecticut, Loomis ranks third, behind Choate Rosemary Hall and The Hotchkiss School.

Niche is the leading source for boarding school rankings. On the main website, niche.com, students can find the most recent ranking of K-12 schools and colleges. They can also type in a specific school's name and find information about that school.

On the school overview page, students can find a school's location and its Niche grade, which includes grades on Teachers, Academics, Clubs, Diversity, College Prep, and Sports, phone number, how to apply, tuition, rankings, class size, students ratio, and reviews.

Niche uses sources ranging from the US Department of Education, National Center for Education Statistics, and reports from Niche users.

When Niche ranks schools, it considers the following factors: composite SAT/ACT score (30.0%), top colleges score (25.0%), college enrollment (15.0%), culture and diversity (10.0%), parent/student surveys on overall experience (10.0%), and student-teacher ratio (10.0%).

Standardized test scores, top college scores, and parent/student surveys are all self-reported by Niche users, making up 65% of the website's ranking methodology.

However, Mrs. Amy Thompson, Loomis Chaffee's dean of enrollment, along with many students around campus, believes that the Niche website should serve only as a reference and not as the main source of information.

"The other 35% is based on the US Department of Education statistics, which do not apply to private high schools," Mrs. Thompson said.

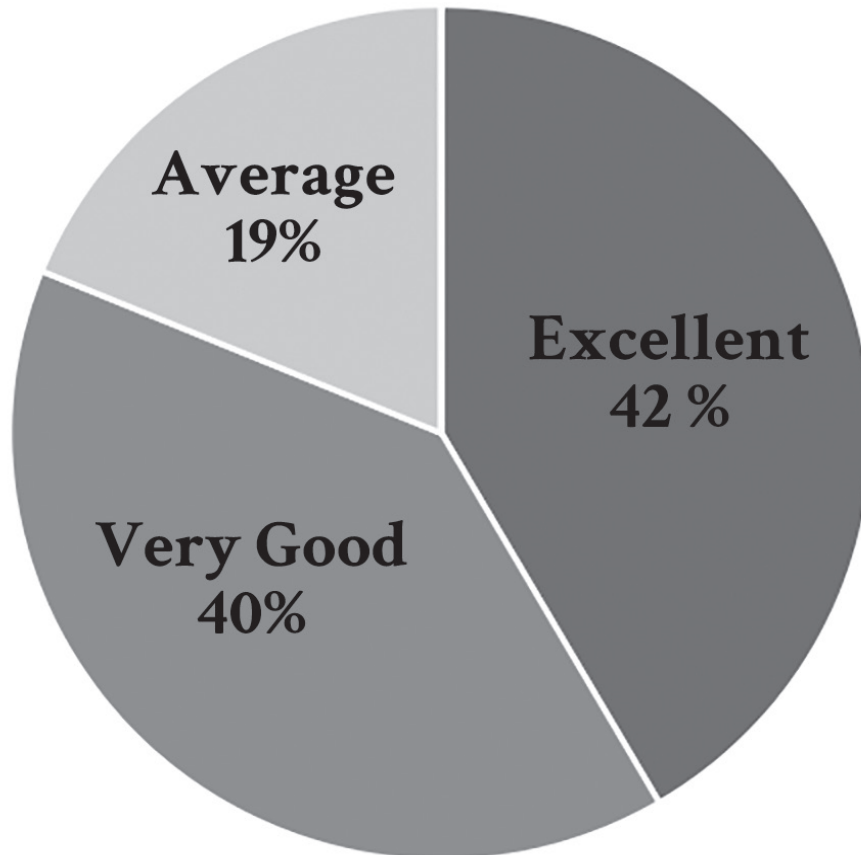
In addition, many schools have "Niche Partner Accounts," which allow them to upload their data to the website. With a premium account, schools are able to directly advertise themselves to applicants.

"Niche is in the business of making money off of these rankings, relying on families' use of them to determine school quality," Mrs. Thompson said.

Niche is not the only source of unreliable rankings. Mrs. Thompson addressed the US News & World Report college rankings and how data used for these websites are "heavily biased."

Rankings websites calculate school rankings by using the same set of data, like ACT/SAT scores and student-teacher ratio, but not all schools share the same priorities for these factors.

Ratings by Students, Alumni, and Parents



"Research[ing] unique components of boarding schools and see[ing] if they match up with your personal ambitions and if they can help you grow and further those ambitions both as a learner and a creator... is the most important factor[s] to take into account," Debi Chakraborti '21 said.

Valerie Chu '20, an international student, emphasized that she focused on "class size, school size, location, international student percentage, and well-roundedness" when she was applying to her schools.

In addition to school size and rigor, Tess Carty '20, a day student from Suffield, CT, believes that "your gut feeling" is the most important part of choosing a school.

Although Mrs. Thompson does not think Loomis's ranking is particularly meaningful, she admits that she enjoys seeing many positive reviews about the school on Niche.

In a survey of eight Loomis students, five admitted to reading Loomis's reviews on Niche before applying to boarding schools.

"I really value what people in the school thought about [the school] and what the

school believed they provided. The website gave reviews from alumni and current students as well as general information about each school," Isabella Jiang '22 said.

Matthew Tombaugh '21 came across an advertisement for Loomis on Niche. "Searching through schools in my area, I happened to stumble upon Loomis. I noticed that their Academics, College Prep, and Sports were all an A- or above," Matthew said.

"Niche did have an impact on my application process... [I could] understand what is individually special about a specific boarding school," Nathan Ko '23 said.

For Alan Abdrazako '21, "[Niche] is only obligatory for applicant...when applying to a big pool of other schools."

Instead of researching only school rankings, students can also look into the school's main website and pay the schools a visit.

While students could find basic information on Niche, specific programs and statistics are much more elaborate and clear on the school's main website.

Rankings by Niche.com

#3/65

Best Private High School in CT

#5/87

Most Diverse Private High School in CT

#13/373

Best Boarding High School in America

"On our site, we have everything from pages for each academic program that outline their philosophy and courses to podcasts and videos with students about student life," Mrs. Thompson said. "We have up-to-date campus news, social media feeds and information about the mission and history of the school. This is an incredibly valuable place to begin."

Tess Carty '20 said that visiting Loomis helped her decide to attend Loomis. "I left revisit day [feeling] totally content with my experience and the people I had met, resulting in a sense of belonging," she said.

In addition to Tess, Anika Ahilan '23 was also "convinced to come to our amazing school from the experience of revisit day" after she "witnessed the friendly community that [her] brother had always been talking about."

No matter what Loomis Chaffee's ranking is on Niche, "I think we are the #1 boarding school in America for many reasons!" Mrs. Thompson said.

LC Students Shadow Medical Professionals at UConn

By THOMAS HAMEL '21
Contributor

A small group of Loomis Chaffee students have the opportunity this fall to travel weekly to the University of Connecticut Hospital as a part of the Medical Shadowing Community Service program. It is the fourth term that this program has been offered to students interested in pursuing a profession in the medical field.

The program was created through connecting Loomis with Dr. Craig Rodner, orthopedic surgeon at UConn's Musculoskeletal Department and father of Loomis student Sophie Rodner '21. Additionally, this program is organized through Mrs. Heather Henderson, director of community service, and biology teacher Ms. Elizabeth Conger, who also transports the students to and from Farmington each Wednesday.

"Dr. Rodner really enjoyed the experience when the program began last year, and he

was excited about continuing it this year," Mrs. Henderson said. This experience allowed students to experience a typical day for different types of medical professionals, including orthopedic and spinal doctors, surgeons, APRNs (Advanced Practice Registered Nurses), physical and occupational therapists, and even an APRN who specializes in sports orthopedics.

Various daily routines and practices are fully demonstrated during these shadowing periods. The students watch and understand the doctors' reasoning behind all of their pre-exam procedures, the examinations themselves, and debriefing processes that are necessary measures to ensure the well-being of patients. Everyone is able to observe injections that provided temporary pain relief, and some also had the opportunity to sit in on minor surgeries.

The surgeons comprehensively explain their reasoning for each of the surgeries, including the patients' needs and their individ-

ual recovery processes.

The Loomis participants also have the chance to interact with medical students studying at UConn.

"In talking with the different medical students, you got the feeling that becoming a med student is possible despite the competitiveness and struggles of the journey," Ray Khan '20 said. UConn Hospital is considered a "teaching hospital," so there were plenty of students not much older shadowing and learning alongside the Loomis group.

On the final day of the program, Dr. Rodner expressed his hopes that this varied approach helped offer guidance for later career decisions, and elaborated that there are an almost infinite amount of other medical directions that students can pursue. Mrs. Henderson and Ms. Conger both mentioned that they hope to open a wider range of medical shadowing opportunities in the coming terms.



The SNUG Deserves Better

By RYAN JONES '20
Opinions Editor

"What was it called again...?"

I was certain he was joking, my lips tucking into a confused smile. But the pregnant pause that followed wiped the grin from my face, as I struggled to suppress a look of sheer horror. Surely, he couldn't be serious. My eyes scanned the room for validation, for eyes that had scoured packed couches for familiar faces, elbows that had jostled through crowds for a whiff of warm cookies and cappuccino. I came up empty.

"It was called the SNUG."

As has become painfully clear to me in only the last few weeks, we four-year seniors, we who shuffled cheerily onto the Island in the fall of 2016, we who have patronized so many a dining hall, carry with us an unfortunate distinction: we are the last



Photo by Ethan Levinbook '20

An amphitheater previously led down from Rockefeller Quad to the SNUG.

class with any memory of the SNUG.

The SNUG (LC's former student center, wherein Students Nestled Under Ground) was a green-and-gray-painted, subterranean room adorned with sectional couches, high top tables, and the "Grill," a kiosk built into the SNUG wall with egg-and-cheese sandwiches that drew lines stretching to the front door.

Late at night, the SNUG was a meeting ground, where those sick of their dorm room could convene for late-night snacks and games of ping pong. During community frees, hordes of all shapes and sizes flocked to the SNUG in droves, racing from first block to avoid sitting on the floor or waiting twenty minutes for hot chocolate.

At times, it felt as if the entire school was there, united by some pathological need to shove through mobs of students packed in like sardines. We freshmen overcame our fear of upperclassmen, exchanging pleasantries with friendly seniors, yet simultaneously avoiding the over-stressed juniors fretting in the corner over some math class we couldn't even pronounce.

And for my cohort of day student freshmen, deprived of a room for mid-day naps or late-night Netflix binges, it was home base, a forum for bonding with our on-campus counterparts.

Like many other students, my discovery of the SNUG's untimely demise came with little fanfare, only days before bulldozers rolled through campus and farewell signatures began lining the bookstore walls. And yet, at the time, my reaction was largely apathetic; while older students inscribed nostalgic eulogies over new coats of white paint, we freshmen seemed largely unfazed. We

didn't know how good we had it.

Today, any mention of the SNUG, of warm cookies and high-top tables and throngs of idle students storming the Grill window, evokes a flurry of emotions from those who once dragged overstuffed backpacks through its hallowed halls. It's a loss mourned quietly, through memories of brace-faced freshmen fraternizing with their elders, through jokes about the SNUG's unfortunately-named temporary successor (the SNIF — Students Nestled In Founders — really tried its best). Yet, it's a major loss nonetheless.

The new student lounge is nothing to turn up your nose at, and would perhaps seem even nicer than our beloved SNUG to any untrained eye. But something feels almost foreign, almost unsettling about it, as if walking through the door causes some mantle of Loomis tradition to slip gradually from my shoulders.

While ample seating and shorter lines may seem like a perk, I yearn for the hectic energy of our home away from home away from home, the bumping shoulders and noisy laughter and overwhelming aroma of cinnamon rolls and caffeine. Perhaps it's the vestiges of my freshman self, who skirted nervously across the same floor, avoiding eye contact with terrifying seniors as I shoved together the components of a rather pathetic salad, but, for whatever reason, I can never seem to stay longer than a few minutes.

I cannot speak for those who came behind me, who never rested on the cold concrete of the amphitheater, never tripped over the heaps of day student backpacks outside the dining hall, or attended the feeble day stu-

dent equivalent of family style (which I'm pretty sure was only an excuse to dispense with the leftovers of the real affair). But, for them, I truly wish the best.

I hope, in the coming years, our new freshmen can reinvigorate the culture of camaraderie, the vibrancy in which we seniors once rejoiced. I hope they can experience the same crowds we packed into, meals we had, laughter we shared, and friendships we formed.

And I hope they come to love their student center, their home base, their meeting ground, because, sadly, I can't do the same. No, their student center isn't mine.

Mine is gone forever.

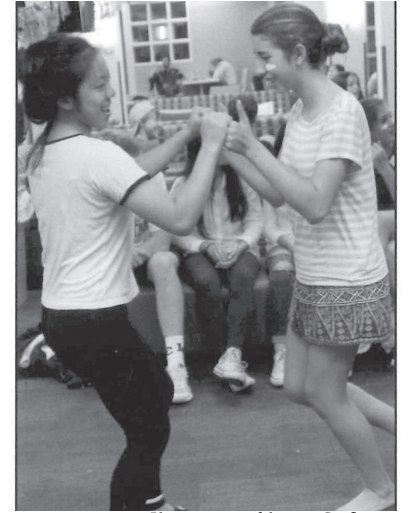


Photo courtesy of the 2017 Confluence

Becca Yen '20 and Alexa Valadez '20 dance in the old SNUG in 2017.

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CORRECTIONS: Photos of the Cutler-Howe dorm event in our previous issue were mis-attributed to Haven Low '21. The photos were taken by Ms. Lillian Corman.

EDITORIAL

Loomis Chaffee Has an Anti-Semitism Problem

On October 22, 2019, a swastika was uncovered in the Clark Center for Math and Science. Hiding behind a smartboard for an indeterminate amount of time, this swastika might have been drawn by any number of people: an LC summer student, a current student, an alumnus or alumna already in his or her sophomore year of college, a visitor to the island. Regardless, this swastika was not the first to appear on the island — in fact, it was the third since 2017 — and it certainly won't be the last. Loomis Chaffee has an anti-semitism problem that, regardless of the efforts of the administration, is persistent.

When this October's swastika was discovered, Interim Head of School Webster Trenchard acted swiftly. In the email that he sent the following day to the entire school, he described the image — a "heart with a swastika inside of it" — and urged students to exercise empathy and kindness. He led a ceremony in the chapel the morning of October 24, wherein Mr. Trenchard recited a passage from a Langston Hughes poem; Director of Studies Timothy Lawrence played his violin and led a performance of "Hallelujah"; Dean of Diversity, Equity & Inclusion Elizabeth Parada sang and spoke; and attendees participated in a moment of silence and reflection.

The swastika has made several previous appearances on the island. In March 2019, a swastika was found in a foreign-language dictionary in Founders Hall. In response, the Norton Center held a "coffee house" during which students advocating tolerance and understanding poured paint on the defaced dictionary.

In the fall term of the 2017-2018 school year, a swastika was carved into a toilet seat in Chaffee Hall. Head of School Sheila Culbert, too, acted swiftly to address and confront the issue; condemning the incident as an "overt act of anti-Semitism," Culbert encouraged students to "respect, nurture, and support people from all backgrounds, racial and ethnic groups, religious and political persuasions, and genders and sexual orientation."

The appearance of swastikas at Loomis Chaffee reflects a broader trend of rising antisemitism and white nationalism across the

nation. According to NBC news, the United States experienced a "historically high" number of anti-semitic incidents in 2019. On April 27, 2019, a 19-year-old gunman killed one and injured three at the Chabad of Poway in Poway, California. On October 27, 2018, a white nationalist killed eleven and injured six during Shabbat morning services at the Tree of Life - Or L'Simcha Congregation in Pittsburgh, Pennsylvania.

This alarming trend is apparent worldwide as well. A gunman killed two and injured two at a synagogue in Halle, Germany, on October 9, 2019, on Yom Kippur, the holiest day of the Jewish calendar. Over 100 Jewish gravestones were defaced in a cemetery near Strasbourg, France, in February 2019. State-sanctioned anti-semitism, too, is on the rise. Poland in 2018 mandated Holocaust denial with the introduction of a law prohibiting use of the phrase "Polish death camps" and banning accusations that the Polish state was complicit with Nazi war crimes.

As Dr. Culbert stated in November 2017, "these incidents provide us with an opportunity to re-assert our values, to stand up for what we believe, and to think about how we can make this a still more welcoming and supportive community." In order to combat the rising tide of antisemitism and white nationalism, we must learn from, and not merely condemn, these painful expressions of hatred.

We must understand that intolerance is bred by a lack of education and exposure. Accordingly, the administration should work to include more opportunities to learn about the Holocaust and the history of antisemitism in course curricula beyond that of the Germany and the Holocaust term course, which only a handful of LC students take. Students should be required to read at least one substantive book about the Holocaust — think *Night* by Elie Wiesel — during his or her time on the Island. World History, European History, English courses, and other classes should incorporate more Jewish voices and stories. Only by this education and exposure — and not solely by reaffirming our school's creed, however noble — can we foster a more understanding and empathetic community.

QUESTION OF THE ISSUE

What Do You Think of Class Dinners?

By VICTORIA CHE '21
Opinions Editor

Since the beginning of this school year, Loomis Chaffee has been hosting Class Dinners instead of Family Style. All students in the same class, boarders and day students alike, are invited to Class Dinner. Faculty are invited by class officers. All classes have had fall term Class Dinners.

MS. LAUREN WILLIAMS

Ammidon Resident, History Faculty

"I liked the class dinner because I think the highlight was that day students could be included... whereas for family style, it was more exclusive toward boarders, the class dinners were very inclusive of day students... It wasn't by dorm, so it was nice to share meals with kids who I don't usually get the chance to do that with."

TING-YO TAN '22

Carter Resident

"Since class dinner is only with your class, we don't get to eat with other people, like juniors or seniors, so that's something that I think falls short. While we are more familiar with the people in our dorms, I think class dinner was a good way to know more people in my grade whom I haven't talked before."

MAGGIE SANDERSON '22

Cutler Resident

"I thought it went well but I miss the more community-based family style. I like sitting with my dorm and getting to know girls that I don't usually get to spend time with but whom I see a lot."

TONY SHEN '20

Taylor Resident

"I enjoyed class dinner more than family style when everyone would be there. For Family Style, there would be a lot of people who you don't know; at class dinner I got to have conversations and bond with people in my grade, which is quite a valuable experience."

MS. LILLIAN CORMAN

Cutler Dorm Head, Modern/Classical Languages Faculty

"I really liked the senior class dinner because I enjoyed sitting with students that I taught during their freshman and or sophomore year, who I don't really get to see anymore. Especially for some of the boys: if we were sitting based on gender or dorm, I wouldn't see them. It was very fun to sit with and catch up with them for a full forty-five-to-fifty minute dinner. It was also fun to have conversations with seniors who I've heard of but have never had a conversation with."

WILL HOWLEY '23

Day Student from Glastonbury, CT

"I enjoyed it. I thought it was a nice atmosphere. The food was a bit better than it usually is. I got to talk to some new people."

CHRISTA FINLAY '23

Richmond Resident

"It was a lot of fun, I got to meet a lot of the other students in my grade that I didn't have classes or sports with... There were less food options because you didn't get to choose here."

MR. KOBY OSEI-MENSAH

Cutler Resident, Science Faculty

"I enjoyed sitting down and getting to know some of the freshmen in the class. It was nice to sit down and eat in a quieter setting. From my experience, it's worth having a formal occasion at least once a term where kids get to dress up formally. There weren't any major differences between family style and class dinner, so nothing much was lost in the process. I also think that it's important we do class dinner at least once a term so that kids can learn table manners and etiquette. It's a good way for people to sit down, put away their phones, and actually have a conversation."

MARAL ASIK '20

Day Student from Longmeadow, MA

"My perspective on the class dinner might be a little different, because it was my first formal dinner ever at Loomis since I'm a day student. From the day student perspective, it was such a bother. I had to go out of my way to wear a dress and nice shoes, and didn't really get time to shower after sports. Tuesday night dinners used to be great for me as a day student in the student center, because I could eat dinner sitting on couches and doing homework. Although I did admittedly go in with a bad attitude, the experience overall was not as bad as I thought it would be. I was seated with a few of my friends on my left and a few people I didn't know to my right, and ultimately made some pretty good conversation."

SAIF AL-ATASS '22

Harman Resident

"At first I thought that the dinner was going to be just like any other meal except with formal dress; however, I was pleasantly surprised when they brought out the nice steaks and delicious brownies. I did not really meet new people but I did talk to the people sitting around me and learned new things about them that I did not know previously."

MRS. NANCY CLEARY

Cutler Dorm Affiliate, Director of Admission and Financial Aid

"I enjoyed the experience and I really like the idea of the classes having special dinners. As a freshman/sophomore adviser, I was happy to be included. The class dinner seemed to have a different purpose than the family style meals of old. The family style meals were a good opportunity to help students learn (or practice) how to be polite at the dinner table. With family style we had rules such as waiting until your whole table had food before you began to eat or no clearing food while others were still eating. There were faculty with every group of 8-10 students. At this seated meal there were no specific spots for faculty so much of the table didn't have a faculty presence, and there was no clear expectation around decorum. But that said, I don't think this is was the goal of the class dinner. It seemed more like a chance for the students to be together for a meal. And that seemed like a good goal."

Naturalization Is More Difficult Than It Looks

By ALLY VELASQUEZ '20
Social Media Manager

As the last of the forty-nine prospective American citizens crossed the stage, the overwhelming cheers that filled Olcott Gym marked the end of forty-nine long journeys toward naturalization.

Our community witnessed the most joyous moments of these individuals' immigration story, but what about the moments leading up to their naturalization? Why is it that we got to witness only the happy moments of naturalization and had the privilege of ignoring the hardships?

Although Dang Phan '79 shared his moving refugee story, he represents only a small fraction of immigrants in the United States. The hardships Phan experienced while fleeing Vietnam are inspiring, but his specific process toward United States citizenship is a lot simpler than what many immigrants

face.

Phan's story shared only the hardships of immigrating, not of becoming a citizen. Many non-refugee immigrants spend decades navigating an arduous naturalization process.

The convocation our community experienced failed to address the incredibly hard process of simply obtaining a permanent resident card, let alone becoming a citizen.

There was no mention of the years of waiting that many immigrants endure as they hope to be granted entry into the United States, followed by additional years of waiting for a permanent resident card, months of citizenship preparation classes, before finally, after countless years, getting the opportunity to become a citizen.

The hardships don't end after immigrants leave their home countries; immigrants face many challenges in the process of getting naturalized.

Additionally, the convocation should have acknowledged the millions of immigrants being turned away for a permanent residency card, which prevents them from becoming citizens and even leaves some undocumented and facing possible deportation.

And what about the families that are being separated and the children that are being sent back to countries that they don't call home? Let us not forget about the cages these immigrant children are being put in because their parents wanted a better life for them.

Why didn't the convocation mention any of this? Why shouldn't our privileged community get to hear the full truth about immigration and naturalization? The truth is that many immigrants don't get naturalized, and if they finally do, it is after years or even decades of poverty, fear of deportation, and discrimination.

If the school is going to take it upon itself to conduct a conversation about immigration and naturalization, then it is the school's responsibility to acknowledge all sides of immigration. It is not enough to focus on the end goal; the entire process — hardships and all — should be acknowledged.

By choosing to show only the struggles faced by immigrants before arriving to the United States, through Phan's story, and celebrating the naturalization of forty-nine immigrants, our school ignored all the struggles in between.

It is the adversity faced in all the years between arriving to the United States and finally getting naturalized that makes the satisfaction of becoming a citizen even more joyous.

Unfortunately the school did not do all immigrants justice, and in the future a greater effort to fully encompass the difficulties of immigration should be put forth.

Don't Penalize Quiet Kids

By STACEY ZHANG '22
Contributor

"You should try to speak up more in class."
"He's doing well, but he is a little shy to talk."
"She could have done better for the graded Harkness discussion."

Over and over again, the less talkative students in class receive these comments from their teachers, or get lower participation grades than their peers. This predicament raises the question, is speaking up something that should be forced on the students?

I admit that encouraging students to speak up does present many advantages. Motivated to speak up, the students who feel less comfortable expressing their ideas become better advocates for themselves.

They then bring their otherwise-unspoken questions or unique ideas to discussions, making the conversation more informative for all students.

As a school in a rather quiet town in Connecticut, Loomis Chaffee provides a space for students and teachers to think differently by incorporating unique perspectives from a diverse student body.

Active engagement in conversations could also ensure that students have a solid understanding of the material and that teachers are aware of the class's progress. And, of course, speaking in the target language is important for language classes—how else would you know how to talk to an ice-cream vendor on a trip to Spain?

Thus, the comments and participation grades seem to be justifiable. However, the issue isn't that simple. Before quickly labeling a student introverted or inattentive, we should realize that there are many possible reasons for a student to avoid vocally participating.

One of these reasons could be that students are thinking and reflecting on the material.

Students who spend time on reflection may try to answer some questions risen from previous discussion or to formulate their own ideas.

Frequent participation by certain students, however, could interrupt others' thinking process.

These people might participate less vocally, but their silent engagement with the material should be valued equally. This idea is especially true in humanities classes, which require a lot of critical thinking. This process of thinking could and should take time, and it often generates more thoughtful conversations.

Participation is essentially a collaboration, and sometimes one's silence is precisely what allows others to speak. We've all seen that one person answering every question and dominating conversations in class. A collaborative class is then transformed into a monologue. Instead of solely focusing on their own voice, students should also be considerate about listening to other people.

However, one of the most common reasons for students avoid speaking up stems from simply not having any thoughts or questions about the specific topic.

As I mentioned earlier, students should try to think through the material and engage with the teacher's questions, to see if they have ideas, disagreements, or questions. Unfortunately, those don't always come to us, even when we try. One might speak a lot in one discussion, but refrain to do so when confronted with another topic.

The reasoning is simple: he is more passionate about the former and has more ideas to share, or he understands the latter topic completely so he doesn't have as many questions.

The idea of not having anything to contribute is magnified even more in graded harkness discussions or fishbowls. These activities, mostly used in English classes, often task students with discussing a specific text or some questions, while being timed and graded. It's almost like putting up an improv show for judges.

The students tend to prepare extensively the quotations and theories they want to talk about during the discussion, which may be beneficial, depending on the teacher's intentions. How-

ever, the fact that one's grade depends largely on how much one participates could make the student feel that they have to talk, despite the thoughtfulness of the content.

The classroom atmosphere varies from class to class, but the pressure of grades can often drive students away from thinking and reasoning about the actual content. One can drivel on with some convincing rhetorical skills without actually thinking anything through. Sometimes, class discussions simply become a rather unfruitful and repetitive conversation if students feel an obligation instead of a desire to speak.

"I think that conversations are most beneficial when students go into it with an open mind, and you can't exactly do that when a student is forced to speak," Jay Srivastava '22 said.

Grading discussions at least helps the shy students share their ideas, right? Perhaps, but it never makes their vocal participation sustainable. As someone who feels more comfortable talking in some classes than others, I realized that the responsibility of "speaking up" doesn't lie solely in the individual.

Rather, it is a product of the interactions among the teacher and other students. By exploring these interactions, teachers could find a way or two to make everyone in the class more willing to speak and share their thoughts. At the end of the day, you can't just say "it's a safe space" and expect someone to share her personal stories.

Classes shouldn't be dull monologues or forced conversations. They should be a thoughtful and mutual exchange of thoughts and questions. This in no way justifies avoiding discussion; instead, it is to make the point that students shouldn't always feel obligated to speak up.

Different learning styles work best for different people, but teachers, as well as students, can work to make their class environment a safer and more inclusive place for a diverse set of ideas.



Trying New Sports Is Worth It

By **JOHN SIHN '21**
Contributor

I am not an athlete. I was the kid in gym class that everyone picked last. While everyone fought for the ball, I sat in front of the goal, watching the occasional plane fly by in the empty sky. When the ball rolled in, I grabbed it or missed it, kicked it as far away as I could, and waited for it to return. When it returned, I kicked it away again.

Shortly before my freshman year, I sat in my room, reading through the information for new students. Then I saw it:

"9th graders must minimally fulfill the requirement of 2 team and 2 physical exertion activities during the year." Flashbacks to gym class suddenly ran through my mind. Maybe this wasn't the school for me after all. Maybe I should've stayed in Korea. I dreaded the thought of sitting mindlessly in front of the goal, or being chosen last yet again.

After debating which sport I should opt for, I decided to play it safe and joined club soccer. I told myself that I could stand in front of the goal again just like I did in middle school.

And so I did.

While my teammates eagerly volun-



Graphic by Ethan Levinbook '20

teered for striker and midfield, I chose goalie. I stood thoughtlessly in front of the goal, kicking the dirt, peering at the empty sky, observing the vastness of the meadows stretching across the horizon. When the ball rolled in, I grabbed it or missed it, kicked it as far away as I could, and waited for it to return. When it returned, I kicked it away again.

This year, however, all sports were already occupied...except club squash. Another wave of fear consumed me as I opted for a

sport I had never even played before. I lumbered to the squash courts, expecting another uninteresting, fruitless athletic outing.

At first, I minimized my movement and often swung my racket too early or too late. I felt clumsy, incompetent, and uncoordinated next to the JV players, who shot the ball across the court at lightning speed.

Nevertheless, the more I played with my friends, the more I found myself improving, and soon I was leaping and diving for the ball like the others. For the first time, I was no longer spectating. I was playing.

The much-dreaded sports requirement ultimately pushed me to venture into the unknown and find a place where I belonged. As such, pushing students like me to partake in a sport not only encourages them to pursue a healthier lifestyle, but also motivates them to find an environment where they feel both welcomed and committed.

The thought of playing a new sport can be daunting, but at the end of the road may lie a priceless and unforgettable experience. Whether one's main interest is debate, mathematics, or football, exploring the unknown can offer a new world of possibilities.

Grace Doherty '22 and Jake Lotreck '21 on Being Student-Athletes at LC

By **GAVIN ANDERSON '22**
Staff Writer

Even with the intense academic rigor of the Loomis Chaffee School, two students, Grace Doherty '22 and Jake Lotreck '21, are able to maintain their athletic prowess and contribute to the success of both of their respective teams.

Athletes at Loomis Chaffee lead busy and stressful lives, but that doesn't detract from their strong love for their respective games and their pursuit of their best selves.

For Grace Doherty '22, soccer has been a huge part of her experience on the Island. As one of only a few freshmen selected for last year's girls varsity team, Doherty's skillset and passion have been on full display every time she takes the field.

"I have been playing since I was three, and it's one of the only things that I really enjoy," Grace said.

She uses her experience to contribute to her team's success and also help new members of the team with their play during

games. An essential piece of the team's young core, she is looking to step into a bigger leadership role and continue to help the team rack up more wins.

Grace credits her family's support as the main factor behind her motivation and strong play. Despite being a day student and her family having a busy schedule, Grace still gets a good amount of support at her games.

"With my family being really into sports, they have always pushed me to keep going," Doherty said.

Often, both Doherty parents will carve time out of their day and show up to support their daughter and the team at both home and away games.

Another one of Loomis Chaffee's most successful groups is the boys cross country team. Jake Lotreck '21, one of the team's best runners, recently helped his team win another Founder League trophy.

"I enjoy chasing after my teammates," Jake said.

Jake and other members of the team

push one another and motivate each other to break their own records every time they run. This hardworking team dynamic has supported a robust program that has had much success for a long time.

The motivations of this team are clear: they want to be the best and uphold the prestigious image that they have created. Motivated by their past successes and each other's drive, boys cross country has had one of its best seasons this fall.

With another successful regular season and Founder League championship win, they are looking good heading into the New England Championship race at the end of this season.

Both these students serve as exemplars for successfully balancing the athletic and academic workload at Loomis. This is manifested by the prolific stature of Loomis Chaffee's varsity girls soccer and varsity boys cross country programs.

Doherty and Lotreck both confirm that this legacy will be carried on throughout the end of this fall season and into the next.



Photo by Neala Sweeney '20

Jake Lotreck '21 continues to train after the New England Championships. Jake, along with two other teammates, plans to run at regionals on the historic Van Courtlandt park course over Thanksgiving break.

Fall Athletic Records

As of November 12, 2019
Records Format: Wins-Losses-Ties

COED VARSITY TEAM:

EQUESTRIAN: 2nd, 4th, and 6th place in three shows

BOYS' VARSITY TEAMS:

CROSS COUNTRY: 9 first-place finishes

SOCCER: 11-3-4

WATER POLO: 17-5

FOOTBALL: 3-6

BOYS' JV TEAMS:

CROSS COUNTRY: 1 second-place finish

SOCCER: 8-6-2

WATER POLO: 10-3

FOOTBALL: 2-6

BOYS' III TEAM:

SOCCER: 6-7-2

GIRLS' VARSITY TEAMS:

CROSS COUNTRY: 5 first-place finishes

SOCCER: 5-9-2

VOLLEYBALL: 14-4

FIELD HOCKEY: 10-7

GIRLS' JV TEAMS:

CROSS COUNTRY: 4-2

SOCCER: 11-1-1

VOLLEYBALL: 13-2

FIELD HOCKEY: 7-3-5

GIRLS' III TEAMS:

SOCCER: 2-7-1

FIELD HOCKEY: 0-5

VOLLEYBALL: 9-1

LC Boys' Varsity Soccer Team Gears Up for NEPSAC Tournament

By **MERCY OLAGUNJU '22**
Staff Writer

New England Prep School Athletic Conference (NEPSAC) tournaments are fast approaching, and as the Loomis Chaffee boys varsity soccer team is hoping for another successful year. Over the past three years, the boys' soccer team has performed outstandingly. Their accomplishments include being New England champions in 2017 and New England semi-finalists in 2018.

What contributed to the team's success?

Over the past three years, the Island has welcomed three new coaches to the varsity soccer team: head coach, admission associate, and English faculty member Tim Helfrich '96, history and language faculty member Sebastiaan Blickman, and Mr. David Malloy.

In the fall of 2017, the team earned two prestigious accolades: NEPSAC 'Class A'

champions and Founders League Champions.

This year, the coaches are all-in on the development of the boys soccer program.

"Commitment to the program and the right training style," is one of the coaching staff's core values, Coach Blickman said.

"The willingness to work hard and the understanding of the game" has also contributed to the success of the team, Coach Malloy commented.

"About 50 percent of the kids come in with good knowledge about the game and our jobs as coaches are to try to get them to the next stage or get them on the college and I think it helps them in the long run," Coach Malloy said.

Akeim Clarke '20, one of the team's three captains, shared that the sense of togetherness between the team is one of the biggest contributors to their success.

"We're very good friends on and off the

field so that really helps with team bonding and the way we interact on the field. We also have a lot of technical guys on our team and we might not have the biggest team (physically) but the fact that we're so technical allows us to play our own style of soccer, which is passing and moving, that ultimately helps us against teams that may be bigger, stronger, or faster," Akeim said.

"We've had a competitive team for the last couple of years and we've been lucky to have players that are committed to the game and in particular, playing for our team," head coach Mr. Helfrich said.

He shared that success in soccer not only depends on talent, but dedication, teamwork, belief, and hard work.

Mr. Helfrich also said that the team graduated fourteen players last year.

"The fun challenge for us this year has been bringing new players into the program, getting them acclimated, and getting

them to know how to play as a team," Coach Helfrich said.

"We're still in the process of trying to figure out how to play as a team and what the best version of this team looks like," Coach Helfrich shared.

Even with many new players on the team, LC varsity boys' soccer has had a successful season.

"The team has had enough moments that have built some confidence and given us the belief that we could do some good things in the post-season. But we're not there yet, and we have a lot to play for. At this point, we're just trying to make it into the tournament and then we'll give it our best shot," Coach Helfrich said.

As the fall sports season slowly comes to an end, each team looks to finish on a strong note.



Photo by Gabriele Kozik '20

Ben Casner '20, Jamis Fite '20, Akeim Clarke '20, the 2019 boys' varsity soccer captains, pose for a photo in Olcott Gymnasium. Akeim, Ben and Jamis are looking forward to their upcoming games determining the team's standing in New England.

LC Clarifies Afternoon Activities Requirements

By **LILY POTTER '21**
Staff Writer

Continued from the front

"A working group, chaired by Dean of the Senior Class Nick Barker and Dean of Faculty Andrew Matlack and including many teachers and administrators but very few coaches, developed these new policies with an eye toward student wellness and considering the benefits of group activities to community and of physical activity to cognitive, emotional and physical well-being," Associate Head of School Mr. Webb Trenchard said. "We began to look at our afternoon requirements as part of the athletics strategic planning process."

The working group was initiated by the athletics department after they came to the conclusion that the previous afternoon activities requirement was unclear and allowed for too many exceptions.

"We took a look at it because of inconsistencies in the old requirement. We want-

ed to make sure we looked at in holistically and really focus on the importance of team and physical fitness in all aspects," Ms. Sue Cabot, director of athletics, said.

The new policy was set in place to improve clarity about what is required and to make it easier for administrators to make sure all students are in compliance.

Under the new system, "every activity is tagged with physical exertion, team, both, or nothing. We'll run a report to see what every kid is signed up for and make sure that they are meeting the requirements and notify and student who doesn't meet the requirements," Assistant Athletic Director Ms. Stephanie Bissett said.

Although the idea for this reform started in the athletic department, the working group later broadened out to include faculty from other departments since the afternoon programs include a variety of programs other than athletics.

For the team component of the requirement, the athletics department talked to different coaches for debate, robotics, the

musical, and other collaborative activities.

"In defining ['team'], we looked at things students do collaboratively for an end result," Ms. Cabot said.

Regarding intramural sports, commonly referred to as club sports, "Our goal was to try to bring back a robust intramural sports program for students who don't want to commit to the interscholastic athletic program, but still want to be part of an athletic team," Ms. Cabot said.

The working group wanted to establish intramural sports teams as having individual groups of teams that they would play throughout the whole season.

Although the working group is encouraging non-athletic activities to have two days a week of some type of physical exertion, they do not want to insert requirements that would interfere with the established time table for these activities. Going forward, there will be a continued conversation about including physical exertion in all afternoon programs without taking away from what they do.

"We didn't think it was appropriate to mandate things to programs that are already very successful and focus on what they need to," Ms. Cabot commented.

For example, the working group suggested that the debate team consider doing 20 minutes of yoga or walking around the loop during debate practices.

Faculty advisor to the Loomis debate team, Mr. Curt Robison, shared Ms. Cabot's wish for more commitment to physical activity in afternoons but also had apprehensions about students not having enough time to practice debate skills.

"I think it is a good idea to encourage people to have a healthy lifestyle that includes maintaining a certain level of fitness. I hope, however, that this won't come at the expense of debate training," Mr. Robison said.

"I think it's important. I think everybody should have some type of physical exertion. It really fits our philosophy in the importance of a happy mind, body, and spirit," Ms. Cabot said.

Review: “Macbeth” Is Bewitchingly Good

By COOPER RAPOSO '21
Contributor

The NEO's newest production, “The Tragedy of Macbeth,” does great justice to Shakespeare's play and gives a chilling portrayal of a man's terrifying descent into madness and treachery.

The play follows Macbeth, a Scottish lord who, after being given prophecies by three witches and being convinced by his wife, decides to murder the overly trusting King Duncan and his own former ally, Banquo, to become the king of Scotland.

Macbeth is eventually defeated by Macduff, a rival lord who seeks to put Malcolm, the son of Duncan and rightful king on the throne.

The tragedy of the downfall of the once honourable Macbeth is an excessively human story, a story of a man, with some per-

suation giving in to his darkest ambitions. The corruption of Macbeth is mesmerizing to watch, his cruelty and dishonor growing with each second.

Junior John Howley's performance of Macbeth is as tragic as it is terrifying, the unhinged madman that reveals himself in the last acts petrifies the audience, not letting us look away for a second as Macbeth's savagery unfolds. The true sorrow of Macbeth sucks you in eerily in his “Tomorrow” soliloquy after the death of Lady Macbeth, brought to the stage beautifully by John.

Lady Macbeth provides a calm, calculating contrast to Macbeth's manic fervour, feeding her own vicious nature into his ambitions, and setting him on his merciless pursuit of ill-gotten glory.

Lana Breheney '21 masters the cool and confident exterior of Lady Macbeth, while

still conveying her ruthlessness and yearnings for power.

The torturous guilt of the Macbeths is beautifully diffused through the last acts, manifesting itself in both the sleeplessness and madness that consumes them and the imagined blood that neither of them can truly clean from their hands. This guilt eventually consumes and kills Lady Macbeth.

The whole cast contributes excellently to the story, each character tempting or countering the actions of Macbeth and Lady Macbeth. The three witches, played by Grace Thompson '22, Julie Chung '21, and Emma Goldfarb '20, and their prophecies provide a chilling impetus for Macbeth's actions.

Senior Steele Citrone's portrayal of King Duncan conveys the King's trusting naivete, contrasted with his dark-humoured Porter.

Grace Kulas '20 is the noble Macduff, the perfect antithesis for Macbeth's treachery. Banquo, played by Tom Zhang '21, is missed after his unhappy and shockingly visceral death at the hands of Macbeth's assassins.

The play is bewitchingly put together with fascinating costumes, a beautiful set, and intricate lighting.

The costumes are a motley yet elegant combination of old and new, giving the play a captivating modernity.

The set, facing askew, provides a superb backdrop to the regal and twisted play.

The lighting emphasizes the emotions of the characters with colors and darkness, adding another layer to the already intricate play and enriching the intensity of the performances.

“Macbeth” The Comedy

By JANUS YUEN '21
& ANDREW PARK '22
Contributor & Melange Editor

Foreword:

Over the weekend, we sojourned to Stratford-upon-Avon in England on a quest for the elusive Comedy of Macbeth, Shakespeare's lost 38th play. In a pocket of air in the foundation of his childhood home, we found a wooden chest containing this manuscript of apparently antique make, excerpts of which include the following. It seems to be a transcript of a dress rehearsal of the play gone horribly wrong.

ACT I
Scene 1

Thunder and lighting. Three Witches fall from the sky.

First Witch

Alright, when are we going to meet again? In booming thunder, flashing lightning, or in pouring rain?

Second Witch

We'll meet when the hurly-burly's done, when the battle's lost and won.

Agnes

(Groans) I hope I turned off the oven.

First Witch

We gonna meet at my place or at your place? (Whispers to Second Witch) We both know Agnes doesn't have a home anymore.

Second Witch

Upon the heath.

First Witch

What in the world's a heath?

Agnes

Those cookies are going to be burnt. I'd better go see quick.

All

Fair is foul and foul is fair.
Hover through the fog and filthy air.

Broom falls from above the stage.

First Witch

You still didn't answer my question though...

Witches levitate off stage right on the broom, humming a jaunty tune.

Scene 7

Accordionists in kilts and torches. In a sewer, with scuba divers and servants with dishes carrying food across a ditch. Enter Macbeth.

Guests

(Off to the side) Why are we eating in a sewer?

Macbeth

(Shaking with gleeful trepidation) Whew, this better work. Oh, I just can't wait to be king. (Gestures to the right with an evil villain smile on his face) Cue the music!

MUSIC CUE: I Just Can't Wait To Be King (From “The Lion King”) Accordion Cover (56 - I Just Can't Wait To Be King)

VIDEO REMOVED BY YOUTUBE FOR COPYRIGHT INFRINGEMENT.

END MUSIC. Macbeth looks about him.

Well, that's not good.

Director

(Offstage) Cut! Cut!

Enter Lady Macbeth

Lady Macbeth

Honey, the king's almost done with dinner!

Macbeth

Oh no! Is he asking for me?

Director

I said CUT! The Disney representatives are here!

Lady Macbeth

(To Macbeth) What are you talking about? Shouldn't you be on top of things? And you want to be a king? You should be ashamed—

Macbeth

Ahhh! Please, stop! Didn't you hear? The director said cut! Disney is threatening us with lawsuits!

Lady Macbeth

(Shouting) THE SHOW MUST GO ON! DON'T BACK OUT ON ME LIKE A WUSS! (Gestures vaguely towards the back) SOMEONE GET THE LION KING MUSICPLAYING AGAIN!

Macbeth:

(In a calm, soothing tone) Ellen, let's not get carried away, not aga—

Lady Macbeth

(Suddenly calm) Do it and you're cool!

Macbeth

(Sighs) Fine, let's go. Get me the cleaver, babe.

They start heading backstage out stage left.

Lady Macbeth

(Pulls a cleaver out of her cloak and hands it to Macbeth) You see, if we kill ol' Dunkie right now, he will no longer be eligible for medicare and therefore will cease to be a liability on the Social Security System, which means that... (voice fades away)

They exit backstage.

Duncan

(Mutters something inaudible)

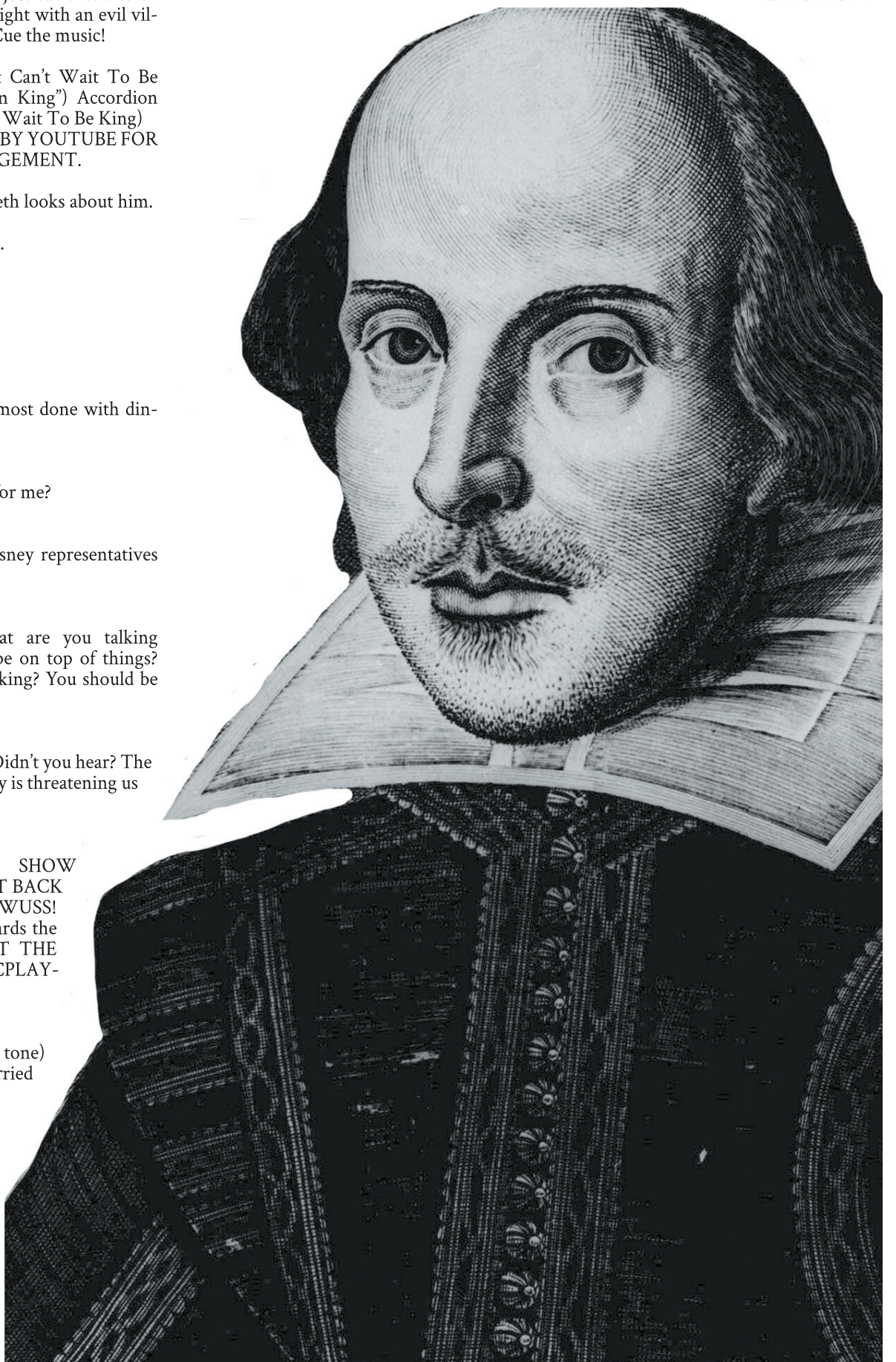
Macbeth

(Backstage, slightly muffled) What, you egg?

Muffled screaming, a loud thunk, more screaming, then silence.

Director: Aww shucks, they did it again. That was, like, our fourth King Duncan.

End of ACT 1



New Names for the SNUG

By **NICHOLAS JI '22**
Contributor

With the completion of the new Scanlan Campus Center last year, the community here at Loomis Chaffee has enjoyed the addition of wonderful new facilities to an already beautiful campus. However, serious complications have arisen concerning the renaming of the area that is officially known as Loomis Hall, but commonly referred to as the SNUG.

The acronym SNUG stands for Students Nestled Under Ground, which was a subterranean amphitheater before the popular hang-out spot was moved to ground level of the new campus center.

Various possibilities for new acronyms have already been proposed by school administrators, most notably SNAGL, or Students Nestled At Ground Level, a name so ridiculous that many contributors could not conceal their laughter during the Log's topics meeting.

Now, this dilemma effectively creates a social crisis, one that threatens to throw the whole school into chaos lest our team of innovative thinkers here at the Log are able to come up with a fitting alternative. And so, since the issue of renaming the SNUG clearly takes priority, our writers have been busy brainstorming potential new names for our beloved Loomis Hall.

In the first few hours, the only plausible

title introduced was FNAGL, Freshmen Nestled At Ground Level, a name well-received by our team due to its near-complete accuracy. Unfortunately, this acronym was deemed somehow even more awkward than SNIGL, and the option was scrapped due to its inability to be used in everyday speech.

Next came the rapid-fire thought period. Ideas were proposed and shot down left and right. Again, results failed to be produced, as the "Sauce Packet Graveyard" was too negative and had the dangerous potential to excuse littering on campus.

Our task force began to slow down to a crawl, fatigued from the toil. With much effort, the last two breakthroughs were introduced: STUPID and IDIOT, Socialization

Throughout Unscheduled Periods In the Day and Intriguing Discussions In Out-of-class Time.

Finally. After hours of painstaking labour, our team thought that they had finally succeeded. However, upon presenting these choices to the deans, we were shocked at the rejection of those proposals. To this day, our committee of the brightest minds at LC are still unable to understand why the Deans' Office refuses to approve those perfectly acceptable acronyms.

You know what? I give up. I think the name "SNUG" works just fine.



Graphic by Julie Chung '21

Thanksgiving for International Students

By **ANDREW PARK '21**
Melange Editor

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It's that time of year again – the time when all the international students are stuck facing a most difficult conundrum.

Here's a riddle for you: if it takes you (almost) one day and a crazy amount of money to go home (so a round trip takes two days and double crazy amounts of money), and you have to come back in just a week, what do you do?

Exactly.

That's why we here at Loomis International Students Co. have prepared a list of things to do that saves you both lots of time and lots of money.

1. Hide in your dorm.

It's as simple as 1, 2, 3, really. If you don't want to go back, don't! Who's to force you to go back home, anyway? Just make sure to find a hiding place where you won't be caught and be ready to run if things seem to be going awry (see number 3).

Once you've successfully evaded anyone who may be looking for stragglers, you've got the whole dorm to yourself! I mean, the dining hall won't be open and all, but who needs food to survive? Besides, if you become really hungry, just eat your secret stash of ramen (or whatever) that I'm sure you have somewhere.

2. Become a stowaway

If you do want to go back home and don't

mind the long way there, but only care about the mountain of money it'll cost you, this is the perfect choice for you! If you're pretty small, I'm sure you could ask one of your friends to stuff your body into a suitcase.

You'll just need to watch out for your blood not flowing for hours on end, the sub-zero temperatures (by the way, it's really cold up there), and being oxygen deprived – although the last one would only happen if you tried to light a fire inside, as the captain would unknowingly spray halon inside the compartment and shut off the ventilation to prevent the fire from spreading, but hey, it's all for the safety of the passengers, right? Oh wait...

Also, your friend would need to pay extra for his/her "extra heavy luggage" (wink wink), so expect a hefty paycheck on your return – it'll still be cheaper than actually riding the plane (hopefully).

3. Run to the woods

Truly the easiest option – requiring near zero preparation and effort – is to run to the woods. No, really. Just. Run. Of course, once you've found a pretty secluded place of your own (making sure to avoid the other people who've decided to take their chances in the forest with you), take out all of your camping gear, such as a tent, a sleeping bag, a hatchet (or jungle machete), a small knife, a compass, aluminum cookware, etc...

What do you mean you don't have all that? I said, zero preparation – just find it in the woods somewhere, I'm sure someone must have thrown all that stuff away someday. Also, I really hope you don't have some of the stuff in your room...

Once you have a cozy little home (read: barely upright tent), your next order of business is to get some food. That's so easy: just eat insects. They're all you ever need. You should eat them cooked, though – try experimenting with different ways! Insects are "a great source of protein," says a certain British survivalist/adventurer – and truly, you can't argue with that.

A Day in the Life of an Underclassman

By **LANA SHENG '22**
Staff Writer

Exhausted after study hall (during which you definitely didn't procrastinate), you climb into your XL-twin-sized bed ready for some much needed winks. You decide you'll wake up at 6:30 a.m. tomorrow to finish studying for your math test and to finish your English essay. Your eyelids shut themselves, and you drift off. Sweet dreams!

6:30 a.m.: Your phone sings angrily, oh, how you hate the sound of the Beachside ringtone! You fumble around for your phone and blindly press the screen, hoping to hit the Snooze button.

8:07 a.m.: Okay, so it turns out you hit the stop button instead of the snooze button. You are a bit behind schedule, but that's okay, because optimism is key to surviving the day.

8:14 a.m.: You run to the dining hall, checking off your morning workout and your name on the breakfast check-in list at the same time. What a productive morning! No Saturday night study hall for you! At least for this week.

8:30 a.m.: Your Spanish classroom in Founders is hotter than a summer Madrid afternoon. How is that possible when it's freezing outside?

9:44 a.m.: You anxiously glance at the clock, waiting for it to hit 9:45 so you can bolt out and enjoy your community free. Oh wait, it isn't really a free because there is yet another meeting!

10:40 a.m.: On your way to your math class, you robotically greet people you kind of know, throwing a wave and a smile here and there. You huddle deeper into your jacket, the frosty wind nipping at you.

12:00 p.m.: You are so ready for lunch! Or do you have another class? You pause for a moment to think, then speed walk to the dining hall in hopes of beating the lunch lines. The smell of pizza lures you and several hundred other kids to the dining hall, and you push and shove to get a holy slice.

You scan the dining hall for familiar faces, and plop down beside your friends. You guys talk about your day so far, and then you gasp when you guys start talking about English class. You have an English test next period that you didn't even study for! You run back to your dorm (woohoo, more working out!) and get studious for the 11 minutes that you have left before class starts.

12:35 p.m.: you encounter a friend on your way to Chaffee, making your long trek a little more tolerable.

2:05 p.m.: Hallelujah, you're free! You smile as you watch others trudge to their last class, those unlucky peasants. You go back to your room to watch Netflix, and in the blink of an eye, it's 3:20 p.m. and you have to prepare for sports. How did that happen? Where did your free go?

5:45 p.m.: Your growling stomach leads you to the dining hall, where a medley of students in sweaty grays and workout clothes hungrily prowl the servery. You pile enough food to feed a small nation onto your plate and sit with your friends. This is your chance to catch up with them and you relish it.

7-7:30 p.m.: Happy and warm, you leave the dining hall for your dorm check in. That happy and warm feeling leaves as soon as you see the mountain of work on your desk, and you mentally prepare yourself for a night of procrastination hard work.

7:45 p.m.: You slide your phone outside your room and open up your laptop. You're ready to click on productive and work-related links, such as the Loomis Portal, Vercross, or your email. Instead, your fingers seem to have a mind of their own and type in "funny cat videos" on YouTube.

8:45 p.m.: You decide you've been procrastinating for too long and force yourself to close that YouTube tab. You take a look at your to-do list and scream a little. It's more horrifying than The Conjuring. With a loud "nope!" you push away your planbook and open up another YouTube tab.

9:39 p.m.: Your conscience can't let you keep watching cat videos, so you type out three words for your history essay, doodle a little bit, and copy down the math question you were supposed to solve.

9:45 p.m.: Study hall is over! You rejoice and go to what feels like your hundredth check-in of the day. What a productive night! You worked so hard and you are ready to go to bed.

10:48 p.m.: You lie in bed, scrolling through the infinite pages of Instagram, when suddenly the faculty on duty opens your door to see if you have your lights out or not. In the span of one millisecond, you shut off your phone and dive under your cover, hoping to look like you are asleep. The faculty member leaves without a word.

12:00 a.m.: You are almost falling into a deep slumber, when you remember all the work you have left! Panic and dread fills you. However, optimism is key, so before completely drifting off, you tell yourself, I will wake up at 6:30 tomorrow morning to work! I can do it! I can! I... Nighty night!

Thanksgiving MAD LIBS

By JOHN HOWLEY '21
Staff Writer

The instructions are simple: fill in the slots with the desired part of speech and discover the true story of the first Thanksgiving.

The parts of speech will be noted as follows:

Noun = N. Verb = V. Pronoun = PN. Adjective = Adj. Number = #. Adverb = AV.

When the pilgrims first landed on Plymouth Rock in _____ (4 digit #), they were greeted with a(n) _____ (Adj.) environment. The fresh American soil was _____ (Adj.), and the Pilgrims were faced with a challenge that, if overcome, would change the course of _____ (N. Name of country) forever.

The Pilgrims originally set sail for America after oppression from the _____ (country) government prevented them from being able to practice their _____ (N.) openly. Because of this oppression, they decided to _____ (V.) and bravely risk the perils of _____ (N.) to flee their native country. But, the voyage was _____ (Adj.), and many people _____ (V.) before even arriving to the new land.

Upon their arrival, though, they quickly began setting up new _____ (plural N.) and _____ (V. ending in "-ing"). Over time, they were able to _____ (V.) a new colony that could be _____ (Adj.), but when the first winter came, the colony that they so _____ (AV.) created began to crumble.

But, by allying with the native tribes that inhabited the _____ (N.), the Pilgrims were able to learn the proper methods for _____ (N.) and _____ (V. Ending "-ing"). Together, the Natives and the Pilgrims were able to _____ (V.) a beneficial relationship.

Finally, after the first Winter passed and the Pilgrims were able to _____ (V.) their own crops with the help of the Natives, a feast was held in order to celebrate the first _____ (Adj.) harvest of the Pilgrim settlement.

This feast was contributed to by both the Native people and the Pilgrims, and consisted of delicious _____ (plural N.), _____ (plural N.) and _____ (Adj.) _____ (plural N.).

This feast was ultimately called "Thanksgiving" and became a _____ (N.) that remains one of the most _____ (Adj.) holidays even to this day.

Backpacks in the Dining Hall

By CHLOE BEHRINGER '20
Contributor

You walk into the campus center at 12:00 p.m. on the dot, eager to beat the line for chicken tenders and some mac and cheese. Looking into the empty bag drop room, you think to yourself, No, I don't really need to put my bag in there.

You continue walking down the bright white hallway in pursuit of some delicious Flik dining. The wonderful smell of a filling lunch wafts into your nose and teases your growling stomach. After rounding the final corner, you almost completely forget about the smuggled pouch attached to your back.

However, after you step completely into the servery, you recognize the true gravity of this blatant breaking of rules. Deans lurk around every corner, trying to spot one of the many students who turn a blind eye to the bag drop room and its purpose.

The contraband that pulls on your shoulders grows heavier and heavier as you rush to grab a porcelain plate before one of the faculty picks you out like a farmer choosing the chicken for his dinner.

Out of the corner of your eye, you see him: Dean Donegan.

Alarms blare inside your head, warning you of impending doom. You try to slink away, but you know that once you enter his eyesight, there's no escape. The pull on your bag brings you back to reality as you turn to meet his eyes and your fate.

Admitting defeat, you return back near the entrance and gingerly drop your backpack on the bench with your head hanging. Yours eyes glaze over the flyer hanging up brazenly on the wall right next to where your bag, among many others, rest for the entirety of lunch.

Next time, you think, I'll just be like Alex.

Graphic by Michelle Park '20

Day Students Experience FamSty

By FREYA RICH '20
Contributor

Hundreds of nervous day students poured into the Tisch Dining Hall on October 22 for their first ever "family style" meal (currently under the pseudonym: "Class Dinner") alongside their boarding-student classmates. The seniors were suddenly reduced to jittering, mumbling, and disoriented freshmen.

A few weeks later, during their first class dinner, the actual freshmen were... well, still freshmen. Like polar bears in the Sahara, the day students were quite easy to spot. Questions floated among the alien water pitchers and place settings that decorated the long wooden tables.

"Why is everyone standing up?" a senior from Avon wondered out loud.

"You mean we don't have to hide in the SNUG, out of sight in our sweats and eat fancy food out of the rectangular tin containers this time?" another from West Hartford chimed in.

"Does this mean I have to give up my real family?" sobbed a sophomore from Suffield.

Thankfully, everyone made it through the dinner; there was not a single casualty. In the end, peace and order were restored as the day students slunk back to their lockers or cars, still dressed to impress.

"Huh, that wasn't that bad," one senior from Glastonbury was rumored to say.

"Hey, the food was actually better than usual," another commented.

"I can't wait for next sit-down dinner!" a third chimed in.

Jessica Hinton '20 described the frantic search that some of her fellow day students endured upon realizing that they had forgotten to bring a classy outfit. Others simply had an awkward amount of time between sports and dinner — one cannot help but imagine throngs of day students sitting in the locker room, all spiffed out.

Although there were plenty of uncertainties surrounding what to wear and what to expect, overall, the first official sit-down dinners went fairly well. At the very least, it provided opportunities for semi-awkward, class-wide attempts at bonding.

Thanksgiving LOGRhythms

By PORTIA INZONE '20
Managing Editor

"What a Wonderful World"
by Louis Armstrong

"Thank u, next"
by Ariana Grande

"Bubbly"
by Colbie Caillat

"Home"
by Michael Buble

"Better Together"
by Jack Johnson

"Thank You for the Music"
by ABBA

"Thankful"
by Celine Dion

"A Moment Like This"
by Kelly Clarkson

"Grateful"
by Rita Ora

"Thank You For Loving Me"
by Bon Jovi

"Thank You"
by Kehlani

"Nothing Without You"
by The Weeknd

"Gratitude"
by Earth, Wind, & Fire

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