

The Loomis Chaffee Log

Issue CIV No. 5

Est. 1915 • 4 Batchelder Rd., Windsor, CT

January 30, 2020

KENT DAY RETURNS

By RYAN FORTANI '22
Staff Writer

November 14, 2020, will mark the return of an age-old Loomis Chaffee tradition: Kent Day.

With the recent creation of Founders League Football, Loomis can once again play the Kent School in football and thus reignite a rivalry that shaped school spirit at both institutions.

"We will play all fall sports except cross-country on the last day of the fall season in 2020...and with the addition of football to our league, bring[ing] Kent Day back seems like a natural return of what was a great day for both communities," Athletic Director Ms. Sue Cabot said.

The Loomis-Kent rivalry's roots date back to 1921, when a Kent football player stole a silver spoon during the post-game tea service held at Head of School Nathaniel Batchelder's house for the two competing teams.

The disappearance of the spoon created tension between Mr. Batchelder and the Kent head of school, Frederick Sill. In 1947, however, Father Sill's successor, Father Chalmers, returned the spoon with the addition of an enlarged replica, which was then used as the trophy for the winner of the rivalry's football game.

"The spoon went to the winner of the football game every year, and then to acknowledge the importance of the other athletic contests, a bowl was established to be given to the school who had the best win/loss record in all of the other sports on Kent Day," Associate Head of School Mr. Webb Trenchard said.

However, after over 60 years of storied rivalry, Loomis and Kent stopped playing each other in football, concluding this cherished tradition as other sports competitions between the schools also slowly died out.

Yet, it still remains unclear why exactly the rivalry ended.

According to Mr. Trenchard, the rivalry

"fizzled out a bit because we stopped playing each other in football...much of the luster of the rivalry was lost because "the spoon" was no longer a part of the equation."

While both Loomis and Kent are members of the Founders League, there has typically not been a football league within the Founders organization. Therefore, member schools have joined different football leagues and often get split apart.

Loomis was originally able to play Kent in football because both schools were members of the Erickson League, named after former Loomis athletics director Ralph Erickson.

However, Loomis pulled out of this league to join the Central New England Class A league (consisting of schools such as Deerfield, Andover, Exeter, Choate, etc.). In doing so, Loomis lost the ability to play Kent as they were no longer in the same league.

The Loomis-Kent rivalry was as a hallmark of our community, and it still remains to be seen how the athletic department will capitalize on this increased spirit leading up to Kent Day.

"Back in the day, they used to have a pep rally with a bonfire...and we would be out there chanting and cheering and each team would lead a cheer, and it was pretty good for the entire community," English faculty member Mr. Fred Seebeck said.

While it is clear that Kent Day is making a return, it is unclear whether the spoon itself will do the same. Head football coach Mr. Jeffrey Moore stated that "Kent had the spoon [last] and they [have] lost the spoon. So right now, no one knows where the spoon is...but it would be great if we could create a new replica — maybe through the PHI [Pearse Hub for Innovation]."

Regardless, the return of Kent Day will fill a missing portion of a traditional boarding school student life: rivalries.

"I am hopeful that the Kent Day rivalry will exemplify a tradition of healthy competition, mutual respect, camaraderie and unparalleled good sportsmanship between our two schools," Ms. Cabot said.



Clockwise from top left: Photos and graphics courtesy of the 1991 Confluence, the 1983 Confluence, the LC Archives, the 1970 confluence, and the LC Archives

Clockwise from top left: A cartoon featured in the 1991 Confluence; a banner to celebrate Kent Day in November, 1982; the spoon that was used as a trophy by the two schools; a bus decorated by LC students for Kent Day in 1970; Mrs. Batchelder and Mr. Batchelder with a Loomis School football player holding the original spoon.

StuCo Revises Constitution

Gender-Neutral Language Included

By JENNY PAN '22
Graphics Manager

Behind the closed doors of the student council (StuCo), the Loomis Chaffee student constitution is undergoing a major revision. At this point, the senior representatives have finished their revision draft and are waiting for the vote of the rest of StuCo.

If StuCo passes the revised draft, then the entire student body will vote on whether to adapt or discard the new constitution, an event that will take place sometime in the

spring term. Before the entire student body votes, StuCo plans to host a debate on the ratification of the new constitution so that students will be exposed to arguments for and against the revision.

Specifically, StuCo wishes to revise the student council voting process, introducing a policy of gender-neutral language for voting. Removing the distinction between "female" and "male" candidates, StuCo aims to eliminate gender divisions in representatives and the voting process.

"We want to be more inclusive," StuCo

Girls' Vice President Margarita Demkina '20 said.

StuCo Boys' Vice President Min Jun Jung '20 said that the change would move the constitution closer to Loomis's core values.

"I think it's more a symbolic step rather than a logistical one. Especially when moving forward, the gender language is becoming more of a relic. As we start moving forward, the constitution and the student council should as well," Min said.

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Why Students Leave Loomis

By RYAN FORTANI '22
Staff Writer

During the fall term, nine students left Loomis Chaffee for a variety of reasons. These nine students will now be included into what is known as our attrition rate, or the rate at which students leave every year. Loomis Chaffee's attrition rate is around 2% per year.

According to Head of School Dr. Sheila Culbert, this percentage "is very much in line with our peer schools."

While the individual circumstances surrounding a student's leave are confidential, there are some general reasons that lead students to leave the Island permanently. Roughly one to three students leave the school due to disciplinary reasons each year. However, due to Loomis' level system, students often are able to make mistakes and learn from them while remaining in the community.

"We are very much a second-chance school, so this is not a major source of attrition," Dr. Culbert said.

Another source of attrition is family and personal reasons. Another one to three students will leave due to homesickness and recognition that boarding school may not

be the best place for them, and they will be able to thrive in another institution.

Additionally, we see students leave because the workload and rigor at Loomis proves unmanageable for them, because of mental health reasons, and because of athletics. Athletic attrition typically sees students move from one school to another in order for the student to become a stronger and more dominant athlete in their respective sport.

"Perhaps they will get more playing time at another school or they want to do something like junior hockey," Dr. Culbert said.

Ultimately, attrition is an inevitable part of any academic institution, and while we work to find students that will best fit our community throughout the admissions process, there will

always be flaws that lead to some form of tension between the school and a student, but for the most part, it is clear that most students have found Loomis to be the right place for them—after all, most students stay for the full four years.

"Some students just miss their family or friends from home and boarding school is not for them," Dr. Culbert explained.

Loomis Chaffee's attrition rate is around 2% per year... "very much in line with our peer schools."

StuCo Drafts New Student Constitution

By JENNY PAN '22
Graphic Manager

Continued from front

The upcoming revision will also remove outdated procedures like "taking notes on a physical notebook paper" as Min said.

"We were ignoring outdated voting procedures all along anyways, so we decided to take them completely out of the constitution," Min added.

In addition to changes in the voting process, the constitution will be receiving upgrades in its language.

"The old constitution did not have good language. We cleaned things up," mathematics faculty member and faculty advisor to the Student Council Mr. Elliot Beck said. Though Mr. Beck has a lot of responsibility as the faculty advisor, he emphasizes that he did not interfere with the brainstorming and writing process for the revision.

"My role is to support them. I might've

"We were ignoring outdated voting procedures all along anyways, so we decided to take them completely out of the constitution," Min added.

In order for a revision to pass, three-quarters of the student body has to vote in favor.

accidentally added an idea, but I let the real ideas flow from the students," Mr. Beck said.

The last revision of the StuCo constitution took place in 2010 under the guidance of former faculty advisor Mr. Seebeck. The 2010 revision fixed outdated procedures and created an efficient voting structure.

Looking back on the 2010 revision now, english teacher Mr. Fred Seebeck notes that the voting process was a problem even back then.

"They wanted to streamline the voting process by making students vote when signing in at school meeting like convocation. They voted on the sign-in papers," he said.

In order for a revision to pass, three-quarters of the student body has to vote in favor. Mr. Seebeck recalls that, in 2010, there was a problem with the lack of people voting. Even when voting forms were sent out via email, he remembers that many students didn't cast a vote.

"Earlier this fall, there was a survey sent out by the NEASC reaccreditation committee, and 680 students responded out of the total 725 students. That's a high rate of return but in order to have three quarters of the student body to approve an amendment, you need everyone to vote," he said.

Solar Fest Celebrates Sustainability and LC's New Solar Panels



Photo by Neala Sweeney '20

Pictured is the paper mache sun that science teacher Ms. Julie Hinchman made for Solar Fest. The LC Environmental Proctors had students write down their 2020 sustainability resolutions and attach them to the sun.



Photo by Anna Rebello '21

Log Web Editor Jack Glassie '20 bikes on the smoothie bicycle at a station run by Freya Rich '20 and Lilith Yu '20. The LC E Proctors put on Solar Fest in honor of the opening and installation of the solar panels on campus.



Photo by Anna Rebello '21

Alejandro Ricon '21 and Jake Lotreck '21 work the recycling game table. They asked students to sort through and determine what items could be recycled and what items could not.

Ken Green: From Councilman to Counselor

By STEPHANIE ZHANG '21
News Editor

For Kenneth Green, a nine-year counselor at Loomis Chaffee, asthma was the only obstacle standing between him and the draft. Instead of being sent to fight in the Vietnam War, he was allowed to stay home due to his medical condition and ultimately became the first in his family to receive a college education.

"When you were young, you had to sign up to go to the military. You really didn't have any options. The year I turned eighteen...was gonna be the last year that they were going to do a draft," Mr. Green explained.

Although Mr. Green always thought his asthma would exempt him from the draft, he was chosen from a lottery, and he passed the medical examination.

"In the time between graduating high school and going to college, I had been

Find a cause bigger than what you want to do in life and use your education to make a change. The actions you take after the rallies are so much more important than just going to it.

drafted, so at that point, I was kind of distraught [about] the idea that I wasn't going to go to college," Mr. Green said.

After a reexamination of his case, however, Mr. Green's asthma proved severe enough to exempt him from military service and to warrant his attendance at Hampshire College in Amherst, MA.

"What was unique about going to Hampshire College was that the year I went to Hampshire College was the second year that the college opened up," Mr. Green said.

"In 1971, with 500 students, it was a small community, and everyone knew each other."

Mr. Green treasured his experience at Hampshire because unlike other, more traditional colleges, Hampshire did not grade students on assignments and tests.

"It's basically that you shape your own educational progress and your own educational goals. You decide what you want to learn [and] how you want to learn; it's basically independent study from the moment you set foot there," Mr. Green detailed.

Though he missed the reward of letter grades, he felt that the absence of grades allowed him to focus on what he ultimately wanted to pursue in life. Today, he stands firm in his argument that self-worth should not be reflected with a grade.

"For example, you guys are under a lot of stress here to get A's and B's, and if you get anything lower than that, you probably feel unhappy. There's a lot of push here to get that letter grade and say I'm doing well, I'm not doing well, I'm smart, I'm not smart. It's important to remember that the grades you get do not define your character or your intelligence," Mr. Green said.

Although Mr. Green has a master's in social work and has worked in the field for over forty years, he did not always intend to be a social worker. In fact, he went into college with the intention of being a math teacher. After some reflection and development, he changed his mind.

"When I was younger, in 1968, when Martin Luther King, Jr., got shot, I was a youngster and in Hartford, we rioted. I was very angry, and I expressed my anger...Ever since then, I always did have a social consciousness. Looking at Martin Luther King, growing up in the '60s, dealing with the whole Vietnam War. Even though I wanted to be a math teacher, I always had this social consciousness on my mind and wondered, 'Why do we behave the way we behave?'" Mr. Green said.

Mr. Green emphasized the importance of being socially active and aware, especially at a young age.

"I became very active on campus in terms of social activism. I thought my philosophy was more of anti-capitalism. I felt like the inequities and injustices based on the whole economic depravity of some people was really hurtful for the general population," Mr. Green said.

Although protests and rallies do not seem to make large changes to legislation, Mr. Green argues that they are important activities to bring people together and to foster a like-minded community.

"Find a cause bigger than what you want to do in life and use your education to make a change. The actions you take after the rallies are so much more important than just going to it," Mr. Green said.

Following these values, Mr. Green actively used his education to benefit his community and provide other underprivileged adolescents and communities with the resources they need to succeed.

"I had the opportunity to be the first one in my family to go to college. Part of my responsibility was bringing it back to the community who supported me," Mr. Green said.

Before Mr. Green came to Loomis Chaffee, he spent thirty years working as a social worker in schools for students with emo-

tional and behavioral psychiatric disabilities. He explained that these kids were not able to attend the regular public schools and would have been labeled as special needs students. Their behavior proved very disruptive to the public school system.

"A number of them had a lot of dysfunction in the families and from the communities they came from. Unfortunately, those students had a lot of challenges behaviorally, socially, academically, and physiologically, and I just tried to be as supportive as I could," Mr. Green said.

Following the social work, he ran for the Connecticut government's General Assembly four times before he won and remained in office for sixteen years. He emphasizes the value attached to not giving up when things don't turn out your way.

As a state representative, Mr. Green created and worked with a variety of organizations that helped underprivileged communities. One organization that he is especially proud of is Always on Saturday, a program exposing young males to information about sexuality, positive decision-making skills, and self-esteem.

Mr. Green also sponsored the Youth Prevention Summit and helped James C. Tillman, a man who was wrongly convicted of rape and served almost nineteen years in prison, obtain a five million dollar settlement as compensation from the state.

"I don't believe America will ever reach true equality, because [many] factors are

rooted in American history and our everyday lives. While a lot of us are doing much better materialistically now and can afford not to think about it, it's a false quality of life." Meanwhile, there are people being

I don't believe America will ever reach true equality, because [many] factors are rooted in American history and our everyday lives.

killed, injustices are happening, economic gaps are getting wider, racism has now shown its ugly head, and you can see all of that today. I think Martin Luther King would've wanted people to ask themselves, 'What role do I play in all these injustices?'" Mr. Green continued.

Mr. Green expressed that social work is his life's calling and that he has certainly used his education to benefit and give back to his community. He encourages students to reflect on their own lives, act on issues they are passionate about, and have a chat at his office in the Student Center (outside the SNUG, toward the dish drop) whenever he's in.



Photo by Anna Rebello '21

Mr. Kenneth Green poses in his office, located in the Scanlan Campus Center. Mr. Green was a member of the Connecticut General Assembly for sixteen years, after which he served as a social worker for students with psychiatric disabilities.

Tutoring from Island to Island

By EMILY KHYM '23
Contributor

[Editors' note: The author is a member of the Remote English Tutoring Program.]

As the depth and quality of education varies from country to country, Ting-yo Tan '22, the founder of the Remote English Tutoring Program, hopes to reach students who do not have the same chances for education in Taipei, Taiwan.

The volunteers of the English Tutoring Program meet every other Wednesday evening in the Katharine Brush Library to talk to students from Taipei. Ting-yo said that this program was initially started by Rotary International, a non-profit organization that seeks to unite people from around the world.

To start this program, Ting-yo connected with Taipei First Girls' High School, Heimei Elementary School, Shanglin Elementary School to help enhance the students' English speaking skills.

While using the platform Zoom, an app for virtual communication, students at Loomis Chaffee have taught the girls basic

English phrases and the typical American curriculum.

During the Wednesday sessions, Ting-yo creates a lesson plan personalized for each student in Taiwan. LC students will tutor elementary school students for one meeting, and then during the next meeting, they will have interview-style conversations with the girls.

"I have a passion for teaching, so this community service program is a good experience. I enjoy working with kids and talking about the differences between the American and Taiwanese education system, especially since my mom is originally from Taiwan," Madison Hua '23 said.

In their Zoom conversations, the LC students discuss topics such as school environment, studying methods, college applications, extracurricular activities, and cultural differences with the students at the Taipei First Girls' High School. Additionally, they have dived into animals, sports, food, and culture.

"It just feels good to show gratitude and give instead of always taking," Ting-yo said.



Photo by Emily Khyim '23

The members of the English Tutoring Program include Emily Khyim '23, Madison Hua '23, Tina Mai '23, founder Ting-yo Tan '22, Justin Wu '22, and Edward Park '23. These students meet every other Wednesday evening in the Katharine Brush Library to talk to students from Taipei.

How to Win the Stock Market Game

By JENNY PAN '22
Graphics Manager

If you are playing the Loomis Chaffee Stock Market Game, you might want to know how to win, or at least, how to beat your friends in the game.

It has been a successful second year for the Stock Market Game, which will close on Thursday, February 6. With 287 participants, including students and faculty, the game has grown greatly from the 192 participants last year.

Cash prizes of 75 dollars will be awarded to the top participant from each class, along with a prize for the top girl to encourage more female participants.

Mr. Mat DeNunzio, an economics teacher, listed a few important steps to secure a high spot in the stock market ranks.

"To win in the stock market game, you need to pay attention to the news, and then make an accurate prediction on what is going to happen," Mr. DeNunzio said.

Dejean Sypher '22, who had the first place spot in the game last week, offered some advice. "I think if you want to be successful in the stock market game, you have to trade a good amount, do a little bit of research on recent news of a stock you're looking into investing, and spend all of your money as you are trying to make huge gains," Dejean said.

Mr. DeNunzio agrees with Dejean. "You will need to take a sizable position. Risk equals reward, so the bigger the risk, the bigger the payoff," Mr. DeNunzio said.

Since the game is not real, why not just risk it all and see what happens? Last fall term, Marco Wang '20 won the game with this mentality.

"Don't follow what other people do just find your own stocks to profit. You need to take some risks to win big," Marco noted.

Mr. DeNunzio supports Marco's strategy. "Lastly, you need to have a little bit of contrarian in your system," Mr. DeNunzio said. "You can't just follow what everybody else is doing. If you try and trade on market news, you're always going to trail behind somebody who had that same position before you did. In reality, you only need to be right 4-5 times on a stock to win the game. Even if you have a bad day, you can make it all back the next."

Even if you don't take economics, the Stock Market Game can still help you learn about economics, the stock market, and financial literacy, which will help you later in your life.

When opening the game to the whole school, the economics teachers (Mr. DeNunzio and Mrs. Elizabeth Leyden) had the intention of introducing financial literacy to students who were not familiar with economics.

"We tried to be more intentional about marketing the game, specifically reaching students not enrolled in economics classes," Mr. DeNunzio explained.

As a freshman and a new contestant in the game, Elliot Shani '23 has started to pay more attention to economics.

"I am extremely surprised by how I've been doing, and this has also caused me to gain more interest in the stock market," Elliot stated.

"This [game] is part of a broader theme we've been doing this year with regards to financial literacy, and we've actually started a financial literacy seminar where, once a month, we bring an alumni back to campus to talk about an important aspect of financial literacy," Mr. DeNunzio said.

This month, Goldman Sachs Vice President Ariel Williams '06 came back to campus to give a presentation about investment. Ariel not only told her personal story about her profession, but also provided the students with a holistic understanding

of finance.

"Financial literacy is super important. There are even some faculty members who don't know the difference between a stock, bond, ETF, etc. so the more we can do now to teach these important life skills, the more prepared our students and community will be to live a happy and financially stable life," Mr. DeNunzio said.

The Stock Market Game succeeded in fulfilling Mr. DeNunzio's wish for students to benefit from learning more about finance.

"The goal of the game is two-fold. First, we want students to not be afraid of financial vocabulary. The more experience students have dealing with financial jargon, the more they will realize that managing their finances is something they can do. Second, we want our students to pay more attention to the news," Mr. DeNunzio said.

Even though this game doesn't teach students about the materials they will learn in an economics class, it establishes interest in the field and basic skills to learn more about finance that could be useful later in life.

"To that end, the stock market game is incredibly successful in allowing our students to immediately see how the world is connected," Mr. DeNunzio said

Game Rankings on Monday, 1/27

NAME	NET WORTH	LAST	TRADES	TOTAL RETURNS
1 Aaron Onate	\$2,480,615.82	-3.88%	166	\$1,480,615.82
2 Jonathan Li	\$2,421,892.52	25.19%	392	\$1,421,892.52
3 Jake Lotreck	\$2,035,764.70	3.05%	211	\$1,035,764.70
4 Marco Wang	\$1,967,098.08	-3.27%	783	\$967,098.08
5 Sam Kurian	\$1,788,509.77	-2.73%	120	\$788,509.77
6 Eric Song	\$1,609,820.12	0.75%	95	\$609,820.12
7 Henry Wang	\$1,599,766.75	1.22%	2	\$599,766.75
8 Jack Henry	\$1,559,621.30	-8.45%	230	\$559,621.30
9 Josh Menard	\$1,543,277.34	4.89%	567	\$543,277.34
10 Benjamin Radmore	\$1,463,046.36	1.22%	94	\$463,046.36

Screenshot from MarketWatch.com

The Stock Market Game is hosted on MarketWatch.com and will close on Thursday, February 6. 287 students and faculty members are currently participating. See the Daily Bulletin for sign-up details.

Game Rankings on Friday, 1/24

NAME	NET WORTH	RETURNS
1 Dejean S	\$2,734,904.47	\$1,734,904.47
2 Aaron Onate	\$2,580,645.88	\$1,580,645.88
3 Elliot Beck	\$2,322,935.52	\$1,322,935.52
4 Marco Wang	\$2,033,595.51	\$1,033,595.51
5 Jake Lotreck	\$1,975,454.12	\$975,454.12
6 Jonathan Li	\$1,934,541.86	\$934,541.86
7 Jack Henry	\$1,838,725.84	\$838,725.84
8 Sam Kurian	\$1,703,558.01	\$703,558.01
9 Eric Song	\$1,597,811.46	\$597,811.46
10 Henry Wang	\$1,580,471.32	\$580,471.32

Screenshot courtesy of Mat DeNunzio



Photo by Lauren Volkodav '22

Boys' Vice President Min Jun Jung '20, Girls' Vice President Margarita Demkina '20, and President Maral Asik '20 lead a Student Council meeting in Founders Lounge. This year, the Student Council plans to donate funds to support the Ocean Cleanup. This organization was chosen for the annual Benefit Concert, which usually raises upwards of a thousand dollars.

Student Council to Donate to Ocean Cleanup

By ZACHARY DAVIS '21
Staff Writer

Every year, Loomis Chaffee welcomes the community to participate in and enjoy the Student Benefit Concert, with the funds accrued to be given to a selected charity.

Run by the Student Council, the benefit concert is full of student performances such as lip syncing and a multitude of musical acts.

The Benefit Concert increases its donation every year, consistently raising upwards of a thousand dollars through direct donations for its headline cause.

Student Council, while managing the Concert's logistical aspects, is also responsible for selecting each year's charity.

Three foundations were considered this year, and while they all sought to remedy noble and pressing causes, only one emerged.

The first charity considered hopes to support relief efforts in Puerto Rico, which been ravaged by hurricanes in the recent past and denied much funding by the US government.

The second holds the mission of assisting Australia in combating the rampant bush fires that have spread around the nation, threatening wildlife and human lives and property.

The final, and winning, charity supports a more general goal: cleaning the world's oceans of the immense pollution that continues to harm aquatic life and threaten the fishing ability of nations that rely on it to feed their populations.

"The other two [Puerto Rico hurricane aid and Australian bushfire relief] were more reactionary, the Ocean cleanup effort is more proactive," Student Council faculty advisor Mr. Elliot Beck said.

How to Reduce Your Carbon Footprint

By NATASHA BALINGIT '22, ELIZA NELSON '22, and JEAN SHIN '20
Contributors and Features Editor

Even after the success of Solar Fest, we still need to continue considering how to reduce your carbon footprint. Here is a list of some simple ways to help:

BRING BOOMERANG BAGS

When going to town, bring a boomerang bag to reduce single-use waste. Saves money and resources!

DO LESS LAUNDRY

Put all of your laundry in one load when you can. Avoid separating whites and colors and do one large load instead of smaller ones more frequently!

SHORTEN YOUR SHOWER

Spend less time in the shower! Shortening shower by even a few minutes for one month a major impact

UNPLUG YOUR PHONE

If your electronic is already fully charged, unplug it. Don't leave things plugged in overnight!

COLE ALLEYNE '22

"I unplug my LED lights before I go to bed."

KORI MEISSNER '23

"I use reusable water bottles."

CHERI CHEN '20

"In China... I choose to ride the public subway."

REID MCMILLIAN '22

"I take short and cold showers."

STACEY ZHANG '22

"I turn off the lights whenever I leave the room."

AJ LESHEM '22

"I reuse my towels when I shower."

XAVIER FIGUEROA '21

"I use the dorm fridge instead of buying my own."

ALICE CHEN '20

"I order less from Amazon."

JANUS YUEN '21

"I take less food than what I think I would eat."

KELLY ENG '20

"I reuse cardboard after shopping online."



LC Mailroom Faces Overcrowding

By HARRY KNIGHT '21
Contributor

On a typical day, the Loomis Chaffee mailroom receives around 150 packages. Faced with limited storage space and limited staff, the mailroom comes under even more pressure during holiday seasons.

At the beginning of the school year, the mailroom sometimes sees up to 500 packages a day, and holidays like Christmas and Valentine's Day can bring up to 300 packages a day.

The Loomis Chaffee mailroom is an essential part of the campus that is utilized by everyone who lives on the Island, yet the extensive work done behind the scenes often goes unnoticed.

Coming up on her eighth year on the Island, mailroom director Ms. Amber Passardi says that over her time here there has been "a general increase of [packages], especially perishables." This influx can mostly be attributed to the increased availability of courier services like DHL, FedEx, UPS, and of course, Amazon and its new one-day delivery service.

Another contribution to the sheer number of packages is the increase in students and faculty members this year compared to last year. To stay on top of the growing demand surrounding the mailroom, Ms. Passardi relies on her work job assistants.

"When students are here for work job, we are a team to get packages done," Ms. Passardi said about keeping up with the growing number of packages. "When I'm by myself, I multitask and stop whatever I'm doing to assist the kids."

She appreciates the "positive attitude" and

"ready-to-work mentality" of those work job students. "They enjoy helping their fellow students and faculty," Ms. Passardi said. "They also learn about the whole process it takes for you to get your package. The common comment is, 'This is a lot of work!'"

Ms. Passardi explained that there are times when the volume is too much for the mailroom staff handle alone, so this year, the school hired a part time-mailroom assistant, Ms. Paige Morris.

"Together, [Ms. Morris and I] share the responsibility of the mailroom functions, and work with Lance and Bruce [from Physical Plant] when additional help or resources are needed."

Along with the adults that work in the mailroom, student participation is key to smooth package delivery and pick up. Ms. Passardi pointed out that "it's helpful when the packages are picked up promptly once students and faculty are notified" so that the school's package needs can still be met.

Additionally, the mailroom does not have sufficient space to store packages for many days after they have been delivered. Adding to the urgency, many of these packages are perishable, which means that they take up the limited refrigeration space in the mailroom.

Considering the fact that perishable items are being ordered more frequently and at higher quantities, the mailroom may be in need of expanded refrigeration space.

Despite these challenges, Ms. Passardi remains dedicated to meeting the needs of the campus.

"Students are the number one priority," Ms. Passardi said.



Photo by Anna Rebello '21

Packages pile up on a cart in the Loomis Chaffee mailroom. The mailroom receives 100-150 packages daily.

What The Flip?

Why the Flipped Classroom Works

By **MINJUNE SONG '21**
News Editor

Edpuzzle video playing in the background, I sat staring blankly at the pile of handouts that contained the entirety of our class material for the next two months.

The typical characteristics of a flipped classroom — lecture-style homework videos, the in-class problem sets, and discussion-based classes — intimidated me at first. Like the name suggests, a flipped classroom entirely reverses the conventional classroom model, delivering educational material to students outside of class time while bringing material that would be homework, like problem sets and practice questions, into the classroom.

While this new setup meant that I had no other homework obligations than to skim through a 15-minute long video, the flipped system also meant I had to pay significantly more attention in class. Not a bad trade-off, but this unique system comes with its own set of upsides and downsides.

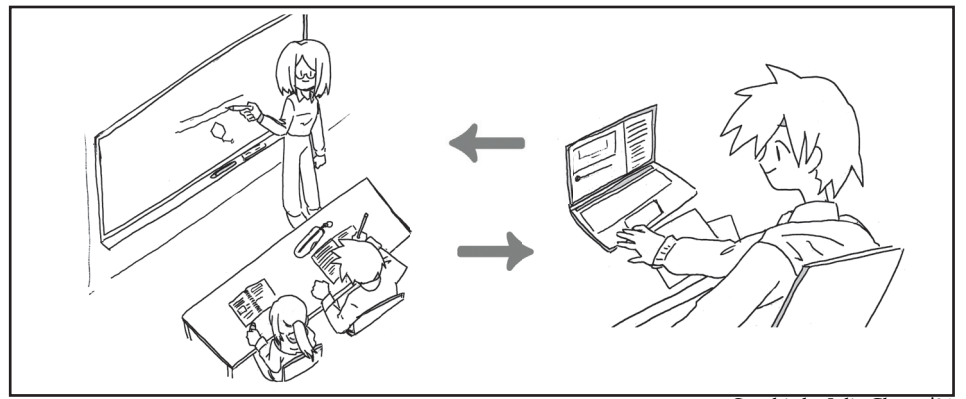
Supposedly, a flipped classroom system will more effectively prepare students for challenging problems they will encounter later in class. Under the assumption that students have watched homework videos and have familiarized themselves with the

material, the flipped classroom's key advantage is that it allows students to delve deeper into already-familiar concepts with the expert guidance of their teacher.

Realistically, however, class time is limited to an hour and fifteen minutes: not enough time for students to broadly master multiple concepts. When this shortage of time is combined with Loomis Chaffee's rapid testing pace and never-ending shower of assignments, students in a flipped classroom can be left knowing certain concepts very well, and barely knowing some concepts even existed. Yet, there are certain subjects where knowing the insides and outsides of a single concept is far more valuable than having broad, umbrella knowledge.

Let's take the classic flipped-classroom courses of Loomis Chaffee: biology, for example. While you might understand the basic concepts of amino acid protonation and ion exchange chromatography from watching a video, applying this information to solve a paragraph-long, six-point test question requires full understanding of the concept, and — more importantly — experience solving similar problems beforehand.

In application-based courses like biology, flipped classrooms offer tailored lessons addressing key problems and answering student questions, building the knowledge



Graphic by Julie Chung '21

and skills necessary to solve highly specialized problems. Though normal classrooms provide students with opportunities to solve problem packets, they are handed out in the form of assignments, pressuring students to put more focus on scoring points rather than understanding the concept. A flipped classroom, in contrast, rewards those who learn for the sake of deeper understanding.

The idea of having a flipped classroom is not limited to the STEM fields. Consider English and History courses, where the assignment is to read texts and class time is used to analyze the assigned reading. The humanities subjects have always put focus

around analysis and discussion, the experience of reading course material before class always having been unique to the discipline.

In this sense, the humanities classes have always been their own version of a flipped classroom, as class time is used to bridge important connections between themes, ideas, and key ideas from the reading. So much can come out of simply flipping a classroom, so perhaps we too can learn to “flip” our bad habits — like flipping my eating schedule, so I actually go to breakfast instead of downing instant noodles in the dead of night.

The Loomis Chaffee Log

Issue CIV, No. 5

Est. 1915 • 4 Batchelder Road, Windsor, CT

January 30, 2020

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EDITORIAL

Lunar New Year Lunch Doesn't Sit Well With International Students

This past week was the beginning of the year of the rat. The Lunar New Year is celebrated in many countries across Asia, including Singapore, China, Vietnam, Indonesia, Thailand and Korea; many Loomis Chaffee international students hail from these countries.

The dining hall organized a lunch in honor of the holiday and featured menu items including General Tso's Chicken, fried pork dumplings, kimchi spring rolls, and green tea milk bubble tea.

While Flik certainly organized this lunch with the best of intentions, it left many international students feeling unsettled and alienated. Although the lunch options were originally requested by a small group of international students, a significant number of other students believed that these foods were inappropriate for the occasion or were not made correctly or with the correct ingredients.

It is the opinion of the Log editorial board that if Flik cannot replicate a culture's cuisine with authenticity and sensitivity — whether due to time or financial restraints — it is better not to make the dish at all. By not recreating these traditional dishes authentically and with the ingredients stipulated by students, Flik risks unintentionally offending and misrepresenting a segment of the student population.

The main dish served at the Lunar New Year celebration was General Tso's chicken. It is the Editorial Board's understanding that this was a recommendation from a small group of international students, and so Flik is not at fault for heeding the advice of these students.

However, many other Chinese students believe that this was a poor representation of the actual food consumed during the Lunar New Year because General Tso's chicken is not an authentic Chinese dish. It is what many would call “Americanized” Chinese food. The group of international students might have made this suggestion in order to appease the greater student body, yet it neglected to recognize the actual holiday and its traditions regarding food.

In addition, Emily Khym '23, a freshman from Seoul, South Korea, contributed a rice cake soup recipe when Mrs. Cardwell sent out a request for recipes and suggestions for the Lunar New Year lunch. While the soup that appeared in the dining hall on Friday afternoon was based on the recipe, it con-

tained kimchi and noodles, two ingredients that are not included in traditional rice cake soup.

At lunch, Flik also served basmati rice, which is an Indian dish; fried pork dumplings, which during Chinese New Year would typically be steamed; and spring rolls with kimchi, which is not a typical ingredient added to spring rolls.

Whether the changes were due to a lack of certain ingredients or an insufficient amount of preparation time, the Log believes that those changes strayed too far from the original. Although Flik deserves praise for taking these requests in the first place and having the initiative to reach out to the student body for suggestions, the addition or omission of ingredients not mentioned by students did not sit well with many Asian students on campus.

It is important to recognize that an effort was made to make Asian international students feel included and supported in the Loomis Chaffee community. But when something is not replicated with enough authenticity, it feels like a half-hearted attempt to recognize a very important holiday for many students.

This is not to say that no effort should be made to try to celebrate international diversity on campus. The Log wants to underscore the importance of education and cultural sensitivity when examining or trying to replicate components of another's culture; moreover, the board also emphasizes that if one is attempting to represent an entire population of people, it is important to consult and know that demographic well.

In the future, the editorial board hopes that food providers will thoroughly research international cuisine and customs prior to hosting a themed meal in honor of a holiday celebrated by another culture. We also hope that the information collected will originate from a knowledgeable source; for example, perhaps for this Lunar New Year it would have been better to consult with our two Chinese teachers on campus, Ms. Song and Mr. Ruan.

The editorial board believes that it would be better to create a meal with more authenticity, even if it is not met with as much enthusiasm from the rest of the student body; culturally-sensitive preparation of meals is important for making international students feel that they are represented and that they belong.



Graphic by Serena Chang '22

LC Promotes Unsustainable Sustainability

By LANA SHENG '22
Staff Writer

Loomis Chaffee has made great strides in becoming more environmentally sustainable, a movement spearheaded by our Environmental Proctors, Agricultural Proctors, Loomis Chaffee Climate Action organization, and more. Loomis certainly packs some coveted features in its “green” arsenal: an agricultural program, an effective waste management system, education on preventing food waste, and now, a solar array field. The efforts of agricultural and environmental proctors to raise awareness about sustainability on campus are commendable; however, are there better methods of doing so?

Often times, there are tables at lunch advertising dress down days with the proceeds going to a good cause, and as a proof of purchase one is often handed a silicone wristband. Recently, for example, in order to promote Solarfest, students who purchased the neon-yellow and black plastic sunglasses received a sun-themed dress down day.

Indeed, the proceeds went to the LC tree planting fund, which is related to the theme of sustainability, but is selling plastic sunglasses that people will most likely wear once a sustainable idea?

Despite having many interactive and educational activities promoting sustainability, Solarfest also featured many mini beach balls scattered across the Student Center. What will be the destiny of these balls? Again, it is important to recognize the efforts of the Ag/E-proctors in promoting environmental sustainability, but there seems to be a lot

of waste tied into their methods.

One thing that caught my eye at Solarfest was the plastic shredding machine. Its origins are quite remarkable; born from the Problem Solving for the Common Good class in the PHI, it was designed and built by students. Bits of plastic could be fed into the grinder and the resulting shredded plastic could be repurposed into art or other materials.

What if students could make little trinkets in the PHI to sell at the lunchtime tables, instead of the silicone wristbands?

For example, the plastic shredder or laser wood engraver could be used to make keychains that students could wear to prove they have a dress down day. Students would even become further engaged with the PHI's opportunities in a way that would benefit the community in more ways than one.

Even if these items end up being thrown away, they are made from repurposed materials. We would not be furthering the consumption and increasing the demand for production of new plastics by buying sunglasses or wristbands.

One may argue that silicone's impact on the environment is smaller than plastic. However, the obtaining and processing of the materials used to make silicone require energy, and still bear negative effects on the environment.

If we are able to reduce the amount that we consume, why not jump at the opportunity? Loomis should leap at these opportunities for change to fully commit to making our school a truly greener and more sustainable environment.

Hypocrisy Flies North for Winter

By LILY POTTER '21
Staff Writer

The new status symbol of the American bourgeoisie, an unmistakable red circular logo, infiltrates the quad just before Wednesday lunch as masses of students flock out of each academic building on a chilly winter afternoon, migrating quickly to the dining hall.

The Canada Goose logo that adorns many students' winter garb has reemerged on campus, and with it, the wealth and often hypocrisy blatantly displayed by the elite's excessive and unnecessary expenditures.

In Windsor, Connecticut, although it may often seem cold, it is nothing like the Arctic Circle in the Canada Goose logo, and certainly not a temperature worth squandering more than \$1,000 to steel oneself against.

Many students do not often go outside for more than a couple of minutes at a time during a typical school day, yet purchase an extravagant garment made of animal fur because they cannot tolerate the Connecticut weather.

Boarding school students' mild chilliness, which they experience for only a few fleeting moments, has taken not only \$1,000 from their parents' bank account, but also the lives of countless animals that supply the decorative trim.

Although such an expensive and heavy-duty coat may be necessary for those venturing out on expeditions in the Arctic, walking from Founders to Hubbard does not necessitate such a lavish and — frankly — wasteful purchase.

Almost as off-putting as the frivolous spending involved in the purchase is the hypocrisy often exhibited by those wearing these jackets.

It is difficult to take someone seriously

as part of one of Loomis' many environmental groups on campus when they have chosen to don animal fur as decorative trim on the hood of their multi-hundred-dollar coat.

Canada Goose jackets are entirely unnecessary, but the factor that differentiates the Canada Goose jackets from similarly priced items is their role as status symbols. There may be less expensive jackets, there may be jackets made more sustainably, but these brands cannot compare their name recognition to that of Canada Goose.

People of all socioeconomic backgrounds can instantly recognize the distinct logo on a jacket, hat, or vest. The logo signifies that the wearer or their parents had an extra one thousand dollars to spare, and it went towards enduring the bitter, subarctic,

unbearable cold of a Connecticut winter.

It creates a divide through a common material item that some can afford and some cannot.

The nature of Loomis exacerbates this divide, since only one-third of the student

body is on financial aid, while two-thirds of the student body pay, if they are

boards, \$61,760 each year for school. Presumably, there are many Loomis students of a more average socioeconomic status, but also a disproportionate number of members of the upper class, making a high-end product like Canada Goose seem far more common at the school than in the world outside the Island.

Obviously, there are material possessions wealthier people can afford, but the harm imposed by Canada Goose lies in its pervasiveness and name recognition.



Graphic by Serena Chang '22

We Need to Remember MLK Every Day

By ANYA SASTRY '20
Staff Writer

From January 18 to January 24, the Loomis Chaffee community honored and amplified the voice of Dr. Martin Luther King Jr., his historic work, and the ongoing fight against systemic racism and injustice in America.

This week is an important time on campus, a time when students and faculty can reflect on the history of our country, the current state of our society, and what roles we as individuals can play in making the communities we belong to more equal and inclusive.

Sitting on the bleachers in Olcott, I felt empowered as Ricky Kidd, only just having served 20 years in prison for a crime he did not commit, discussed being intentional and bettering the world, as senior Makayla McPherson and junior Simone Moales sang “Stand up” to the audience, and as senior

Oumi Sowe delivered her powerful spoken word piece, “Homie.”

As the crowd swelled with applause, I knew my classmates were similarly inspired.

Yet, every January, just as quickly as those feelings of empowerment arrive, they soon flicker out.

This year, just as years past, once MLK week concludes, the Loomis community will return to its normal academic programming and daily schedules.

The events that took place during MLK week will be loosely remembered; however, the sentiments inspired by the speakers and performers will be acted upon by only a small number of students and faculty, many of whom have already focused a great amount of their time toward discussing and responding to issues of social justice.

I believe that the way history is remembered in an academic environment is connected to the way a student engages with modern-day society, and that it is the re-

sponsibility of academic institutions to share the narratives and the histories of the historically oppressed and systematically silenced.

If students do not learn about these narratives, how can they be expected to combat — in whatever way they can — discrimination and prejudice they encounter in their own lives?

I was recently shocked to learn that many students did not know about the tragedy that befell Emmett Till until the MLK convocation.

The school curricula they have encountered have not shared with them a narrative crucially important to our understanding of historical and modern racial injustice.

Programming like the MLK convocation is clearly impactful, but the messages shared therein cannot be solely an annual occurrence.

In my opinion, the themes we explore and the discussions that arise during MLK

week have to be integrated more effectively into Loomis' curricula.

In many ways, Loomis does a good job in educating the student body about the oppressive systems around us.

Whether it is the Norton Center Conversation Credits -which feature topics ranging from colorism to the model minority myth - or the History Department's focus on the 1619 Project and the legacy of slavery in America, I recognize and appreciate that Loomis is making a point of sharing a variety of narratives with its students. Yet, there is always room for improvement and growth.

These following words from Maya Angelou are especially relevant and summarize the way in which I hope the Loomis community can remember and interact with history: “History, despite its wrenching pain, cannot be unlearned, but if faced with courage, need not be lived again.”

Boys' Varsity Hockey's Hot Start

By **TODD WEITZMAN '21**
Contributor

The Loomis Chaffee boys varsity hockey team is having a successful start to the season. As of Friday, January 24, they have a 9-2-2 record, and have locked in wins against many Founders League opponents such as Taft, Kent, and Avon Old Farms.

So far, the team is poised to outdo the previous year's record of 9-13-3.

History faculty member and Head Coach John Zavisza, as well as senior captains Cody Hoban '20 and Kennedy O'Connor '20, have done an amazing job of leading the team to success.

However, it is the collective chemistry and teamwork between all of the players that is contributing to their hot streak.

"The leadership goes beyond our captains. We have great captains and we have a good core of seniors, juniors and underclassmen that are doing the right things consistently," Coach Zavisza said.

The contribution of every player on the team is a key factor to the squads success. Further than just the leadership on the team, Loomis hockey's culture and values have helped produce their success thus far.

"Our teams culture, and how tight-knit we are. Our trip to Germany created a great bond," Cody stated.

The team traveled to Germany, Austria, and Poland over Thanksgiving break for this exact reason: to create a stronger bond between teammates and to establish a culture with high standards.

The camaraderie that the team has built together is paying off. No player feels like they do not fit, and everyone contributes.

"Every guy shows up every day, ready to go. Every guy has been contributing one way or another," Hoban '20 noted.

The team's culture and strong set of values has definitely had a positive effect on the team. Hockey is a game of ups and downs, and it is inevitable that every team will face adversity. Usually, the team that can take a

negative, adapt, and improve, wins the game.

The presence of this intangible in the players allowed for the boys to push back against other strong and dominate teams.

"Against Kent, we did not have a very good first period, but we came out and owned the next two," Zavisza commented.

The ability to overcome adversity is a source of pride for the team. Although the team has generated a massive amount of success so far, they stay hungry and know their is always something to work on.

"Consistency. From game to game we can be really great or not as good," Hoban '20 emphasized.

In the case of the boys varsity hockey team, consistency is an area of constant improvement for the team. Improvement in this area can hopefully lead to even further dominance for the rest of the season.

The boys' varsity hockey team have many home games ahead, and hope to see LC students there.

WINTER VARSITY RECORDS

as of January 27

Wins-Losses-Ties

(No recent team results were available for the co-ed equestrian, wrestling, and ski teams.)

BOYS' TEAMS:

BASKETBALL: 8-5

ICE HOCKEY: 10-2-3

SQUASH: 1-8

SWIMMING/DIVING: 4-2

GIRLS' TEAMS:

BASKETBALL: 8-6

ICE HOCKEY: 10-4-1

SQUASH: 2-10

SWIMMING/DIVING: 4-2

Athletes of the Issue

By **MERCY OLAGUNJU '22 & KARIUKI MASSIO '21**
Staff Writer, Contributor

EMILY LENT

This is Emily Lent '20, captain of the Loomis Chaffee girls varsity squash team. She's a senior who started playing squash during her freshman year. Although she doesn't want to play competitive squash in college, Lent would like to play outside of her high school career.

"Maybe [play] at a club or intramural squash just to be able to get on the court and have some fun," Lent said.

When things get serious/tough on court, Lent has strategies to keep her head in the match. "I try to pump myself up and look out to the crowd at friends or a partner who's reffing for me, and they keep me motivated," Lent said.

She also tells herself that each game only lasts for a set amount of time, so this pushes her to give it her best effort while she can.

Emily's leadership and big wins this year has served well for her squad and the younger players on the team.

RJ BLAKNEY

This is RJ Blakney '20, a post-graduate player on the Loomis Chaffee boys varsity basketball team who is from Baltimore, Maryland.

"Baltimore has a very rich tradition in basketball [and] there's a lot of talent that comes out of Baltimore for basketball," he said. He first began playing basketball and football, with football being his main sport.

When Blakney started to focus more on basketball, some of his skills transferred from football.

"When I got to middle school I had a little bit of that aggression playing [because of] football," RJ said.

RJ is a starter on the LCBVB that can play the 2-4 position. He is a human highlight reel who uses his 6'5" frame and Micheal Jordan-esque athleticism to put on a show on both the defensive and offensive ends of the court.

Blakney's motto on the court and in life is to "approach every day with a mindset that you're trying to get better," he said.

Blakney has been on a tear this season, racking multiple 20 point games, hitting game-winning shots, and creating highlights gaining up to almost 23,000 views on Instagram.

Blakney is committed to playing D1 college basketball at Dayton University and hopes to use his positive mindset to continue pursuing his dreams to become a pro.



Photo by Stan Godlewski

The boys' varsity ice hockey team meets before the start of their game. The boys have had a successful start to their season, beating teams like Avon Old Farms and Kent School.

JV Girls' First Five Games for the Past Five Years

2019-2020: 5-0

2018-2019: 3-2

2017-2018: 2-3

2016-2017: 1-4

2015-2016: 5-0

JV Girls' Basketball on Fire

By **MATTHEW WENG '21**
Contributor

Of all the Loomis Chaffee teams competing this winter, the girls JV basketball team has dominated their competition with exceptional results. In fact, the girls JV basketball team has been on a tear, holding opponents to only 2 points in a game while blowing out another poor adversary by more than 48.

This victory streak has roused much attention, filling the bleachers during the girl's games. One could only wonder, what is the driving force behind the recent hot roll of this undefeated squad?

Head coach and mathematics teacher Ms. Annie Sher credited the players' mindsets for the team's success.

"Many players came in motivated and ready to win," Ms. Sher said.

Indeed, this group of players started games with determination and hard-nosed defense, often blowing the game wide open within the first minutes and establishing commanding leads.

Coach and science teacher Ms. Allison Beason also credited the success to the deep team bond, to level where bench players could level the performance of the starters and dominate the opposing reserves.

"We had more experienced players come out, more enthusiasm and desire to win also came along," Sher said.

As more and more players with prior basketball experience joined the program, the team naturally became more successful.

When asked about what kept the players from being complacent but motivated even while holding a gigantic lead, Coach Sher credited the players' hard work ethics and mindsets.

"Even when the team is up by so much, it is the team that wants to [win that] keep pushing hard and keep their foot on the gas pedal," Coach Sher said.

"Even during practice, the girls never wanted to stop the drills, the often asks to work five more, ten more minutes even after practice ends," Coach Beason added.

The girls have comfortably defeated previous opponents by double digits in all but a 7-point victory to open up the season. To better train for upcoming teams, the girls sought stronger competitions during practice, scrimmaging the thirds boys basketball team.

Despite falling by 20 during the scrimmage, the girls still got better and more motivated for upcoming competitions against tough opponents. These pelicans looks really similar to its undefeated 2015/2016 squad.

The girls plays Northfield Mount Hermon on February 1 in Erickson Gym. They look forward to seeing you there, filling the bleachers and cheering them on.

Pelican Athletes Migrate South

By GAVIN ANDERSON '22
Contributor

While most students were snuggling under their blankets this winter break, the boys' and girls' varsity swim teams were spending the second half of their break working out in the eighty degree heat of coastal Florida.

Members of both teams made the long voyage from their homes to Vero Beach, where they would have up to four hours of swimming per day in preparation for the remainder of the season.

Despite many sore muscles, cramps, and rustiness due to a relaxing first half of their break, the team still managed to have a productive and fun trip.

"It was an amazing team bonding experience," Karan Kothari '22, a second-year team member, said.

When they weren't in the pool, the team was going out to eat and taking in the beautiful, warm weather. On one of their last days in Florida, the team explored the iconic Cocoa Beach.

Boys Head Coach Mr. Frederick Seebeck and Girls Head Coach Mr. Bob DeConinck stressed that their teams not only worked hard but had fun.

"It was fun to explore with my friends," Chloe Chen '22 said.

Chen spent most of her free time tanning at the beach and loved going on her first

Loomis Chaffee swim trip and looks forward to more in the future.

Going into this season, the teams look to carry their hard work and momentum into their upcoming meets.

"We want to win the Founders League and swim well in the New England Championship," Eleanor Zhu '22 said.

This goal is far from out of reach for the girls' team this season, given the fact that they have had a strong 3-1 start to their season.

In only their second meet, they beat rival school Exeter 97-89 in an energetic, down-to-the-wire meet.

Similarly, the boys' team has also started this season off strong, boasting a 3-1 record to date. The boys also have their eye on the Founders' League title as well and are motivated to win, as they are defending champions.

"We really want to swim fast," Ryan Flynn '22 said, on their upcoming dual meet against Hopkins and Andover.

With multiple definite goals and daily hard work within the swim program this year, they look to these coming weeks as a ramp into championship season.

The halfway mark has passed and both teams are motivated to have even more success this season than they did the last.



Photo by Liz Bucceri '07

The girls' varsity swim team pose in their team suits in Florida. The LC swim teams traveled down to Florida over winter break to train for their upcoming season.

Club Basketball: Not Your Average Sport

By OSCAR YE '22
Contributor

A spin, a pump fake, and then a lay. The swishing sound of the basketball swiftly falling through the net followed by bursts of cheers and applause. On the bench, concentrating, the players contribute to the culture of Loomis Chaffee's most popular intramural sport: basketball.

The club basketball program might not demand the highest skills for students to join, but it definitely has gained itself high popularity.

According to Lillian Corman, dorm head of Cutler Hall, and one of the coaches of intramural basketball, if a student does not do an interscholastic sport, this program tends to be the students' top option in the winter, mainly due to the relaxing and light-hearted culture that comes with it.

Because of the new sport requirement of

two team activities and two sweat activities for freshmen, club ball has attracted a lot of the new student population.

This year, the team includes forty-seven boys and seven girls, which is the most girls who have played in Ms. Corman's four-year coaching experience. The number of girls is enough to form an entire team! In fact, the girls' team just won their first championship with the assistance of two boys.

"[I chose club basketball] because my friends are doing it and I was not going to play alone. We considered it (intramural basketball) as a fun activity after school to keep us being athletic. My friends and I also play other sports outside the school, so the flexible schedule of intramural basketball allows us to do something else [in the school]," Izzy Balise '23 said.

The charm of club basketball is reflected not only in its size, but also in its ability to retain students year after year. The main

reason why intramural ball has maintained its popularity is because students enjoy teaming up with their friends while also playing with and against new people from different backgrounds. The diversity of student identities in the team helps integrate everyone well.

"I enjoy the chilling environment in intramural basketball as you always get to play with your friends [and] it is really competitive since we have 'playoffs,' and the winning team trophy motivates me to participate as much as I can in this sport," Brian Jung '22, a second-year club basketball player, said.

Brian also stated that the boundary between competitiveness and relaxation fits his needs of joining a sport team that he is truly fond of.

Furthermore, the better-organized team orientation of intramural basketball allows the program to stand strong amongst other programs. The up-to-date changes made in

intramural basketball are the key to this program's success.

Just last year, the six captains drafted their own team when everyone was present.

This year, however, Ms. Corman and Donnie MacKillop, associate athletics director and dorm head of Warham Hall, decided to let the captains send their list of favored players through email. Then, together they selected the teams based on their objective opinions as well as the choices of captains.

The slight changes in the building of the teams certainly gave every player more self-confidence and anonymity, as well as providing fairness to the new players.

The highly anticipated faculty vs. student game will be held in February. Though the faculty team had a narrow victory last year, the student team is looking forward to avenging their heartbreaking loss.



Photo by Lillian Corman

The winners of LC Club Basketball's first championship of the season, Team Yellow Like the Sun, pose with their medals in Erickson Gym. Seven girls are currently playing club basketball, the most in Ms. Corman's coaching history.

Winter Horoscope

By NATHAN KO '23
Contributor

Aries

While everyone else is sleeping through the cold weekend, you are outside without a jacket, killing ants, ripping leaves, and eating snow. You are a true rock star, as the overwhelming energy you possess is making your body go wild. Even the cold Connecticut winter cannot slow you down!

Taurus

Although you have been mostly calm throughout the winter, winter midterms have made you question your sanity. You have been investing a lot of time in the environment, as you have been chosen to become an E-Proctor and a member of Project Green. It is important for you to realize that winter is just not the season for you, but when summer comes, you will be having fun breeding cows naturally and eating grass.

Gemini

You spent your winter analyzing and observing how animals act in the snow. Calculating the velocity of teachers' dogs in the snow, you are great at math, and you are curious about how animals work. After your winter-animal analysis publication, you will move on in the spring to analyzing other humans. You have become a total social butterfly thanks to your research in the winter.

Cancer

During winter break, you have been acting out lines in your basement for The Addams Family, as you are a star in the drama department. Once you get tired of your parents demanding that you stop being so dramatic at a winter holiday family dinner, you will go to the Katharine Brush Library to relax on a red sofa while reading some Shakespeare.

Leo

As a prideful person, you have been telling your peers about your exotic winter va-

cation. You always say something along the lines of, "I've gone to the Louvre, tried crazy food in Japan, and met Obama during winter break, what did you do?" Though some may be annoyed by your stories, pay them no heed, as your pride will bring everlasting happiness.

Virgo

A total workaholic, you have decided to create an eight-foot-tall snowman. Every morning at 6 a.m., you

friends feel great when they are around you.

Scorpio

Winter break has been a perfect time for you to create a short film about a man's search for meaning while he is isolated in a land full of snow and polar bears. Once you get back to school, you will wear your black fedora, black scarf, and your black boots to create that mysterious persona you always wanted.

Sagittarius

A true sports star, you have been working out in the snow with your varsity coaches to get ready for game day. Though your teachers are concerned about your low academic performances, it is fine, as your job after school is going to be sports-related.

Capricorn

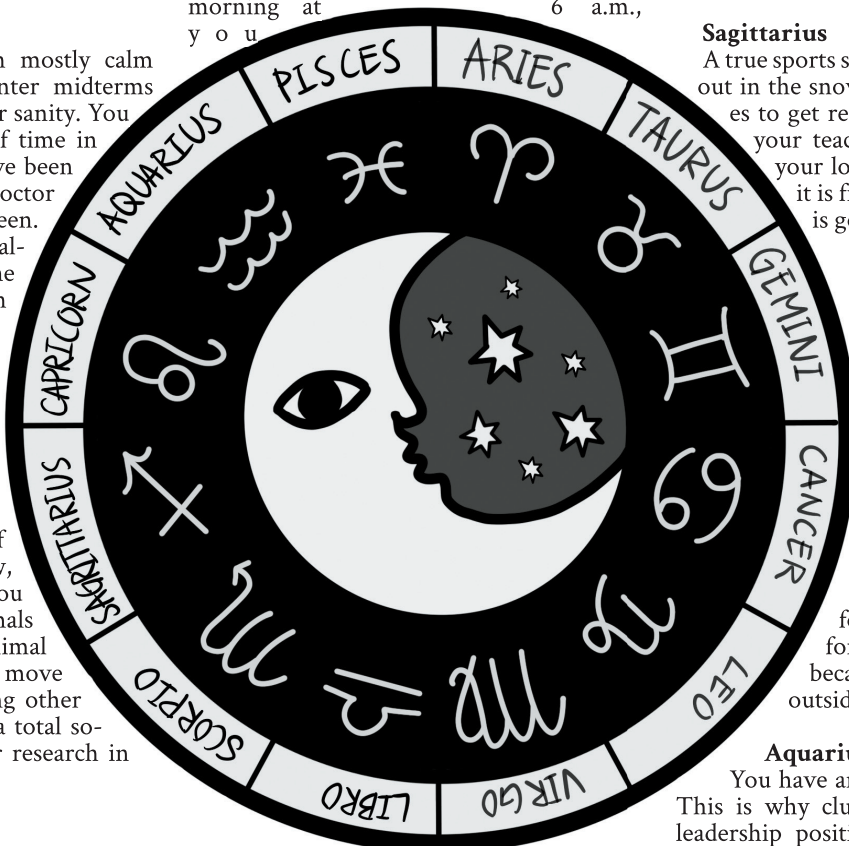
While your friends are having fun sledding in the snow, you are in your room, working on your school projects, as you have fixed priorities. Your grades are through the roof; however, there is a growing feeling of sadness resonating in your heart as you have not been outside your room for so long. You have even forgotten that it was winter because you have not gone outside.

Aquarius

You have an incredibly creative mind. This is why clubs are recruiting you for leadership positions, as they believe that you have extraordinary ideas. Instead, you have decided to roll around in the snow outside and procrastinate.

Pisces

You are an incredibly fun person. You do insane dares that start to make others believe you are a lunatic. One day, you have decided to bathe inside a tub full of snow instead of taking a shower, which leads to staying in the health center for weeks as you explain to the deans about your mistakes.



wear the appropriate clothing and rush outside to work on your snowman. Because of this, your work ethic has been well-documented throughout the school.

Libra

During the winter holidays, you have gotten an abundance of Snapchat notifications as all your friends are asking you if you can hang out with them. The reason why all your friends love you is that you do a great job listening attentively to others; your



Graphic by Julie Chung '21

LC Grieves Loss of Cappuccino Ice Cream

By AIDAN COOPER '22
Contributor

I come to you today with devastating news. A dear member of our community has unfortunately left us all too quickly. The shockwaves can be felt around campus; this tragedy has been a serious blow. It feels as if a blanket of darkness has fallen across Loomis Chaffee. However, the most effective way to move past a loss is to talk about it.

I'm speaking, of course, about the soft-serve, delicious, irreplaceable cappuccino ice cream served in our dining hall for only a short week. One single week of pure, unadulterated excitement after every dinner. Time marches eternally on, and our friend has unfortunately departed.

Oh, how the sweet sensation of coffee-flavored paradise saved me from the harsh reality of school! Every day I could count on good ol' cappuccino waiting for me at any point in the day, fearlessly ready to boost my spirits.

Yet today, we all were met with the terrible news that the cappuccino ice cream had been replaced. Replaced, mind you, with the saddest excuse for ice cream, cookies and cream, that I have ever tasted. The texture is all wrong, and the taste is nothing compared to the savory and sweet delicacy of cappuccino. Our fearless leader of creamy cones has been replaced with a sorrowful excuse for savory delight. I'm sorry to inform you that if you prefer cookies and cream, you are simply not correct.

So, in light of this replacement, I have a proposal:

As we deal with this monumental tragedy, I'd like to ask for a moment of reflection on all the wonderful moments you spent with our friend, our companion, our comrade. I have missed it dearly. It feels like a bullet wound, right through the heart, whenever I see the ice-cream maker without my scrumptious buddy waiting for me.

Therefore, I'd like to propose a whole-school convocation to mourn this terrible loss, with perhaps a week off from classes to rebuild our spirits. In addition, I propose that we should erect a statue of a cappuccino ice cream cone to commemorate its presence in our community.

And finally, I think it fit to incorporate cappuccino ice cream into our school image. We should display our pelican holding an ice cream cone on each jersey, sweatshirt, and hat. Or, if the Loomis Chaffee community agrees, change our mascot entirely to a cappuccino ice cream cone. I mean, at least it would be better than the Deerfield Doors!

Dr. Culbert, you know where to find me (in Kravis, if you don't know where to find me).

P.S. At the time of editing, cookies and cream has thankfully left us, replaced with espresso. Tasty, yes; however, it is not cappuccino, so it is inferior.

How to Brighten a Dreary Winter Day

By KATE SHYMKIV '22
Contributor

The dreadful sound of an alarm rings for about five minutes before you leisurely wake up. Slowly opening your eyes, you glance at your phone, and boom, it's 8:25 a.m. WHAT? You try to calm yourself down: you breathe in, breathe out, breathe in...

WAIT, YOU CAN'T REMEMBER HOW TO BREATHE! You suddenly realize that the English test from last week, which you joyfully asked an extension for, is today. WHY? Of course, you're not prepared (who would be in such a situation?), but positivity is key: you still have three minutes to get to class (plenty of time, right?).

You rush to the bathroom, but the hallway is unexpectedly silent. You look at your phone again, only to find out that today is Sunday. Phew! The good news is that you still have time to prepare for that test (which, let's face it, you won't even study for), but more importantly, you still have 2.5 hours until the dining hall serves mouthwatering

waffles with whipped cream and berries (oh no, now you're making yourself even more hungry).

But don't worry, I have a list of ideas that will make these dreary Sunday morning hours fly by.

1. First, you can watch your favorite Netflix show. (Great idea!) But, please, don't start watching cooking shows. We've all been through that — they won't make your hunger go away — I promise, I've tried. And here's a special secret tip from me: usually your roommate(s) won't appreciate waking up to the sound of your beloved show, so just be polite and wear headphones, and I promise no pillows will fly in your direction.

2. Even if you "totally by chance" have made a horrendous mistake and started watching a cooking show (c'mon, you're better than that), I have a solution for you. You can start your food journey by examining the fridge in your room. If it's empty, which of course it will be because your lazy butt didn't go to town for the past month, you can try the common room. I'm sure

there are some leftovers from the dorm snack you had yesterday (no guarantees).

3. Even if you don't find food, this idea will definitely make time fly by. Just call your parents (only if they are awake!!!) and no, this does not mean you have to talk about school. In fact, avoid this topic as much as possible. Instead, ask them about their lives, and you will hear a mouthful of stories from their past (especially if you call your grandparents). The best thing about this idea is that you don't even have to pay attention (maybe just a bit). You can do your own stuff, while having a conversation with parents, which, believe me, will definitely make their day better.

And here we are. It's 10:59 a.m., so you quickly interrupt your mom's story, which you know will be continued afterwards. This interruption doesn't leave your mom so happy, but let's be positive: you're on your way to eat a delicious brunch and start prepping for an English test (not guaranteed).



Socially Adept for Head's Holiday

By DQ NGUYEN '22
Contributor

Head's Holiday is not a holiday. Our school tells us that it is a holiday, but it is actually a test of the boarders' social skills. If you are a boarder, you must prove to the school that you can develop sufficient likability to the point where you can ask for a place to stay outside of campus for a bit over one weekend.

You can always rely on your loved ones — your parents — to come and stay in a hotel with you. It is imperative that you, a boarder, should have maintained good relationships with your parents. One of the ways you could maintain this relationship is to have grades that are or above A's. Hopefully you had no B's in the midterm report.

Moreover, your parents may have paid the school tens of thousands of dollars to send you to this school. Hopefully, an extra couple thousand were not spent on the bookstore and/or Amazon. In the case that you do not meet the criteria stated above, no

need to panic. Breathe and be calm because nothing can overcome your parents' love for you.

In the case that you have day student friends, try asking them if you can stay over the holiday. No harm in asking. Do not worry, as contrary to this made-up belief, day students do not bite. They might even be some of the nicest people you will ever meet.

Now, what should you do if you do not have day student friends? Mrs. Cardwell is always there for you. She will connect you with a family that will host you over the long weekend. There is a reason why her name is Mrs. Cardwell; it is because she matches her cards well. Laughing is optional as everything in life is optional.

Do not be too worried about planning for Head's Holiday. You have your parents and friends to stay with. Of course, you can always have faith with the best card matcher — Mrs. Cardwell.

P.S. If anybody has a spare bedroom in their home, please let me know.



Graphic by Julie Chung '21

Gourmet with Gavin

Why French Fries Are The Most Popular Snack On Campus

By GAVIN ANDERSON '22
Contributor

It's a special day when one hears a murmur go through the lunch line: today is that special day of the week, the Day of the Beloved Fries. Many a student ventures to the Grill to dish out almost five dollars for just a single serving. One can even see a unique line form under the hot lamps to snatch the fries before they get cold.

Deep-fried in multiple large metal containers and served piping hot, Loomis Chaffee french fries are among the most highly coveted dining hall snacks to grace the school these past years. Though they

might be simple, many students choose to overload one single plate with fries and then retreat to their table to share with friends as a gesture of friendship and warmth.

However, this culture of sharing does not apply to retrieving these hot commodities. Jostling against twelve other students to secure a pair of tongs is a challenge deserving of the reward. Truly, it is impossible to imagine how many french fries are eaten each week in the dining hall.

These crunchy snacks have ingrained themselves in Loomis Chaffee culture. It is safe to say that LC french fries have secured their place in the dining hall and will be back, week after week.



Photo by Chris Pizzello/Invision/AP

Director Guillermo del Toro and the cast and crew of "The Shape of Water" accept the award for best picture at the Oscars on March 4, 2018.

Oscar Predictions

By JOHN HOWLEY '21
Staff Writer

2019 has certainly been a landmark year in film, with seven films grossing over one billion dollars, snob favorites such as 1917 and Joker becoming financially viable, and foreign films such as "Parasite" becoming mainstream hits. So, coming into the 2020 awards season, which of these many films will triumph and win the coveted Academy Awards on February 9?

With so many amazing movies, it's hard to predict with certainty which films and actors will dominate the other nominees. But, after hours of avoiding homework and watching movies, I have compiled a list of who I think will win the golden bodybuilder.

Best Picture

In past years, it's been easier to see the trend of which films were consistently winning the Best Pic. Awards and grant that film the coveted title of 'front-runner'—that's not the case this year.

While we can almost certainly rule out "Ford V Ferrari," "Jojo Rabbit," and "Little Women" because of their lack of previous wins at other awards shows, "Marriage Story," "The Irishman," "Joker," "1917," "Once

Upon A Time in Hollywood," and "Parasite" all have a shot at the award. While experts are predicting OUATIH and 1917—I think the experts are wrong (collective gasps of shock).

It has been commonly stated in the critic community that "Parasite," the new Korean thriller-comedy, is one of the best films, not only of the year, but of the decade. While people always claim that foreign films lack the momentum to win such a large award, I think the collective love for "Parasite" will be enough to give "Parasite" the (totally deserved) win.

Best Actor

Essentially, this race is down to two nominees: Adam Driver for "Marriage Story" and Joaquin Phoenix for "Joker." While Driver does have a shot at snatching the award, this is really the year of Phoenix. He's been nominated five previous times and has picked up nearly all the other Best Actor awards. If Phoenix doesn't win, it would be a shock.

Best Actress

Rule number one of the Oscars: narrative matters. For months now, since Judy was released, Renée Zellweger's (slightly controversial) portrayal of Judy Garland has been the frontrunner and still is to this day. While Charlize Theron or Scarlett Johansson could win the award, it's really Renée's to lose.

Best Supporting Actor

Brad Pitt. He has won every other award and will finally win his Oscar — the closest thing to a lock we have this year.

Best Supporting Actress

Common knowledge says that Laura Dern is a lock for "Marriage Story," but you know what they say...history favors the bold! While Dern has won literally every Best Supporting Actress award, I think this is anyone's game!

Despite Kathy Bates' being a long-shot, Florence Pugh, Margot Robbie, and Scarlett Johansson all have a chance. Although Laura Dern will most likely win the award, I think this has real potential to be the upset of the night.



Graphic by Serena Chang '22

2019 Superlatives Poll

By HAZEL LE '22 & MERCY OLAGUNJU '22
Social Media Manager & Staff Writer

The following list was created by sending out a poll to the entire school via the Daily Bulletin. 35 students replied, and the superlatives below represent the most common answers to each category.

TV show that had the most unexpected plot twist in 2019: **You**

The most disappointing TV show in 2019: **Game of Thrones**



Best movie in 2019: **Joker**

The most disappointing film in 2019: **Cats**



Best actor/actress in a 2019 film: **Joaquin Phoenix**

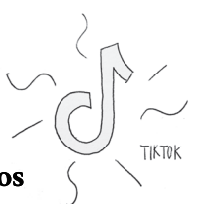
The most influential person in 2019: **Greta Thunberg**

The coolest fashion trend in 2019: **Crocs with sweatpants tucked into**

socks



The silliest Internet trend in 2019: **TikTok**



The weirdest food trend of 2019: **ASMR Edible videos**

The best food trend in 2019: **Bubble tea**

The artist that dropped the best album in 2019: **Billie Eilish (WHEN WE**

ALL FALL ASLEEP, WHERE DO WE GO??)

The cringiest song of 2019: **Yummy by Justin Bieber**

Graphic by Julie Chung '21

Hollywood with Halsey

Star Wars: How Did We Get Here?

By NATALIE HALSEY '20
Columnist

Here we are, living in a post-Star Wars world. My clown wig is dusty and trampled, my clown makeup greasy and streaked. I have become a complete joke, an absolute buffoon, a clown graduate of fool college: the Star Wars fan who dared to hope for a good Star Wars movie.

I often feel as if I am a car on the freeway, and I have just witnessed a horrific accident: a car with a "Millennium Falcon" vanity plate starting on a straight course, before wildly swerving and finally crashing and exploding with the heat of a supernova. I don't think I will ever count "Star Wars: The Rise of Skywalker" as an actual movie, much less a Star Wars movie.

But first, let us reach back a little bit, back to when enjoying Star Wars did not feel like an annual chore.

Watching the original trilogy ("Star Wars," "The Empire Strikes Back," "Return of the Jedi") feels a bit like reading through a beloved parent's diary. With the minor exceptions of George Lucas's re-release edits, "Star Wars: A New Hope" remains a relic from the days without Star Wars episodes and retains an almost innocent outlook.

The story is simple: space farm boy goes out on a space adventure after a space tragedy, and meets all sorts of crazy space characters. Director-writer George Lucas anticipated the project would flop, and put sequel plans on hold; therefore, the films holds no extraneous references to extra-film material. I cannot even begin to describe my love for "A New Hope."

The raw, sturdy, barebones sci-fi design, the handful of vaguely East Asian costumes and names, the mumbo-jumbo and campy space battles, and the gorgeous effects all mesh together into one glorious product. "Empire Strikes Back" and "Return of the Jedi" followed in that vein, complicating the story with plot twists, but still following a cohesive and gripping narrative.

The sparks flying between Han Solo, played by Harrison Ford and Princess Leia, played by Carrie Fisher; the idealism and love of Luke Skywalker, played by Mark Hamill; and the hope and light championed by the films — these are what made Star Wars Star Wars, not the fancy special effects or convoluted storylines.

The prequel trilogy ("The Phantom Menace," "Attack of the Clones," "Revenge of the Sith") is, admittedly, terrible. The uncanny-valley CGI of the late 1990s and early 2000s did it no good, and the script and

direction often veer straight into a garbage chute.

But this trilogy still sows the seeds for the rise of the Empire, sheds light on Anakin Skywalker's metamorphosis into Darth Vader, while also indicating that the Jedi Order was perhaps not as unilaterally good and peaceful as Obi-wan Kenobi made it seem.

Yes, these movies are trash, but a little rooting around in the mud of bad dialogue and cringe-worthy acting yields up a harvest of interesting themes and motifs. When it gets really bad, it's still worth making fun of, and sometimes the fun of watching movies comes from staring at Hayden Christensen, playing Anakin Skywalker, saying lines that

Ridley, John Boyega and Oscar Isaac respectively, make an intriguing and charming trio. Kylo Ren, played by Adam Driver, and Supreme Leader Snoke, despite mildly inane names, successfully cloak their scenes with ominous fear and conflict.

The film deftly incorporates elements from the original trilogy into new worlds and stories, leaving open-ended questions that left viewers gasping for more.

I find "The Last Jedi" a bit of a black sheep among Star Wars films. "The Last Jedi" is Star Wars on Star Wars, parodizing iconic shots, starring an irreverent Luke Skywalker and focusing on a bleak defeat for the Resistance. "Last Jedi" is not a bad movie; the film is competent, funny, and on occasion,



Photo by Joel C Ryan/Invision/AP

Stormtroopers pose for photographers upon arrival at the premiere for the film 'Star Wars: The Rise of Skywalker', in central London, Wednesday, Dec. 18, 2019. The franchise's newest trilogy came to a close this December.

make no sense and Natalie Portman, playing Padme Amidala, eating a CGI pear while it clips through her face.

And then, in 2012, came the great Disney buyout. The House of Mouse, Inc. bought Lucasfilm, including the rights to Star Wars and its characters, for four billion dollars. Then came an onslaught of increasingly soulless money-printing Star Wars movies that we hopefully will reach the tail end of soon.

I feel much the same way about "The Force Awakens" as I do "A New Hope." "The Force Awakens" feels fresh and familiar, like eating a favorite fruit on a sunny day: Rey, scavenger turned awakening Force user; Finn, ex-stormtrooper; and Poe Dameron, dashing Resistance pilot, as played by Daisy

even moving.

But I cannot say the same for the plot or characterization. Finn and Poe, along with new character Rose Tico, played by Kelly Marie Tran, are all sent on useless missions which seem to only serve to hit audiences over the head with a frying pan full of lukewarm takes on the immorality of war.

While time does heal all wounds, I still find myself succumbing to incoherent rage on occasions where I remember any of the Canto Bight sequence. The more in-universe opinions postulated by the film, such as condemning the Jedi Order that was so exonerated in the original trilogy, are much more intriguing and a little more subtle. Perhaps director Rian Johnson decided on a steel wok for these takes instead of a cast-

iron frying pan.

And here we arrive back where we began, back at 2019's "Rise of Skywalker," which seems determined to trample the Star Wars legacy, both the actual good and ironic good, into dust. A plot with more holes and loose ends than a thrift store sweater, jokes with all set-up and no punchline, and various other basic issues plague this film.

New characters are introduced, then punted off to the sidelines. Who was that slug guy in the Falcon? Why is Babu Frik here? Why did General Hux get replaced with General Pride, who served the exact same purpose except he wasn't funny?

Old characters aren't even exempt from this treatment; Finn, Rose Tico, and Poe Dameron all succumb to boring and, frankly, racist archetypes. Everyone becomes secondary to human minifridge Kylo Ren. The most offensive out-of-character missteps goes to the horrifyingly robotic Leia, who repeats badly spliced lines before keeling over. What disrespect to Carrie Fisher's memory.

I honestly cannot remember most of this film. The pacing sped along like a racehorse on the last lap of its race, which suddenly bucked its rider and ran into the stands at a breakneck speed, killing five of my brain cells and damaging several more.

I could barely process most of the plot, and most of the images and scenes I do remember are the ones I did not like. The editing felt as if one out of every two scenes had been cut for time; emotional responses were cut short, jokes didn't land, and the landscapes felt cramped. Even the score became monotonous and repetitive.

Here's a joke for you, "Rise of Skywalker": how does someone ruin a John Williams score? By using it over and over and over again until audience members are no longer charmed by callbacks to Rey's Theme and Binary Sunset.

I think the reason people come back again and again to Star Wars is a matter of hope. Star Wars, as a franchise, puts a focus on stories about triumphing over evil, loving in the face of hate, and living on in adversity.

While I do think "Rise of Skywalker" has some of those elements, and introduces themes of making your own path despite your past or family history, the incompetence of the editing and filmmaking render null and void any message the film tries to express. If you really want some good Star Wars, I suggest you check out the "Doctor Aphra" comics or the miniseries "The Mandalorian."

Senior Slide

By JANUS YUEN '21
Contributor

PELICAN PUBLIC SERVICE ANNOUNCEMENT, JANUARY 31, 2020

Please be advised about the dangers of SENIORITIS.

Senioritis (Ignavasimid Senioritis) is a highly infectious disease spread by the pathogen Littera ammissionis (L. ammissionis). Colloquially known as "the college admission letter," L. ammissionis is known to enter a school campus through its mailroom before rapidly spreading throughout the community. The SENIOR CLASS is disproportionately affected by this illness.

The following symptoms arise between 30 seconds and 1 month after infection:

Laziness, trouble completing coursework, lack of motivation, pathological tardiness, abnormally low stress levels, 3 a.m. StarCraft matches, donning hats inside the dining hall, boredom, wearing pajamas in class, a superiority complex, a God complex, Unmitigated Acute Happiness, psychosis, GSS (giddy smile syndrome), and (occasionally) death.

If you know someone who might be infected, avoid any interaction possible and contact the Pelican Senioritis Hotline at 605-475-6961.

If you think that you might be infected, drop this notice in a fire and request quarantine by indefinite solitary confinement at the Health Center immediately.

This announcement was paid for by The Loomis Chaffee Department of Student Safety.

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