

The Loomis Chaffee Log

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Two-Year Reaccreditation Process Begins

SEPT-DEC 2019	NOV 2019	JAN-NOV 2020	APRIL 2021	FALL 2021	2023, 2026
Departments & program committees compile reports	Surveys sent out to students, alumni, faculty, staff, parents	Standard committees compile reports	Visit from NEASC Committee, including peer schools' faculty	NEASC sends Loomis commendations & recommendations	Loomis sends NEASC interim reports on recommendations

By RYAN FORTANI '22
Contributor

Beginning in the winter term, Loomis Chaffee will embark on a two-year reaccreditation process administered by the New England Association of Schools and Colleges (NEASC). NEASC is a regional organization that works to maintain a high standard of education throughout its over 1500 member schools.

Every 10 years, Loomis and its peer institutions undergo this two-year process with the goal of examining the schools' strengths and weaknesses and pinpointing areas for improvement within school programs, while simultaneously recognizing areas of success.

The reaccreditation process is broken down into two phases. First, internal committees are formed that meet several times throughout the year, and they analyze their committee topic's role at Loomis. After these extensive self-evaluations, the committees prepare written reports that are passed to NEASC for review.

Following the internal evaluation, Loomis

moves to phase two of the reaccreditation process. During this step, a visiting committee, made up of NEASC peer school faculty and administrators, spends three days on campus during the spring of 2021 before preparing a written report regarding the school's reaccreditation status.

The NEASC then spends time evaluating the recommendations and documentation provided to them by the visiting committee, Loomis's internal committees, and any other documentation that Loomis provides them before making a final decision regarding our reaccreditation.

Over the summer and fall term, Director of Studies Mr. Timothy Lawrence and Associate Director of the Alvord Center for Global & Environmental Studies Mrs. Megan Stoecklin began preparing for Loomis's reaccreditation by forming committees.

"This fall our Program Committees created reports (those are the academic departments, as well as committees on Diversity Equity & Inclusion, Athletics, Library/IT, Centers and other Signature Programs, and Student Life), and we surveyed students, parents, recent alumni, faculty, and staff,"

Mr. Lawrence and Mrs. Stoecklin said.

These reports will eventually be turned over to the fourteen Standard Committees for review and discussion. Students play a vital role when it comes to the reaccreditation process as four of the fourteen Standard Committees—Mission, Enrollment, Experience of the Student, and Residential Life—have student representation.

"We are very pleased to have selected 11 students whose interest in and commitment to the school's growth is so strong, and where their voices will influence our direction and future," Mr. Lawrence and Mrs. Stoecklin said.

These committees will meet several times between January and June in order to create a written report on each standard. The reports will then be presented to the NEASC for further examination.

"I'm excited to serve on the residential committee because I think that it's important that the school gets the feedback of students on residential life on campus to get a better understanding of what is happening at the school," Kravis prefect Harry Knight '21 said.

However, student representation goes further than the limited number of students serving on Standard Committees: the school also took into account the opinions of students and recent alumni.

"We also surveyed the student body and used those responses to inform the self-study report," Mr. Lawrence and Mrs. Stoecklin said.

While reaccreditation is a thorough and time-consuming process, it is not a pass or fail situation. Accreditation is based on the idea that extensive self-reflection, as a community and as an academic institution, coupled with honest yet constructive feedback from professional peers is a necessity for continuous school improvement and for attaining success in education. The process is guided by research-based standards, which are often revised by educators.

"Our being reaccredited is not at all in question; it is that this process presents an opportunity for our many strengths to be celebrated and for us to examine and act upon what we can do to be our very best selves as a school and community," Mr. Lawrence and Mrs. Stoecklin said.

Model UN Wins Outstanding Small Delegation in Portugal

By BRETT DONSHIK '21
Staff Writer

Instead of going home for Thanksgiving, 12 Loomis Chaffee students [including the author] traveled to Lisbon, Portugal, during fall break with Ms. Engelke and Mrs. Matlack to participate in the Yale Model Government Europe Conference (YMGE). Students took part in Model United Nations, a simulation of the European government. The Loomis Chaffee team took home the Outstanding Small Delegation Award, the second-place award for small teams.

Engaging in foreign policy discussions with students from all over the world, students discussed topics such as human trafficking and the future of artificial intelligence. A unique aspect of this conference was that different crises would occur that affected discussion in all of the committees across the conference. Delegates dealt with issues such as a major earthquake in central Europe as well as Italy physically splitting off from the European continent.

"I thought it was unique in that it tested your adaptability...rather than totally relying on preparation," Aidan Gillies '21 said.

The Loomis Model U.N. team took home six individual awards as well. Aidan Gillies '21 and Clara Chen '21 led the charge, winning best delegate and taking home the gavel in their committees. Victoria Che '21 received an outstanding delegate award in her committee, and Alice Chen '20, Min Jun Jung '20, and Maral Asik '20 received honorable mentions. These awards along with other strong performances all contributed to Loomis's outstanding delegation award.

"I did the Court of Justice of the European Union, which had sort of a different structure than the typical MUN procedure, so it was fun to experience a mock trial-type committee," Clara Chen '21 said.

Before the conference, students spent five days traveling around Lisbon, participating in activities such as a citywide scavenger hunt in the pouring rain, a trip to Cabo da Roca (the westernmost point of continental Europe), and a Portuguese cooking class.

"Being able to explore Cascais and walk around the suburbs of Lisbon was really cool," Anya Sastry '20 said.

The students also studied the effect of tourism on the local people and economy. Partnering with We Hate Tourism Tours,



Photo courtesy of Rachel Engelke

LC's Model U.N. team at Cabo da Roca, the westernmost point of the European continent. The 2015 and 2017 teams also won the Outstanding Delegation award.

students interviewed local college students about their views on tourism, positive and negative. Students learned that, although tourism has brought significant amounts of money into the country's economy, a rise in Airbnb-type accommodations has greatly increased housing prices in Lisbon.

"We asked them very shyly about the housing crisis and they were so excited to answer us," Maral Asik '20 said. "We were supposed to stay talking to this group for about 5 minutes. We ended up talking to two of the students for 40 minutes about everything from tourism to university life

in our respective countries and pop culture."

This trip was Ms. Engelke's fourth Thanksgiving trip for the Yale Model Government Europe Conference.

"Why do I enjoy giving up my favorite holiday every other year to spend a week in Europe with 12 teenagers?" said Ms. Engelke, assistant head of the history department and faculty advisor to the Model U.N. team. "No, in all seriousness, Model U.N. is an activity that has been a part of my life for the last two decades, and the students I've gotten to know through this program have enriched my career."

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Debate Brings Home Trophies

By JORDAN KORN '22
Staff Writer

The Loomis Chaffee debate program has picked up early momentum this year, as highlighted by the successes of their captains and other standout debaters. A handful of both novice and advanced debaters have qualified for state finals and won various tournament titles, and Aidan Gillies '21 has earned an invitation to the world debate finals.

Aidan is among only a handful of students from Loomis to have been invited to the world debate finals since the program was first started by Mr. Curtis Robison, math and philosophy faculty member, in the fall of 1981.

"It's been about six years since the last person went [to the world championship]. We had quite a string early on," Mr. Robison said. "The first person to qualify [for the world championship] from Loomis was a fellow named Mark Oppenheimer '92, who now runs the journalism program at Yale. He not only went to worlds but won a few of the events there."

"Mark Oppenheimer is really inspirational to me. He was one of the debaters to go to worlds and I would love to meet him one day," Aidan said.

"The Roxbury Latin [tournament] was a Parliamentary debate and there Aidan was the top-placed speaker in the tournament. On the basis of that he got invited to the world championship," Mr. Robison said.

"[Being invited to worlds] really took me by surprise because as a team we had thought we lost the last round and that the day just hadn't gone right," Aidan said.

The invitation to the world debate finals was a long time coming for Aidan.

"I first got into a debate in sixth grade, when my history teacher told me there was a debate team forming at my art school. She



Photo by Julia Manafort '21

The Loomis Chaffee Debate Team smiles with their recent awards in the RAC Auditorium, where the team meets for practices. The debate team has found early success this year, with many members qualifying for state finals.

recommended that I join it," Aidan said.

He attributes his success in part to this early exposure, having "a lot of experience that other people don't have because I started in middle school."

"Also just because of the fact that I am surrounded by a lot of really talented people that I can bounce ideas off of and it allows me to grow as a debater and not just stay stagnant," Aidan said.

Aidan had considered the possibility of going to worlds long before it became a reality.

"[Being invited to world's] was my goal sophomore year and I was disappointed that I wasn't able to achieve that," he said. "Usually only seniors go to worlds so I wanted to be the first sophomore to do it, but that didn't work out."

The world debate finals differ from the usual Loomis debate program.

"Our students are accustomed to debating with people that they've worked with a lot and know pretty well, but you'll be thrown in with someone from a different country or different school for sure. There are 5 or 6 rounds of Parliamentary debate and on top of that there's a choice of public speaking events: persuasive speech, after-dinner speech...and then interpretive reading...and then impromptu speaking," Mr. Robison said.

"I'll be going to Shanghai in April with Mr. Robison for a full week," Aidan said about his plans. "I guess I'm nervous about traveling to a different country. But, also I'll be competing against some of the best debaters in the world and I don't know if I'll be able to stack up against them, but hopefully, it'll all work out."

Aidan also admitted to being a bit nervous about the non-debate events.

"We have a new speech events coach, Ms. Michaela Chipman, who joined our team this year. So I'll be working a lot with her in the following weeks to make sure I can catch up on those events and be prepared for them in worlds, but also shoring up on what I'm good at," he said.

"[Success] goes in cycles," Mr. Robison said. "This is a particularly good year. We had a lot of people that jumped on board as freshmen a couple of years ago. A lot of those people are juniors now...we have five who are very strong: Aidan, Victoria Che '21, Clara Chen '21, Maral Asik '20 and Eleanor Peters '20."

"Lily Potter '21 and Eleanor went to the collegiate tournament in the advanced tournament. That was Lily Potter's first time going advanced and they cleared into one of the final rounds," said Robison in regard to the season's successes.

Eleanor has qualified twice for the state finals in March. She only recently began debating, saying she "had never done debate before last winter" because her old school didn't have a debate team.

"I didn't know what I wanted to do for a winter sport so I read through the options and I saw debate and thought it would be fun," Eleanor said.

Mr. Robison added that "[debate] gives the [other people in the debate program] confidence that debate and speaking are done well here. That if you follow along with it you can develop into a top-rated speaker."

"But, I'd like to think that debate isn't just for winning and losing," Mr. Robison said. "I'd like to think that we do a good mission in helping lots and lots of people, some of whom will never win an award, to become better and more confident speakers."

LC Students Strike for Climate Action

By JENNY PAN '22
Graphics Manager

Almost 1000 people gathered in the freezing cold at the Connecticut State Capitol Building in Hartford on December 6. With over fifteen local schools attending, students participating in the strike spoke out about pressuring legislatures to take more environmental action.

The Loomis Chaffee Climate Action (LCCA) group participated in its second climate strike of this year. A follow-up to the September 20 strike, this one involved 25 Loomis students, fewer than the over a hundred students from last time. Still, a

huge crowd participated in advocating for environmental rights as science faculty member Mr. Neil Chaudhary '05, faculty advisor of LCCA, estimates that 700 to 800 people attended in total.

"We wanted to demonstrate that political will for bold action on climate change is strong and durable," Mr. Chaudhary said.

This time, the strike focused on three specific legislative priorities: a ban on the construction of fossil fuel plants in Connecticut, including the proposed 650MW gas plant in Killingly; mandating climate change and environmental awareness education in Connecticut's public school curriculum; the restoration of energy efficiency and renewable energy funds, totaling ~\$175million, that was recently diverted to the general fund.

"The December strike has an emphasis on pressure," Tallula Johansen '22, one of the LCCA leaders, said. "We made it clear in September that we will fight until sustainable practices and necessary environmental processes are institutionalized and our goal for tomorrow is to remind lawmakers and leaders that we are still passionately fight-

ing."

Rally leaders also had a sit-down meeting with Ned Lamont, Governor of Connecticut, to discuss climate change and bolder action and a seat for the youth on the Governor's Council on Climate Change (GC3). Lamont has already been making changes when he issued to re-establish and expand GC3 on September 3.

"Having a representative on this council would ensure that our voices are heard whenever the government discusses climate change," Mr. Chaudhary said.

The demands addressed issues like the diversion of energy funds are significantly impacting Connecticut residences and even

those who do not care for climate change. Consumers in Connecticut pay the third-highest costs of energy in the United States and the state runs an energy efficiency funding program. In the past few years, instead of using the fund for its rightful purpose of investing in renewable energy, the state government has

been using it to help relieve the state's high budget deficit.

In fact, in 2018, lawsuits were filed against state legislatures. In late 2017, the legislature directed Connecticut's former Governor Malloy and Treasurer Nappier, and Kevin Lembo, Connecticut State Comptroller to divert \$175 million from energy funds to state general funding. The state government has been receiving backlash for these acts.

"Using the ratepayer money for anything other than its intended purpose violates the Contracts Clause of the U.S. Constitution," attorney in the case Stephen Humes from the New Haven Register said. In June 2018, \$87.5 million was transferred into the state's general fund. State legislatures also said to have scheduled a transfer of \$77.5 million in



Photo courtesy of Anya Sastry '20

Anya Sastry '20 speaks at Hartford Climate Strike. 25 LC students missed classes on December 6th to attend the rally in Hartford and show their support for climate action, along with students from 15 local schools.

June 2019. Lawmakers have voted to restore part of the amount in 2018.

The LCCA immediately started preparing after the success of the first strike in September.

"LCCA was involved in extensive communications in preparation for this strike," Tallula said. "We started by reaching out to one of the main organizers, Sena Wazer, and met with her in person to discuss how we could help. With the feedback from our discussion, we reached out to over 15 local schools, sharing the information about the strike and encouraging them to attend. In addition to that, we reached out to many environmental organizations to ask if they would sponsor or financially support this December strike."

"The crowd was much younger and much more diverse," Mr. Chaudhary said, add-

ing that "this event was organized almost entirely by youth activists, whereas the 9/20 strike was organized in large part by well-established adult environmentalists. This is very exciting—the fact that our youth movement was able to organize a successful strike means they are mastering the logistical skills necessary to support an enduring and powerful movement."

Along with Anya Sastry '20, youth speakers included Sena Wazer, a 15-year-old freshman from the University of Connecticut; Mitch Kvedar, 19-year-old youth organizer of the strike; and 9-year-old Sylvia Borla, who spoke about protecting whales.

Anyone interested in taking political action to fight climate change should contact Mr. Chaudhary (Neil_Chaudhary@loomis.org) to get involved.

Miss Angela's Breakfast Club

By **MERCY OLAGUNJU '22**
Staff Writer

On early Saturday mornings, sluggish Loomis students clad in their usual weekend attire of hoodies and sweatpants congregate in front of the omelet bar, while the sizzle of sautéing onions and the aroma of over-easy eggs diffuse in the dining hall.

Many of those students are there specifically for omelets made by long-term staff member Ms. Angela Oxley, who helps to "start the morning on a good note" and "always puts love into her eggs," according to Langston Woody '21.

In a school like Loomis Chaffee, where about 70% of students are boarding and over 75% of faculty live on campus, kitchen staff plays a major role in day-to-day life, providing the school with meals and comforts.

Ms. Oxley is a well-known kitchen staff member among the Loomis Chaffee community, especially renowned for her omelets. Originally from Barbados, she has won the hearts of many Loomis students and community members who frequently

eat her well-made omelets.

"[She] starts off the day right and greets you nicely...[I would] rather get an omelet and be late to class than get no omelet," Reece Brown '20 said.

Ms. Oxley has worked at Loomis since 1998, making this her twenty-first year at Loomis.

"[My best experience has been] working with the children and the Loomis community," Ms. Oxley said.

Ms. Oxley reciprocates the dedication to all of her avid omelet-eaters.

"I've gotten to know a lot of members of the community, and I respect them and they respect me too. However, my first love is the kids, the past students and the present ones," Ms. Oxley said. "I just love to be here with you all."

Ms. Oxley said that several Loomis alumni outside of school who still recognize her and greet her. She also recognizes former students who work in the school.

"I've known Ms. Oxley since I was a freshman in 2003," said Assistant Director of Admissions Mr. Ahmad Cantrell '07. "She has

"My first love is the kids, the past students and the present ones," Ms. Oxley said. "I just love to be here with you all."

been absolutely phenomenal...since the day I stepped foot on campus."

Returning as a faculty member a couple of years ago, Mr. Cantrell said that it was "great seeing her face again."

"So many things have changed around campus, from the structure to the programs, and even the dining hall services," Mr. Cantrell said. "Ms. Oxley has always been a strong beautiful personality that we've had on campus, so when I saw her, the first thing she did was give me a big hug."

"Angela is definitely the best. She makes you feel good in the morning and you definitely enjoy her omelets," Reece said.



Photo by Julia Manafort '21

Reflections from Loomis Chaffee Legacies

By **JENNY PAN '22**
Graphics Manager

SAM TISHLER '23
EMMA TISHLER '20
DARREN TISHLER '89

Emma Tishler '20 is one of several students at Loomis Chaffee who are legacies, with multiple family members who attended the school before them. Her godmother graduated from Chaffee in 1929, and her father attended Loomis Chaffee from 1985 to 1989. Her uncle also graduated in 1992.

"My friends only know [that I am a legacy] because my dad will tell them stories about his time on the island, or they find out when a teacher asks me if my dad was a student because they recognize my last name," Emma said. "I don't feel like I am treated differently at the school because I am a legacy."

While her being a legacy does not greatly affect her experience in Loomis, she expressed that her family background did impact her application process. "Being a legacy

did influence my decision on applying to LC. Loomis was the only prep school I applied to," Emma said. Many legacy students tend to apply and want to go to Loomis and continue the legacy.

In addition, having members of her family attend the same school as her helped Emma recognize the transformation that Loomis has undergone throughout the years. "Another cool thing is comparing the school with my dad. When he was at Loomis, Carter was the brand new dorm under construction. For me, Cutler opened my freshman year. Despite the differences on campus I think my dad and I share a lot of the same experiences," Emma said.

As many Loomis faculty members continue to teach for extended amounts of time, it is not unusual for multiple generations of a family to have the same teachers during their separate times in high school. "I think the coolest part about being a legacy is having some of the same teacher that my dad had 30 years ago. We both have had Ms. Beason, Dr. Williams, and Sra. Peterson," Emma said.

"The legacy continues with my sister attending her freshman year this year," Emma said.



Photo by Stephanie Tishler

Darren Tishler '89 and Emma Tishler '20 pose in front of Founders Hall. Emma is a current senior and her father, Mr. Tishler, is one of the reasons Emma decided to apply to Loomis.



Photo courtesy of LC Strategic Communications and Marketing

Evan Petkis '21 and his family on Grubbs Quadrangle. Evan is a fourth-generation LC student; all five people pictured attended Chaffee or Loomis Chaffee.

EVAN PETKIS '21
TIM CARMON '99
LISA CARMON PETKIS '94
JOHN CARMON '67
NAN CARMON '36

Evan Petkis '21 is a fourth-generation legacy student. The alumni from his family are Evan's great-grandmother, Nan Carmon '36, great-uncle John Carmon '67, mother Lisa Carmon Petkis '94, and uncle Tim Carmon '99.

His family passed many stories about their experience at Loomis Chaffee. At the Music Commemorative Program, Evan learned about his great grandmother's experience at Loomis.

"When I did the music commemorative program, I was going to try it with my great-grandma. One of the songs that she really liked as a kid was 'Cheek to Cheek.' The reason why she loved it was because at study hall, when she was in Chaffee, they would dance to it," Evan said.

Legacy students feel differently about how their status impacts their experience at school.

"Being a legacy is really cool...I was always drawn to Loomis Chaffee. My family would take drives around [campus]

like Loomis Chaffee, where you're going to high school. And I was like that's if I get in," Evan said.

Even also mentioned that being a legacy gave him a different perspective about Loomis because he has seen and heard about Loomis throughout its generations. "My mom went here, my uncle, my great uncle, my great grandma, so I got all of their perspectives on what Loomis was like during different time periods," Evan said.

When asked about how attending Loomis affects his family dynamics, Evan said, "It reminds us that this is a place where we all have in common, that we love, and it shapes who we are. Loomis shaped each of my family members."

"My family's legacy is just continuing and I hope it keeps continuing down the line. I hope my kids go here," Evan said.

When asked about how attending Loomis affects his family dynamics, Evan said, "It reminds us that this is a place where we all have in common, that we love, and it shapes who we are."

Loomis Chaffee Tuition Increases Explained

By HAZEL LE '22
Staff Writer

Imagine paying \$800 for a Loomis Chaffee education. Starting in the 1964-1965 school year, Loomis Chaffee began charging a “school fee”— \$800 for day students and \$2,100 for boarding students. The modern-day equivalent would be \$6,536 for day students and \$17,156 for boarding students.

For the first four decades of the school, the school’s founders aspired to let the school “remain tuition-free as long as the seed endowment allowed them to do so,” Archivist Karen Parsons explains on Loomis’s website. The school’s ultimate goal is to keep the tuition as low as possible because, as a non-profit institution, the school has no incentive to increase the tuition for profit.

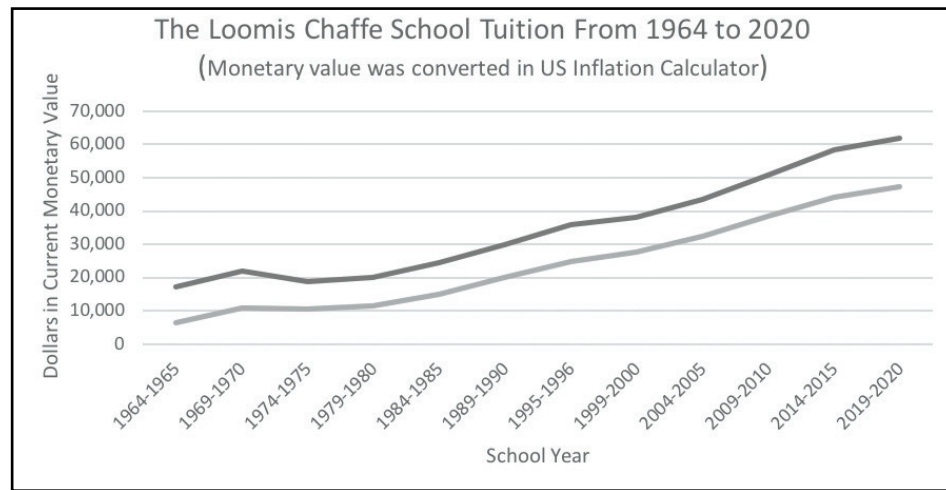
Nevertheless, the school still has to increase tuition every year due to competition from peer schools, salary, and benefits for faculty, physical plant, and financial aid.

Loomis’s Chief Financial Officer Mr. Richard Esposito said Loomis has “the lowest average increase in school tuition over the last five years” in comparison to other peer boarding schools in the area.

After taking the annual Consumer Price Index rates, which measures inflation, into consideration, Loomis tuition growth rate per every five years declined from 28% in 1969-1970 to 5% in 2019-2020 for boarders; meanwhile, the five-year growth rate of day students’ tuition dropped from 67% in 1969-1970 to 7% in 2019-2020.

The whole boarding school scene looks different from how it looked 40 years ago, which explains why the tuition has changed drastically after 40 years.

“The hidden reason why these schools like ours are as expensive as they are [is



Graphic by Hazel Le '22

that] we want to compete against other boarding schools,” English faculty member Jeff Scanlon '79 said.

In order to have the best students and teachers come to Loomis, the school has to constantly update its facilities, even when the school has to stretch its budget to keep up with the competition.

“Not too long ago, colleges went through all of that and they still go through it to this day; a metaphorical depiction of that is called an arms race,” Mr. Scanlon said.

After he graduated from Loomis in 1979, the Richmond Arts Center was built, projectors were installed in every classroom, and the Clark Science Center was renovated.

Not only did the facilities change, but the school curriculum also developed throughout the years. New courses are offered every year to provide students with a deep understanding of a variety of subjects.

“The courses that we offer now are definitely more complex, sophisticated, and diverse than when I was here,” said science and mathematics faculty member Ms. Liz Bucceri '07.

The highest cost, however, is teachers’ salaries and benefits. The number of faculty members has expanded throughout the years to keep up with a larger number of students.

“The school has increased its investment in teachers’ professional development... [which] improved the quality of education,” said science faculty member Mr. Neil Chaudhary '05.

“Teachers get paid at a decent wage,” Mr. Scanlon said. “We’re not going to be rich, but the school is pretty generous with different benefits that we get — with health-care and life insurance and this and that — so what it ends up costing per person does matter substantially.”

Since our school’s core mission has always been about the common good and the best self, the school puts great emphasis on giving opportunities for all types of students through financial aid. The seven-fold growth in the school’s endowment since mid-1980s has been followed by a similarly exponential growth in the amount of financial aid awarded each year.

Loomis offers financial aid to one-third of the student body in order to make the school more appealing to prospective students of diverse backgrounds.

“Say school X has a bigger endowment than we do and they can afford to offer either more financial aid... then a school like ours would say, ‘Wait a minute, wait a minute, we don’t want to lose really good students,’” said Mr. Scanlon.

The physical plant is another major component in the school’s budget. The addition of several new dormitories, a visual arts center, a music center, an admission building, and an athletic center doubled the size of physical plant since the 1980s. The cost to maintain the operation of the building thus, escalated.

Looking back at Loomis’s history, Loomis has changed a lot. Students paid from nothing to 800 dollars, and now \$60,000. However, throughout the generations, the people of Loomis Chaffee have stuck to the original mission: the common good and best self.

Tuition fees were increased to compete, innovate, and appeal to students and teachers through benefits and financial aid. All of the money is spent for the sake of providing the best education for students, regardless of their financial state.

How Does Dr. Culbert Decide on Snow Days?

By MIN JUNE SONG '21
News Editor

With the appearance of a snow emoticon on the Weather application, hopeful students turn to SnowDayCalculator.com for the possibility of a full night’s sleep. Ultimately, however, the formal decision for a snow day depends on Head of School Dr. Sheila Culbert and Dean of Student Life Ms. Mary Liscinsky.

When the possibility of snow appears, Dr. Culbert and Ms. Liscinsky consult various weather sources several days ahead and call for a snow day either on the days before, or in the early morning it snows.

“It’s very much dependent on what the situation is,” Dr. Culbert said.

Ms. Liscinsky and Dr. Culbert consult several weather sources, like the Weather Underground, The Weather Channel, the National Oceanic and Atmospheric Administration, and NBC Connecticut. Due to the weather’s unpredictability, many of the snow day decisions are made after 5:30 in the morning.

If Dr. Culbert and Ms. Liscinsky decide on issuing a snow day or a delay, the message is relayed to the Communications office. The Communications office publishes the message to students, parents, and faculty through email, phone calls, the school website, and even local television channels.

Both Dr. Culbert and Ms. Liscinsky acknowledged it was the safety of students, faculty, and dining hall staff who had to drive that causes the school to close or delay on some days.

“You shouldn’t drive if it’s not safe,” Dr. Culbert said. “We’ll call more snow days at the beginning of the season than we will at the end. We give people the opportunity to get used to driving in the snow.”

Dr. Culbert and Ms. Liscinsky are comfortable excusing students if they feel unsafe driving to school.

“Students and faculty themselves need to make that additional decision if driving is safe for them,” Dr. Culbert said.



Photo by Jean Shin '20



Photo by Neala Sweeney '20

QUESTION OF THE ISSUE

What Was Your IEP Experience Like?

By VICTORIA CHE '21
Opinions Editor

Every year, Loomis Chaffee's Alvord Center for Global and Environmental Studies offers trips to several different countries and regions. The International Education Programs (IEPs) provide a chance for students to immerse themselves in a different culture.



Photo by Rachel Engelke

MS. ENGELKE

Portugal, Hungary

We enjoyed the experience of a cooking class. I don't normally love to cook for myself, but it's fun with a group and especially with cool students! I'm also always amazed at how independent, mature, polite, and interested students are during the trip.



Photo by Victoria Che '22

DANIEL GRAHAM '21

Morocco

My most memorable experience was the night we stayed in the Sahara Desert. The wind was roaring and I had to wear sunglasses even in the pitch black to keep my eyes protected from the blowing sand. Our group leader, Santi, pointed out Hercules, Ursa Major, Ursa Minor, and a few other star clusters. I had no experience with star-gazing before, but that night I was able to see the constellations for the first time.

I definitely felt like I built more bonds through the trip. I made many friends in Morocco who I have kept in touch with. And I took a ton of pictures with cats. So, so many cats.



Photo by Sandra Mora

ALEXA VALADEZ '20

South Africa, Utah, Québec

Since I was little, I had always wanted to go on a safari, and the first half of the trip [in South Africa] we went on safari. The place was just beautiful, and there were giraffes and other animals just roaming around the bungalow where we had stayed. Then we went through different parts of the city and learned about the socio-economic situation there. I think the change of scenery was really big. The IEP is not so much like sitting in a classroom and having a conversation, it's more out and about with new connections.



Photo by Victoria Che '22

MS. CHRZANOWSKI

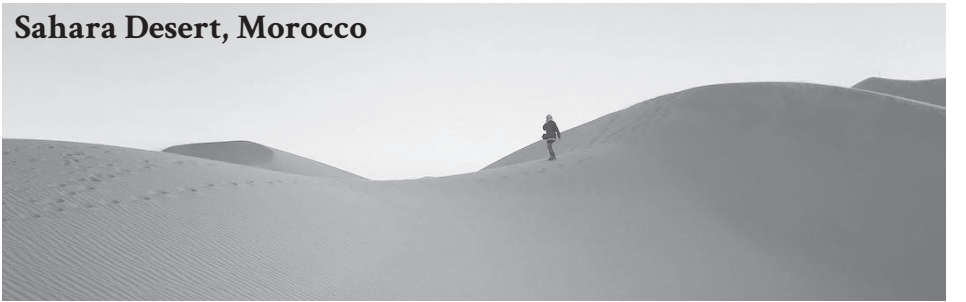
Spain

We went to an Iberian instrument museum, which was also the owner's house. Some of these instruments were really ancient, and he pulled them out of the cases, demonstrated them, and let us play them. On the trip, the students were creating art by themselves based on the environment. They got to work with artists from the area, and they created and sketched based on what they were seeing. We visited an artist who lived and sculpted in the woods, and her ideas were based on the American philosopher Thoreau. It was really cool to see how American philosophy can be combined with sculpting.

Dominican Republic



Sahara Desert, Morocco



Photos courtesy of Jackson Fleming



Photo by Marley Matlack

MARAL ASIK '20

Portugal

My favorite experience on the trip was the sunset boat ride; I'd say it was the most relaxing part of the whole trip. We sat on the top floor of the yacht and we could see the city on both sides of the river. We saw the sun setting, and it was the Model UN team sitting together, laughing, and forgetting about all the work we had done for finals and all the work for the upcoming conference. I think one thing that I liked about the Portuguese culture is that it's much more laid-back than the U.S. in terms of work.



Photo by Victoria Che '22

MR. FLEMING

Dominican Republic, Québec, Morocco

I think one of my favorite moments on a Loomis Chaffee trip was going into the middle of the Sahara Desert. Everywhere you look is just sand and mountains and the stars were incredible. In the morning we climbed up a huge sand mountain to see the sunrise over the desert. Another amazing experience was building a house for a Dominican family, celebrating with them and seeing their face when they first saw the house. Seeing how much it meant to them was such an incredible experience, and I think you can't reproduce that.



Photo by Victoria Che '22

CLARA CHEN '21

Spain, Morocco, Portugal

My two favorite experiences have been riding a camel in the Sahara Desert in Morocco and learning how to play the bagpipes in Spain. Both experiences were unique and allowed me to gain insight into the local culture and lifestyle. At Loomis, there are so many classes, clubs, and other opportunities that it is very easy to settle into a routine with little variation, and sometimes we forget how much there is to experience outside of the Island. The IEPs allow students to explore a certain country more in-depth than a typical tourist trip and to learn in a stress-free environment.



Photo by Victoria Che '22

LANA SHENG '22

Cuba

The culture really left a mark on me — I remember how art was everywhere and how valued it was in their society, and the warmth of everyone, from our homestay hosts to the people we would encounter in the streets. I loved visiting Fusterlandia in Havana, an incredibly beautiful small neighbourhood covered in mosaic murals. We also got to make our own art on tiles with the guidance of local artists. Inspired by an absolutely gorgeous sunset on the water, I painted a tile piece that sits in Cutler's common room today!

The Tyranny of the College Board

By **MARAL ASIK '20**
and **ELEANOR PETERS '20**
Contributors

During the stress-laden test-taking process, it is sometimes easy to lose sight of how much money we actually dole out to the College Board throughout our high school careers.

Having taken numerous standardized tests throughout our high school career, perturbed by the College Board's clear failure to understand that money, like all matter, is finite, the two of us recently took the time to calculate the money we have cumulatively paid the College Board: \$1,810.50.

For context, that would buy sixty Hydro-flasks, four-hundred-and-fifty-three Popeyes chicken sandwiches, two Gucci belts, or four Roombas (little devils). Excuse us while we go mourn those unbought Gucci belts.

This year, to make matters worse, the College Board announced a shift in the deadline for Advanced Placement (AP) test registration. The previous years' March deadline has been rescinded, and now students are required to register by November, a dramatic shift that left students across the country furious. And by students, we mean us.

This change is a blatant money grab designed to further expand the coffers of this "non-profit" organization (we're serious; Google it). In reviewing the College Board's tax forms, we found that David Coleman, president and CEO, made a whopping total of \$1,309,707 in 2017. A non-profit. Sure.

On their website, the College Board claims that earlier AP registration "improves students' chances of success." This claim, substantiated only by data provided by the College Board themselves, seems pretty suspicious.

For one thing, students have no way

of knowing whether they feel comfortable enough with the material covered in a course to do well on an AP test. The previous deadline allowed students to reflect on an AP-level course before deciding whether to take a cumulative exam.

Even worse, seniors must arbitrarily pay money to register for tests with no way of knowing whether they can be used for college credit; this is a clear departure from the previous deadline, which provided seniors with enough time to refer to the specific policies of colleges to which they had been accepted.

[Shifting AP registration to November] is a blatant money grab designed to further expand the coffers of this "non-profit" organization.

With the new system, if students reach the end of the year and feel they are insufficiently prepared for the AP, they must either skip the test and lose the \$94 exam fee (plus a \$45 cancellation fee), or take the test and lose a full day of class, all for a low and likely unusable score.

On the other hand, the late fee is also \$40, so if a student feels confident about a course by the end of the year, but has not yet registered for the test, they must pay more to take the AP, if their school even allows them to order it late.

All of this is to say that there is an immense pressure for students to sign up for as many tests as possible and spend an exorbitant amount of money, even if they are

unsure of whether they want to take the AP.

There is no world in which this should be allowed, but the College Board has virtually no competition in the American market for tests granting college credit, as most colleges use the AP as an objective metric, against which class grades and the like would fall short.

The College Board knows its power, and has demonstrated it with this decision. By pushing forward their deadline, they piled on additional stress and fees to seniors in the midst of senior fall—by far the most anxiety-inducing, busiest period of high school.

As much fun as it might be to gawk at the huge amount of money we spent, there's a far greater problem that is reflected in these exorbitant costs. The College Board clearly has a monopoly. Sure, you can delude yourself, take the ACT, and revel in the illusion of free will.

But at the end of the day, you'll still go crawling back to the College Board—to take the SAT Subject Test, register for AP exams, or create CSS profiles. All of these things are either required or "highly encouraged" (read: required) by colleges.

There are two ways we see to fix this problem: (1) colleges should stop requiring so many tests or (2) the U.S. government enacts some serious anti-trust legislation.

The first option is probably more likely, but we can all hope to see the day when the CEO of the College Board is pelted with rotten tomatoes as he ruffles through tear-soaked Scantrons. Ah, what a dream. Colleges like the University of Chicago and Bowdoin have already started offering a test-optional choice for admission, and hopefully this trend will spread.

For now, dear reader, get ready to hand the College Board your money, your dignity, and your soul. Godspeed.

\$94

AP Test Registration Fee

\$45

AP Test Cancellation Fee

\$1,811

Total Amount Paid by the Authors to College Board

\$1,309,707

College Board CEO's Salary in 2017

The Loomis Chaffee Log

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

ADVERTISING

To advertise in the Log, please contact the editors-in-chief listed above.

CORRECTIONS: The Niche.com article in the previous issue was credited only to Hazel Le '22; however, DQ Nguyen '22 should have been listed as a co-author.

EDITORIAL LC Needs Bells

When students returned from spring break last year, they noticed a drastic and disorienting change to their daily routines: the absence of bells marking the beginnings and ends of classes.

Though the lack of bells was originally a two-week experiment, it remained for the rest of the 2018-2019 school year and into the 2019-2020 school year. The bell system was definitely in need of improvement; at some times, it was ear-splittingly loud, and at others it would fail to work altogether.

However, these flaws do not mean that the bells needed to be eradicated from campus, for they were an effective means of helping students and faculty navigate their daily schedules.

In 1964, former Head of School Francis Grubbs encouraged the Student Council to draft a list of rights guaranteed to students; these rights are now listed on page three of our 2019-2020 student plan-book.

Article 7 states that "students need not report to the classroom until the scheduled beginning of the period, nor are they expected to remain after the period ends."

Without bells marking the beginnings and ends of periods, article 7 of our Student Bill of Rights becomes incredibly hard to enforce.

Often teachers, through no fault of their own, may teach beyond the end of the period. Teachers' jobs are difficult enough; they should not have to keep tabs on the time.

Students thus have to divert their attention and watch the clock rather intently during the last few minutes of class to ensure they have sufficient passing time to make it to their next appointment.

And when students inevitably find themselves invested in class discussions, they may not realize their period has ended, and in turn they may be late to their next class.

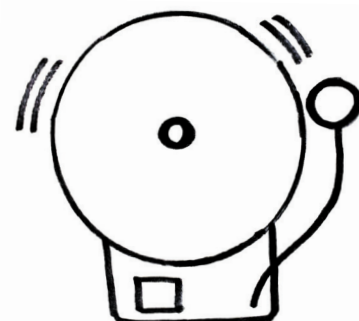
We do not propose bringing back the old back the old bells, because they were almost as disruptive to the school day as the current system. Indeed Loomis' bells were annoying and perhaps anxiety-inducing.

A simple solution would be to replace the traditional bell

sound that blared in 2018 with a new, more calming sound: an arpeggio, a scale, a ringtone of sorts.

We believe that bringing back bells between classes would help teachers and students alike finish and get to classes in a timely manner without disturbing the school day or causing undue stress.

The bell system is not perfect, but we believe that the pros of having bells at school outweigh the cons.



Graphic by Ethan Levinbook '20

THIS DECADE IN LOG PHOTOS



Homework Load Must Change
BY NANA MINDER '14



Coach Stewart Looks Forward

By KARIUKI MASSIO '21
Contributor

The Loomis Chaffee girls basketball team is a high-level, high-energy program that fosters a hard-working attitude and commitment to success. After last season in which they made it to the New England Preparatory School Athletic Council finals, the girls are a year wiser and looking forward.

Star players on the team include guards Anahi Cauley '21 and Sky Hanley '20 by running the floor, facilitating, and scoring the ball when necessary.

Adrian Stewart '90, Head of Physical Therapy, and Girl Varsity Basketball Coach leads this pelican squad. Coach Stewart re-joined the Loomis community in 2000, and began coaching girls varsity basketball team

in 2008. Coach Stewart has experienced great success throughout his tenure.

He has led the team to the Class A New England Tournament quarterfinals in 2010, 2011, 2013, 2014, and 2016 and the semifinals in 2015. The team won the Founders League title in 2013, 2014, 2015, 2016, and 2017.

Coach Stewart discussed the team's strengths and weaknesses. "I think every year our strength is going to be our skill-set with the basketball," Coach Stewart said.

This strength was on full display in their championship game last year versus Marianapolis School where guard Cauley '21 showed her versatility scoring 28 points to keep the pelicans within 10 points.

"There's a lot of positives that will come from some of the adversity that we are

faced with," said Coach Stew. He interprets "flaws" as means of improvement to keep the girls eager.

He observes that a lack of depth will always be a weakness. Last years team consisted of a ten-woman roster and with sickness and injury this number dropped to eight or even six in some cases. Although most would view this as detrimental in a game where teams usually hold 12 to 15 players Coach Stew stressed that this "disadvantage" strengthens a team and prepares them for future obstacles.

Coach Stewart made his expectations for the team moving forward extremely clear.

"Every year we're trying to win, we're trying to be the best team in the class," said Stewart.

WINTER VARSITY RECORDS

as of December 16

CO-ED TEAMS:

EQUESTRIAN: 7th place on 12/15

SKIING: 0-0

GIRLS' TEAMS:

BASKETBALL: 3-0

ICE HOCKEY: 2-2

SQUASH: 1-2

SWIMMING/DIVING: 1-1

BOYS' TEAMS:

BASKETBALL: 3-1

ICE HOCKEY: 6-0

SQUASH: 0-6

SWIMMING/DIVING: 2-0

WRESTLING: 0-4

Ski Team Races Ahead

By JULIAN HERNANDEZ '21
Sports Editor

Although skiing is one of Loomis Chaffee's least well-known sports, the ski team is certainly passionate and talented.

Being a member of the Loomis Chaffee ski team is a huge commitment. Every week, the team travels to and from practices at Ski Sundown in New Hartford, CT. Mealtimes, study sessions, and sleep schedules must all be subject to change during ski season.

These skiers sacrifice a lot to train and attend races. This year's team goals are to dominate their league and have top individual finishes at NEPSAC.

Led by head coach Gary Hendrickson,

who has over 40 years of ski coaching and teaching experience and also holds a United States Ski Association Level 200 Alpine Ski Coach license and is a United States Ski Association Level 1 Alpine Referee, the ski team is in great hands.

Skiing has a club, junior varsity, and varsity team led by the coaches. The varsity and JV teams practice four days a week and have races two times a week.

"The team's main focus right now is the racing and competition so that we can move up the leagues and also get lots of fast skiers to NEPSAC," skier Xavier Figueroa '21 said.

Usually the top five skiers on varsity go to the New England Preparatory School Athletic Council tournament (NEPSAC) so

varsity skiers compete with each other every day to practice trying to get faster and to perform well in competitions.

"The team is led by senior Jack Glassie, who inspires the team to get better and also gives motivation before races. Glassie is a mini coach to the rest of us; he makes Coach Hendrickson's job easier," Figueroa commented.

Last year the ski team had two top-three finishes in their team races, with the boys finishing third in two separate events. The girls also had multiple fifth place finishes. This year, their first test will be at the start of the new year in a giant slalom race on January 15.

LC Hockey Starts Strong

By RILEY MEADE '21
Sports Editor

The Loomis Chaffee boys varsity hockey team began their season with a successful trip to Germany during Thanksgiving break, during which the team won a 12-3 victory in Bad Tölz, Germany; 9-1 in Garmisch-Partenkirchen, Germany; 7-1 in Peiting, Germany; and lastly 10-0 in Füssen.

Led by history faculty member and head coach John Zavisza, the boys are ready to sustain their winning streak.

Their early wins against Trinity Pawling and Pomfret have the team playing with prominent confidence.

Against Trinity Pawling, the opposition netted a goal within the games opening seconds; against Pomfret, the team was caught in a tense tie game with under one minute

remaining.

Nevertheless, in both cases, the boys found a way to win with the help of their senior leadership, who patiently guided the team within the ever-changing circumstances during their different games.

The LC boys hockey team is fueled with a passion to avenge their disappointing record and their absence in the playoffs last year, starting off the 2020 year with huge home games against Deerfield Academy on January 15, Avon Old Farms on January 29, and Salisbury on February 15.

A year after a successful season, Loomis Chaffee girls varsity hockey also eagerly looks forward to the 2019-2020 season.

This winter, the team has won both of their home games, one against Northfield Mount Hermon and the other against Deerfield Academy under the strong leadership

of Coach Elizabeth Leyden.

She has coached the pelicans since 2009, and previously coached at Hebron Academy in Hebron, Maine. On campus Mrs. Leyden also serves as an admissions associate, an economics teacher, and the dorm head of Harman Hall.

The girls' team is strong and determined to make it past the Division 1 New England semifinals, where they were eliminated last year.

The seniors, specifically, are focused on cementing their legacy on the girls' team with another great season. Next week, the girls look for victories in their Taft tournament on December 19. They also have some exciting home games against The Hotchkiss School on January 18, Choate Rosemary Hall on February 15, and Phillips Academy Andover on February 26.

Wrestling Team Rebuilds

By JULIAN HERNANDEZ '21
Sports Editor

The iconic sweaty red mats with white circles inscribed all over are home to the many hardworking wrestlers of Loomis Chaffee. This team practices and has most of their home matches in Shimkus Gym and is led by head coach Andrew Hutchinson.

Last year, the wrestling team was joined by one female wrestler as well, Kennedy Anderson '21, who has been exceptional in her matches and brilliant on the mats despite being completely new to the sport.

This year the team hopes to strike a buzz again with a stronger competitive edge and also a positive record on the season.

A newcomer to the team, wrestler Fernando Flores '23, comes from New York City; he grew up playing soccer all of his life and decided to try something new on the Island.

Flores's choice to join the team has taught him a lot about learning through experience and also taking risks, as he has gained the upside of building stronger relations with different members of the Loomis community. Flores looks forward to learning more on the mats every day from the leaders of the

team and his coaches.

"Being a freshman didn't matter on this team, it didn't matter how much experience you have, my teammates treat me like family and they teach me moves that I never knew," Flores said.

The wrestling team is known for their sense of community on-and-off the mats, where the idea of teamwork and camaraderie guide the team's philosophy.

In addition, the team coach prepares them well during every practice and motivates them before they face opponents.

"Hutch gives us speeches before matches to fire us up and also gives us advice based on their experiences wrestling to help us," Flores said.

One of the teams standouts, Dominic Rossetti '21, looks forward to this season. Rossetti is coming off last year in which he finished tops in New Englands. Rossetti is a one-hundred-forty-seven pound wrestler who trains relentlessly in order to maintain his skill.

You can always find Rossetti in the gym building muscle and staying fit, or on the mats perfecting his craft.

Returning junior Pedro Arellano '21 also looks forward to dominate this season after



Photo by Michelle Park '20

Valentin Da Silva '21 and Lawrenceville player wrestling in Olcott Gym. The LC wrestling team is known for its community and family dynamic on campus.

a productive summer of training and early fall mornings working in the gym. Rossetti and Arellano are two of the many upper-classmen leaders of the team.

Senior Arjun Ahilan '21, and accomplished juniors Rossetti, Andrew Halseworth '21, and Arellano '21, command a strong veteran presence on the team.

This team expects a promising season with the returning wrestlers having made it their job to teach the newcomers while also avenging their losses from last year. The team looks forward to their matches against Deerfield Academy and Worcester Academy at Deerfield on December 18.

Ultimate Winter Survival Guide

By **DQ NGUYEN '22**
Contributor

Ever get thirsty every thirty minutes? Ever feel so cold that you have to stick your bare feet on the heater during the entirety of study hall? Ever want to just plant your head on your desk and turn off your brain?

Be glad you've made it this far through the Log articles, and I'm sure you've answered

"yes" to all of the questions above. As hinted by the questions, there are three essential components you need to survive through the winter: water, warmth, and wits.

Your body is made up of roughly 70% water, so, better stay hydrated! Unfortunately, a 500 milliliter bottle may not suffice, especially when you empty your water jug in five gulps during study hall. With the five-minute-long break during study hall, you rush

down to fill up your bottle; however, many people are waiting in line!

Knowing that you do not have enough time, you consider your choices: you could push your way through the line, but let's say there may be a few exchanges of insults and a word with an adult. Tap water exists, so choose it, right? No. Drinking sewer water with a LifeStraw® is safer and tastes better.

However, you came to Loomis Chaffee for a reason. That moment the admissions officer saw you, he or she knew you were going to be special and push the boundaries of human capability.

There are three states of matter: solid, liquid, and gas. Now, look outside. Now, look at the kettle. Now, grab that kettle, scoop the ice with it, and start boiling.

Try not to worry about your dormmates' facial expressions of utter jealousy of such a high-IQ achievement. Once the kettle finishes boiling, carefully pour the water into your bottle and make sure to seal the cap tightly. Such a simple, beautiful, and questionably safe method of obtaining water.

Sometimes it's below freezing and for reasons beyond the knowledge of God, the heater is not working. You go to your drawer, take out the thickest pieces of clothing, cumbrosely wear them, and sit uncomfortably. However, there is a solution available for the low, low cost of just \$59.99, assuming you have a computer — the cheaper the better.

First, download a game store called "Steam." After installation, search for "Assassin's Creed Odyssey," and pay sixty bucks. When the game is installed, go to the graphics setting and turn every aspect to maximum.

Now, run a benchmark or play the game.

You may feel your computer is running at 212° Fahrenheit or 100° Celsius, but fear not, you are warm now! Let's just say it is highly recommended to have a fire extinguisher nearby at all times.

As people always say, "academics first." So, to study and get good grades you need to keep focus. However, during study hall, your eyes become heavier and heavier as you stare at that one paragraph in your history textbook for fifteen minutes. You try getting yourself awake and focused by rocking your body back and forth.

Unfortunately, your chair has four sturdy, heavy legs, unlike the chairs in Harman Hall with their two curved rockers. Remember, academics first, ethics second, so you must do whatever it takes to obtain that A+. With that logic, get yourself two friends and head off to Harman on a Saturday afternoon.

Why on a Saturday afternoon? Let's just say to minimize as many eyewitnesses as possible. Find an unlocked room, preferably a friend's room, and make sure he is not there. If your friend is not present, get one of your friends to stand guard in the hallway.

While he is standing guard, you and your other friend grab the Harman chair and start rushing back to your dorm. During this process, never let anyone see your carrying the chair. If a teacher happens to come out of his or her apartment, get ready to run like UPS delivery men.

Congratulations! You now have the knowledge of how to survive winter term. Once you get back to your dorm, get yourself a kettle, "Assassin's Creed Odyssey," a fire extinguisher, and a rocking chair from Harman.



Graphic by Julie Chung '21

Awesome But Affordable Holiday Gifts

By **JOHN SIHN '22**
Contributor

Want to give gifts to your beloved friends and family this holiday season, but don't want to break the bank? Here are some awesome Christmas gifts under \$30 for everyone you can buy on Amazon!

FOR THE STUDIOUS

- Eyocean LED Reading Light: \$14.99
- Lamy AL-star Fountain pen: \$23.78
- Homecube Pencil Case: \$10.39
- Moleskine Notebook/ Planner: \$27.98

FOR THE TECH-SAVVY

- Amazon Echo Dot (3rd Gen) Smart Speaker with Alexa: \$24.99
- Onejoy Tessel Cable for iPhone: \$9.99
- Adjustable phone stand: \$9.99
- Google Cardboard: \$8.99
- Tile Mate tracker: \$17.98
- Magnasonic Projection Alarm Clock Radio: \$25 \$15

FOR THE FASHION-FORWARD

- Champion Powerblend Fleece Pullover Hoodie: \$45 \$27
- Champion Retro Fleece Jogger Pants: \$30 \$24
- Elizabeth Taylor White Diamonds Perfume: \$26.92
- 2 PLY 100% Cashmere Scarf Elegant: \$23-25

FOR THE ATHLETIC

- Fit Simplify Resistance Loop Exercise Bands: \$9.95
- BalanceFrom GoYoga All-Purpose 1/2-Inch Extra Thick High Density Anti-Tear Exercise Yoga Mat with Carrying Strap: \$15.99
- Trideer Ball Chair Exercise Stability Yoga Ball: \$11.89 - \$28.99
- Tactical Neck Gaiter - Half Balaclava Style for Skiing, Snowboarding, Motorcycling & Cold Weather Winter Sports: \$14.95



Graphic by Julie Chung '21

Holiday LOGRhythms

By **PORTIA INZONE '20**
Managing Editor

"All I Want for Christmas Is You"
by Mariah Carey

"Jingle Bell Rock"

by Bobby Helms

"It's Beginning to Look a Lot Like Christmas"
by Michael Buble

"Love Is Everything"
by Ariana Grande

"Have Yourself a Merry Little Christmas"
by Josh Groban

"Someday at Christmas"
by Stevie Wonder

"Winter Wonderland"
by Aretha Franklin

"Baby It's Cold Outside"
by Idina Menzel and Michael Buble

"December"
by Ariana Grande

"Winter Things"
by Ariana Grande

"Mistletoe"
by Justin Bieber

"Like It's Christmas"
by the Jonas Brothers

"Sleigh Ride"
by Idina Menzel

"Last Christmas"
by Ariana Grande

"O Holy Night"
by Rosie O'Donnell and Billy Porter

"One More Sleep"
by Leona Lewis

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



The Craziest Three Weeks of Your Life

By LILY POTTER '21
Staff Writer

Listening to an audiobook at 1.5x speed? Weak. Turn it up to 10x speed.

Those Greek tragedies can get a little depressing especially during the winter term, so the less time you spend listening to them, the better you will feel. Minimize your stress, save time, and maintain happiness.

The audio feature on Google Translate is widely underutilized. Since everyone is sick this time of year, your language teacher like-

ly will not even know if your voice sounds mildly robotic during class.

And considering that everyone in the class is slacking off as well, the severe grammar errors made by Google Translate will also go unnoticed — you'll be able to spend the entirety of your language class on TikTok while still improving your participation grade.

Type all writing assignments during math class on your calculator using the keys "2nd" and "Alpha." The graphing calculator is not limited to only mathematics.

Your graphing calculator likely contains every letter that your computer has, making it the perfect device to write essays on.

You have an essay due tomorrow, but you don't feel like sacrificing time that could have been spent on Disney+ to write it tonight.

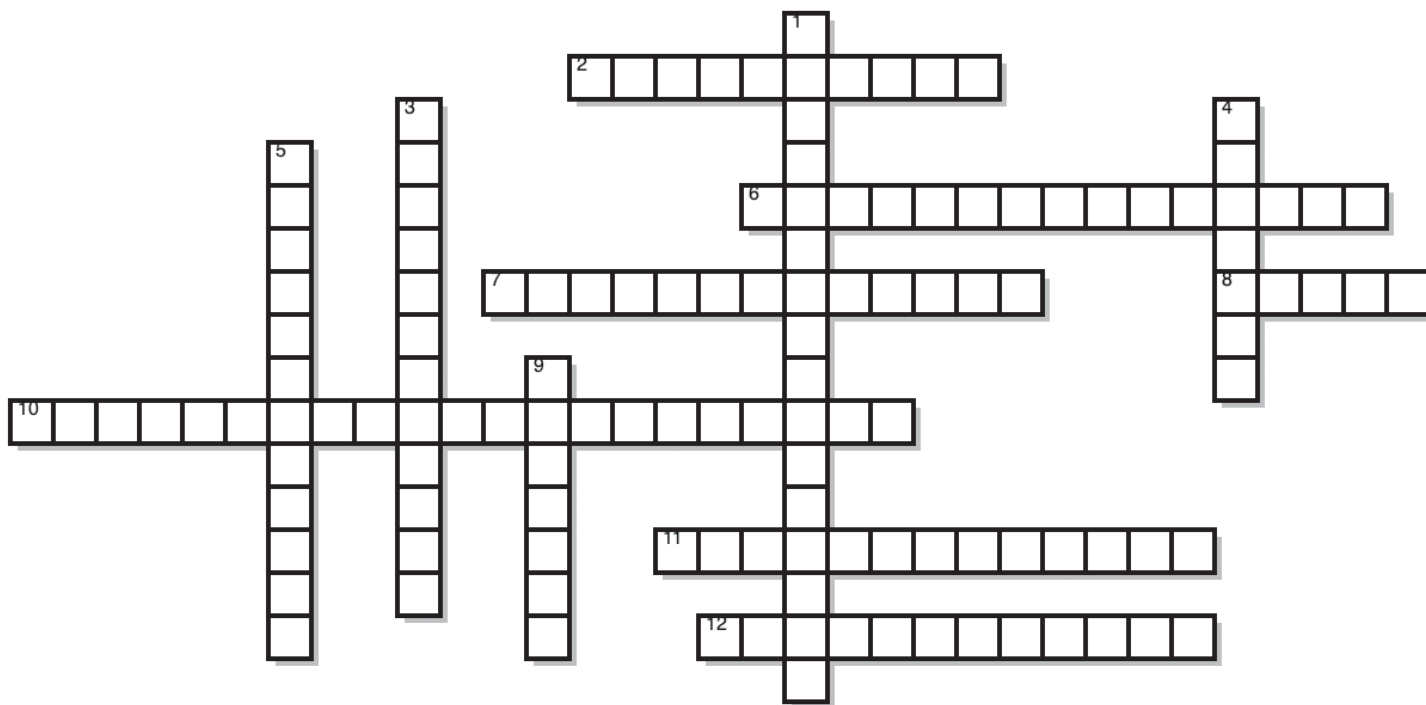
Wait, you have math class the period before it's due!

Your math teacher will see you furiously typing away and think you're working hard and your English teacher will be extraordinarily impressed with your creativity.

Leave your homework outside if the weather app has even a 10% chance of precipitation. Freezing rain is especially key.

If you come into math class and can't fill out your handout on the unit circle because your paper is sealed in a block of ice, you have shown great dedication to the subject of mathematics just by attempting to bring the ice paper into class.

Crossword: Winter on the Island



By NEALA SWEENEY '20
Editor-in-Chief

Across

- 2 People get really dressed up for this
- 6 The holiday Starbucks drink you want every day student to bring you
- 7 What happens at the end of the term
- 8 Classes start at 9:30am
- 10 The website desperate students turn to this winter season

- 11 The class in which you read the most depressing books winter term
- 12 Have the weirdest practice times

Down

- 1 What not to ask seniors about
- 3 Our favorite mid-term break
- 4 Dr. Culbert decides this
- 5 The BIG deadline day
- 6 The thing the deans where they hide themselves around campus

The Beauty of Snow Days

By PYNH HARINSUIT '22
Contributor

Picture this: an annoying cacophony of enraged ringing wakes you up, but at least it's finally Friday. You're so ready to get your classes over with so that you can dive right into the weekend.

As you turn your alarm off and start diving into the world of social media, you check your Loomis email. To your surprise, you've gotten an email letting you know that classes have been canceled due to heavy snow and that you have the day off.

You put your phone down and go straight back to sleep with a smile on your face as you get started on your long weekend.

Snow days! Who doesn't like snow days? Instead of going to class, you get the day off to make some hot chocolate, to stay in bed and to catch up on some shows, or even to go enjoy the snow outside by sledding and building a snowman with your friends!

Sometimes, winter days can seem pretty heavy, as it's freezing outside and gets dark so quickly, along with all of the school assignments you receive from your teachers.

Snow days can help by giving students more time to prepare for assignments or tests/quizzes that they have coming up... Okay, it's not like all of us will spend the entire day doing work.

Though some people may get stuff done and some may decide they just want to relax (read: do no work at all), we hardworking students would love to have rare and unexpected days off to have some fun and rest.

If you were to ask anyone what they would do on a snow day, sleep would probably be one of the things they would have on the top of their list. As you've probably heard before, sleep is a very important part of working and functioning properly at school.

Everyone has their own unique sleeping schedule, but overall, I bet that most students get more sleep on the weekends than during the weekdays. So why not have a snow day to let students catch up on their sleep by sleeping in?

I'm not saying that there should be a snow day every week, but let's have one at least once in a while! That feeling of not having to go to classes, especially when it's unexpected, is REALLY good! You expect to have to go to classes and to get some work done, when all of a sudden that plan just disappears and you can just spend the entire day, cozy and warm with a cup of hot chocolate, watching your favorite shows.

And then, obviously, you're back to your responsibilities of studying hard and getting ready for winter break!

ANSWER KEY:

- 10. SNOWDAYCALCULATOR.
- 11. JUNIORENGLISH
- 12. WINTERSPORTS
- 1. COLLEGEDECISIONS
- 2. SEMIFORMAL
- 3. HEADSHOLIDAY
- 4. SNOWDAY
- 5. JANUARYFIRST
- 6. ELFHUNT
- 7. WINTERTESTING
- 8. DELAY

Hollywood with Halsey

“Knives Out” Is a Fun, Detailed Murder Mystery

By NATALIE HALSEY '20
Columnist

“Knives Out” opens on a stunning vista: an imposing Victorian home, dark-red brick and forest-green trim.

This house, we later learn, is home to the Thrombeys, an expansive family under the care and support of patriarch mystery writer Harlan Thrombey, whose expansive library of mystery novels has fueled the family fortune for decades. The sumptuous house is also the site of Mr. Thrombey’s murder, a twist most like the plots of his books.

In a spin on the classic whodunit murder mystery, director and writer Rian Johnson spins an exciting tale of gumshoes and family drama.

The production design of “Knives Out” is stunning. The Thrombey mansion stuns with attention to detail, each wallpaper and set piece fitting perfectly into the story. Harlan Thrombey’s private rooms ooze comfort and coziness, filled with books and board games and surrounded by warm colors.

The family’s rooms are diametrically opposed to Thrombey’s spaces, with cold colors, creepy puppets, and metal. Rich rugs and abounding taxidermy make the house into a cohesive, albeit unsettling home. A sculpture of knives frames many shots in the living room, creating halos around characters during interrogations and lovingly composing the film’s climax. Large wooden

eyes follow the different characters as they sneak around the creaking house.

Probably my favorite set piece is an antique clock, in which the housekeeper stashes her weed, and holds crucial information for our main character later in the story.

“Knives Out” is incredibly entertaining. Each scene is jam-packed with hilarious dialogue, deep emotions, and insane characters. The myriad characters of “Knives Out” are distinct, and the friction between them feels real and rewarding.

The Thrombey family dynamic is especially rewarding, with each family member perfectly toeing the line between realism and caricature. Southern private eye detective Benoit LeBlanc, portrayed by Daniel Craig, pulls threads the audience can pick at but never touch with levity and grace. Ana de Armas plays nurse Marta with depth and sympathy.

I think the detail I appreciated most (among the endless details and tidbits that made “Knives Out” so fun) was how each time the family mentioned where Marta, an immigrant, was from, they said a different country. This minute joke, buried in the script, not only brought humor to more dour scenes, but also revealed much about the family.

As much as they pretend to care about Marta and her friendship with Harlan Thrombey, they don’t even care enough to know where she is actually from. The fam-



Courtesy of Jordan Strauss/Invision/AP Images

Jamie Lee Curtis, from left, Chris Evans, Daniel Craig and Ana de Armas attend the “Knives Out” photo call on November 15 in Los Angeles. The film was directed by Rian Johnson, who recently directed “Star Wars: The Last Jedi.”

ily, beyond Harlan, is too wrapped up in its own drama to recognize others.

I did not expect to like “Knives Out” as much as I did. I prefer not to speak of Johnson’s last work, and I thought I would find a

similar disappointment in “Knives Out.” But I didn’t. What I found was a film dedicated to details, a highly entertaining evening, and a movie I will come back to.



Photo by Michelle Park '20

What To Do on a Snow Day

By LANA SHENG '21
Staff Writer

You wake up and stretch. You rub your eyes and pull open the blinds, ready for another bleak winter day. But... what is this blinding light you see?

You squint, trying to see through the white stuff, the white fluffy-stuff... snow! You get excited at the thought of a potential snow day, but you try not to become too excited as you frantically refresh your email.

YES! You spot that sweet email from LC Communications: Classes Cancelled for Monday, December 16. Euphoria fills you as you think about your snow day. What should you do during it though?

You could...

- Bake cookies (and start a small kitchen fire) while drinking hot chocolate
- Watch Netflix under covers
- Try to be productive and get started on your essay, but in actuality end up star-

ing at your computer for several hours in a zombie-like trance

- Have a fashion show with all your winter gear
- Contemplate life while philosophically looking out your window at the snowy landscape
- Consider putting out that small kitchen fire you started
- Evacuate the dorm because you procrastinated putting out that small kitchen fire

Great! Now that everyone’s outdoors, you can...

- Build a snowman
- Go sledding
- Have a (faculty-sanctioned) snowball fight
- Make snow angels
- Avoid yellow snow
- Bury someone in the snow
- Dig a tunnel in the snow and escape from school — yay early vacation!

The Loomis Chaffee Log Holiday Wish List



ETHAN LEVINBOOK
His 63rd departmental award.
A Latin word for car, or anything invented after the 14th Century.



NEALA SWEENEY
One — just one — canceled swim practice.
Enough coffee to send the average horse into cardiac arrest.



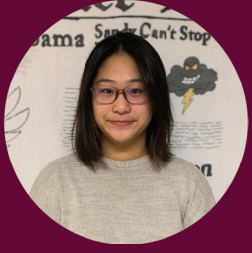
PORTIA INZONE
Lifetime supply of Bean coffee.
Renovations for the Log room.



ANGELA WANG
A huge suitcase that can fit all her new shoes.
Unlimited Sephora coupon.



MICHELLE PARK
To see her dog every day.
For people to stop taking pictures of her sleeping in class.



JENNY PAN
A cat allergy (JK).
For people to sign up for graphics.



JULIE CHUNG
An hour daily to binge-watch Steven Universe.
More Haribo gummy pasta in the bookstore.



PRIYA RAJARAM
More water polo games.
More web writers.



JACK GLASSIE
LED lights to cover his entire room with.
Actual skiing skills.



LAUREN VOLKODAV
To write more non-Log newspaper articles.
Chinese food from Ammidon.



HAZEL LE
For the Log social media to get more followers.
More articles to write.



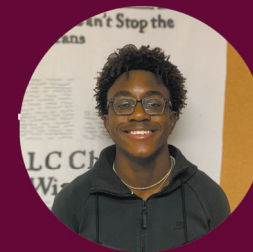
ALLY VELASQUEZ
The return of "Mamma Mia" on Broadway.
For Harvard to break off into the Charles River.



ANDREW PARK
More poke bowls to bring to English class.
Another wildly stylish umbrella.



EMMA GOLDFARB
For the FAC brats not to be scared of her.
More opportunities to perform in the NEO.



JULIAN HERNANDEZ
Contacts.
More writers for Sports.



RILEY MEADE
Immunity from deeps.
Memory eraser so he can rewatch all his favourite TV shows.



RYAN JONES
More Duke hats.
A cop to give him a speeding ticket and charge him with the death penalty.



VICTORIA CHE
Winning Worlds in debate.
Sleep.



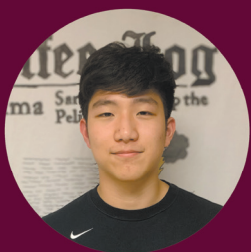
JEAN SHIN
Lifetime supply of jelly beans.
Karaoke machine to sing the Frozen 2 songs.



KELLY XUE
Some nice Portuguese weather.
Stronger melatonin.



STEPHANIE ZHANG
New pair of Crocs.
Seltzer.



MIN JUNE SONG
Bigger biceps.
A shirt with sleeves.



MS. HSIEH
A class able to find all of her grammar mistakes.
A promiscuous dessert.