

The Loomis Chaffee Log

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LCAT No Longer a Prerequisite for CL English

By LILY POTTER '21
Staff Writer

The Loomis Chaffee Achievement Test (LCAT), the standardized English test taken by sophomores each year, will no longer be a binding requirement for enrollment in College Level English courses, since the LCAT no longer has a passing or failing score.

Instead, LCAT scores will be used as one component of a teacher's recommendation for placement in College Level English courses.

According to English department head Mr. Stephen Colgate, the changes were made largely "to remove an overt barrier to College Level courses. In the past, if a student had one bad day and did not pass the LCAT, or the PT [Proficiency Test] as it used to be called, they would not be eligible for CL courses for an entire year."

This year, all sophomores will take the LCAT twice — once in February and once in May — to allow students to show progress throughout the year. In years past, sophomore students took the LCAT, which was known before 2019 as the English Proficiency Test, or PT, for the first time in February, then a second time in May if they did not pass the first time, and then again in junior year if they had yet to reach a passing score.

Now the LCAT will be a sophomores-only test, new juniors being the exception.

In addition to having every sophomore take the test twice, the English department has changed the scoring system of the LCAT so that there is no passing score. However, the content of both the mechanics section and the writing section remain largely the same as last year, despite the change in scoring.

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Reader's Initials	
Category	Category Score
Ideas/Analysis (4)	
Reading of text	
Understanding prompt	
Cohesion	
Development/Elaboration	
Structure/Organization (3)	
Thesis	
Transitions	
Concluding thought	
Support/Evidence (3)	
Integration of quotations	
Analysis of quotations	
Choice of quotations	
Context	
Writing/Style (3)	
Precise diction	
Varied syntax	
Grammar/Punctuation	
Total:	
Blue Book Number	
Final Averaged Score	

Instead of marking LCAT essays "Pass" or "Retake," the English department will now grade them on a 13-point scale using the rubric above, with no specific passing grade.



Photo by Anna Rebello '21

Construction is ongoing at Batchelder dormitory, pictured above. The renovation of Howe and Batchelder dormitories is part of a larger, multi-year project to refurbish the residential halls on Grubbs Quadrangle.

Batchelder and Howe Dorms Undergo Renovation

By KELLY XUE '21
Features Editor

Howe and Batchelder Hall, historical buildings of the Loomis Chaffee campus, are being renovated this year. Dorm extensions are currently being built behind the two dormitories, and construction is anticipated to be completed by September.

The ongoing construction is part of a larger project to refurbish the Grubbs Quadrangle. Over the span of five to six years, Loomis also plans to complete renovations on the original dormitories of the quad: Palmer, Taylor, and Warham.

"We've been looking to do this for about ten years or so... the buildings are around 100 years old, and we wanted to make sure

that the systems are up to date, and the dormitories are modern and enjoyable," Chief Financial Officer Richard Esposito said.

Now that other projects, such as the rebuilding of the Scanlan Campus Center, have been completed, Loomis can prioritize the renovation process of the Grubbs Quad dormitories.

In past projects, faculty housing alterations or common room expansions resulted in living spaces being sacrificed, so additional buildings are necessary to "recoup the dorm rooms and make up for lost space," Mr. Esposito explained.

As Howe and Batchelder Hall are the only two dormitories with available space behind them, they were chosen to have additions.

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John Horne Burns: The Man Whose 1949 Novel Upended the Island



Photo courtesy of the 1939 Loomiscellany

Pictured here in the 1939 Loomiscellany, John Horne Burns taught at Loomis from 1937-1941 and 1946-1947.

By ETHAN LEVINBOOK '20
Editor in Chief

Beginning in 1949 and for decades afterward, mentioning John Horne Burns, a closeted homosexual English teacher at the Loomis School, was taboo—if not strictly verboten—on the Island. Author of *The Gallery*, a novel hailed as a masterpiece of war fiction by figures like Hemingway, Dos Passos, and Vidal, John Horne Burns in 1949 unleashed *Lucifer with a Book*, a novel—rather, a scathing diatribe against a straitlaced prep school—that upended the Island community that had once been his home.

Lucifer rent asunder a fictional boarding school with obvious parallels to Loomis. Clearly drawn from considerable personal animus, his vitriolic novel gave voice to all the bitterness, self-loathing, cynicism, and

frustration that he'd acquired as a G.I. in the armed forces, a gay male marginalized in staid New England, and an English teacher at Loomis. Featuring thinly disguised, scathing portrayals of Loomis teachers, students, and administrators—even a jab at Loomis' founding story—his bitter *roman à clef* caused considerable scandal at Loomis.

Panned by critics, *Lucifer* spoiled Burns' promising career and precipitated his own downward spiral. Having skinned and skewered members of the Loomis administration, *Lucifer* was considered contraband on the Island.

Born in 1916 to an Irish Catholic family, Burns attended Andover and then Harvard, whence he graduated magna cum laude in 1937. Barred from teaching English at Deerfield, Kent, and even his alma mater, Andover, on account of his religious affiliation,

Burns applied reluctantly for a position at the Loomis Institute.

Though it didn't make *Fortune's* January 1936 list identifying "Twelve of the Best American Schools," and though it lacked the sort of pedigree, prestige, and tradition Burns must have craved, it did adhere to an extremely progressive creed penned in 1874: "No officer, instructor, employee, or student shall be made eligible or ineligible for or by reason of his or her religion or political opinions, nor be compelled to acknowledge or sign any religious or political creed or test whatever."

When out of kindness and tolerance Loomis Headmaster Mr. Nathaniel Horton Batchelder invited Burns to his faculty, he could not have imagined how dearly he would pay just twelve years later.

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LC Debate Star Returns

By ANNA LI '21
Staff Writer

Mark Oppenheimer '92, a widely renowned debate champion and Loomis Chaffee alumnus, visited campus on February 13 to impart some of his wisdom to the current Loomis debate team.

At Loomis, Mr. Oppenheimer won multiple awards and participated in the World Individual Debating and Public Speaking Championship (WIDPSC). Now, as a professor at Yale, an author of multiple books, and a journalist for newspapers such as the New York Times, Oppenheimer returned to visit the debate team that played an integral part in his high school experience.

In his visit to the Loomis debate team, Oppenheimer answered questions about his experience at LC and then judged a debate exhibition. He reflected on his experience at Loomis, mentioning that he was an editor for the Log as well as an avid member of the NEO.

Reflecting on his experience with Loomis debate, Mr. Oppenheimer said that his first Loomis debate resolution, which focused on drug legalization, was an example of how debate helped him develop his thinking. He even listed the four ways a debate on drug legalization could be judged and debated:

1. The least harmful approach: help people who are addicted to drugs
2. Utilitarianism: value happiness the most, and the people who do drugs are happy
3. Help those suffering from addiction vs. send them to jail
4. Rules for society: consider if a society where drugs are legal is the ideal society

Mr. Oppenheimer also mentioned that the process of setting up fundamental ideas that sway the dynamic of the debate taught him the universal skills for analyzing any debate topic.

Mr. Oppenheimer said that his debate background impacts his teaching, as he encourages students to think outside of their preconceptions and to even argue for the other side.

At the end of his visit, Mr. Oppenheimer offered Loomis Chaffee students some advice.

"Stay off social media... mainly because it takes up a lot of time that people could be spending on reading or friendships or exercise that ultimately, in the end, are more rewarding," Oppenheimer said.



Photo by Lauren Volkodav '22

Min Jun Jung '20 and Margarita Demkina '20 help run the Student Council meeting every Tuesday evening. This week, StuCo discussed possibilities for next year's theme.

StuCo Updates

By LAUREN VOLKODAV '22
Web Editor

Welcome to the first student council Log column! It has been a very busy year for the council. So far we have improved the dining hall and held a successful conference with other New England student councils and benefit concerts.

Our weekly Tuesday meetings are structured to first talk about new school issues, before splitting off into groups that focus on individual projects, and then ending the meeting with status updates to these projects.

One of the student council's annual jobs is working with the administration to choose a school theme. Members of the council suggest themes that are then sent to the head of school, Dr. Culbert, to make the final decision.

While next year's theme has not been decided yet, it will center around the election and democracy.

Furthermore, the council is collaborating with the health center to discuss the issue of students missing school due to illness. In light of the recent burst in flu sickness, the student council hopes to give more leniency for student sick-days in hope that fewer students will fall seriously ill.

If the new constitution were to pass, it would need to win a majority of the council vote before heading to an all-school vote on it, following the student council procedure.

While this year's council has much it wants to accomplish this year, it all cannot be done without student support. The council works to serve the needs of the student body and always wants to hear their voice. As always, if you have a question or suggestion for the council, reach out to your class representative.

Batchelder and Howe Dorms Undergo Renovation

By KELLY XUE '21
Features Editor

Continued from the front page

Due to the magnitude of this project, it was necessary to maximize the limited amount of time for construction. Howe and Batchelder Hall have thus been converted into all-senior dorms so that summer construction can begin immediately after the seniors move out after graduation in late May.

While the construction is isolated from the student and faculty living spaces, the dormitories have had to undergo several temporary modifications in order to accommodate the renovation plans and to uphold the Windsor fire codes.

In accordance with safety regulations, windows facing the construction have been replaced with blocks of safety glass. Several singles with modified windows have been converted into doubles or triples to ensure the existence of emergency egress windows within each room. The common room in Howe has been moved and the former common room has been transformed into two doubles.

"When the students found out about the room changes it was obviously really tough...I think the way the students reacted was very admirable," Mr. Fleming said.

"I think this was the best solution...we wanted to do what was least disruptive," Ms. Caligiuri said. She explained that when the girls were offered the choice to move to another dorm, they opted to stay.

"I've been really proud of the way [the girls] handled it, and they've had a really positive attitude," she said.

Senior Tiffany Lin currently lives in Howe Hall and moved after winter break into the space that previously housed the common room.

"I love being in a senior dorm!" Tiffany said. "I think it's actually a great idea because

you get to bond more with other seniors, especially because we are all spending our last year together, and going through college applications together."

Once the seniors move out of the dorms, the interiors of the dormitories will be entirely redone. The mechanical and plumbing systems will be renewed, and the balconies will be renovated. Plans also include enlarging Batch's common room and adding gender-neutral bathrooms.

Furthermore, while the Loomis campus as a whole meets Americans with Disabilities Act requirements, the addition of elevators will make these older dormitories more accessible. Construction will be fully finalized by September of 2020 as students return from summer vacation.

"The school and the board have wanted to do this [project] for quite a while and knew it was going to be costly," Mr. Esposito said.

Loomis has undertaken a process of planning and investing for this project for several years. Taking into account the complexity of all of the planned construction, the cost for renovating all of the original dormitories and balconies of the Grubbs Quad is projected to be around fifty percent larger than the cost of building the Scanlan Center, according to Mr. Esposito.

Howe Hall, originally named Mason Hall, was one of the original dormitories when Loomis first opened in 1914. Batchelder Hall was constructed soon after that in 1930. These two dorms have housed generations of Loomis students and faculty families, and their ongoing construction will ultimately cumulate in a "design that upholds historical integrity," Mr. Esposito emphasized.

"When I first heard that Batch was going to be renovated, I was excited because I love the building in many ways and I love the connection between the students today and the students of the 1930s who used the same space," Mr. Fleming said.



Photo by Anna Rebellio '21

Pictured is the construction currently happening on campus to Howe and Batchelder Hall. The construction's purpose is to expand Howe and Batch and is scheduled to be done before next school year.

LC StuCo Hosts Benefit Concert to Raise Money For Clean Oceans

By EMILY KHYM '23
Contributor

On Saturday, February 22, the Student Council ("StuCo") presented the StuCo Benefit Concert in Hubbard Performance Hall. The event was for The Ocean Cleanup, a non-profit group working toward reducing plastic waste in oceans.

Pilar Wingle '22, a sophomore representative on StuCo, shared that "action needs to be taken for the sake of our economy, ecosystem, environment, health and animals. I hope that a lot of people will come to the concert and support the charity, but also their friends who are singing."

Many students, as well as faculty, performed on Saturday, among them being Mariapaula Gonzalez '22, Emma Kane '21,

Makayla McPherson '20, Emma Dear '22, Trent Hieber '22, Leah Paige '21, Sumin Kim '20, Benson Wang '23, Evan Petkis '21, Ray Khan '20, and Andy Choi '23.

Many onlookers of the event enjoyed this concert.

One member of the audience, Zoe Alford '23, shared that "the concert was a great way to raise awareness about cleaning the ocean effectively, and the event was even better because it was all student run. Everyone who performed was extremely talented and I think StuCo chose a great charity to raise money for because cleaning our planet is really important."

The main goal of this event was to raise awareness of the rising plastic in the ocean and the ways other students could voice their concerns about this particular issue.

Currently StuCo has raised \$1,267 for the Ocean Cleanup Charity.

During this event, Mattie Susan Wright '23, explained why she selected this charity on behalf of StuCo.

"I chose this charity because I care a lot about the environment and the ocean, and I want to help stop climate change. The person who founded this charity was 18 so I think it's cool that someone so young can make such a great impact on society," Mattie commented.

"It's a really important cause to draw attention to and with these very talented students I think this concert showed the great impact on the world, but also for the amazing artists and talented students who performed," Pilar added.

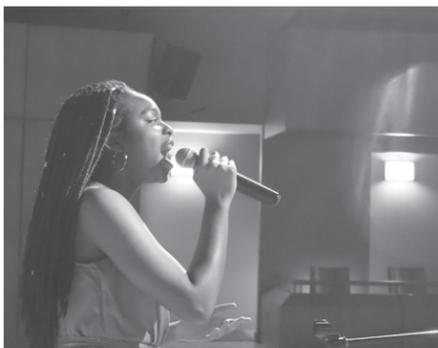


Photo by Clara Chen '21

Makayla McPherson '20 performs in the LC StuCo Benefit Concert. Student Council raised \$1,267 for the Ocean Cleanup.

LCAT (Formerly the PT) No Longer a Prerequisite for CL English

By LILY POTTER '21
Staff Writer

Continued from the front page

The mechanics section includes the same format as last year's test, in which students correct passages in a multiple-choice format.

The writing section still requires students to write an interpretive paragraph in response to an unseen passage, but instead of earning a score of "high pass," "pass," or "retake," students' essays will be assigned a numerical score out of 13 based on a rubric.

The grading of the writing section still remains anonymous and each essay is read by at least two English department faculty members.

Another reason Mr. Colgate cited for the change was that without a clear passing and failing score, there would be fewer students believing they were not good at English because of an initial failing LCAT score.

"I think that a secondary benefit will be how students approach the test, and the fewer students who decide they are 'not good at English,' the better off we will all

be," Mr. Colgate said.

Another benefit of not having a passing or failing score could be a decrease in stress and pressure among sophomore students.

"I do think not having a strict passing and failing score takes some of the stress off the students, and a lot of the teachers stressed that it's just a bench mark. It's not another thing that students have to be worried about studying hours and hours for," Aidan Frazier '22 commented.

However, the consequence of having CL placement based entirely on teacher recom-

mendations is the reintroduction of subjectivity into English course placement.

"I think having a binary metric was really important because now it's just up to teacher subjectivity," Maral Asik '20 commented.

Despite the changes in the scoring of the LCAT, it still remains a standard metric for the sophomore English curriculum.

"I do think that the core principles of the test remain," Mr. Colgate said. "It's a standardized group of skills that all students are going to have to work with."

John Horne Burns: The 1949 Novel Upped the Island

By ETHAN LEVINBOOK '20
Editor-in-Chief

Continued from the front page

Burns taught English at Loomis from 1937 until 1941, the year of his conscription into the United States Army. After Burns's return to the United States in 1946, he wrote the critically-acclaimed war novel *The Gallery*, which earned him the respect and envy of his literary rival Gore Vidal, who in 1949 conceded in his journal that "the dignity of *The Gallery* is like a blow." At Loomis, after *The Gallery* hit the shelves and gained him considerable esteem in literary circles, he straddled the lives of a celebrity and an English teacher.

"In 1947, [The Gallery] was a sensation... for many Loomis boys, having a celebrated author in our midst was thrilling," writes David L. Goodrich '47 in his memoir *My Well Spent Youth*.

A celebrity on campus, Burns collected not only royalties from *The Gallery* but also the fodder for his next novel, *Lucifer with a Book*. Simultaneously collecting papers from his students and observations of his colleagues, passing out grades and passing judgments, Burns perceived administrative tyranny in Batchelder's leadership of the school, resented the College Board's autocratic control of the education of young Americans, and cringed at his confrères' sycophancy.

Mr. Batchelder was among Burns's primary *bêtes noires*. Burns considered him domineering and his administrative style heavy-handed. Part of John Horne Burns's disdain for Batchelder—and, by extension, Loomis—stemmed from his feeling subjugated or oppressed, as a closeted homosexual, by Batchelder's administration.

Batchelder, however generous, progressive, and charismatic, was intolerant of homosexuality on the Island and, as was unfortunately the norm in that era, refused to acknowledge the presence of gay faculty members on his campus. The result of this marginalization: a campus environment in which faculty and students had to stifle their true identities and adopt heteronormative personae.

"Mr. Batchelder didn't believe homosexuality existed anywhere, let alone at his school," according to David Margolick '70, author of *Dreadful: The Short Life and Gay Times of John Horne Burns* and contributing editor at *Vanity Fair*. Though Batchelder remained in a state of willful disbelief, "lots of teachers at Loomis were closeted homosexuals, just as at Andover and comparable schools."

Burns's hatred of Batchelder was eclipsed only by his scorn for his true nemesis, fellow English teacher Norris Ely Orchard, a Uriah Heep who, like Burns, was a homosexual. To Burns, Orchard, Loomis '29 and Yale '33, was the running dog of the Loomis machine. Orchard's old-money upbringing inspired the contempt of Burns, who resented that his religious affiliation would forever prevent him from penetrating the elite.

At Loomis, Batchelder decreed that all faculty members would coach a team sport. Founder of Loomis' Oliver Trisiddien Society (for esthètes who contemned athletics), Burns hated sports almost as much as he hated Orchard, who was granted by Batchelder a pass from Loomis' coaching requirement. And most vexing to Burns was Orchard's draft exemption; he did not have to endure the hardships compulsory for all able-bodied men in America. Orchard always seemed to be an exception.

Burns grafted many of the elements of the Loomis Institute onto The Academy, the fictional school featured in *Lucifer with a Book*: Its founder belonged to a prominent New England family, had no heirs to whom she could grant her great wealth, and penned a will that bears great resemblance to the progressive 1874 charter of the Loomis In-

stitute; The Academy boasts two campuses: one for boys and one, clearly modeled after Chaffee, for girls; and it features Georgian Revival architecture, a strong role for democratic student government, and an annual recitation of *A Christmas Carol* by its headmaster.

Yet while the fictional prep school featured in *Lucifer* mirrors Loomis in many ways, it also provides a distorted picture of reality colored by the animus of an outsider. Sparing nobody who had so much as looked at Burns the wrong way, *Lucifer* features unflattering portraits of students and many prominent faculty members and lambasts Loomis as a school.

Batchelder's fictional equivalent, Mr. Pilkey, is portrayed not as the annals of Loomis history have recorded him—as a visionary educator—but rather as an antisemitic, homophobic, self-aggrandizing tyrant and a whited sepulcher. Evelyn Longman Batchelder's equivalent, Mrs. Pilkey, is not a world-renowned sculptress but an *ingénue*, an idle and self-important porcelain-painter.

The faculty at The Academy are opportunistic and obsequious and tired "marionettes... spineless dolls with guts of sawdust living in pretense." The students are no better; many are lecherous, spoiled, "milkfed," and condescending. The Academy is "a combination prison, library, and gymnasium."

Lampooning Loomis's Board of Trustees, which in Burns's day included descendants of the Loomis family Jennie and James L. Loomis, Burns thumbs his nose at New England's patrician families, whose idle descendants, in Burns's estimation, rode perpetually on the accomplishments and networks (and funds) of their ancestors.

The fictional analogue to Francis Grubbs, French instructor from 1930 to 1952 and Headmaster from 1952 to 1967, is the "pock-marked and platitudinous" Dell Holly.

Yet Orchard's portrayal is the cruelest: his fictional equivalent, named Philbrick Grimes (*à la* Evelyn Waugh), was "Pilkey's right-hand man"; he was the "camouflaged forceps of Pilkey's puritanism, of his gumshoeing cynosure," and a "poor insect." Orchard had not participated in the war because he had a minor health condition; likewise, the fictional Grimes was deemed too psychotic to enlist.

All of these individuals are memorialized on today's campus: Batchelder Road, Batchelder Hall, Longman Hall, Grubbs Quadrangle, and the Norris Ely Orchard Theater. These individuals represented the lifeblood of the Loomis Institute; in *Lucifer*, Burns knocked them off their pedestals.

Was *Lucifer* fair? Burns clearly was an angry man, embittered by his ignoble birth and by his experience as a homosexual in an unforgiving and intolerant society. The novel is consequently quite hostile, and for this it was easily cast aside by critics.

Yet it is hard to know just how hyperbolic was this parody of Loomis. Phillip Isenberg, Loomis '47, model for the *Lucifer* character Ben Gordon, thinks John Horne Burns's appraisal of Loomis was not far off the mark.

"It wasn't horribly inaccurate," he said in a statement quoted in David Margolick's *Dreadful*. "I think he put his finger on all sorts of things that were true to some degree, but that it was written by someone who was very bitter... it was negative, but it was also astute."

The book was tainted by Burns's own self-loathing, outsiderhood, and resentment. "There were so many small things which he picked up about people which were true... the tragedy," Isenberg believes, is that Burns's bitterness overshadowed the work's subtleties and valid criticisms of Loomis.

For example: Batchelder's analogue, Pilkey, is described as antisemitic. It's easy to disregard this claim along with the rest of the book. Yet though Batchelder took in increasing numbers of Jews as World War II

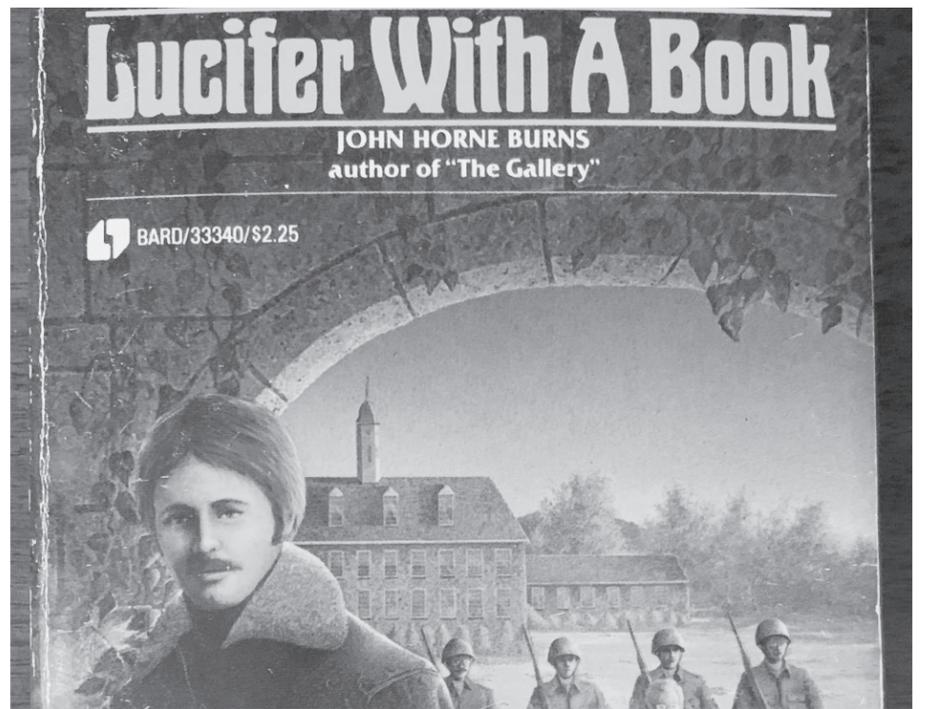


Photo by Ethan Levinbook '20

In 1949, John Horne Burns unleashed *Lucifer with a Book*, a novel that upended the community that had once been his home.

raged on, and though Loomis was home to many Jewish students like Isenberg, Loomis also hosted foreign exchange students from Nazi Germany between 1936 and 1940.

Starting in 1928, Loomis was affiliated with the International Schoolboy Fellowship, through which English students traveled to Windsor and studied at Loomis. In 1936 — the very year when Hitler and the German Army invaded the Rhineland — the study-abroad program was enlarged to include students hailing from Germany.

In addition, starting 1936, Loomis began sending students to be educated in Nazi Germany. According to the October 5, 1938 edition of the *Hartford Courant*, one Loomis student during the 1938-1939 school year attended N.P.E.A. Neuzelle, one of many Nazi-run "National Political Institutes of Education," which, during World War II, trained German youth for entry into the Wehrmacht and the Waffen SS.

The Loomis Log reported that "Although [he is] a Nazi, Hermann Christaller is a very fine faller," and former chair of the History department Lloyd Wright Fowles, in his 1964 book *The Harvest of Our Lives*, corroborates: The German students invited to campus were all "well-screened members of the Nazi youth movement" who, fortunately, did not inspire any "converts to the Nazi cause."

Lucifer moots other sensitive topics that should not be disregarded: the insularity and loneliness of the cloistered prep school life, class tensions — the ostracism of "scholarship" or financial-aid students — and toxic masculinity.

And let us not forget: The portraits of students, faculty, and administrators were realistic enough to be recognized readily by members of the Loomis community. Indeed, there is some truth to be found underneath all the calumny. *Lucifer* begs students of the modern era to slough off their complacency, remove their rose-colored glasses, and consider more critically the legacies of those whose names now adorn campus buildings.

Burns pursued a scorched earth tack. To appropriate the words of Julius Caesar, *Venit, Scripsit, Reliquit*: He Came, he Wrote, and he Left. Burns left the Island to deal with the mess he created. Rumors regarding the *Lucifer* scandal abounded.

The novel was noticeably absent from the Loomis Library, and students trekked off campus to purchase it where they could. According to David Margolick, Witkower's Book Store in Hartford sought to profit off the chaos at Loomis; feeding the fire Burns had set ablaze, in 1949 the shop had stacks of *Lucifers* to sell to Loomis students eager for a slice of the scandal.

It was rumored that the Batchelders bought up the novel in bulk in an attempt to prevent students from getting their hands on the scabrous work. Margolick asserts that it was a rite of passage to acquire a personal copy of the novel; in the spirit of Burns, reading *Lucifer* was a means of railing against the conformity of straitlaced Loomis. On the inside of the front covers

of their personal copies of *Lucifer*, Loomis students compiled lists enumerating who they thought was the fictionalized version of whom, and they compared these lists with each other with excitement.

"This is about Loomis Chaffee!" is scrawled on the inside of the front cover of the copy of *Lucifer* currently located in Yale's Sterling Memorial Library. William Speer, who assumed the mantle of headmaster following Batchelder's retirement in 1949, kept a copy of *Lucifer* in his office, but he made sure to invert the dust jacket so others wouldn't find him out.

Indeed, Batchelder, angry at his treasonous erstwhile employee whom he'd hired out of kindness, wrote to Speer "I don't like to have my hand bitten." Francis Grubbs, headmaster after Speer, used far more colorful language to describe Burns; in a January 1981 letter, acting chairman of the Loomis Chaffee Board of Trustees Tom S. Brush '40 remembered a previous conversation with Grubbs in which he called Burns "a bastard... a repulsive person."

According to Lloyd W. Fowles, ultimately "Batchelder... dismissed [*Lucifer*] from his thoughts." Yet while Batchelder may have been outwardly unperturbed by the treasonous work, Orchard was said to have been traumatized. Burns's Philbrick Grimes had become a piece of his identity; according to David Margolick, "*Lucifer with a Book* w[as]... as much a part of [Orchard's] résumé as his Yale degree" and stalked him perpetually.

Leaving chaos in his wake, Burns left Loomis and relocated in 1950 to Florence, Italy, where he lived a life of revelry, alcoholism, depression, and illness; maintained relationships with several gay lovers; and, with but \$109.00 to his name, passed away in August 1953 still reeling from the opprobrium of practically every literary critic who had reviewed *Lucifer*. He had written another novel in 1952, *The Cry of Children*, which was an even greater flop than *Lucifer*, and it was clear that Burns's *Gallery* success was a flash in the pan.

More than merely a literary one-hit wonder, Burns was a destructive individual: to others, to Loomis, to himself. Inasmuch as he was the cause of great pain (and drama), he was the victim of homophobic marginalization—at Loomis and within the literary establishment—and was, in many ways, a lifelong outsider, an invisible man.

Lucifer, a novel that was meant to muck-rake, to challenge the educational machine, to humble the prep school Yankee elite, and to illuminate the ills of boarding school life, became a bitter expression of outsiderhood and a means of trafficking in hate. Burns's promising career was snuffed out as quickly as it was kindled by his first and only success, *The Gallery*; friends and foes alike were baffled.

Hemingway was in disbelief. "There was a fellow," he said to Robert Manning, editor of *The Atlantic*, "who wrote a fine book and then a stinking book about a prep school, and then he just blew himself up."

LUCIFER WITH A BOOK

This is about Loomis Chaffee!

Photo by Ethan Levinbook '20

The 1949 copy of *Lucifer* located at Yale University's Sterling Memorial Library bears an inscription: "This is about Loomis Chaffee!"

LC Students Present “The Addams Family Musical”

By KATE SHYMKIV '22
Contributor

For many years *snap* every winter *snap* the Theater Department has presented a musical, and this year is no exception. This winter the NEO is performing a spooky, creepy, somewhat bizarre, yet lively and amusing show: The Addams Family.

Starting with an open dress rehearsal on Tuesday, February 18, the show ran until Saturday, February 22. All actors, technicians, and professional crew members worked on this production for a total of three months, starting in December.

Every week, actors spent more than fifteen hours in the NEO, and as the show week came around the corner, the amount of effort, work, and time they put into the

musical doubled due to “tech week.”

Some actors shared their opinion about tech week, as well as some tips for staying sane during this hard-working process.

“I weirdly enjoy tech week,” Lana Brehoney '21, playing the role of Morticia, shared. “It reminds me of why I love theater so much. When everything comes together and you perform with all the different aspects for the first time, there is always a rush of happiness that goes through my body. There is something so beautiful to me about the coming together of something special, and after working on something for two months and finally seeing it in full is so amazing.”

Grace Thompson '22, playing Pugsley, had a different take. “Tech Week has been pretty tiring so far, but also full of cool sur-

prises,” she said.

“Whenever I’m bored or stressed about something I can join in a conversation and have fun,” Grace said, adding that her fellow actors were the reason she could enjoy the long rehearsals.

Meanwhile, Aidan Cooper '22, an actor playing Mal, had a more technical approach to tech week.

“I love tech weeks because they really strengthen the bonds between the actors and techies. It feels like we become one cohesive unit, slowly oiling cogs before our stage debut,” Aidan emphasized.

Although actors are the face of the musical, the backstage work is also extremely important and not at all easy.

“It was my first experience ever with theatre, and let’s say that I started it with my

right foot. Now I realize how much effort and work it takes to put a show together! I hope you guys enjoy it!” Stage Manager Isa Spina '22 said.

“As hard as it is, stage managing this production has been one of the most fun and enjoyable things I have ever done. I will definitely miss it when it is over,” fellow stage manager Jasper Gitlitz '22 said.

“I’m excited to finally show people what this cast has got! We’ve all worked so hard and I really think it has played off. I just want to share the fun and laughs we, as a cast, have on stage with an audience,” Grace Thompson said.

“People should come see the Addams Family and expect the unexpected because there is not a dull moment,” Grace’s sister, senior Caroline Thompson, added.



Photo by Edward Park '23

Students in the Wilbur Servery in the Scanlan Campus Center for lunch. The food waste at Loomis is minimal because the kitchen staff donates extra food to a local food bank.

Where the Leftover Dining Hall Food Goes

By EDWARD PARK '23
Contributor

Food: the word never fails to evoke a smile on students’ faces. As they walk into the dining hall to fill their bellies, they imagine sizzling omelettes, fluffy pancakes drizzled with maple syrup, or new flavors of ice cream in the soft serve machine.

Yet, most students don’t think about what happens to leftover food at the end of each day. No, it is not all just thrown in the trash.

Leftover food is sorted into various categories. There are raw ingredients that go uncooked as a result of excess purchases. There are prepared meals that go unserved, and uneaten leftovers that remain on our plates.

“The waste is very minimal, as the dining hall follows a production record that tracks the amount of food the staff prepares to ensure there is no overproduction of food,” Mr. Keith Garfield, the Food Manager for the Loomis Chaffee Dining Hall, said.

“[If there happen to be leftovers], the kitchen staff donates the food to a local bank to feed the less fortunate...around four pans

a week,” Mr. Garfield said.

Another method the dining hall uses to eliminate the overproduction of food is an approach called burning, which is taking leftover food from one meal and using it in another upcoming meal.

Mr. Garfield points out that most of the waste does not come from overproduction but from the Loomis Chaffee community taking too much food and not consuming it. In order to effectively handle this waste, Loomis has recently begun implementing a new program where the uneaten leftovers are composted instead of being sent off into a landfill.

This issue of food waste affects not only Loomis but the entire country. According to the United States Department of Agriculture (USDA), about 30 to 40 percent of the food supply turns into waste in the United States. Food waste is then sent to landfill to decompose, where it usually takes around six months to fully break down. Food disposed of in landfills tends to rot and create a significant amount of methane, a potent greenhouse gas that contributes to global warming.

A Look Inside the LC Admission Process

By RYAN FORTANI '22
Contributor

While students at Loomis Chaffee have a variety of different interests and goals, they all enter this community the same way: submitting their file to the admissions office. However, very few students are familiar with the processes surrounding Loomis’ admissions decisions.

With the admissions office in the throes of application-reading before the March 10 decision date, they offered the Log an in-depth look at the process each application goes through after a prospective student presses “submit.”

When an application is submitted, it undergoes a holistic review process that takes into account a variety of factors that determine the student’s fit and ability to succeed at Loomis.

The application is first read by the regional admissions liaison, also known as the territory manager. Then a second admissions officer does a reading of the application. Each admissions officer reviews everything from SSAT scores to teacher recommendations to essays.

“We rate applicants on a scale of 1-10 in each of the 3 different categories: academics, extracurriculars, and character,” Associate Director of Admissions Jake Smith said.

The academic category takes into account grades, standardized testing, and recommendations. The extracurricular category includes an applicant’s commitment to activities outside of the classroom such as sports. The third category, character, is the most abstract and focuses on the applicant’s citizenship and whether they align with the school’s mission and what our founders intended.

After being read by two admissions officers, every application is passed to the dean of enrollment, Amy Thompson, for review before presentation in front of a final admissions committee.

“The committees vary based on catego-

ry; [for example] we have a committee that reviews underclass boarding girl applicants, another that reviews upperclass (11/12/PG) candidates, etc.,” Mrs. Thompson said.

While a decision on whether or not to admit a student is made at the end of committee, it is important to note that these decisions are not final and are subject to change at any point before the March 10 decision release date.

At the end of the admissions cycle and before the decisions are released, the admissions office begins a final review of all the acceptances to ensure that they have met their goals for the upcoming year. This process includes maintaining the proper gender balance, day-boarding balance, international-domestic balance, and so on.

Depending on the needs after this review, changes to some applicant decisions may be made.

“Changes can be made up until the very end—even the day before admissions decisions are posted,” Mrs. Thompson said.

While the admissions decision-making process may seem to only involve admissions officers and administrators, it actually includes an extensive amount of feedback from different members of our community.

“Faculty in all departments have full access to provide us with any information they deem worth sharing as we review applications,” Mrs. Thompson said. “These range widely, from coaches providing information on prospective players to music, art, theater and dance faculty who spend many hours reviewing portfolios and videos/recordings to provide feedback to the Admissions Committee.”

Many faculty members also take on a more proactive role within the office by reading application files or interviewing prospective students. However, faculty members do not make admissions decisions.

“For all faculty, the role is advisory in nature; all admissions decisions are made by the Admissions Committee,” Mrs. Thompson said.

Using the PHI for the Common Good

By EMILY KHYM '23
Contributor

The Problem Solving for the Common Good class that Loomis Chaffee offers to juniors and seniors develops students’ problem-solving skills in order to identify and solve challenges within the local community.

“This course allows students to identify complex problems—problems that have

multiple correct solutions—and strategize how to lead to the most successful outcome,” Director of Innovation and course supervisor Mr. Scott MacClintic '82 stated.

The project this year is based on helping the company All Good collect and redistribute excess products from Amazon. Through exhibiting understanding and empathy, students make plans based on the customers’ or charity’s needs and craft events to effectively reach the goal.

“As a teacher, I prompt the students to think about how they could make a difference in the world, while also helping them learn about the pragmatic ways of approaching these goals they have set up. When the course ends, I hope they take away the idea of ‘agency’-knowing how to make ideas happen and autonomy-being able to achieve goals independently,” Mr. MacClintic said.

Tiffany Lin '20, a student in this class, said that “during the past few weeks, we’ve been exchanging emails back and forth with Daniel Montana from All Good and Scott Mackenzie from Amazon. We’ve also been calling some local charities to coordinate the donation event we will be holding on Feb. 22 and 23. The event will consist of sorting and packing. After the event, we will be delivering those goods to local charities such

as The Salvation Army, Mercy Housing & Shelter Corporation, and Connecticutkids.”

The class has coordinated an event that they hope will succeed, and are looking for volunteers to help.

“The reason why I enjoy this course is because I get to analyze the small things that occur in our daily life that I would never have stopped to think about (for instance, building a toy for a four year old. What are four year old capable of doing? What attracts their attention? What motor skills do they have?). Also, sharing current events every morning allows me to become connected to the real world outside of our ‘school bubble,’” Tiffany said.

Faculty Love Stories How It All Began

By HAZEL LE '22 and DQ NGUYEN '22
Social Media Manager and Contributor

Ms. Saxton & Mr. Chaudhary

Note: To comprehend the article, it is recommended that all Bio A students in Mr. Chaudhary's class disregard or do not acknowledge the events that happened during winter term.

Of course, love always starts during the summer. Assistant Head of the Science Department Neil Chaudhary '05 and Director of Writing Initiatives Kate Saxton first met at the Loomis Chaffee Summer Program in 2012.

Mr. Chaudhary and Ms. Saxton's first official date was dinner at a sushi restaurant in Glastonbury. Ms. Saxton loved how Mr. Chaudhary "captured the light" and "drew attention in a number of ways." Mr. Chaudhary found Ms. Saxton cute and entertaining to chat with. After they finished dinner, both of them decided to split the bill.

"There's so much cliché around romance that really focuses on the early stages... and it's much less about the real meat of a relationship," Mr. Chaudhary said.

The real meat of the relationship started in Vietnam. After the summer program, Mr. Chaudhary went to Hanoi, Vietnam to work at American Education Group—a boarding school and tutoring agency.

Despite being thousands of miles apart, they kept in contact with each other through instant messages and written letters.

"I was like, wow. This person has so much depth and [she] really gets me," Mr. Chaudhary said.

During Thanksgiving of 2013, Ms. Saxton visited Mr. Chaudhary in Hanoi while he took a one-week break. During the first day of the break, they toured around the city, went to coffee shops, ate at restaurants, and rode on a motorbike. Hanoi streets are notorious for motorcycles and chaotic streets.

During one of their rides around the city, they got in an accident, and he and Ms. Saxton both fell on the ground. Ms. Saxton only received scratches, while Mr. Chaudhary broke his elbow.

The couple quickly went to a hospital to seek help. A doctor from Massachusetts was there, and she advised Mr. Chaudhary to get surgery within the next 24 to 48 hours. However, the preferable place to get an operation was Thailand.

With such a dire problem that needed an immediate solution, Ms. Saxton and Mr. Chaudhary could have concluded their date and continued on with their lives 6,000 miles apart.

Fortunately for Mr. Chaudhary, Ms. Saxton spent the rest of her Thanksgiving with him at a Thai hospital.

"Bless [Ms. Saxton's] perfect heart [because she] did all my paperwork," Mr. Chaudhary said.

After recovering, Mr. Chaudhary concluded, "[Thanksgiving with Ms. Saxton] made me feel very strongly that I wanted to live in a place where the people that I loved and who loved me were close at hand."

Mr. Chaudhary and Ms. Saxton discussed getting married at some point. Ms. Saxton knew that Mr. Chaudhary was shopping for an engagement ring, but she did not know that he already purchased one.

In late August, Mr. Chaudhary invited Ms. Saxton to go camping to see the Perseids meteor showers. With the pitch black

sky, the bright meteors, and the two of them alone, the conditions were perfect. At the time, Ms. Saxton had never seen a shooting star before. Mr. Chaudhary told her, "When you see a shooting star you have to close your eyes and make a wish."

Ms. Saxton recalls that when she closed her eyes, Mr. Chaudhary "got down on one knee like a champion." When she opened her eyes, "there he was with the ring, asking, 'Will you marry me?' with shooting stars overhead."

Mr. & Mrs. Scanlon

The summer of 1984. A beach party on the Rhode Island shore. A one-hour conversation on a deck. And the rest is history.

English teacher Jeffrey Scanlon '79, who was in his first year at The Gunnery and was a history student at Trinity College, stayed in Windsor during his summer break for a day job. On a beautiful Monday morning, a coworker Rick came up to Jeff and said, "Oh, Jeff, I met this girl, she's great! You guys would be perfect for each other. You've got to meet her."

Having a different "worldview, attitude, and demeanor" than Rick, Jeff was doubtful that what Rick said was trustworthy.

Meanwhile, Rick's girlfriend's coworker, Vicky Lenkeit, now Loomis' athletics administrative assistant, was told the same thing about Jeff. Likewise, Vicky didn't give much credit to Rick's words.

Rick, persistent and unwavering, gave up the idea of a double date and managed to invite both of them to a beach party in Rhode Island.

Jeff agreed to go for "only about an hour," as he had to return to "take care of the animals (for his boss) and write [his] paper."

Nevertheless, Jeff definitely stayed more than "a few hours" as he got engrossed in a conversation with Vicky on a deck 50 yards away from the beach. When being asked if Jeff lived up to all the hype from Rick, Vicky said, "I was pleasantly surprised."

Although they had just met for the first time, Jeff said that they "had an easy time talking and conversing. It wasn't strained or difficult. You know, sometimes you meet someone for the first time and you don't know what to say or what to talk about. It wasn't like that at all."

At the end of the conversation, Jeff asked for Vicky's telephone number on a piece of paper (yes, these were pre-cell phone days!). Unfortunately, Jeff came back and found one of the sheep, which he was supposed to attend to, dead! Later, Jeff called Vicky to tell her about the incident, and she found it hilarious.

As the old proverb goes, marry someone who can make you laugh. Vicky definitely took that advice.

Fast forward to almost two years after they'd started dating: February 14, 1986. Vicky was watching Jeff's hockey game (a charity game against the Old Time Hartford Whalers) with his parents, a rather unconventional Valentine's day. The proposal came right after that, and Vicky said yes.

Mr. Scanlon and Mrs. Scanlon, married to each other for almost 34 years now, can still recall specific details about their first encounter.

"We're still newlyweds," Mr. Scanlon beamed.



Photo by Anna Rebello '21

Ms. Reem Aweida-Parsons stands in her office in the Katherine Brush Library. RAP joined the Loomis Chaffee faculty in 2017.

Teacher Feature Ms. Reem Aweida-Parsons

By STEPHANIE ZHANG '21
News Editor

While some kids grew up hearing busy street noises or the calming chirps of crickets outside their houses, the sound of bombs exploding surrounded Ms. Reem Aweida-Parsons during the early parts of her childhood.

Ms. Aweida-Parsons, fondly known as RAP to many students, has been a history teacher at Loomis Chaffee for nearly three years. However, she was born and grew up in Beirut, Lebanon, to Palestinian refugee parents who "tried to integrate into Lebanese society until the Lebanese Civil War in 1976 broke out," Ms. Aweida-Parsons said.

"I grew up in a Christian family and was the youngest of three girls. They always wanted me to be the boy, so I'm carrying that torch," Ms. Aweida-Parsons light-heartedly recalled.

She remembers her homeland fondly. "Beirut's a beautiful city. There's a joke about how when God invented the world he made mountains and he made seas and he made deserts and in one particular place in the world, he made it all. In Lebanon, he created mountains and valleys and seas and rivers and all kinds of terrain, but because God was sarcastic, he put the Lebanese people there," she laughed.

Unfortunately, her peaceful and happy childhood in Beirut did not last long, as the Lebanese Civil War broke out in 1976 as a result of different political and religious tensions.

"We lived in a second-floor apartment building right in downtown Beirut, and our apartment had balconies, and you'd look downstairs and you'd just see tanks. Instead of seeing cars, you'd just see tanks," Ms. Aweida-Parsons said.

Since her parents were Christians living in a Muslim neighborhood, and since the neighborhood they were living in was being bombed, her parents soon decided to leave Lebanon and immigrate to Kuwait, an oil-rich country, for a safer future.

Ms. Aweida-Parsons remembers in detail the way her family left the tumultuous country.

"My dad worked for General Motors and there were all kinds of people that worked in the garages," she recalled. "So how we left the country without being kidnapped because they would have checkpoints to see who you are, was all these men showed up in our apartment, there was one that was a Falangist Christian, one was from the Palestine Liberation Organization, one was from Amal, a Sunni group, one was from Hezbol-

lah a Shia group, and we left with a convoy of all these men, so one of us would deliver us safely to the airport depending on who stopped us."

After she graduated from high school in Kuwait, Ms. Aweida-Parsons moved to the United States and completed her undergraduate degree in history and social sciences at Colorado State University. There, she learned about the Middle East from an American perspective.

"That's really where I became aware of the Middle East. I learned about the Middle East when I was in America, not when I was in the Middle East. When I was in the Middle East, I was looking at America," she explained.

Her unique personal experiences, as well as her passion for history and the Middle East, fueled her pursuit of a teaching career and further graduate work, which shaped her energetic teaching style.

She emphasizes that there are three values that are important to her when it comes to teaching. "One is empathy. It's about understanding that we all have our own stories and respecting those stories and journeys of everyone. It made me a better person moving so many times, starting from scratch, understanding that it's not about me, but really about us."

"Second is current events. I love current events. I try to bring current events into my classroom as much as I can and encourage my students to read the news as often as I do.

"And third, I'm a storyteller. Authenticating these stories in history and making them come to life is really important, especially for the students."

In addition to living in Lebanon and the U.S., Ms. Aweida-Parsons also taught in an all-boys independent school system in Canada for ten years, lived and taught in France for seven years, and also lived on the island of St. Lucia while on sabbatical.

Her rich experiences in France and St. Lucia allowed her the opportunity to integrate into a variety of different cultures and offer her even more diverse perspectives of the world.

Looking back at her own experiences, Ms. Aweida-Parsons offered a few wise words.

"My advice to the Loomis kids is to travel. Travel, experience new things, go overseas, go to university overseas or take a gap year. Have these experiences at a young age because that in part will influence who you become."



Photo by Anna Rebello '21

Director of Writing Initiatives Ms. Kate Saxton and Assistant Head of the Science Department Mr. Neil Chaudhary '05 pose for a photo in the Writing Studio. The two first met in 2012 at the Loomis Chaffee Summer Program.

LETTER TO THE EDITORS

Loomis Chaffee DOES Promote Sustainable Sustainability

By KELLY ENG '20
& SOPHIE RODNER '21
Contributors

Editor's Note: In the January issue of the Log, Lana Sheng '21 wrote an opinion piece about what she perceived as an unusual amount of waste generated by a schoolwide event ironically centered around promoting sustainability. In this issue, two organizers of this event, Head E-Proctors Kelly Eng '20 and Sophie Rodner '21, wish to respond to the concerns raised in Lana Sheng's article.

In the last issue of the Loomis Chaffee Log, the article "LC Promotes Unsustainable Sustainability" expressed concerns about the supposed hypocrisy of the Solar Fest, which was organized by the Environmental and Agricultural proctors ("E-proctors" and "ag proctors") in January.

As the leaders of these programs, we appreciate and understand the article's opinions; however, we would like to set the record straight about these claims.

One main point discussed in the article was the supposed excess of waste produced from the event, specifically the mini beach balls and yellow sunglasses. The beach balls, however, will be reused in the future at an upcoming distress event organized by the E-proctors.

Additionally, the article assumes that those who bought the sunglasses will wear them only once. While we understand this

opinion, we hope that the consumers will rewear the UV protection sunglasses in everyday life. Furthermore, we view the sunglasses sale as an investment in educating our peers about sustainability, which greatly enhanced participation for the solar fest.

In the long run, the event's attendees will hopefully make lasting changes to their lifestyle to reduce plastic use and minimize their carbon footprint, thus offsetting the short-term repercussions.

Moreover, the funds collected from the sunglasses sale are being donated to tree-planting on campus, which will further increase the environmental benefits.

Ideally, the environmental and agricultural proctors would be able to promote sustainability without producing any waste; however, our organizations' biggest goal is to educate our school community about each individual's long-term carbon footprint, and thus significantly impact our collective awareness surrounding sustainability.

Through Solar Fest, we wanted to not only celebrate the opening of the solar panel field with our school community, but also increase knowledge about the greater implications of our actions on the world beyond the Island.

Our school has put a lot of effort into creating a greener community, and we hope that our peers can recognize the progress created by events like Solar Fest.



Photo by Anna Rebello '21

Lilith Yu '20 staffs the Project Green table at Solar Fest on January 13, an event that celebrated the campus' newly functioning solar panel array. Giveaways included the plastic beachballs seen on the table here.

In the long run, the event's attendees will hopefully make lasting changes to their lifestyle to reduce plastic use and minimize their carbon footprint, thus offsetting the short-term repercussions.

The Loomis Chaffee Log

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ADVERTISING

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

CORRECTIONS:

The photo for the article "Club Basketball: Not Your Average Sport" on page 9 in the previous issue accidentally cut off Thierno Diallo's head. We regret the error.

EDITORIAL

LC Effectively Confronts the Coronavirus Crisis

As of February 21, over 76,392 people in China and 1,275 people across the globe have been infected with the coronavirus. Dubbed COVID-19, this virus is of the same category as the SARS virus, which in 2003 infected 5,327 people and caused widespread panic. The United States and other countries have instituted travel bans that have led to the cancellation of flights into or out of China.

In a February 5 email from Head of School Dr. Sheila Culbert to the entire school community, she urged students to "avoid non-essential travel to and from China as also recommended by the CDC."

Loomis is home to forty students from mainland China, Taiwan, and Hong Kong; since travel to these places is no longer possible or safe, Loomis has partnered with the

travel company Envoys to organize two spring-break trips: one to Arizona and another to New York and Boston. These trips represent a significant and meaningful effort by Loomis faculty and administrators to provide accommodations for those who are unable to return home.

In addition, Loomis, specifically Director of International Students Mrs. Jaci Cardwell, has addressed the coronavirus outbreak, the stigma surrounding it, and the anti-Asian racism it has inspired, by hosting discussions with students.

Mrs. Cardwell has been a consistent source of support for international students during this time. At a discussion for international students on February 21, she emphasized the presence of safe spaces on campus to discuss the coronavirus situation.

"This is a space for them to talk about their families. It is also a space for students to ask questions, and find out how they can support friends who are going through something like this," Mrs. Cardwell said.

Moreover, Mrs. Cardwell emphasized the importance of communication between

Loomis faculty and administrators and the families of students affected by the outbreak.

"One of the things I have been doing on a regular basis is I have been reaching out to dorm heads to make sure that they are staying in touch with advisors and faculty living in their dorms and checking in on students and keeping tabs of who seems to be going through a rough time, so we can check on them," she said. "Sometimes it is harder to tell, because it is a very private matter for a lot of students and it is tough to talk about and so making sure that all of the administration and faculty are on the same page is really important."

"Loomis did a great job responding to the coronavirus," said Andrew Zhang '21, who lives in China. "Mrs. Cardwell sets up a discussion to raise awareness for the virus and

gives students an opportunity to address any potential issues."

Skye Zhou '21, also from China, applauds Loomis for its swift and calculated response to the coronavirus.

"Immediately after the outbreak of the virus in China, the school informed the students of the situation in China, advised the traveling arrangements accordingly, and educated students about the efficient way of prevention," she said. "I am really glad to see the school paying such attention to the virus."

Loomis has done a commendable job supporting students who are unable to return home or who are facing the specter of increased racism and discrimination as they travel abroad.

"One of the things I really want to make sure our international students from China feel is that they have somewhere to turn, it doesn't have to be me," Mrs. Cardwell said. "It could be their advisor. It could be the health center. It could be their coach or teacher. We want to make sure they have some important network."

Loomis has done a commendable job supporting students who are unable to return home.

QUESTION OF THE ISSUE

Do You Think the Log Adequately Reflects the Student Body and Campus Life?

By **EMILY KHYM '23**
Contributor

Editor's Note: We know, we know. Though it may not seem very professional of us to publish an article ostensibly for the sole purpose of praising ourselves, for this issue's QOI, we decided to get a better perspective on how the Log is viewed by its readers.

Luckily, we were able to find a wide variety of opinions on whether or not the Log succeeds in its attempts to adequately represent the student body, and, to those featured below, we promise we didn't take it too harshly. No - we're not crying, you're crying.

If you would like to share an opinion on our work, feel free to get in touch with Editors-in-Chief Ethan Levinbook and Neala Sweeney.



Photo by Emily Khym '23

MR. SCANLON '79

I can say that our student-run newspaper does a laudable job. The preponderance of articles, photographs, and information capture well what has been happening on campus. The newspaper approaches a sufficiently wide range of topics (e.g., academic, school governance, extracurricular endeavors, noteworthy achievements, and faculty pursuits and accomplishments). To its credit, the Log also features articles that focus on the broader world beyond our Island, in an effort, no doubt, to inspire our student body to think about more state, national, and global issues. I also appreciate the occasional satirical roast the Log will feature. Who doesn't like satire, after all?



Photo by Victoria Che '22

MS. CHRZANOWSKI

Yes. The Log has always sought out to both report and portray happenings on the Island and issues on the minds of the student body, often prompting change and growth. Over my 20+ years at LC, I've seen the Log tackle campus hot topics, celebrate achievements, probe at community issues, honor milestones, provoke thoughtful debate, commemorate accomplishments — many times simultaneously in a single issue. That being said, I'd always like to see more LC music and arts coverage!



Photo by Emily Khym '23

CALVIN PAN '23

I think the opinions voiced in the Log are definitely representative of the views & beliefs of a subsection of the student population, but I'm not sure if it actually embodies the view of the entire student body. The opinion section works well as a tool to allow students to express their views on different subjects, but, in my opinion, there needs to be a more diverse collection of viewpoints.



Photo by Emily Khym '23

AARMAN PANNU '20

I think there are many controversial issues that the Log can serve as an outlet for the student body, and that the writers should not shy away from these issues if it is truly going to be a student newspaper.

There are of course a ton of risks that come with voicing controversial topics such as the upperclassmen/underclassmen divide in the dining hall, but doing so would help establish the Log as a voice for the students.

I think the best thing the Log could do would be to encourage open discussion and serve more as a moderator of student voices or ideas.



Photo by Emily Khym '23

STACEY ZHANG '22

The rejection of anonymous opinions does stand in the way of showing a diverse group of interesting opinions. I've personally experienced this many times trying to interview both teachers and students, while many refrain to share without anonymity due to different concerns.



Photo by Emily Khym '23

AIDAN GILLIES '21

Overall I think the Log does a good job of talking to a lot of different people in different circles, everything from athletes to stellar students to even the debate team all seem included. I think they may benefit from sending out some more general surveys before making general remarks about the student body, but I believe they do a good job of showing every part of campus.



Photo by Eleanor Peters '20

MARGARITA DEMKINA '20

The Log has a wide variety of topics to suit students and faculty. Although I love seeing the recaps of the past events, I think that the Log needs more news-style articles about the issues and events and possible investigation-like essays. I can't wait to see the new section about the Student Council task groups and projects!

Prejudice Goes Viral

By STEPHANIE ZHANG '21
News Editors

Tap, tap, tap.

My thumb hovers over another image of a coronavirus beer bottle with a lime next to it. Under it, the words read, "If I get coronavirus, I want Lyme disease too, because what's Corona without a lime?"

In this fast-paced technological world, where international conflicts are converted into Twitter jokes overnight, natural disasters become TikTok videos in the span of a school day, and epidemics are turned into memes in one click of a button, it's easy to use international calamities as just another punch line.

Yes, I'm guilty of it too. It's hard not to when every online platform you open is overpopulated with funny but insensitive jokes about the same topic.

But at what expense do these jokes come? While having a slight cough and jokingly claiming that it's coronavirus might seem insignificant in the bigger picture, it's important to remember that our personal actions have an effect on ourselves, our friends, and

the community that surrounds us.

By turning these legitimate world issues into running gags, we minimize the significance of these problems, make uneducated assumptions and generalizations about countries and groups of people, and more easily forget the communities that are immediately and substantially impacted by these crises.

We begin to see the 75,685 people infected and the 2,236 dead, as of now, as just statistics, numbers of people grouped together to fuel our fear, instead of individuals each with their own families, circumstances, and stories to tell.

Additionally, with the growing accessibility of the news and social media, although useful information about the disease is easier to access, mass hysteria and fear are also much more easily instilled.

We need to calm down, take a look at our surroundings, and recognize the privileges we have. This doesn't mean we shouldn't keep good hygiene and wash our hands and take care of our bodies, as it is still flu season, but it does mean that we need to stop attributing every cough, sneeze, and fever —

whether seriously or not — to the panic that is coronavirus.

It's all fun and games until centuries of discrimination and microaggressions start flooding back.

According to an article in the Los Angeles Times, "In Seattle, a Filipino American family was refused a sample at Costco because an employee was concerned about getting infected. People are openly wondering if it's safe to eat at Chinese restaurants as if a virus could be transmitted through flavors."

These international catastrophes and deeply ingrained prejudices are much more closely connected than we often think. Although society has made tremendous progress with increased acceptance of people of color, multiculturalism, and diversity, all it takes is one disease outbreak or war for the waves of discrimination, fear, and otherism to come back.

"I think dealing with the stress of having family who might be impacted by the coronavirus, as well as the insensitivity and racism that many Asians have received, is really aggravating because now I feel like I have to worry not only about my

family in China, but also about how my family in the U.S. is treated," Anna Li '21 said.

So the next time you're about to make a joke about having the coronavirus or buying a sanitary mask to "protect yourself," think about getting informed about the issue and having a meaningful conversation about it instead.

Remember that the comments and jokes you make set the standard for how your friends could see or act around this issue, and that something that seems trivial on the surface has much deeper repercussions.



Graphic by Michelle Park '20

Give Me Liberty, Or At Least a History Class

By VICTORIA CHE '21
Opinions Editor

"I think that if you are looking at schools like X that you'll need some science on your senior year transcript."

"Perhaps just a CL term course will do, but I think a place like Y wants to see you taking math and science even if you're looking to do something that is more analytical."

"I think you would want to consider a harder math class for schools like Z."

These words sound all too familiar to many juniors scrambling through these two weeks of February, trying to pull together their senior year schedule. It could be a subject area not of your primary interest, it could be a CL or advanced course in place of a regular class, or it could be continuing with a class for the sake of "coherence."

At the end of the day, the course request page on your Veracross portal could end up looking very different than you had imagined.

By the time I got to junior year, I, like many of my peers, had a relatively clear sense of where my passions lay. Much of this discovery process was done in the previous three years with the classes and activities in which I've engaged. By the end of this year, for example, I will finish both CL Chemistry and CL Biology.

As someone who has developed a passion for the humanities and social sciences, I wanted to table science next year and instead focus on some humanities classes that I have long wanted to take.

After filling in my schedule with four year long courses and two PPRs, I had one term left open. I was ready to put down CL History Seminar: The U.S. Presidential Election. As an active debater and Model UN delegate, I was thrilled to study not only the upcoming election but also a process that has shaped the development of this country

over the past centuries.

However, faced with the prospect of potentially harming my college applications, I compromised my passion for political science by signing up for a CL science class, something that I was planning to continue only after next year.

When talking to many juniors and seniors, I realized that this isn't a rare occurrence at all. Many of my peers have had similar conversations with their college counselors and faced the same dilemma as they sat down to put in course requests.

I also know a few people who were in this situation but still decided to go their own way. They are indeed very brave, for the majority of students who receive such

advice on selecting a different course choose to accept this suggestion for fear of adding unwanted and unnecessary risks to the college admission process.

Neither type of person is at fault; they have all chosen what matters the most to them at that moment.

On the other hand, I appreciate the efforts that the college counselors and the academic office are making in order to

help the juniors make decisions that will not end up hurting us in the college process. They, of course, have the best intentions for our senior year and our college process, and many of us might even look back a year from now feeling that the compromise was worthwhile in the long run.

However, it is nonetheless very frustrating to see that the college process, in and of itself, does not allow students to have complete freedom in mapping out their future.

Many college admissions officers would say that they are looking for students who have a passion for something and that they demonstrate that passion through their actions. This statement sure seems hypocritical when a student is expected to compromise their true interest for something that colleges "would like to see."

"It is...very frustrating to see that the college process, in and of itself, does not allow students to have complete freedom in mapping out their futures."

Ain't No Rest for the Learned

By MIN JUNE SONG '21
News Editor

Although I was not present to experience the nightmare of waking up early on a Saturday morning, the removal of Saturday classes was surely a historic moment for all Loomis Chaffee students.

Sleep is the essence of life: without sleep your concentration wavers, your immune system is 60 percent less effective, and, in more extreme cases, you die. That creeping sensation of anxiety hits you only after midnight, when your brain keeps telling you to go to sleep (which only increases anxiety), and you scream to yourself, "Oh shoot, oh shoot, I have three quizzes tomorrow, why am I still awake?"

So, what's Loomis's take on sleep?

Freshman year, 7:30 a.m. work jobs marked the absolute black pit of my Loomis career, though I still had the miraculous willpower to drag myself out of bed at the crack of dawn.

Junior year, perhaps thanks to the traumatic two years of breakfast check-ins, sleep suddenly became my number one necessity in life. I now religiously skip breakfasts and take lengthy showers from 8:00 in the morning until 8:20, packing in seven hours of sleep.

To be fair, Loomis does not restrict our sleep directly. Students do have the option to go to bed at a reasonable time, sleep for a healthy seven or eight hours, wake up at around 7:30 in the morning, enjoy a tasty omelet, and proceed to class.

Logically, changing the school schedule to a 9:00 a.m. start instead of an 8:30 a.m. start will achieve little in terms of giving students extra sleep. But if stress were logical, we would set x to "stress-free" and solve the equation.

Stress and anxiety stem from unpredictable, powerful emotions such as an overwhelming sense of dread and failure after realizing you have to study a whole vocabulary set for an English quiz tomorrow (first period) at 11:30 p.m.: a reasonable mistake.

For me, the compounded anxiety of waking up early in the morning and having to memorize twenty vocabulary words will nine times out of ten overwhelm, often

leading to further sleep deprivation due to the very anxiety of having anxiety, a deadly cycle that can keep you up for hours on end.

If Loomis values the mental well-being of students, delaying class start times by just half an hour is a great place to begin. While on paper an extra half an hour seems insignificant, every extra minute gives drowsy students the opportunity to have more authority over their morning routine.

According to the National Sleep Foundation, a shift forward in sleep cycle occurs during adolescence, justifying the adage that teens sleep later not as a lazy habit but as a biologically natural occurrence. For students like me, who perform better late at night and prioritize sleep, an extra thirty minutes to actually eat breakfast, review class materials, and prepare for the day is a more realistic solution than saying, "Just go to bed earlier."

Cutting thirty minutes of class time can and will have significant long-term effects for any student that finds themselves a sticky situation, considering all teens make mistakes. Simply setting the alarm thirty minutes later than the average wake-up time is a huge stress reliever, promoting relaxing and happy thoughts that ensures a swift falling asleep.

The HuffPost article "Why More Schools Are Letting Their Students Sleep In" gives the example of Deerfield Academy, which reported that students "earned higher grades; ate more breakfasts, visited the health center far less frequently; and performed better in athletics" after Deerfield changed their school starting time from 7:55 in the morning to 8:30. Loomis Chaffee, a school no lesser than Deerfield, will surely see similar improvements in student performance if schedules are delayed just 30 more minutes.

This improvement in overall student life is backed by scientific research, as one study recently published by Science Advances studied Seattle public school reorganization of school start times and found that with an increase of just 34 minutes of sleep, students saw great improvement in grades and attendance.

So, what are we waiting for?

Matt Farrell Runs at Millrose Games in NYC

By KARIUKI MASSIO '21
Contributor

The Millrose Games is a prestigious annual indoor athletic track and field meet that is held each February at the Armory Track in New York City. It attracts the most elite professional, collegiate, and highschool athletes from around the world. Some notable names that competed in the games are 9-time Olympic gold medalist Carl Lewis, 4-time Olympian Joetta Clark, and 2-time Olympic gold medalist Bob Richards. The elite status of the games is reflected in the legendary athletes who have competed in them.

Senior Matt Farrell adds to the game's revered legacy. Farrell runs for Loomis track



Photo courtesy of Gabriele Kozik '20

Matt Farrell '20 attaches his number to his singlet. Matt competed at the 2020 Millrose Games in New York City with some of the best runners in the world.

and field and Loomis Chaffee cross country. As a senior he has broken multiple records in both fields and will be attending Princeton University in the fall.

Farrell ran his first road race at the age of three. Yes, you read that correctly. One could say Farrell has been running since before he could walk.

"I started following a training plan freshman year," Farrell said when he began taking running seriously.

Farrell's evolution from freshman year to his current senior season has been a sight to see, as many young students respect him and admire his excellence.

In his first few years at Loomis, Farrell put up impressive numbers running number one for both Loomis Chaffee cross country and track & field. Now in his senior year, he was recently invited to the esteemed Millrose games for the 1600 meter race.

"I'm glad I got that exposure to that now," Farrell said. He finished in an impressive 11th place with a time of 4:18.95.

Furthermore, he had Loomis track and field head coach Scott Purdy with him for support. "Having the opportunity to actually race is a great privilege," Farrell commented when discussing how he felt about being able to race at the Millrose Games. Farrell loves running and expresses his commitment through diligent training.

For preparation for events like Millrose and seasonal times, he trains with a private coach during the winter season in order to maintain his personal best times and give advice to other members on her team.

This time he spends preparing for his events translates to race day successes like he experienced in New York.

"I just trust my training and before big races I trust my fitness level," he said when speaking of the confidence his practices gives him. His work and constant improvement has made him into the strong runner he is and Farrell only looks to improve. With this experience under his belt Farrell is excited and hopeful for his final season of Loomis Chaffee track and field.

"Mamba Out" But Not Forgotten

By JAKE KLEIN '23
Contributor

On Sunday January 26, 2020, America lost a cultural icon. When the news broke that fateful morning of the helicopter crash that killed former NBA superstar Kobe Bryant, his daughter Gianna, and seven others, members of the Loomis Chaffee community, like the rest of the world, were stunned.

Bryant, who played each of his 20 pro seasons with the Los Angeles Lakers, was not particularly well-loved by East coast fans, but he was certainly well-respected and regarded as one of basketball's all-time great players.

What set Bryant apart from his contemporaries, however, was what he did after his legendary career on the court. After retiring in 2016, Kobe worked towards providing after-school activities for underprivileged children with The After-School All-Stars charity, won an Oscar for his 2018 short "Dear Basketball," devoted himself to coaching his daughter Gianna's club basketball team, and much more. His daughter's team played out of his own Mamba Sports Academy.

When Bryant's personal helicopter, which had taken off despite harsh weather conditions, crashed in the Calabasas hills, it wasn't only just the basketball community that was mourning, but the whole world.

Over 2,900 miles away, Loomis Chaffee students and faculty alike were caught off-guard, but nonetheless devastated, by the news. While those who know the game of basketball would certainly acknowledge his greatness when prompted, Bryant wasn't necessarily beloved as a player by all of the Loomis community. This could be attributed to his many defeats over and rivalry with

the northeast's beloved Boston Celtics.

"It must've been fake," Chris Piccone '23 said, who plays football, hockey, and lacrosse. Piccone joined many others in mourning Bryant on campus that morning.

"After hearing the news, I lay on my bed in disbelief for an hour," said Derrek Yang '23, who is a member of the thirds basketball team. Once the initial shock set in, much of the attention turned towards reflecting on personal memories of Bryant.

"To me he was the embodiment of unwavering discipline," said Kariuki Massio '21, who plays JV boys basketball and track and field.

Quickly after the shock wore off, the focus, especially on social media, turned to honoring Bryant. NBA legends LeBron James, Dwyane Wade, and Shaquille O'Neal were among many current and former NBA players who expressed their sorrow and condolences via Twitter and Instagram.

The league's commissioner, Adam Silver, released a statement that recognized Bryant's basketball prowess and accolades, but more importantly highlighted his character.

"He will be remembered most for inspiring people around the world to pick up a basketball and compete to the very best of their ability," said NBA commissioner Adam Silver.

The NBA will carry on Bryant's legacy by making him the namesake of their All-Star Game MVP Award, an honor that Bryant himself received a record-tying four times.

Multiple Loomis students encourage their peers to continue to carry him with them in daily life. "The best way we can honor him is to cherish each moment of every day and work hard in everything that we do," Kariuki said.



Photo by Gabriele Kozik '20



Photo by Julian Hernandez '21

Freshmen Princess Davenport and Caleb Crawford play on the varsity squash and basketball teams, respectively.

New to the Island, Veterans on the Court

By THIERNO DIALLO '21
Contributor

The winter term at Loomis Chaffee often surprises new students with its numerous breaks, moody weather, and the fast pace and rigor of Loomis academics; these surprises can pose challenges for new students, especially freshmen, as they attempt to adjust and adapt to life on the island.

While freshmen often face the challenge of acclimating to Loomis' unusual winter, some have the additional responsibility of playing on varsity sports.

One such freshman is Caleb Crawford '23, a varsity basketball point guard from Harlem, New York City. This is Caleb's first year studying away from home. When asked about his expectation as a freshman on a demanding and successful varsity basketball team, Caleb said that his only focus was getting better.

"I'm only focused on coming in and trying to make an impact and do whatever I can do," Caleb said.

This response reveals the positive mindset of freshman and their desire to contribute to their sports. Despite challenges like time management, learning new plays, and late practices, Caleb has worked hard to overcome any and all of his obstacles.

Caleb said the greatest challenge he faces on the court is "[his] size," which is a challenge many amateur and professional basketball players face because height is a significant factor in basketball. He hopes to

play a bigger role on the team going forward in his sophomore and upperclassman years.

With regards to managing his classes while improving as an athlete and player, Caleb's priorities remain clear.

"Academics always come first," Caleb said. "I always make sure that...my school work is done. However he "always has time to play basketball."

Caleb's dad played college basketball at Hobart College, which contributed to his love of the game. Basketball has always been "in [his] blood," Caleb said. "I've been surrounded by [basketball]."

Another freshman tasked with the responsibility of being a varsity pelican is Princess Davenport '23 from New Haven, Connecticut, who plays on the girls varsity squash team.

"I wanted to try something new... something that no one in my family really played," Princess said about her reasons for picking up squash.

"It's kinda cool," Princess said. "As a freshman you don't usually think you would be on a varsity sport."

On the other hand, "it is kind of stressful," Princess said about fulfilling all of Loomis' expectations, but "academics come first."

Both freshmen believe that a love for one's sport and prioritizing their academics make managing their athletic and academic expectations easier.

"I enjoy being a student athlete at Loomis," Princess said.

Athletes of the Issue

By MERCY OLAGUNJU '22
JULIAN HERNANDEZ '21
RILEY MEADE '21
Staff Writer and Sports Editors

MIN JUN JUNG

Min Jun Jung is on the Loomis Chaffee varsity swim team. He is from New Jersey and has been swimming for 11 years. Min is known by his teammates and classmates as an extremely hard worker who never seems to give up.

"The 40 percent rule, a rule that Navy SEALs use, which means if you ever feel like you're really can't go any further, like your body is about to break down, you've hit your mental barrier but physically, you're only 40 percent through," Min said. He credits his motivation to this philosophy.

This rule keeps him going and fuels his body to keep pushing through and stay strong. That extra reminder to always try harder has helped him tremendously in the pool and in his everyday Loomis life.

"Swimming will always be a part of my life," Min said.

For Min, swimming competitively depends on the college he attends and the opportunities given to him, but no matter what Min will certainly put in his best efforts into any work he does.

ALEXA McQUAID

Swimmer Alexa McQuaid '21 will compete in the Canadian Swimming Olympic Trials in Toronto, Canada, this spring. She has been swimming for 10 years and re-

cently qualified in the trials 50 meter freestyle and both the 100 meter and 200 meter breaststroke.

McQuaid has broken two school records so far this season and doesn't look to slow down any time soon. Despite being new to the island, McQuaid has quickly adjusted and integrated into Loomis life in all aspects.

McQuaid is originally from Prince Edward Island, Canada and she decided to attend Loomis for a new experience and the opportunity to meet with new people.

"The team and season have been great. Everyone is so motivated, I really enjoy swimming with all of the girls on the team" McQuaid said. She credits the girls speedy times to their teamwork and Coach Robert DeConinck's leadership.

"He's super fun and motivational and he always makes sure we are working hard," McQuaid said about Coach DeConinck.

These factors have led to the girls' varsity squad having a strong 6-3 regular season record (As of 2/20), compared to last year's 2-8 record.

McQuaid has been hard at work all season and it was rewarding for her to see her practices and time in the pool pay off.

"I was very proud and excited [to qualify for the Olympic trials]. I look forward to the opportunity to race against the top swimmers in the country," McQuaid said.

She will be competing against a talented bunch that includes some of her friends from across Canada. McQuaid is looking to compete at the top of her game at the national level and hopes to have some swims of her life.

Strange Sightings Reported Near Batchelder Hall

By JANUS YUEN '21
Contributor

Over the past two months, the residents of Batchelder Hall have reported strange sightings in the supposed “Construction Area” between their dorm and Olcott Gym.

The investigative journalism team at the Log decided to take a look.

As we arrived at the “Construction Area,” nothing seemed to be out of the ordinary. However, inside Batch, the students’ behavior suggested otherwise. Seniors milled around in the hallways mumbling incomprehensibly and staring into the distance.

We tried interacting with them, but they all ignored us and walked forward until they hit a wall. This might explain the recent high rate of deeps among seniors. We walked around knocking on doors, looking for any students willing to be interviewed.

On the third floor, a door creaked open and a pair of scared eyes peeked out. He let us in on the condition that we neither use his name nor describe his appearance. He patted his tin-foil hat, saying, “This is the only thing preventing me from becoming like the rest of them.”

He nervously urged us to sit down. “Ever since those yellow-hatted men showed up, people around here have started going crazy.” His window was facing the construction site, but the blinds were drawn down all the way.

“This is why I don’t trust the school administration. They’ve been telling us that they’re renovating the dorms, but they’re planting cameras everywhere and putting chemicals into our pipes. This is why I only drink bottled water.”

I asked him what chemicals he was talking about. “What chemicals? Isn’t it obvious? Can’t you taste it in the water? Iron, zinc, vi-

tamin B12, coronavirus, lead, and the worst of them all: dihydrogen monoxide! Don’t you know, 94% of humans who have ingested dihydrogen monoxide have died? That’s more deadly than botulinum toxin, which is totally in the water too!”

We were bamboozled. And visibly so. He noticed this and went back to the question at hand. “Right. The strange sightings. It’s not just the yellow-hatted men. They came with machines that scraped dirt and made whirring noises and shone light everywhere.

“At around 2 a.m., I saw one of the lights shine into a window on the second floor. Then immediately afterwards, I heard someone from that vicinity scream, ‘Watch the Heavy! Watch the Heavy! Why do I always have to carry you guys!’ To this day, those words haunt me in my dreams.”

We listened on, rapt.

“The next morning, when I was downstairs on my way to class, I saw him half-conscious in the common room. He stared at me as he mumbled something like ‘Pyros are trash.’ My heart skipped two beats and then stripped an electric guitar solo.”

We then asked him why he hadn’t told this to anyone.

“I don’t know what to do! I can’t report this to the deans because I know they’re involved in all of this. They can’t find out their lights and their chemicals haven’t worked on me. I’ve already said too much. Please don’t tell anyone I told you this.”

He shooed us back out into the hallway and shut the door behind us. The seniors were still milling about in their daze. We were back downstairs, about to leave the dorm, when all the students suddenly stopped. They simultaneously craned their heads to stare at us.

“Pyros are trash.”



Photo by Neala Sweeney '20 & Graphic by Michelle Park '20

A possible UFO flies over the construction area behind Batchelder Hall.



Photo by Neala Sweeney '20 & Graphic by Michelle Park '20

A sign outside the construction area warning students not to cross.

CORNELIUS LOOMIS,
HEIR TO THE LOOMIS FORTUNE



Graphic by Michelle Park '20

Tour Guide Tips I Learned the Hard Way

By RYAN JONES '20
Opinion Editor

• Referring to prospective students as “contestants” is heavily frowned upon and should be avoided at all costs.

• Use your real name, no matter how tempting it may be to introduce yourself as “Cornelius Loomis, heir to the Loomis fortune.”

• Do not claim that another boarding school is “a raging dumpster fire of epic proportions.”

• Tour guides should always be dressed in classroom attire: no hoodies, hats, or novelty tank tops with the words, “Blink If You Want Me.”

• When asked about the school’s drug policy, do not scoff and claim the school is run by “a bunch of dorks.”

• Always wear a nametag, preferably one that doesn’t say “Your Worst Nightmare.”

• No, day students are not forced into “a Hunger Games-style battle royale wherein they must fight to the death for scraps of dining hall leftovers.” Saying so multiple times throughout the tour route will likely

raise unnecessary suspicions.

• If you ever find yourself at a loss for words, talk about your personal experience on campus. Do not attempt to stall by ranking the Muppets in order of “how badly they need a punch in the freaking face.”

• You may not decline to tour a family because you “don’t vibe with them.” Requesting a family with “better vibes” is rarely well-received.

• At no point during a tour is it appropriate to break into a piercingly loud rendition of Gwen Stefani’s “Hollaback Girl.” Furthermore, a student’s refusal to engage in a call-and-response spelling of “bananas” is not sufficient grounds for “immediate rejection.”

• I’m not saying it’s necessarily a deal breaker, but I’ve never seen any of the touring students whose fathers I challenged to an impromptu push-up contest again.

• Do not, under any circumstances, imply that you are susceptible to bribes.

• Above all, remember to be yourself. Or, at least, be someone who doesn’t chase eighth graders around with an admissions umbrella while repeatedly yelling “en garde!”

LOGRhythms for Spring Break!

By **PORTIA INZONE '20** and **NEALA SWEENEY '20**

Managing Editor and Editor-in-Chief

I. Blinding Lights by the Weeknd

II. Intentions feat. Quavo by Justin Bieber

III. Maniac by Conan Gray

IV. Only the Young by Taylor Swift

V. Feelings by Lauv

VI. Family by The Chainsmokers and Kygo

VII. Forever feat. Post Malone and

Clever by Justin Bieber

VIII. Don't Start Now by Dua Lipa

IX. Sundress by ASAP Rocky

X. See Through by The Band CAMINO

XI. Adore You by Harry Styles

XII. Lovesick by Maude Latour

XIII. Heartless by The Weeknd

XIV. Know Your Worth by Khalid and Disclosure

XV. Life is Good feat. Drake by Future

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



Winterfest Dance

By **PYNN HARINSUIT '23**
Contributor

Hosted by the Loomis Chaffee Parents Association, the dance was a fun way to brighten up a cold Saturday night during the winter term. Everyone dressed up, took pictures, danced, and enjoyed the snacks.

I also enjoyed eating the different desserts/food on each day of the week leading up to the Winterfest Dance as well. There were ice cream sundaes, donuts, crepes, and more!

"I think that the dance was overall a success," Jane Smaugulova '23 said. "The Parents Association planned it very well and put a lot of effort in every aspect of it, such as organizing all the foods, music, theme, and setting."

In addition, Nathan Amani-Luiru '23 agreed that it was planned well and that it went by smoothly, but thought that it should be located in a larger venue and could be somewhat less formal.

"The LCPA put in a tremendous effort to make this event a success, but I think the sense of uniqueness and spirit were slightly erased," Emily Khym '23 said. "Although it was mainly a dance, I think that the idea

that there was only a small dance floor with nothing else to do didn't appeal to some students. Nevertheless, this event was well planned out and helped to create some fun around the island."

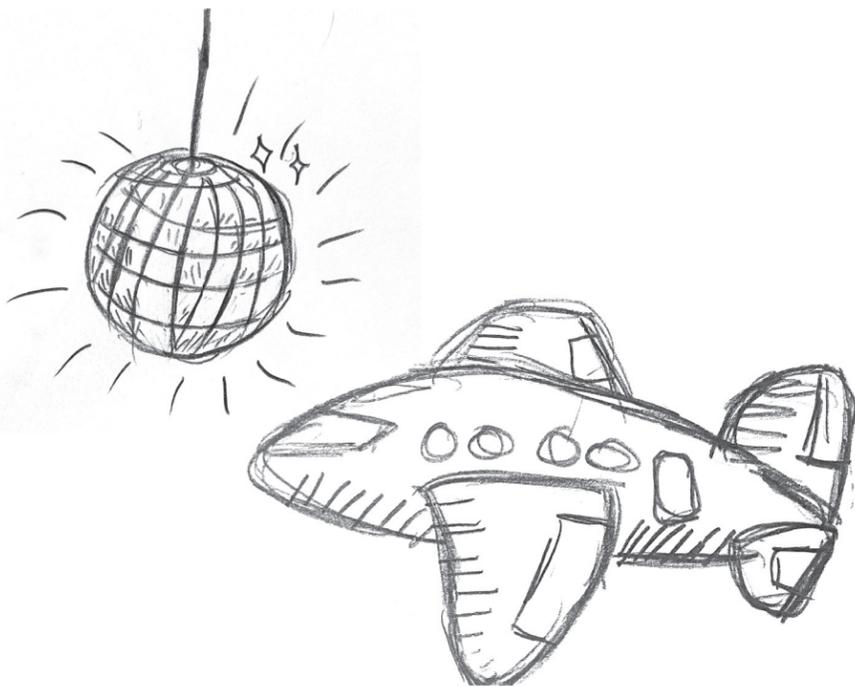
Overall, I'm sure that most students would agree that the Loomis Chaffee Parents Association did an awesome job organizing and planning to make the Winterfest Dance a success. They prepared delicious food for every day of the week leading up to dance, they decorated the SNUG, they planned the theme, and so much more.

However, some students believe that it should have been located in a larger space so it would be less crowded and that there should be some aspect of uniqueness, maybe a tradition or activity that only the Winterfest Dance has.

Moreover, although it is a

dance, there could have been a station for an activity that students who don't enjoy dancing but want to enjoy the party atmosphere with their peers could participate in. Altogether, I think that the Winterfest Dance was a great experience for Loomis Chaffee students to enjoy on their Saturday night.

...although it is a dance, there could have been a station for an activity that students who don't enjoy dancing but want to enjoy the party atmosphere with their peers could participate in.



Graphics by Serena Chang '22



Graphic by Julie Chung '21

By **GAVIN ANDERSON '22**
Contributor

Like FLIK Dining's dessert pudding, this Valentine's Day was a smashing success. As different desserts were paraded around campus on massive carts, February 14 was a Loomis Chaffee sweet-tooth's dream.

As some sun shone into the new Loomis Chaffee servery, the modern space took on a pink and colorful disposition to contrast its utilitarian feel.

The day started with hundreds of doughnuts during the Community Free. Many students were seen taking more than a couple as they hurried to get to their second period. These sweet treats were a welcome guest to the sophomore class, as the annual LCAT happened to fall on Valentine's Day this year. Many sophomores took to the dining hall to review pronouns, doughnut in hand.

For lunch, in place of the usual fresh

Gourmet with Gavin

fruit, a buffet of heart-shaped candies, along with other miscellaneous confectionaries, was laid out. However, the real stars of the show were the famous Valentine's Day chocolate-covered strawberries. A favorite from years past among faculty and students alike, these treats positioned themselves as a slightly healthier option to the alternative candy bar.

Finally, hot chocolate filled the cold hands of shivering students walking from class to class. Many shared a cup filled to the brim with marshmallows during community time, as they gazed at students rushing in to see the dining hall's tasty additions.

There is truly nothing like walking into the dining hall to find a cornucopia of desserts for the taking and seeing the students' shared, beaming expressions. It makes sense that a holiday that preaches comradery with treats would bring Loomis together, as students will try to savor the flavor until next year.

What To Do during the AMC

By **BRETT DONSHIK '21**
Staff Writer

[Editors' note: Please take the AMC seriously. This article is satire.]

It's a crisp morning in late January, and you are one of over 300 of Loomis Chaffee's strongest math students being summoned to either Olcott or Erickson Gym to tackle the challenge of the American Math Competition. You might even qualify for the next round, the AIME, yet another test.

You see question number 1. "Yes! I've got this," you think to yourself, as you quickly and accurately solve the problem. The feeling of confidence persists as the questions get gradually more difficult. You think you're invincible and will be able to conquer the entire test.

Then you hit question number 5. A jumble of seemingly complex yet totally meaningless mathematical symbols leaps up in your face. Demoralized, you look at the clock to see how much time you have left to idle away.

You see that only 5 minutes have passed. With 70 minutes left, you wish someone had created a list of fun activities to pass the eons of confinement. Luckily, the person behind you gave up 2 minutes ago and stealthily passed you this list, in which he compiled ways to pass the time:

1. Draw portraits of all of your friends
And by all, I mean every single one of your friends that you could possibly think of. Are they in the room? If so, these drawings will be easy. You're probably sitting right next to them anyways. With the hour you have left, you will likely be able to draw them all, so why not take on the

challenge of drawing your friends that aren't in your presence.

2. Study for another class
Even though you weren't allowed to bring outside materials into the testing room, there are still many effective ways to study! Are you a junior taking Sem? If so, you may have your Hamlet recitation coming up. Since you have unlimited access to scrap paper, why not write out the "To be, or not to be" speech over and over and over again. Getting bored? Thoroughly analyze the passage to prep for the in-class writing likely to accompany the recitation. Have a science or math test to study for? Create practice problems only rivaled in complexity by the test you're supposed to be taking.

3. Engage in the Art of Paper Folding
You have unlimited scrap paper at your disposal, so why not spend your seemingly limitless time making paper airplanes or attempting origami? And when you ask for extra paper, you can pretend that you're just intensely working on question number 24 and need 6 more double-sided pieces of paper until you can come to a solution.

4. Sleep
You got up early on a Thursday in order to be on time for this test. Now that you're here, you can catch up on the sleep you lost (and maybe gain some extra!). It's a nice way to recharge before you inevitably get slammed with assessments in your next three blocks and make up work from the class you missed to participate in this competition.

Now that you have this knowledge, you feel refreshed and ready to take on the next 70 minutes.

What To Do during March Break

By **COOPER RAPOSO '21**
Contributor

Before the long months of spring term set in, the community must remember to unwind and enjoy this break.

Freshmen and sophomores can probably lie back and relax, unlike their junior counterparts, who must spend every waking moment buried in SAT manuals and trudge along from one college campus to another.

Seniors can get their last taste of freedom before they ultimately graduate and can perhaps, with varying degrees of success, let go of some of the college stress. Compiled here are some ideas for an idyllic March break:

Spend the weeks hiding in your dorm room surviving on Clif bars and health center cough drops.

For any students who aren't going home, the Addams family will be hosting students in the NEO, but watch out for Pugsley!

Juniors can go to Bermuda, but should decide to start planning for their US history research paper as soon as possible.

A careful and analytical reading of every one of Brené Brown's books would surely be the icing on the cake (or cherry on top, if you want to be marginally healthier) of any nice vacation.

A nice, relaxing trip to the Dean's office for anyone who forgot their leave requests (hint: don't forget to make them!).

Hollywood with Halsey

By NATALIE HALSEY '20
Columnist

I often come back to a little pepite of knowledge from my English teacher in these trying, end-of-term times: "If you live in Connecticut in February, you are going to get sick." I was sick for a few days, and in between frantically trying to catch up on work and getting better as soon as possible, I watched a few movies. Here are some films I recommend for those long, sick days.

"A Cinderella Story" (2004, dir. Mark Rosman)

Ever wish you were a teen in the 2000s? Miss the days of flip phones, low-waisted jeans, and itty-bitty eyebrows? This film is for you, a stuffy nose, and a mug of soup. "A Cinderella Story" stars everyone's favorite teen Disney icon who has faded almost completely into flopdom, Hilary Duff, as downtrodden teenager Sam, who nurtures dreams of attending Princeton.

I have difficulty describing why I enjoy this film. The cinematography is nothing special, the characters, cartoonish. But something about the movie gets me. Perhaps it's the desperately earnest girl who wants to follow her father's footsteps to Princeton, or the painfully repressed boy who falls in love with her. This movie has such heart, despite its capitalistic and dated trappings. Sam's arrival at the school dance in a full princess dress with her best friend beside her as Zorro and her flip phone clipped to her high heels was nothing short of iconic. Sam's penultimate speech to Austin feels real and lively, despite its cheesy

wording and delivery. Even the evil step-mother and her minion daughters are hilariously disgusting. If you're looking for a nostalgic throwback with some tear-jerking moments sprinkled in (especially if you're a senior applying to colleges), then "A Cinderella Story" is for you.

"Moonrise Kingdom" (2012, dir. Wes Anderson)

Wes Anderson films are pumpkin spice lattes for film students: basic, fall-colored, and hailed by film majors as the best things to enter this world since disposable cameras. But who could deride this gorgeous, perfectly composed film?

"Moonrise Kingdom" tells the tale of two twelve-year-old misfits who find love in one another and run away, and then the dramatic chase by their parents and guardians who try to bring them back. This film feels like a vintage storybook, a timeless tale of young love with Wes Anderson's signature symmetrical flat shots, each crafted with incredible attention to detail.

Set on a background of sea and scout troops, "Moonrise Kingdom" kills with its detailing. Each set and each scene is incredibly textured, with unique props and costumes painstakingly placed. Even if the allusion-filled tale doesn't catch you, the endless bits and pieces to look for will. The dialogue is snappy and intelligent, awkward when appropriate and poignant for the entire runtime.

Every plot thread weaves together perfectly, from young Suzy and Sam falling in love, Sam's scout troop's pursuit, Suzy's family falling apart, and the tired policeman



Photo by AP Photo/Lionel Cironneau

Jury members from left, Emmanuelle Devos, Raoul Peck, Diane Kruger, Director and jury president Nanni Moretti, Hiam Abbass, and Ewan McGregor arrive for the opening ceremony and screening of "Moonrise Kingdom" at the 65th international film festival in Cannes, France, on May 16, 2012.

trying to hold the whole island together. I can't even begin to recount every single detail without giving it all away and breaking Wes Anderson's magical spell; everything from Suzy's books to Sam's scout badges is captivating and gorgeous. Watch this movie if you want to feel uplifted, and perhaps a little wistful for Sophomore Retreat.

house beacon itself. Cinematographer Jarin Blaschke rightfully earned himself an Oscar nomination for his amazing work. So, if you want to watch two crazy guys drink themselves away on a lonely rock in the ocean, or you just feel like going a little nuts, check out "The Lighthouse."

"The Lighthouse" (2019, dir. Robert Eggers)

"The Lighthouse" reads a bit like a fever dream. Two men trapped on a tiny island and within their own minds, various superstitions becoming horribly real, and, of course, stormy weather. When I watched this, I was a little loopy after a night of low sleep. Afterwards, I was sure I had gone completely bonkers.

With incredible performances by both Robert Pattinson and Willem Dafoe, "The Lighthouse" feels unreal and real, a beautifully terrifying reverie that burrows into your brain and begins to eat away at it. As lighthouse keepers Ephraim Winslow and Thomas Wake begin to go insane as their supplies run out and help never comes, the crazy script and increasingly frenetic direction makes you feel insane too. The keepers' hallucinations and monologues become more and more unearthly as the film runs on, and the passage of time begins to melt away like a Dali clock.

The cinematography is fantastical and dark, taking its cues from vintage film noir with its 35mm 1.19:1 aspect ratio. With a deceptive simple black and white palette, light takes an all-important role on film, with shifts from playful sunshine to the harsh, unflinching brightness of the light-

"Marriage Story" (2019, dir. Noah Baumbach)

I have conflicted feelings about "Marriage Story." On the one hand, I have a quiet film with very good acting, a soothing score, and a gorgeous script. On the other hand, I have a boring movie with an almost uncomfortable autobiographical spin to it.

While I cannot ignore the positive qualities of "Marriage Story" and how much I enjoyed it, I cannot also ignore how much of the endless divorce parallels Baumbach's own messy affair and divorce, and how many times the Baumbach-avatar is unsolicitedly called a genius.

Watching this film is like listening to your neighbors argue day after day, and eventually getting hooked on your IRL soap opera. It is, very plainly, dirty laundry aired with some very nice air freshener sprayed on.

And yet, somehow, I love it. This bland story about two middle-class white people getting a divorce, so mundane and banal, is somehow lifted up to an angelic status. The characters are rich and quirky, the dialogue expressive and revealing. I loved Laura Dern's performance as over-the-top family lawyer Nora Fanshaw, and couldn't help giggling through most of her scenes. If you need something nice to space out to as you struggle towards recovery, this film is for you.



Photo by Chris Pizzello/Invision/AP

This Sept. 7, 2019 photo shows writer-director Robert Eggers, center, Willem Dafoe, left, and Robert Pattinson posing together to promote their film, "The Lighthouse," at the Thompson Hotel during the Toronto International Film Festival.

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How to Avoid Getting Sick

By JOHN HOWLEY '21
Staff Writer

It's that time of the year: the health center has become a hotel, classrooms are vacating in bubonic-plague fashion, and 10 in 5 Loomis students are ill (yes, that's a scientific poll).

With all this flu and random ickiness floating around, I and a team of super-professional, not made up scientists have created the official 5-step list to avoiding succumbing to the Loomis Chaffafius virus. Side effects include: guaranteed health.

Step 1. Get everyone else very, very sick. Plant some flu in their food and germs in their drink. If they all have to leave class, then you won't have to be exposed to their gross germs! It's genius.

Step 2. Drink a lot of water and Lysol disinfectant. If your inside organs are clean, then you're good! Right? Idk...

Step 3. Get super sick so that you can beat illness at its own game. If you make yourself sick before you actually get sick then it cancels out. (It's true, I tried it and I'm flnEee :(&)

Step 4. Expose your friends if they show any remote signs of illness. Oh, they coughed? Report them. Slight sniffles? Call their parents. Seeming a little tired? Publicly shame them for their illness. Spare no one!

Step 5. Conspiracy theory: maybe no one is actually sick. What if this is all a big hoax and people are just faking it all to get out of classes? I mean, think about it: have you actually seen the illness...no! What if this is all just a master plan organized by the health center!? I've said too much..



Graphic by Serena Chang '22