

# The Loomis Chaffee Log

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## ♥ Thank You, Ms. Hsieh! ♥

On behalf of the entire Log staff, we would like to dedicate this issue to Ms. Jessica Hsieh '08, our beloved faculty advisor of six years. Thank you so much for everything that you have done to help us, the Log, and the Loomis Chaffee community succeed. We appreciate you beyond measure and will miss you immensely. We are so excited for the adventures you will have in Singapore and wish you the best!

## A Farewell to Long-Time Faculty

### MR. JEFF SCANLON '79

Faculty Member Since 1986

By VICTORIA CHE '21  
Editor in Chief Emerita

After spending more than two-thirds of his life at Loomis Chaffee, Mr. Jeffrey Scanlon '79, fondly known as Scando on campus, will be retiring this summer. He will be moving to his home in Falmouth, Massachusetts, in Cape Cod. While Mr. Scanlon began working at Loomis in 1986, his relationship with the school dates way back.

As a local kid, Mr. Scanlon played hockey at the Loomis rink. Fascinated by the student life at Loomis, he remembered saying to his parents, "I'm going to Loomis. There's no question." A few years later, he returned to Loomis as a member of the class of 1979. In 1986, Mr. Scanlon came back to the Island and began a career that would last 35 years until his retirement this summer.

Most recent students know Mr. Scanlon as an English teacher. However, during his decades-long time here, he has served in many other positions as well. When he first came to work at Loomis in 1986, Mr. Scanlon worked in the Alumni Development Office for three years, often traveling around the country. While he enjoyed communicating with alumni, he wanted to have more contact with current students. After switching over to the English department as a teacher, Mr. Scanlon felt that his life "was considerably happier."

From that point on, Mr. Scanlon continued to teach English for thirty-two years, including previously serving as the head of the English department for eleven years. Mr. Scanlon also coached hockey, lacrosse, and golf, and was the dorm head of Taylor Hall and Batchelder Hall for seven and nine years, respectively.

In 2011, upon the request of Head of School Dr. Sheila Culbert, Mr. Scanlon

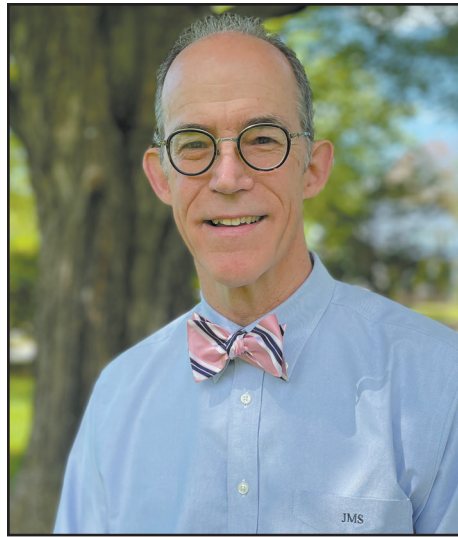


Photo by Jessica Hsieh '08

re-created the Summer Program at Loomis Chaffee, which had been running on and off before then. He oversaw the program for about five years.

"It was a blast. But again, I missed the teaching that I had become so accustomed to," Mr. Scanlon said.

Speaking of his decision to retire this summer, Mr. Scanlon expressed both sadness and frustration, most of which came as a result of the impact of COVID-19.

"In the 35 years that I have been at Loomis, I had loved pretty much every single year ... and I could very, very easily and often did share with [friends] the joys of my job," Mr. Scanlon continued.

However, during the pandemic, the school had to make understandable adjustments that personally impacted the experience of teaching for Mr. Scanlon.

*Continued on page 5*

### MS. ELIZABETH PARADA

Faculty Member Since 1999

By RENE RUSSELL '23 and  
INARI BARRETT '23

Contributors

After 22 years of fighting for diversity, equity, inclusion, and justice at Loomis Chaffee, Ms. Elizabeth Parada is taking time away from teaching to recoup after a strenuous year.

Ms. Parada has worn many hats in her 22 years at Loomis, such as Longman dorm affiliate and Spanish teacher, but she is best known on campus for her roles as PRISM faculty advisor and the dean of diversity, equity, inclusion and justice (DEIJ). As the school's first dean of DEIJ, Ms. Parada worked tirelessly to improve the experiences of students from all different walks of life and celebrate the differences we all bring to campus.

Having brought inclusion to the forefront of the Loomis community, Ms. Parada is to thank for many of the affinity groups, clubs, and workshops we see on campus today.

The path that led her to the Island in 1999 included work as a public school teacher of Spanish and Health Education, community development in the projects of Holyoke, MA, and counseling for those struggling with substance abuse and addiction. When she began working with students at Loomis, Ms. Parada found her strength and passion. She thanks Loomis for providing her many opportunities for growth and professional development, but most of all, for surrounding her with such a vibrant and special group of students and colleagues.

Ms. Parada shared that her favorite thing about Loomis is "the connections that [she has] made with people." She plans to cherish these relationships and stay connected by continuing to "support students and be a listening ear," even after this year.



Photo by Elizabeth Parada

As Ms. Parada looked back on the many years she has been a part of Loomis, she recalled the school's efforts toward to be more diverse and inclusive. She said she will miss being a catalyst of positive changes on the Island and regrets not being involved in the improvements that are yet to come.

Ms. Parada hopes that in her absence, the school will continue its commitment to DEIJ work and remembers that it "is not something you can check a box on." Instead, it is personal, internal work that helps build a community.

Ms. Parada's final message to students is to find balance. After a the heavy toll of this year, Ms. Parada urges the community to "continue to look at where we are and how we can continue DEIJ work without inflicting self-damage." Allowing time for ourselves and resisting burnout is crucial, as Parada notes that "this work will always be here, and we only have our lifetime to do it."

## Editorial: DEI Efforts Exclude Asians

By THE 2020-21 LEAD EDITORS  
OF THE LOG

Last June, Dr. Sheila Culbert, our head of school, committed Loomis Chaffee to a set of anti-racist initiatives for the 2020-2021 school year. As detailed in her June 2020 letter to the school community, these initiatives included revising curricula, department policies, and graduation requirements; conducting an inclusivity climate assess-

ment; adding training for all administrative and teaching faculty; and more. However, while these initiatives have brought forth good change and progress, the Diversity Equity and Inclusion (DEI) initiatives fall short of truly including a racial group of people that comprise over 11%<sup>1</sup> of the student body: Asians and Asian Americans.

While the Asian and Asian American narrative is not the only one missing from these initiatives and the larger conversation of

race at Loomis Chaffee, we feel that it is important to focus on for this editorial because of the recent events that have occurred in our nation and due to the large population of students on campus who identify as Asian or Asian American.

The lack of acknowledgment of the Asian community's struggles and experiences is not new. On a national scale, ignorance towards Asian Americans' contributions and roles in the history of the United States is

common, and this ignorance tacks the idea of being a perpetual foreigner onto the Asian American identity. Asian Americans have been deprived of their own history in their country, and we see this reflected in history classes at Loomis.

*Continued on page 8*

<sup>1</sup> This data is obtained from the Loomis Chaffee website's racial breakdown of students. The data is self reported and includes only domestic students, so it does not capture the real percentage of Asian students at Loomis Chaffee, which is likely closer to 20%.

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# The Old Schedule Returns

By SAMMY ROSS '23  
Contributor

For the upcoming academic year, Loomis Chaffee plans on returning to trimesters with four 75-minute blocks each class day. This year's academic schedule was a new adaptation to COVID-19 policies, consisting of six half semesters with two to three classes during each mini term. While a number of Loomis students have adapted to this year's schedule, they will need to re-adjust to the rigorous traditional agenda upon arrival on campus next fall.

For students that joined the Loomis community this year, the adjustment may sound confusing, but the graphic below will help those unfamiliar with the previous schedule understand how the traditional schedule works. There will be seven rotating blocks with up to four classes a day—depending on the student's schedule.

While some students approved of the schedule change this year, others found it to be difficult because the asynchronous classes meant that they would be unable to see their teachers in the classroom setting on a day-to-day basis. The asynchronous days also provided challenges to students who had up to three classes per day.

On a more positive note, asynchronous periods gave students opportunities to become more independent and learn new topics on their own.

"I liked this year's schedule because it gave students more independence with asynchronous assignments, and the two-class terms made my days less stressful," Oliver Vulliez '23 said.

Opinions on this year's schedule varied from student to student and each person had a distinguishing experience.

"Some online students, being at home without distractions, found that it helped. I think it just depended on how many asynchronous classes you had in a day... Some kids do not like it," Head of Physical Therapy Mr. Adrian Stewart '90 said.

Director of Studies Mr. Tim Lawrence congratulated the students who went through all kinds of varying circumstances and still managed to succeed in this year of hardships.

"I'm thankful that [the schedule] worked for this year and that it supported all of our students and our faculty. Moving forward, I'm very happy to be going back to how [the schedule] was before," he said.

Mr. Lawrence underscored the high consistency and lower intensity of the original schedule.

"We expect it to allow you to deepen your relationship with your teachers and classmates and get back to what we know is a more balanced and even pacing for each of your classes," Mr. Lawrence said.

The return to the previous schedule allows students to work on a range of subjects for different classes each night, and stop going over the same two-day cycle over and over again. It will also enable students to explore up to five classes at once, essentially broadening their academics each day.

The new schedule for this upcoming year is not easily comparable to the COVID-19 schedule, with there being so many factors that went into the composition of the schedule we used during COVID-19.

"For what we needed it to do it worked... I don't think it's an apple-to-apple comparison; I think it's an apple to some obscure fruit," Mr. Lawrence said—describing not only the schedule, but the year as a whole.



Photo by Dora Lin '23

The Officers of the 104th Student Council (from left to right): Vice President Alejandro Rincon '21, Secretary-Treasurer Emma Kane '21, President Aidan Gillies '21, and Vice President Stephanie Zhang '21.

# StuCo Passes the Gavel

By ZOE ALFORD '23  
Staff Writer

At the end of April, the 104th Loomis Chaffee Student Council passed the gavel to the newly elected officers and representatives. The four newly elected senior officers who will lead the student council consist of Student Body President Evan Caulfield '22, two vice presidents, Ryan Fortani '22 and Pilar Wingle '22, and Secretary Mary Kate Briglio '22.

Nearing an end to their time leading the council, the current senior officers reflected upon their achievements and obstacles.

"I think the most challenging obstacle was keeping a working relationship with faculty during the time that we weren't on campus, because when everything turned digital, it was really difficult to keep in contact with a lot of people," current secretary Emma Kane '21 said.

While the past year brought many challenges, the newly elected officers are optimistic about the future, with normalcy being just around the corner which would allow for a variety of new potential projects. "There were times when we had a lot of good ideas that we had to push back because, given the time, they weren't realistic. I am looking forward to bringing those ideas back to StuCo," Mary Kate '21 said.

Similarly, Pilar expressed her hopes for the next school year, specifically about incorporating ideas like all-school meetings which were discussed and designed throughout this year and will finally be put into action next fall.

"Next year, I am most looking forward to the all-school meetings. I'm also excited to bring back the blood drive for the first time in a year and a half," she said.

Despite the unusual circumstances, this past year's Student Council saw success in many aspects. They influenced positive changes around campus, inspiring a variety

of Loomis community events such as advocating for free washing machines, holding a games night, adding a new work job option for the bookstore, working on student representation, and clarifying student codification.

When asked about which events he is most proud of, current vice president Alejandro Rincon '21 replied with the student representation that got both officers and representatives onto ad hoc committees.

"We were able to offer our input to committees that the school forms to solve any problems. This year's benefit concert that was wonderfully put on by MK... was, in my four years here, the best one that I've seen," Alejandro said.

Looking forward, both the past and future presidents have high hopes for the incoming group of officers.

Current Student Council President Aidan Gilles '21 offered his insight on running StuCo.

"My advice would be to make sure the four senior officers leading StuCo work as a team... It is highly unusual, but four individuals can really stall the council if they aren't being cohesive," he said.

"As for the council as a whole, I would really say don't ever think that one topic is too big. I think we brought about some really huge changes this year that have been talked about in the past, but have never really been orchestrated... Simply because either the officers or members of the council thought that they would be undoable," Aidan said.

Incoming President Evan Caulfield also noted his goal of serving and listening to the student body who elected him and other members of the student council.

"My goal for the Student Council this year is to make sure that we reach all corners of the school and that everybody within the council who represents their peers is heard," he said.

Monday 9/6	D1	Tuesday 9/7	D5	Wednesday 9/8	D2	Thursday 9/9	D6	Friday 9/10	D3	Sat 9/11	Sun 9/12
Workjob - 7:45-8:15		Workjob - 7:45-8:15		Workjob - 7:45-8:15		Professional Development & Workjob - 7:45-8:45		Workjob - 7:45-8:15		Long run 45 min	Quick run 20 min
B1 8:30-9:45 Free Period <i>practice changed in schedule</i>		B5 8:30-9:45 Band		B2 8:30-9:20 Creative Writing <i>change staff due</i>		B6 9:00-10:15 Chemistry <i>write your worksheet due</i>		B3 8:30-9:45 Algebra Test!!!		mail trip - meet in WCC room at 1pm	do laundry
Community Time 9:45-10:45		Community Time 9:45-10:45 Convocation		B3 9:30-10:20 Algebra <i>worksheet due</i>		Gap 10:15-10:45		Community Time 9:45-10:45 Club Meeting			favorite shows on Netflix 5p
B2 10:45-12:00 Creative Writing <i>paper written due</i>		B6 10:45-12:00 Chemistry <i>periodic table worksheet due</i>		B4 10:30-11:20 French <i>quiz study!</i>		B7 10:45-12:00 Free <i>Study for Algebra Test</i>		B4 10:45-12:00 French <i>quiz corrections due</i>		To Do:	
B3 12:10-1:25 or 12:40-1:55 Algebra <i>classroom questions practice due</i>		B7 12:10-1:25 or 12:40-1:55 Ceramics		B5 11:30-12:20 Free - catch up on homework		B1 12:10-1:25 or 12:40-1:55 Free <i>do French quiz corrections due tomorrow</i>		B5 12:10-1:25 or 12:40-1:55 Band		Call home - remember to ask about March break plans!	
B4 2:05-3:20 French <i>classroom due</i>		B1 2:05-3:20 Free Period <i>do algebra corrections due tomorrow</i>		After-school Commitments Practice <i>hard worksheet</i>		B2 2:05-3:20 Creative Writing <i>classroom due</i>		B6 2:05-3:20 Chemistry <i>worksheet write worksheet due</i>		Pickup laundry	
After-school Commitments Practice <i>hard worksheet</i>		After-school Commitments Practice <i>worksheet due</i>		Evening Commitments work on Ceramics project - 4PM		After-school Commitments Practice <i>worksheet - intervals</i>		After-school Commitments Practice <i>hard worksheet - intervals</i>		get pre-signed for Sat	
Evening Commitments work on Ceramics project - 4PM		Evening Commitments Student Council Meeting		Evening Commitments group project meeting in library		Ensembles 7:00-8:00 Evening Commitments Band practice		Evening Commitments Dinner in town with friends		Set up meeting with Chem teacher about last week's quiz	

From the 2018-2019 Loomis Chaffee Planbook

# A Summary of Current and Future COVID-19 Policies

By CALVIN PAN '23  
Staff Writer

Due to the COVID-19 pandemic, the past year on the Island has been a uniquely challenging time for all, with modifications to Loomis Chaffee's usual rules and policies, though necessary, throwing the lives of many into tumult. However, the next year promises to be much better than the last.

Although the pandemic's conditions are improving, removing most restrictions next year in the interests of replicating the pre-pandemic Pelican experience for all is not necessarily feasible.

"[A] complete return to pre-COVID normalcy may still be a while off," COVID-19 Coordinator Mary Liscinsky said.

Loomis has adopted many new policies and practices over the past year to prevent the spread of COVID and adapt to the new reality of a global pandemic. These included many physical changes, such as requiring community members to wear masks and modifying buildings to be single flow. There

were also non-physical measures, like the adoption of a new and more flexible class schedule.

Many of those policies adopted at the start of the year have since been adjusted to accommodate for changes in the status of the pandemic, though the alterations that have been made were only implemented after careful consideration.

"In the fall, we only tested part of the population... Now, we do twice-weekly testing for everybody. In the dorms, we've let kids go into one another's rooms and now travel between floors. We've been very, very cautious in making those changes because we think the most important thing is the health of the community," Dean Liscinsky said.

"When considering those changes, we look to a number of different sources—such information like the test positivity rate around our local area and feedback from leaders on campus, like dorm heads. We make sure to follow all the CDC's policies and recommendations," she said.

It's due to this commitment to the com-

munity's health and safety that Loomis has decided to retain some of the restrictions that were placed in this year for next year, taking a slower approach with the school's return to normalcy.

"I think that we'll be masking for a while, and I'm not sure about testing, but we might be continuing that too" Dean Liscinsky said.

It's important to note, however, that many of those policy changes are yet to be set in stone and will be adjusted over the summer to accommodate the current pandemic conditions.

One thing that is certain next year, however, is Loomis' requirement that all students to be vaccinated before returning to school in the fall, a goal many view as achievable due to the school's past success with the vaccine clinic that enabled all staff and faculty, along with approximately 290 students, to get their shots on campus.

"The CDC has approved the vaccine for 12-15 year olds... and over the summer, things may really change internationally in terms of vaccine availability," Dean Licinsky

said in response to concerns that not all students may have access to the vaccine. "We will look to the Fall to see if we do something [for COVID vaccines], perhaps like what we do with the flu clinics."

Due to the relatively safe environment that potential full vaccination would create on campus, Loomis plans to return to a model of full in-person learning next year, ending support for online learning as an option. This potentially complicates matters for international students who may not be able to travel to the US easily next year.

Overall, however, Dean Liscinsky views Loomis' COVID response as a relatively successful one and hopes for similar success this coming academic year when implementing policies to return the school to normalcy.

"I think we've done the best we can, and I hope you all had a good experience. Thank you to all of you for really making this year work," she said.

# Open-Door Policy Decision Postponed

By JESSICA HSIEH '08  
Adviser

The decision on whether to implement a proposed policy that would require all boarding students to leave the rooms of their doors open when receiving any guests, including guests of the same gender, has been postponed until the fall of 2021.

The proposed policy attracted significant student dissent, including an open letter opposing the policy that was circulated by Student Council Vice President Ryan Fortani '22 (also a managing editor for the Log), which received 557 signatures by Loomis Chaffee students, parents, and alumni.

The letter asserted that the open-door policy would “strip students of the ability to have private conversations and unmonitored interactions with their friends [...] an egregious error that invites nothing more than direct faculty intervention into every facet of the Loomis experience,” and it called for the school’s leadership to “open a larger and more transparent dialogue on this serious dilemma.” The Student Council said that their goal in circulating the letter was “making student opinion of this issue clear” so that no decisions about the policy would be made without student input, for example over the summer.

On May 12, leaders of the Student Council, the head RAs, and several other students marched into Head of School Dr. Sheila Culbert’s office in Founders to deliver their letter and state their grievances. Dr. Culbert told those students that the policy might go to a faculty vote, noting the wide differences of opinion in the community as well as the “difficulty of enforcing parietal rules in the dormitories.”

Deans and teachers also said that the open-door policy had not been confirmed for the following year, and in fact, discussion of the policy had already been on hold since the winter term.

“During the late fall, the deans invited faculty and students to begin discussions about a policy,” senior dean Ms. Jessica Matzkin said. “We met multiple times during the winter. The Dorm Life Committee all discussed the idea. [But] no policy was ever written up.”

Many of Loomis Chaffee’s peer boarding schools have open-door policies, which are designed to make the visitations rules equitable for students of all genders.

Loomis Chaffee’s current policy states, “Interdorm visitation is a privilege of all upperclass (11th and 12th grade) students that may be rescinded at any time if circumstances make it contrary to the school’s best

interests. Upperclass students of the opposite sex, or same sex/gender identity couples, may visit one another between 7:10pm and 7:40pm on study nights, and between 7:00pm and 11:00pm on Saturdays and most Fridays.”

*The open door policy has the right idea and good intentions, but the actual attempted implementation is severely restricting and deprives students of shared values of privacy and personal accountability.*

— Max Rosenberg '21,  
head RA

English teacher and Spectrum adviser Ms. Courtney Jackson pointed out that Loomis’s current policy “makes assumptions about students — namely that we need to police hetero relationships of any kind in a way that we don’t same sex/gender friendships, and that people of the opposite sex/gender, who are friends, should spend less time together. It also doesn’t account for how dating actually works for queer people and discourages same sex/gender couples from coming out.”

Ms. Jackson pointed to statistics showing that as many as 1 in 6 members of Generation Z identify as LGBTQ+, noting that this policy affects a wide swath of the student body and that “accepting a policy that marginalizes and even erases people simply because they are considered to be a minority goes against what our school stands for.”

However, Head RA Max Rosenberg '21 claimed that even some LGBTQ+ students at Loomis and some residents of the all-gender floor in Flagg also object to this policy.

“The open door policy has the right idea and good intentions, but the actual attempted implementation is severely restricting and deprives students of shared values of privacy and personal accountability,” Max said.

## Nichols Center Construction Continues



Loomis Chaffee community members signed the support beam that will be used for the new theater inside the Nichols Center for Theater & Dance. Photo by Isabella Wang '24

By SOFIA PREUSS '23  
Staff Writer

It is difficult to miss the huge construction site set up in place of where the Norris Ely

Orchard Theater (NEO) once stood. Dirt, fences, machines, trailers, and noise intrude the area where the once-lively and busy NEO sat. Whether you are part of an art class, a dance performance, or the audience

of a performing group, you may be wondering when the new and improved theater will be opened for more entertainment.

Loomis Chaffee expects to finish construction in early 2022. As of now, architects and contractors are busily working to add a dance studio, a new black box theater, and a renovated stage to the NEO to expand the rather small theater into a center for theater and dance. Loomis will welcome the newly named John D. and Alexandra C. Nichols Center for Theater and Dance on January 18, 2022, when the renovation is finished.

Plans to remodel and redevelop the NEO began over a year ago when the current and former Directors of Theater and Dance, David McCamish and Candice Chirgotis, met with Head of School Dr. Sheila Culbert and a group of architects to discuss ideas for the new building. Construction was initially planned to take place in early summer of 2020.

Due to the COVID-19 pandemic, however, construction wasn’t able to start this summer. Decreased material availability, space restrictions, and new social distancing guidelines delayed the groundbreaking to

December of 2020. Since construction has begun, little to no obstacles have emerged to slow down the process any further.

“We are pleased by the current progress and work accomplished to date,” Director of Physical Plant Mr. Lance Hall, a primary representative to the decision making and planning of the Nichols Center project, said.

While Loomis’s class of 2021 will not have the privilege of witnessing the Nichols Center’s grand opening, they are welcome to visit the new building after COVID restrictions are lifted. Loomis’s various reunions and alumni events are also a great opportunity to explore and enjoy the new Nichols Center.

“We are all excited about [the Nichols Center], and it is going to be a really nice addition to our campus and the arts program,” Mr. McCamish said. Mr. Hall furthered this sentiment by explaining his hope of showing the Class of 2021 the Nichols Center sometime in the future.

“[I am] looking forward to welcoming the departed seniors to enjoy the space after completion,” he said.



Construction of the Nichols Center recently led to the erection of several beams across from the old NEO Theater. Photo by Andy Choi '23

# EXIT INTERVIEWS WITH THE DEPARTING FACULTY

## Ms. Maribel Blas-Rangel



Photo Courtesy of LC Communications

**What positions do you fill at Loomis?**

I teach Spanish and French in the modern and classical languages department, and I am also assistant dean of diversity, equity, and inclusion.

**What is your favorite Loomis memory?**

My favorite thing by far has been the relationships and bonds that I've formed with friends, colleagues, and of course my students and advisees. I've met wonderful people here that I'll remember forever.

**What are your plans for next year?**

I will be returning to my home state (Michigan) where I will be teaching languages and serving as diversity, equity, and inclusion coordinator at my alma mater, Cranbrook Kingswood Upper School.

**Last words and advice?**

I always tell my advisees to use their voice because their voice is powerful and change starts at the personal level. I've been so impressed by the work and passions students have, and I encourage everyone to keep using their voice, keep working for change, and always pursue justice and equity in all they do. It's also important to take care of ourselves, so definitely take a break and relax a bit this summer after a long and challenging year!

## Ms. Annie Sher

**What positions do you fill at Loomis?**

At Loomis, I am in the math department, teaching Advanced Geometry and Pre-Cal/Cal. I am also the dorm head of Longman and involved with the Chaffee Leadership Institute. Finally, I coach JV girls' basketball and thirds lacrosse.

**What is your favorite Loomis memory?**

Over the past three years, I have had so many amazing memories at Loomis; it's hard to pick my favorite. Here are a few: our 13-game undefeated season in JV basketball, wacky headwear Wednesday in my A2 class, our Longman charcuterie picnic in the fall, and so many more!

**What are your plans for next year?**

Next year, I will be going to graduate school for education at Columbia in New York City.

**Last words and advice?**

My advice is to cherish the friendships and relationships you form at Loomis Chaffee! They are so special! I will miss everyone so much!



Photo Courtesy of Ms. Sher

## Ms. Christine Coyle



Photo Courtesy of LC Communications

**What positions do you fill at Loomis?**

I was a writer in the Office of Strategic Communications & Marketing — responsible for developing and writing content across the school's digital and print media — from October 2014 until April 2021.

**What is your favorite Loomis memory?**

My favorite Loomis moments include writing about the Norton Fellows summer projects; taking part in refugee support efforts and naturalization ceremonies on campus; tending a plot alongside my colleagues in the school's community gardens; and mentoring Pelican Press students in the Communications Office.

**What are your plans for next year?**

My family is moving to Glasgow, Scotland this summer. I am looking forward to being back in the U.K. and traveling throughout Europe when it is safe to do so.

**Last words and advice?**

Congrats to the Class of 2021! Pelicans, I advise you to regularly ask yourselves 'why' and 'why not?' Say 'yes' when you know in your heart it's the right thing to do and 'no' under the same testing standard. Thanks for allowing me to tell your stories, and I wish you all peace.

## Mr. Andris Briga

**What positions do you fill at Loomis?**

Director of student activities, music faculty and former audiovisual coordinator.

**What is your favorite Loomis memory?**

Jeez, just one? The people. The Student Activities culture of hard work, camaraderie, and celebrating each other. Ditto for Student Productions. Interns dressing up like dinosaurs and popping popcorn. LC Radio T-shirt sling shots. Tech crews in show black t-shirts running professional level audio and lighting. Dean Thor fanning a blue flame fire pit. I will miss you!

**What are your plans for next year?**

Great question. As of right now, I'm not sure! Whatever it is, it will certainly be in pursuit of my best self and the common good — a Loomis mantra that will stick with me.

**Last words and advice?**

Teamwork makes the dream work. Also, I'm always available at andrisbriga@gmail.com if you ever want to pick my brain!



Photo Courtesy of Mr. Briga

## Mrs. Gratia Lee



Photo Courtesy of Mrs. Lee

**What positions do you fill at Loomis?**

I am the land use coordinator (part of the Alvord Center), I teach environmental science term courses, and I have been working with the international students this year.

**What is your favorite Loomis memory?**

Going down to the lower ag field with students in the fall; the weather was beautiful and it was a great time to be down there! Also, working with the chickens, I loved them and loved how much joy they brought people.

**What are your plans for next year?**

I am moving to Michigan with my husband, Bill Lee, the head lacrosse coach here, and our daughter, Beatrice. I am from there, so we are going to be closer to family.

**Last words and advice?**

Take care of the planet — we all need to do our part, each and every day to keep the Earth in good shape. Also, get outside each and every day, it is worth it in so many ways!

## Mr. Bill Lee

**What positions do you fill at Loomis?**

Assistant director of admissions and boys' lacrosse head coach.

**What is your favorite Loomis memory?**

Coaching many outstanding young men throughout my time here.

**What are your plans for next year?**

My wife (Gratia), daughter (Beatrice), and I will be moving to Michigan to live closer to family.

**Last words and advice?**

Students, please take advantage of some of the great opportunities that are here at Loomis. You are very lucky to have so many programs to experience. Not many schools have what you have. Face your fears and dive in!



Photo Courtesy of Mr. Lee

## Mr. Sterling Kouri



Photo Courtesy of LC Communications

**What positions do you fill at Loomis?**

French teacher, girls' cross-country coach, dorm parent in Warham Hall.

**What is your favorite Loomis memory?**

Hard to pick one, but they all involve students—spectating Warham indoor mini golf, watching girls XC runners push their rivals and themselves to their limits, listening to dynamic student presentations on art history, reading an exceptional essay that I just had to share with a colleague, attending PRISM meetings, or having real conversations (in French or English) outside the classroom.

**What are your plans for next year?**

I will hopefully continue to teach French language and culture.

**Last words and advice?**

You are all exceptionally well poised for success in any number of domains — do something meaningful with your life and don't become another boring adult.

## Ms. Sara Markman

**What positions do you fill at Loomis?**

I am a science teacher and the religious life coordinator.

**What is your favorite Loomis memory?**

My favorite memory is watching the fireworks at the centennial celebration — but there are so many more memories!

**What are your plans for next year?**

I am going to be teaching science at a special education school.

**Last words and advice?**

I've loved being part of the Loomis family, and not only do I have magnificent colleagues, I have the best students ever. I wouldn't change a moment in the last eight years.



Photo Courtesy of LC Communications

## Ms. Isabelle Fitzpatrick

### What positions do you fill at Loomis?

I teach College Level Statistics and Algebra 2. Additionally, I am the director of the Quantitative Resource Center and a dorm faculty in Howe, and I am involved with Community Engagement.

### What is your favorite Loomis memory?

Many of my favorite Loomis memories have taken place in the QRC. I love the opportunity to tutor students in math as well as train my student tutors to best help their peers succeed. I have also loved taking my pet husky, Coco, around campus, and I enjoy seeing my students play with her and get to know her. This is definitely one of the things I will miss about boarding school life!



Photo Courtesy of Ms. Fitzpatrick

### What are your plans for next year?

Over the summer, I will be teaching a new statistics course I've developed which homes in on global challenges in an increasingly data-driven world. Next year my husband and I are moving to New York City, where he is practicing medicine related to blood diseases at the leading cancer center in the country. We have a baby due in August, so that is our main focus at the moment. Once we get settled, I look forward to getting back to teaching and tutoring math!

### Last words and advice?

Don't be afraid to try new things at Loomis and beyond! One of the great things about being at a place like Loomis is that you have so many classes and extracurriculars to choose from, but even as you get older, don't forget to keep learning for the joy of learning.

## Mr. Harrison Shure

### What positions do you fill at Loomis?

I am primarily a history teacher, but I'm also the chair of the history, philosophy, religious studies department. I've coached the equestrian team since I've been here, and I'm the associate director in the Kravis Center, and then I live in Carter Hall.

### What is your favorite Loomis memory?

There are so many good, silly memories. Some of the best memories happen spontaneously: sort of late evening in the dorm, just hanging out with the boys in Carter last year or the kids in Warham as well, and just some of the really awesome conversations that end up happening. It's hard to isolate a few memories, but my time in the classroom here has been amazing because Loomis students are awesome and so curious and hardworking.

### What are your plans for next year?

I'm going to be the assistant head of school and dean of academics over at Ethel Walker. It's going to be a challenge, but certainly an exciting one and a new opportunity. I will miss Loomis dearly, and you'll probably see me around every now and then coming back to see friends.

### Last words and advice?

For students, I think making the most of your time here by connecting with as many students and faculty as possible, especially the ones you may not at first be closely connected to. Mr. Seebeck talked about the importance of this being a community where everyone walks around and says hi. Being open to those connections is a really important piece of making the most of things. Loomis students have incredible opportunities to get involved here and really do some engaging work outside of the classroom. Explore what your interests and passions might be, and you might surprise yourself along the way. And then, my colleagues, just keep being awesome. I've learned so much from my colleagues, and I'm hard pressed to believe I'm going to find as quite a committed and talented group of faculty than here. I'll miss my colleagues dearly, but I know they'll keep doing what they do.



Photo Courtesy of LC Communications

## Ms. Jessica Hsieh '08

### What positions do you fill at Loomis?

Log advisor, assistant chair of the English department, Writing Initiatives associate, Pan-Asian Student Alliance advisor.

### What is your favorite Loomis memory?

I'll confess to missing Log layout nights in our musty Log room in the Palmer basement, where the editors, writers, and graphics team would huddle together every month to produce yet another Log issue out of thin air. I first set foot in that room in 2006 as a humble Log writer and then news section editor, and I last set foot in it just before the pandemic struck.

### What are your plans for next year?

My husband and I are moving back to Singapore, where I will be teaching high school English at Singapore American School, yet another of my alma maters. I hope to come back for LC Commencements and reunions!

### Last words and advice?

Join the Log! Although it's Loomis Chaffee's most time-consuming zero-credit extracurricular activity, it attracts truly wonderful students. And good journalism matters deeply.



Photo Courtesy of LC Communications

## Mr. Ahmad Cantrell '07

### What positions do you fill at Loomis?

Associate director of admissions, associate director of diversity, equity & inclusion, assistant boys' varsity track & field coach, tour guide coordinator, Brothers in Unity faculty lead, PSN (Pelican Support Network) co-lead, affinity space lead, and Kravis dorm affiliate.

### What is your favorite Loomis memory?

I have too many amazing conversations, experiences, and memories that I can't possibly choose one. I do want to give a HUGE shout out to the class of 2021. They have a special place in my heart. I remember interviewing many of them during the admission process, helping them grow here on the Island, and now watching them blossom into society's future. I'm incredibly proud of them for overcoming a variety of different challenges and choosing to succeed regardless.

### What are your plans for next year?

I will be the new director of diversity, equity & inclusion at Avon Old Farms.

### Last words and advice?

"The paradox of education is precisely this – that as one begins to become conscious one begins to examine the society in which he is being educated." – James A. Baldwin  
Last words: Always place a high emphasis on being valued and appreciated regardless of the circumstances or situation.



Photo Courtesy of Mr. Cantrell

## Ms. Emily Garvin

### What positions do you fill at Loomis?

Chemistry teacher, JV girls' ice hockey coach, dorm parent in Flagg, and all-gender housing coordinator.

### What is your favorite Loomis memory?

This is a tough one – I have only been here for a few years, and most of that time has been online. But there are too many fond memories to count! My happiest memories are getting to share an unexpected laugh or smile with my students and colleagues at Loomis. But also, I loved all of my time with the JV Puck team—they are a great group and we had a lot of fun!

### What are your plans for next year?

Next year, I will be moving to Washington DC to teach at a day school. It will be a big change, but something that I am looking forward to. I will miss the LC community dearly!

### Last words and advice?

My advice is to say thank you to as many people as possible – showing gratitude is so important, and it can really make a difference in someone's day!



Photo Courtesy of Ms. Garvin

## Ms. Kelly Hasenbalg

### What positions do you fill at Loomis?

I have served as the director of human resources for the past 10 years, supporting our faculty and staff.

### What is your favorite Loomis memory?

My favorite memories from Loomis are from the years both my daughters Sami '16 and Meghan '19 attended Loomis. Experiencing the amazing ways our faculty supported my daughters and having the opportunity to know their friends who sat in my office on the couch to chat was always a highlight.

### What are your plans for next year?

I will be starting up my own HR consulting business. Instead of serving one school, I am excited to branch out and help many schools support the faculty and staff who make these great institutions happen.

### Last words and advice?

Be kind, be humble, and never forget all that Loomis has provided you in life. Gratitude is one of the most important gifts you give and receive. Congratulations to the Class of 2021!

## Ms. Jen Legendre

### What positions do you fill at Loomis?

I teach Advanced Physics online from my home near Baltimore, Maryland.

### What is your favorite Loomis memory?

My favorite part of Loomis is definitely the people! My students are awesome and have a passion for learning that comes through even in the online classroom. My fellow teachers, especially Mr. Pond and Mr. Stewart, have helped me become a better physics teacher this year. I am grateful for my time at Loomis.

### What are your plans for next year?

I am currently hunting for a new physics teaching job.



Photo Courtesy of Ms. Hasenbalg



Photo Courtesy of Ms. Legendre

## A Farewell to Mr. Jeff Scanlon '79, Faculty Since 1986

By VICTORIA CHE '21  
Editor in Chief Emerita

Continued from first page

"The comfort and joy that I had welcomed so profoundly in my life, I found that dissipating," said Mr. Scanlon. "It made me for the first time ever, ever, ever question whether I wanted to stay with this career."

After taking a leave in Winter Term 2 this year, Mr. Scanlon spent time with his family and some dear friends and did some soul-searching. After careful consideration, he decided, "This is a good time for me to ... pry myself away from the Island."

Since he had spent almost forty years as a student, faculty, staff, and coach on this campus, retiring was not an easy decision for Mr. Scanlon.

"I'm leaving a place that for 35, 40 years made me feel comfortable. It's going to be hard ... I get used to every August doing my summer reading, planning my syllabi," Mr. Scanlon said.

However, Mr. Scanlon will be living close to his family in his retirement life, as most of his family members will be within a 10-mile radius.

For Mr. Scanlon, his retirement life on

the Cape reminds him of his time at Loomis with his friends, the students he got to know well and liked, and the kids that he coached.

"I'm trading a big huge family of 800 for my own small family and my two sisters, and both of them have three children. So I know I'm going to a place that will make me feel really comfortable," Mr. Scanlon said.

# Senior Reflections

Compiled By MADISON HUA '23  
Social Media Manager

## What was your favorite memory at LC?



Photo Courtesy of Leah Paige '21

### LEAH PAIGE

Concluding my third year at Loomis, I hold many memories of sunset sports practices, uncontrollable dining hall laughter, and engaging, oftentimes emotional, convocations, but my favorite memories would have to be those captured on my walks around our .9 mile loop. Whether I walk around once alone to regather my thoughts amidst a nonstop Loomis life, receive the wisdom and kindness of a faculty member within the minutes of two quick loops, champion six passes by the coined Loomis Chaffee sign, or lose track of time in conversation with friends, these walks have grounded me more times than I can count. On the infinite gravel of the loop, time is suspended, and the memories created are not clouded by worries of the present, but rather solidified by their lasting impacts.



Photo Courtesy of Evan Petkis '21

### EVAN PETKIS

One of my favorite memories definitely has to be sophomore retreat. I was dedicated to proving the event would be corny and elementary, so I put on a hat of 'I will not participate.' Still, my senior leaders persisted in making this trip one to be remembered. In the end, I had no choice but to enjoy my time there. The kid who didn't want to get on the bus was now jumping into the freezing lake, square dancing in the hottest gymnasium of all time, and tipping a canoe in sneakers and full rain gear (Did I mention that the two other kids with me had their phones in their pockets?). While some panicked in the presence of rodents and spiders in the cabins, I and my lofty air mattress slept very well. Being a day student, it was a completely new experience to not only have one roommate, but eight. I am privileged to call those guys my brothers. Sometimes letting your ego go and truly enjoying the moment is the best thing that you could do for yourself.  
#NeverForgetSophomoreRetreat

### KENDALL RICE

I have so many good memories from my past four years at Loomis, from playing tennis to losing at card games to dancing on the turf with friends, but I have to say, I've really appreciated the fire pit hangout sessions with Howe dorm this year. We all warm our hands by the fires, roast marshmallows, and talk about our days, listening to folky music and drawing on the ground with coal. It's always the perfect way to end the night.



Photo Courtesy of Kendall Rice '21

### LILLY SAUNDERS

My favorite memory at LC is my freshman year PSO Color run; throughout my jog around the loop with friends, I was greeted with fistfuls of neon powder to my face, white T-shirt, and hair. Our joyful screams and tired legs made us easy targets for more color launches. Only after finishing the course did I receive a tidal wave of cold water dumped on me by friends, causing the powder to stain my skin slightly for the next couple of days. I look back on that event fondly as I now prepare to coordinate the event alongside my co-PSO presidents in efforts to recreate that magical memory



Photo Courtesy of Lilly Saunders '21

## What is the biggest lesson you learned at LC?



Photo Courtesy of Olivia Zoga '21

### OLIVIA ZOGA

As I approach graduation, I've come to realize that I am not Loomis Chaffee. I've spent so much time on this island in the past four years, and I've loved most of it wholeheartedly. I've dived into as many pools as I could find, embracing clubs, theater, dorm life, agriculture, sports teams, the Norton Center, the Writing Studio, and more. But, as my end here comes closer, I hit a sort of hopeless realization that none of this matters anymore, or will matter substantially once I graduate. And that really upset me for a long while because those things did matter! And they still matter to me, and they probably always will, even if just a little. However, I'm learning that I am someone beyond Loomis Chaffee, and that's okay—exciting, even. To all other Loomis students, this is your reminder that you are someone beyond the Island too. You are someone beyond your grades, your dorm, your activities, your GPA, your college, and even the people you sit with at lunch. Loomis is a part of you, and it will be for as long as you want, but you are yourself first and foremost, so don't lose yourself in all the drama and frenzy of a little New England boarding school.



Photo Courtesy of Clara Chen '21

### CLARA CHEN

The biggest lesson Loomis has taught me is to not be afraid to stand up for myself. Whether it's communicating with teachers about an extension, learning how to stop tolerating microaggressions through PASA, or doing multiple CLs and extracurriculars even though people say I'll be too busy, I have learned how to take action to do what's best for me.



Photo Courtesy Talia Mayo '21

### TALIA MAYO

I would say that the two biggest lessons I learned were a) how to prioritize my tasks by order of importance in order to do my best (and most efficient) work, and b) how important having a tight-knit support system of some kind is. The longer I spent at Loomis the more important these lessons were to me. Although I did have friends my freshman year, I don't think I was as close with them as I am with my friend group now, and they have helped support me and also helped me realize that there was more to life than schoolwork. I did very little socially as an underclassman (in all fairness, I was VERY busy), because I thought it wasn't that important and I would be ok without it, but this year has really helped me realize just how important my friends are to me.

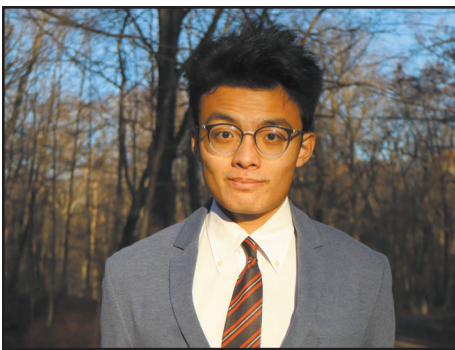


Photo Courtesy of Heisen Kong '21

### HEISEN KONG

Do enough, just enough. If you set your goals mile-high, then you'll do just enough to be the greatest to have ever lived.

### AIDAN GILLIES

Sometimes the only thing stopping you from doing everything you want to is people telling you you can't and thinking you can't.



Photo Courtesy of Aidan Gillies '21

## A Peculiar Year to Remember

By MATTHEW WENG '21  
Staff Writer

When I shut the door to Taylor 35 during my last day of Junior winter, I envisioned a relaxing spring break followed by an action-packed spring. I looked forward to track meets, games on the turf, and taking my first long-awaited walk down Senior Path as I rose with the rest of the Juniors to the top of the supposed student totem pole.

What I didn't see coming, in a million years, was a global pandemic that kept me an ocean away from the Island — rendering my last year as a high school student completely dependent on a primitive program called Zoom. I did not expect that seemingly routine afternoon to be my last moment

on the campus that I have called home since 2017.

Hence, through two flights in hazmat suits and four weeks of dreadful quarantine, I returned home and have remained there ever since.

It was hard hearing about friends and teammates returning to campus, receiving one email after another of activities that had nothing to do with me due to my physical location—and even more heart-breaking to witness and participate in the planning of senior events and festivities I wouldn't be able to participate in.

Instead of graduating in front of the homestead, and having my diploma handed to me by the head of school, I would be sitting in front of my computer, half-dressed in the only suit I brought back with

my own diploma stuck in the international shipping limbo.

I did my fair share of complaining, disgruntled that my senior year was stripped away completely, unhappy that the pandemic just had to happen now. However, taking a look around the quiet streets of China, hearing my family members recount their fears during the peak and witnessing stories of countless deaths and sacrifices, I gradually found myself unable to squeeze out another cynical or sarcastic comment.

For each and every one of us, there is always someone out there who has it worse—people who have witnessed the loss of life or have lost their own, those crippled financially by the pandemic's hit on the global economy. What is really my qualm compared to

theirs?

Sure, I could no longer hear my name called at commencement on campus or play basketball with my friends in Olcott, but those were mere afterthoughts for most. I might have lost some of my senior experience, but I have also learned to be thankful of those that I still had: the discussions over Zoom, or the online radio with surprisingly well-curated programming. At the very least, I get to see those familiar faces on my screen and relish the waning moments of my time on the Island.

I want to thank the incredible faculty at Loomis who have been so adaptable throughout the pandemic, constantly finding ways to make this abnormal year a little less strange. I especially appreciate the teachers, repeatedly revamp-

ing their curriculum to suit the experience of students to make online learning possible.

I feel sorry for my fellow students, especially seniors, whether stuck in a different country like me, or having only a discounted experience on the Island. It is a shame that our year is incomplete. However, it is more important to appreciate what we have, to appreciate the fortune of attending school during this crisis and the token of normalcy that it brings. Sometimes, all it takes is a little perspective.

Farewell, Loomis! Thank you for changing me, for preparing this wide-eyed and clueless teen for the world beyond the comfort of boarding schools, and for presenting to me a world with limitless opportunities.

# Pelicans Get the Shot: Vaccines on the Island

By CHARLOTTE MILLMAN '24  
Web Director

On Wednesday, April 21, Loomis Chaffee hosted a vaccination clinic for students over the age of 16. 292 eligible students received their first dose of the Pfizer vaccine. Loomis has also finished administering vaccines for faculty members.

After a year with COVID restrictions and policies, vaccinations are improving the community's morale. Vaccines are also



Photo by Andy Choi '23

**Mizuho Amada '22 takes a seat in preparation for getting her vaccine.**

a historical scientific achievement for our time as they were produced, tested, and administered in less than a year. As of May 8th, over one billion people have been vaccinated worldwide.

However, due to the rapid authorization of vaccines, there have been some safety concerns. Additionally, vaccinations have become politicized, lowering the numbers of vaccinated people, and, therefore, decreasing the vaccine's effectiveness.

Although the side effects are a sign that the vaccine is working, many people are reluctant to get vaccinated in fear of having a severe reaction. Within the Loomis community, members have experienced varying levels of symptoms after receiving their first and second doses.

"I was under my covers with chills, a fever, and a headache all day, but it all went away the next day. As crazy as it sounds, feeling sick made me feel that I was closer to being done with the pandemic," said Mrs. Sara Deveaux, French faculty and director of the Henry R. Kravis Center for Excellence in Teaching.

There is no exact pattern for identifying who or what side effects people will experience.

"I felt super drowsy and extremely tired after my first shot. I got no severe symptoms," said Turner Brode '23, a sophomore boarding student.

"I had a sore arm, and that was it," Mr. Miles Morgan, an English faculty member, said.

Considering the risks and side effects of the vaccine, many people still feel strongly



Photo by Andy Choi '23

**Eligible students line up in Olcott Gym to receive their second dose of the Pfizer COVID-19 vaccine.**

about the importance of being vaccinated.

"Getting vaccinated for me was creating a community where we all feel a little bit safer," Mr. Morgan continued.

There was a common trend on campus surrounding the enthusiasm for receiving the vaccine. It was an opportunity to demonstrate Loomis's commitment to the best self and common good by improving the health and safety for both ourselves and

those around us.

"I was excited for the whole thing to be done, and I thought that getting the shot as soon as possible would allow the pandemic to be over. I know it's not, but I'm one step closer," Mrs. Deveaux added.

Despite the side effects, mild or severe, students and faculty have been eager to get their vaccines and contribute to the common good.

## Fostering Inclusivity with All-Gender Housing

By EMILY KHYM '23  
Features Section Editor

At the start of the 2020-21 school year, all-gender housing was introduced to the Loomis Chaffee community. After much discussion among faculty, families, and students, the school had decided to offer all-gender housing to create a more inclusive environment for students regardless of their sexual orientation or identity. Located on the third floor of Flagg hall, the living space housed nine students who lived along with their supervisor Ms. Emily Garvin, science faculty member.

"The third floor was great this year—it was such a fun, kind group of people. When it came to all-gender housing, I just enjoyed getting to spend time with this group of students, have meaningful conversations with them, and learn more about them as individuals," Ms. Garvin said.

Students who have lived in this housing have expressed their joy and gratitude for the opportunity to live in a safe community. The Residential Assistants, Tom Zhang '21 and Olivia Zoga '21, have promoted the all-gender housing experience. Olivia created an informational video to ensure that students could live in a comfortable, inclusive environment.

"Living on the third floor of Flagg has been pretty chill. It achieves its goal of being a livable space for people who need a livable space. I hope it continues long into the future. I know there's some great things in the works for next year," Olivia said.

"I loved living on the third floor! We built an amazing community, and I hope the all-gender housing dorm continues for many more years," Jasper Gitlitz '22 said.

Jasper lived in all-gender housing for his junior year and plans on continuing to live in the dorm for his senior year. He believes it will act as a step closer to providing a welcoming space for any student.

"I also hope that it becomes more prominent within the Loomis community as the all-gender housing provides a safe and welcoming space for everyone, especially LGBTQIA+ students," Jasper said, "In doing so, the Loomis community will also be more aware of the issues faced by LGBTQIA+ students to make Loomis a more accepting and

welcoming place."

Next year, all-gender housing will continue with Ms. Chipman as dorm head of Flagg. The next Residential Assistants will be Emma Dear '22 and Cooper Abbate '22.

The third floor of Flagg has offered a great place for students, and this housing will be available in the years to come. To fulfill Loomis's goal of inclusivity and equality, the all-gender housing has acted as a push for inclusion of everyone, particularly the LGBTQIA+ and non-binary students.

"I hope that all-gender housing encourages people to consider and talk about gender more frequently and meaningfully in the Loomis community. There is a lot to learn, so I hope people ask questions and listen to the experiences of others along the way. I hope that it shows people that single-gender housing as well as all-gender housing are both important for creating an inclusive and nurturing community for all of our students," Ms. Garvin concluded.

## GESC Seniors Make Changes Beyond the Island

By SANDRO MOCCILO '23  
Staff Writer

Promoting sustainability has been a long held priority at Loomis Chaffee. This year, 35 seniors received the Global and Environmental Studies Certificate (GESC) from the Alvord Center for Global and Environmental Studies. This certificate awards Loomis seniors who have contributed to environmental sustainability and the global community.

Along with completing required curricula and international excursions, each GESC recipient completes a Capstone Project that harnesses one of their passions into meaningful change. Through these projects, students apply their studies and experiences to meet the needs of the community. The theme, style, and purpose of each project are unique and powerful. The following seniors have worked on notable GESC projects.

These are only a few of the powerful projects GESC seniors have undertaken to raise global and environmental awareness throughout the Loomis community.

### Pedro Arellano

Pedro Arellano '21 worked with Ryan Fortani '22 for his capstone project to calculate Loomis's carbon footprint, a process that began last year with the work of Griffin Malkin '20. They have collected emissions data from sectors such as Physical Plant and

the dining hall, and plan to present the findings to the Board of Trustees as well as the student body.

"[The analysis] helps target the main sources of our carbon footprint and if it's utilized properly then we can be more efficient [with] how we tackle sustainability on campus. I also hope that students look at it and target their [future] projects in order to address those areas," Pedro said.

Pedro's project provides a framework and benchmark for long-term sustainable development on campus.

"The point of doing the carbon footprint is that you compare it over time. The goal is that if the school acts properly we will see the number drop, but obviously we need [future] students to keep track of this," he continued.

It is Pedro's hope that with the help of future students and environmental groups on campus, the project will go beyond the Capstone and become a yearly tradition and key Loomis sustainability initiative.

### Annah Clymer

Several capstones focus on highlighting global and environmental topics that deserve placement in school curricula. Annah Clymer '21 developed a class curriculum about health and healthcare in refugee camps.

"I thought it would be interesting to explore how different refugee camps' infra-

structure, geography, and placement affected how they deal with disease," Annah said.

The benefits of the project extend beyond promoting the education of an important global issue.

"I definitely gained an appreciation for teachers, because making a class curriculum is really hard," Annah said.

### Kennedy Anderson

Kennedy Anderson '21 produced a podcast connecting Loomis Chaffee students to international issues often underrepresented in American media and political movements.

"While American activists remain knowledgeable and motivated by domestic issues, our advocacy often fails to extend beyond our own borders," Kennedy said.

Her podcast, *Beyond the Borders*, features conversations with the global Loomis community. Each episode explores an issue existing in a specific country or region, such as the police brutality associated with the Nigerian SARS force and the Venezuelan economic and refugee crisis.

"I designed my podcast as a means of placing Loomis community members—students and faculty whom we interact with everyday—at center stage, shining a spotlight on their global identities to demonstrate how closely woven our own lives are to those of international citizens," Kennedy said.

"My ultimate goal is that through this

podcast series," Kennedy said, "Loomis Chaffee community members are inspired to continue their scholarship of current events."

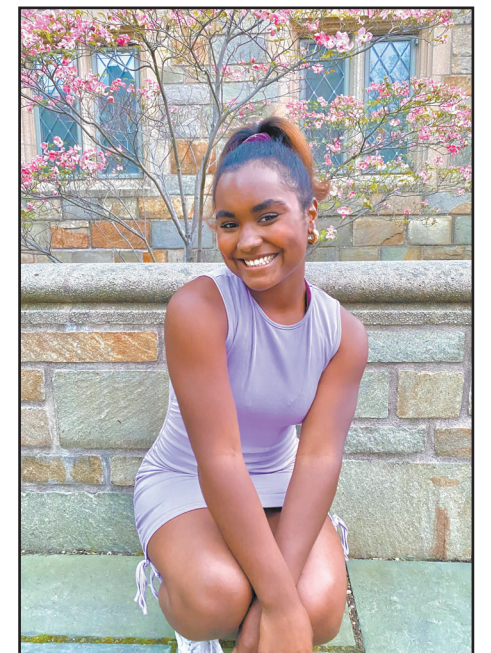


Photo by Kennedy Anderson '21

**Kennedy Anderson '21 created a podcast for her GESC capstone project.**

# Editorial: DEI Efforts Exclude Asian Representation

Continued from first page

In World History, pieces of Japanese, Chinese, and Korean history are covered; however, from anecdotal experiences, these histories often feel lumped into one unit and glossed over, as if they are just boxes to check off.

Due to a lack of standardization in the U.S. History curriculum, the histories of minorities are covered to highly varying extents from class to class. In the classes where coverage is lacking, racism is presented solely in

a Black-white binary covering the oppression of Black people and its roots in slavery, while leaving out other forms of discrimination against other minorities. For example, topics such as the Chinese Exclusion Act of 1875 and the mistreatment of Native Americans were only tangentially touched upon in some classes.

This scarcity of Asian representation is not exclusive to the history department. During our four years at Loomis, Asian/Asian American narratives have essentially been missing in the English curriculum. “The Samurai’s Garden” by Gail Tsukiyama, which we read during freshman year, was the only book during our four years of English education here that was written from and about the Asian community.

Many books that are considered classics (“The Odyssey,” Shakespeare, “Pride and Prejudice”) are Eurocentric. Modern American literature chosen at Loomis usually focuses on either white (“The Great Gatsby,” “The Scarlet Letter”) or African American (“Their Eyes Were Watching God,” “Homegoing,” “Sing, Unburied, Sing”) narratives.

The history and English departments are currently making changes to their curricula, particularly in book selection, in order to incorporate more Asian American voices.

However, this change is long overdue: for the most part, it only came after anti-Asian hate ignited national uproar, while the Asian population at Loomis has been at its current level (~20%) for years.

Asian faculty representation at Loomis is also lacking. As of the 2020-2021 school year, 13 faculty and staff members self-identify as partly or fully of Asian heritage. Of the 13, three do not teach, two teach only Chinese, and three are leaving the school. This effectively leaves only four faculty members whom students

have a moderate chance of meeting and knowing. These numbers alone paint a clear picture of the disparity that exists between Asian/Asian American representation among faculty and among students: while about 20% of the student body identify as of full or partial Asian descent, only six teaching faculty are of Asian descent.

Furthermore, Loomis’s DEI initiatives have put in significant efforts to uproot subconscious biases towards Black people among white faculty members. Required readings like “White Fragility” and “Waking Up White” reflect the administration’s specific concern towards eliminating microaggressions toward Black and brown students. However, no readings, convocations, courses, or TAG (Thursday Advisory Group) meetings have ventured to educate students and faculty on the origins of anti-Asian racism in America.

This educational discrepancy has been especially apparent following the numerous incidents of racial violence over the course of this academic year. The murder of George Floyd that ignited global protests, the subsequent trial of Derek Chauvin, and the killing of Daunte Wright have all been prominent topics of discussion on campus. Concentrated efforts to hold consistent PRISM meet-

ings, fishbowl discussions, and all-school meetings provided an outlet for members of Loomis to reflect and express thoughts.

However, where Loomis has made significant strides in educating the community on systemic racism against Black people, it has fallen short in doing the same when addressing the injustices faced by other racial groups. There was no school-wide discussion about the increased anti-Asian violence during the pandemic. Additionally, following the March 16 Atlanta shootings, there was such a delayed response in providing any recognition of the incident that a Loomis student had to take the initiative to send an all-school email to push for recognition. Only then did a series of DEI-related events occur. Efforts against anti-Asian racism and anti-Black racism should never come at the cost of one another, but when the school responds to these two issues with such different levels of seriousness, it makes clear who is and is not valued on campus and fosters division between minority students.

Historically, Black and Asian communities have been pitted against each other. The 1965 Immigration Act offered visas selectively for skilled workers, and an influx of highly skilled Asian immigrants immigrated to the US. This immigration wave helped give rise to the model minority myth. Asian Americans are the most economically successful racial group in the US statistically, not because they are inherently smarter, but in part because historically, only the most skilled and successful of the Asian population were allowed to immigrate to America. Expecting to continue the same professions they had at home, they were instead met with marginalization, racism, and other barriers.

Such barriers pushed Asian immigrants into disadvantaged areas, which were already occupied by Black communities who had previously been pushed out due to racial discrimination. As a result, Asian and Black communities were forced to compete for jobs, causing tension and division between the two groups.

This interminority strain still exists, and left unaddressed, it manifests in the classroom as unproductive competition over which racial group has suffered the most and which one merits the most attention. Coupled with the school’s lack of a clear, consistent, and proactive stance on matters of discrimination beyond the headlines, students of minority groups maintain such an attitude of defensiveness in fear of being

relegated to the backseat of race-related discussion.

Immediately after the Atlanta shootings, it predominantly fell upon Asian students, rather than educators, to lead related discussions and educate the community on anti-Asian racism. The falling of the responsibility on students, or even teachers, to educate their peers and the LC community on serious and complicated issues, when it should be the administration’s responsibility first, is unacceptable. For example, while programs like TAG were a good idea in theory for having spaces for required conversations around heavy topics like mental well-being, gender and sexuality, race, etc., it also grossly overestimated how qualified and comfortable teachers were to lead discussions on topics they often knew little about.

It is wrong to assume that all teachers are equally readily equipped to successfully facilitate weighty and sensitive discussions such as ones about race. Oftentimes, missteps due to unfamiliarity in the subject can result in further emotional injury to students. In other cases, faculty who are not knowledgeable about such subjects may remain superficial when guiding these conversations in fear of offending students, and many students do not walk away from the meeting with much benefit.

While it is not possible to detail all the work Loomis Chaffee still needs to do in one editorial, we hope to have provided insight into what the Asian experience has been like at Loomis and what areas we hope will improve in the coming years. Moreover, we hope that shedding light on Asian and Asian American issues will also give a voice to other minorities that are left out of the Black-white binary narrative.

The Black-white binary is a tempting framework of race in America because it paints a simplistic picture of racism in which one group holds privilege and oppresses and another is victimized and oppressed. This image omits all the nuance of race and ignores a sizable population that also experiences identity-based hate. Racism has never been monochromatic, nor has it ever been straightforward.

It is not enough to be reactive to traumatic incidents and to wait for worldwide movements to slowly garner support and siphon their way onto the Island. We need to take a deep look into our community and question which voices are missing and what can be done about the problem.

*Ignorance tacks the idea of being a perpetual foreigner onto the Asian American identity.*

*Efforts against anti-Asian racism and anti-Black racism should never come at the cost of one another.*

## The Loomis Chaffee Log

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

### ADVERTISING

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

**CORRECTION:** In the previous issue, the Log incorrectly attributed a comic on page 12 to Isabella Jiang '22. The comic should have been attributed to Isabella Wang '24.

## A Reflection: Loomis’s COVID Protocols

By LILIAN CLARK '24  
Staff Writer

Amongst a multitude of newly implemented policies, Loomis Chaffee’s COVID-19 protocols have undoubtedly played an integral role in shaping our school year. Retrospectively, these COVID protocols did their job in keeping students safe.

The school spent millions of dollars working to keep boarders and day students safe during their time on campus. Between the Flick staff, interns, and all the other faculty and staff across campus, the school’s frontline workers have made Loomis Chaffee amazing this year.

The COVID protocols served their intended purpose, reducing the amount of COVID cases on campus. The Island has seen a very limited amount of COVID cases on campus over the past few terms, if any, as noted in Head of School Dr. Culbert’s weekly emails. This has led to an increased loosening of COVID restrictions, where family visitation was permitted as of mid-March. On May 6, pods were disbanded—allowing students to visit anyone in the same dorm as them, no matter what floor they were on.

Now that a large portion of the student body is fully vaccinated, it seems like Loomis Chaffee is finally beginning a return to normalcy. With FDA approval of the Pfizer vaccine on the way for students of ages 12-15, the entire Pelican community can soon achieve complete immunity from the virus.

Students, overall, are also satisfied with

Loomis’s COVID protocols and the way that the school has developed over the past year.

“We received more privileges [such as] going into other dorms and visiting each others’ rooms later on in the year,” Isabella Delach '24, a freshman boarder in Cutler Hall, said. “I think that [the protocols] have indeed served their intended purpose, as we have not had a lot of COVID cases in this term.”

Grace Thompson '22, a day student from Glastonbury, CT, also reflected on the effectiveness of the COVID policies over the course of the year. “I think they definitely served their purpose as we weren’t shut down like many other schools were [at] the beginning of the year. Although they were intense, I think they were important in order to keep everyone safe,” Grace said.

“The COVID-19 protocols started off pretty strict but over the year they have loosened to the point where we’re getting a sense of normalcy back,” says Ilkay Can '24, a boarder in Carter Hall, when asked about how policies have changed over the course of the year. “We’re just a few steps away from having a normal school year.”

Yet now, as we wrap up the end of the 2020-2021 school year, we can see that Loomis’s COVID protocols served their purpose in maintaining a safe and productive learning environment on the Island. As such, we must thank all the people who helped make this year, even with its logistical obstacles, nothing short of an amazing success.



# Diverse Opinions Absent From DEI Initiatives

By MINJUNE SONG '21  
Managing Editor Emeritus

Mandatory readings at Loomis, as detailed in the 2020-2021 Diversity, Equity, and Inclusion (DEI) report, includes reading of either Ibram X. Kendi's "Stamped From Beginning" or Robin D'Angelo's "White Fragility," or "Waking Up White" for all faculty and "How to Be An Anti-Racist" for the Head's Administrative Team (HAT). All authors on the required reading list—Ibram X. Kendi, Robin D'Angelo, Debby Irving, John Palfrey—are known proponents of the anti-racist narrative: a narrative that argues there exist only racist ideas and policies and anti-racist ideas and policies.

I believe the anti-racist narrative should not be a predominant narrative that monopolizes discussion about racial inequity and DEI initiatives at Loomis. In a private school where faculty have full authority to dictate the framework of discussions, it's important that the faculty are exposed to a variety of narratives. Otherwise, the administration and faculty's bias toward one narrative can stigmatize students who offer dissenting perspectives—which is exacerbated by the anti-racist narrative's sweeping definition of racism that defines anyone who is not an 'anti-racist' as 'racist.'

Ibram X. Kendi, founder of Boston University's Center for Antiracist Research, defines a racist as "one who is supporting a racist policy through their actions or inaction or expressing a racist idea" in his book "How to Be An Anti-Racist." Conversely, he defines an anti-racist as "one who is supporting an antiracist policy through their actions, or expressing an antiracist idea." Kendi explains racism as "a marriage of racist policies and racist ideas that produces and normalizes racial inequalities," and a racist policy as "any measure that produces or sustains racial inequity between racial groups."

Importantly, Kendi draws the distinction between a racist person and an anti-racist person by how one chooses to explain racial

inequity. "Antiracist ideas argue that racist policies are the cause of racial inequities," Kendi states: any idea that suggests differences between racial groups may cause racial inequities are racist. "There is no such thing as a not-racist idea, only racist ideas and antiracist ideas" said Kendi, adding that "there is no such thing as a nonracist or race-neutral policy." Under the anti-racist narrative, one is either a racist or an anti-racist.

The above definition has its flaws. If the anti-racist definition of what makes someone a 'racist' is accepted by the majority of students and faculty, suggesting that racial inequities may be caused by factors other than racist policy is thus deemed 'racist.' And when the word 'racist' is as potent as 'pedophile' in contemporary America, not many would risk social punishment to defy the prevailing definitions.

In a perfect world, the administration should act as a mediator to prevent community members from feeling fearful about voicing dissenting opinions, as such fear is a direct consequence of one narrative dominating the discussion. However, Loomis seem to promote the creation an echo-chamber by widely endorsing the anti-racist narrative.

The anti-racist narrative is found in many aspects of Loomis life: in DEI initiatives, in courses, in administration-sponsored discussions. The anti-racist course, World History: Systems of Justice and Injustice, was created as part of the 2020-2021 DEI initiative to constitute one of two history courses that all students must take to graduate. "This antiracist course destabilizes the narrative of world history that has long perpetuated systems of injustice, and it empowers students to use their understanding of the past to promote systems of justice" its course description reads.

Also, in my experience with Thursday Advisory Group (TAG) meetings, contemporary events, like Derek Chauvin's trial and the killings of unarmed black Americans, are related to the Loomis community

by asking students to consider how they can 'dismantle' systemic racism at Loomis: students are expected to acknowledge the existence of systemic racism at Loomis or reflect on their privilege and subconscious prejudice.

In addition, Dr. Sheila Culbert, Loomis' Head of School, openly supported the anti-racist narrative by saying that the death of George Floyd "highlighted systemic racism this society faces," and that "we must ensure that we are actively antiracist by being mindful of our actions and getting the training that we need" in a May 30th Letter From the Head of School.

For the HAT, this "training" meant participating in workshops with Liza Talusan, who markets workshops like "Developing An Anti-Racist Practice." To its credit, the Loomis website's DEI Resource section features a few dissenting voices like Atlantic columnist John McWhorter; however, his essays criticizing the anti-racist narrative are not linked or elaborated to any extent.

If Kendi were to become our principal voice on racial inequity, we might normalize the idea that racial discrimination is justified. In "Pass An Anti-Racist Constitutional Amendment", Kendi proposed to pass a constitutional amendment that will create the Department of Anti-racism which, under 'trained experts on racism,' will have authority to investigate and discipline any private or public businesses, policies, entities that create racial inequity in outcomes. Beyond being openly in support of authoritarian policies, Kendi's proposal reveals how discrimination becomes necessary to create equal outcomes.

Regulating outcomes based on race—like factoring in race when hiring employees—perpetuates discrimination by judging a person by the color of their skin and not the content of their character. But for Kendi, who in "Stamped From Beginning" said that "racial discrimination is the sole cause of racial disparities in this country and in the world at large," discrimination is necessary. "The only remedy to past discrimination is present discrimination," Kendi says in How to Be An Anti-Racist, articulating that "if discrimination is creating equity, then it is antiracist."

Of course, discrimination based on race is one possible solution to racial inequity. Like all opinions, it deserves a voice—I am less interested in arguing for or against Kendi's opinions than pointing out the disproportionately large exposure he and the anti-racist narrative has in Loomis. Other solutions from both political spectrums exist, yet they are not given an equal voice in

DEI initiatives or faculty-guided discussions at Loomis.

It comes without saying that we must celebrate how the Loomis administration is genuinely concerned with educating its community on both open and systemic racism. Only a preju-

disced person would protest Loomis' intention. But Loomis' method has its flaws: DEI initiatives at Loomis are biased, limiting the community's ability to hold balanced discussions on racial inequity.

Diverse narratives must underlie Loomis' DEI initiatives, which steer campus-wide discussions through course offerings, mandatory readings, convocations, and TAG meetings. No one factor can fully explain the racial inequity that entertains our need for DEI initiatives in the first place. To properly educate students and faculty on racial inequity, Loomis must question to what degree some factor explains disparate outcomes, and this requires the exploration of narratives that elicit explanations to racial inequity other than racist policy rooted in white racism.

In fact, singling out white racism as the sole cause of racial inequity has the harmful consequence of alienating white community members, especially white male students, from public discourse and encouraging them to engage in echo-chamber discussions. Also, the administration's advocacy of liberal anti-racists advances the precedent where voices from the conservative narrative are vastly underrepresented in classrooms, convocations & TAG meetings, and even discussion among students. In the future, I hope that Loomis gives an equal voice to many narratives: this is important for our community to teach the complexities of racial inequity in a way that is conducive to all students and faculty.

*...the administration should act as a mediator to prevent community members from feeling fearful about voicing dissenting opinions, as such fear is a direct consequence of one narrative dominating the discussion.*

## Standardized Testing Becomes More Unstandardized During the Pandemic

By MICHELLE LIU '23  
Opinions Section Editor

When people think of standardized testing, they often think of four distinctive attributes that a particular standardized test has: format, questions, instructions, and time allotment. Yet, the pandemic has eroded an already shaky ground of fairness surrounding such a test's namesake.

Unfortunately, inequities in testing have been exacerbated by the pandemic. While organizations and schools are making adjustments to the standardized testing system, the tests cannot change fast enough to accommodate the many added, uncontrollable factors that students face due to the ever changing COVID-19 related restrictions.

One headache-causing concern for many is location. The College Board has stated that there has been "limited testing capacity in certain test areas due to public health restrictions and high demand. Test centers make individual decisions about whether to administer the SAT, and they may close before the administration, right up until test day."

It is not a student's fault if they live in densely populated areas, yet they are the ones who pay. As students cannot readily change their location to better suit the SATs or ACTs, it is detrimental to students when

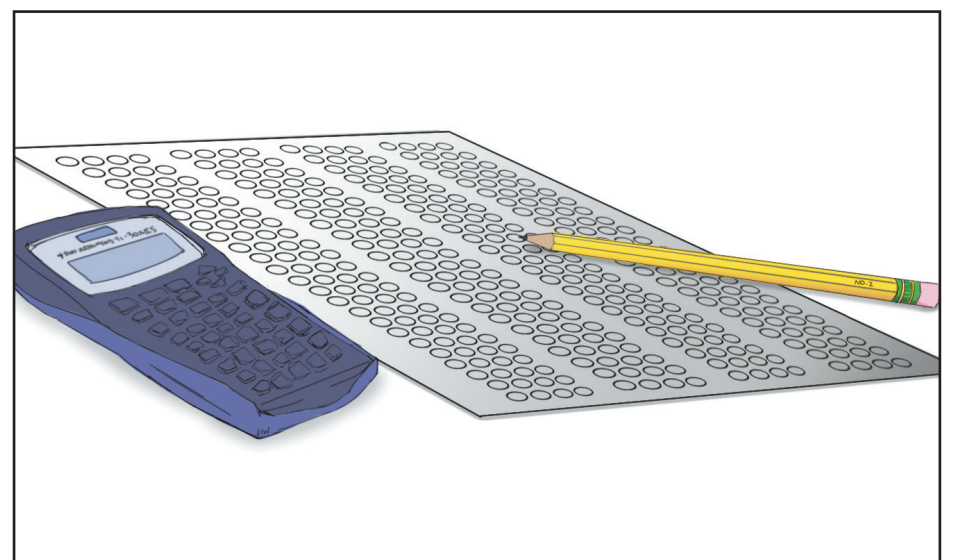
they must submit scores to be eligible to apply for a scholarship, program, and more if COVID-19 affects certain areas.

And it is not just testing and retesting troubles that students face; they must face out-of-the-blue changes that have nothing to do with the pandemic. For example, this year, the College Board discontinued subject tests because "most students now have access to AP courses." The loss of another benchmark test has made remaining standardized tests weigh more and harder to register for.

Any adjustments that schools are making are still not enough to alleviate all the stress students and families face toward the serious matter. High schools, such as Loomis Chaffee, and most colleges, including every Ivy League school, have become test-optional during the pandemic.

However, standardized testing still presents high stakes for students. Test-optional is not the same as test-blind. This means that standardized tests like AP exams, the PSAT, SAT, and ACT will still be evaluated in the decision making process. If one applicant and another have similar profiles, but one submitted the SAT or ACT with highly competitive scores, that student would more likely be chosen among the two.

This hypothetical example, along with a host of other scenarios, incentivizes



Graphic by Isabella Wang '24

high-achieving students to proceed with their plans for standardized testing, regardless of this year's unique trials.

As standardized tests have a significant impact on education careers, students must gamble their current situation and hope that it aligns with the College Board's whims and local, current COVID-19 numbers so they can take their test without disruption.

Ultimately, standardized testing has be-

come more difficult to be carried out, with more external factors that only provide more stress for students. Hence, as standardized testing right now has continued to decline in accessibility, and as recent administrative changes from College Board have failed to diminish the stress that college applicants face, such tests cannot correctly indicate the true aptitude of a student.

# Senior Athlete Spotlight

Compiled by CHLOE CHEN '22 and MARIAPAUOLA GONZALEZ '22  
Staff Writer and Sports Editor

## Nate Santos

Committed to University of Pittsburgh for Men's Basketball



Photo Courtesy of Nate Santos '21

**Although these unprecedented times have hampered your sports seasons, were you able to accomplish the goals you set for yourself this year?**

Although these unprecedented times hampered sports this season, I did achieve one of my lifelong goals of being able to play basketball at the next level!

**What are you looking forward to in college sports?**

I'm really looking forward to playing against other great athletes and competing for the chance to play in the NCAA tournament. Not a lot of people are in this position, and I'm really excited and grateful to be a part of college sports!

**What are some personal goals you have in furthering your athletic career?**

Some of my personal goals in furthering my athletic career are hopefully one day playing professionally in the NBA, playing for a national championship in college, and inspiring other athletes to reach their goals!

**What's your favorite memory from Loomis sports career?**

My favorite memory in my Loomis sports career was winning Founders League and New England's last year.

**What is one influential experience from your sports career at Loomis?**

The most influential experience that I remember from Loomis was probably when I first arrived on campus and I saw how so many other athletes pushed each other to get better every day. Coach Rock, Coach Dial, my teammates, and all the many athletes here at Loomis really stood out to me because they all encouraged me to be the best that I could be and supported me throughout my time here.

## Gisele Todd

Committed to Dartmouth College for Women's Lacrosse



Photo Courtesy of Gisele Todd '21

**Although these unprecedented times hampered your sports seasons, were you able to accomplish the goals you set for yourself this year?**

I think it was important to take a step back and set new goals and adapt to this season. Instead of looking towards a certain number of wins in games, I set goals to work towards improvement in more fundamental skills and accomplish them during practice.

**What are some personal goals you have in furthering your athletic career?**

I would like to work towards developing my leadership skills and becoming more of a team player, while improving my game.

**What's your favorite memory from Loomis sports career?**

A couple memories that especially stick out to me are our quarter final game against Tabor when we came back with less than 10 minutes and won in hockey, or my first fall on the Island when we won our last game 9-0 against Kent in JV field hockey, or our intense win over Hotchkiss in the rain in lacrosse.

**What is one influential experience from your sports career at Loomis?**

On the hockey team last year, a majority of my playing time was on the power play in front of the net. It not only taught me to always be ready, but it also taught me how to be a good and supportive teammate.

**Who has stood out in being a mentor for you here?**

I have a lot of role models here at Loomis. Ms. Williams, who taught me everything I know in field hockey. Coach Bissett, who is always willing to go up to the turf and shoot lacrosse balls at me. And of course, Coach Leyden, who has created an incredible culture with the Loomis Girls Hockey team and who I feel so fortunate to have been coached by.

## Jayden McMillan

Preferred Walk-On for Men's Baseball at Cornell University



Photo Courtesy of LC Communications

**Although these unprecedented times have hampered your sports seasons, were you able to accomplish the goals you set for yourself this year?**

To be honest, I think I accomplished most of my goals before the season even started. After coming off injuries and losing a season due to the pandemic, my two main goals were to get back to where I was before I went down and to play with confidence. I was back to 100 percent well before the season started, thanks to Loomis Strength and Conditioning and the baseball team's amazing atmosphere. The confidence was something that I still struggled with going into the start of the season, but my teammates and the coaching staff stuck by my side and helped me have the season I wanted.

**What are some personal goals you have in furthering your athletic career?**

I want to spend the upcoming months improving my biggest weaknesses. Getting faster and more versatile are the two big things I will work on over the summer because I want to contribute as much as possible for my team from the moment I arrive on campus. Right now, I rely a lot on my size and strength, but by adding different skills, I'll be more valuable to the team.

**What is one influential experience from your sports career at Loomis?**

The season-opening speech in front of the Sellers monument stands out because for a group of super talented guys who, except for three players, had never worn a Loomis baseball uniform, that moment brought us all together and introduced us to the Loomis baseball culture. Coach McKillop and Coach DeNunzio were also extremely important in building that culture. From my first conversations with them, they both made it very clear that they would do whatever it took to help me get to the next level. I'll always appreciate all that they've done for me throughout my time here.

## Carmen Williams

Committed to Radford University for Women's Basketball



Photo Courtesy of Carmen Williams '21

**Although these unprecedented times have hampered your sports seasons, were you able to accomplish the goals you set for yourself this year?**

It was disappointing not having many games this season and not being able to compete for the championship, but my teammates and I stayed positive and made the most out of our time together. The goals I had this season of creating a strong bond with my teammates and committing to play basketball in college were fulfilled, so I am more than content with how the season played out.

**What are some personal goals you have in furthering your athletic career?**

Some personal goals I have in my athletic career is to stay healthy and keep taking care of my body throughout college so that I can perform to the best of my ability. I want to continue a strong work ethic and make the most out of my opportunities.

**What's your favorite memory from your Loomis sports career?**

My favorite memory of Loomis girls' basketball is driving back from our away game at Taft after winning and blasting music on the bus. This was our only away game this season so we had to make the bus ride very live.

**What is one influential experience from your sports career at Loomis?**

On senior day, my coaches and teammates put a lot of effort into the night, and I am very grateful for how welcoming they have been to me throughout the season, especially since this was my first and only season at Loomis. My coaches, specifically Coach Stewart and Coach Bissett, have been the most influential mentors for me during my time at Loomis. They have gone above and beyond in pushing me so that I will be prepared for college basketball. They are also very approachable people who I can talk to if I need anything, and I am very fortunate to have such a great support system.

# Bill Ball Named New Boys' Lacrosse Coach

By JAKE KLEIN '23  
Sports Editor



Photo Courtesy of Bill Ball

On April 23, it was announced that Bill Ball would succeed Bill Lee as the next head coach of the Loomis Chaffee boys' lacrosse program. He was selected from a pool of over 50 applicants.

Coach Ball is returning to the Island, where he served as assistant athletic director, lacrosse coach, and dorm head from 2008 to 2012. In that span, the lacrosse team went 17-43 with Coach Ball as a member of the staff.

His impressive track record includes stints as head coach at the Calverton School in Huntingtown, Maryland, and Friends School of Baltimore, compiling a total record of 76-32 in nine years since leaving Loomis. From Maryland, Coach Ball sent several players to Division I programs, in-

cluding to University of Maryland, Johns Hopkins, and Penn State. He coached the nation's top-ranked player, Bubba Fairman, who now plays for the Terrapins.

Coach Ball will look to right the ship after the team won just three of its first nine games this year, following a 12-8 campaign in 2019 and a canceled 2020 season. Three of the team's four leading goal-scorers will graduate in the 2021 class.

"I am so thrilled to be back at Loomis, where it really all began for me," Coach Ball said in a statement from Loomis Chaffee Athletics. "It's such an incredible opportunity, and I am so thankful and fortunate for the opportunity. I look forward to building off what Bill Lee has done here and can't wait to take the program to the next level."

Director of Athletics Ms. Sue Cabot echoed the same feelings of optimism and excitement. "Many here on campus remem-

ber Bill as a terrific coach, mentor, and colleague, and I am incredibly excited to welcome him back to the Island," Ms. Cabot said. "He is going to do great things for this program right away."

Coach Ball graduated from Bates College in 2005, where he was a member of both the varsity football and varsity lacrosse teams. He then went on to earn a master's degree at St. Lawrence University while serving as a graduate assistant to the football and lacrosse teams. He worked at Phillips Academy Exeter for under a year before coming to Loomis.

Several returning pelican lacrosse players have already had contact with Coach Ball. One of the first orders of business for the new coach was to promote John Cunningham to the role of the team's associate head coach after four seasons serving as an assistant coach.



# The Prommunist Manifesto



By LILY POTTER '21  
Opinions Section Editor Emerita

## I. The Spectre of Prommunism

A spectre is haunting Loomis Chaffee—the spectre of Prommunism. All the powers of The Loomis Institute have entered into a holy alliance to promote prom: dean and class officer, physical plant and Flik, senior and PG. Thus, in resistance, it is high time that Prommunists should openly, in the face of the whole world, publish their views in opposition to the class struggle that prom embodies, their aims to terminate prom through revolution, their tendencies, and meet this nursery tale of the spectre of Prommunism with a manifesto itself. The prom institutionally lies in direct opposition to the goals of Prommunists and therefore, must be overthrown.

## II. The Boarding School Bourgeoisie

In our epoch of the bourgeoisie, the excesses of boarding school wealth remain prominent in the extravagant display of capital that the bourgeois class displays in its celebration of prom. Even those who do not belong to the bourgeois class, in participating in prom and its decadent display—the ostentatious attire, the limousines, and the gluttonous celebration—cosplay as the bourgeoisie for a singular evening, legitimizing the exploitative class system. Through the exploitative class's purchased goods (dresses

costing the average proletarians' yearly salary, subjugation of nature's offerings to man in the form of corsages and flowers), prom remains indicative of the bourgeoisie's tendency toward commodity fetishism when even the final moments with classmates are spent in an excess of capital accumulated through the exploitation of the proletariat class.

## III. Social Media & Market Stalinism

The social media landscape created by our idealized capitalist free market has encouraged the manufacture of experiences to look substantive and desirable to others, remaining easily quantifiable in their value. Consequently, prom attendees engage in "market Stalinism"—valuing quantifiable symbols of desirable outcomes rather than actual desirable outcomes. Similarly, rather than enjoying relationships among people in their final days of high school, prom forces its victims to posture for quantifiable "likes" or "comments" in the performance of a social media post.

## IV. Dialectical Mate-erialism

Aside from capitalist exploitation and market Stalinism, perhaps the most pressing concern around prom is the compulsive societal obsession with a prom date. In addition to the market Stalinism of promposals, the fixation on the prom date undermines the Prommunist goal of our utopia based on

mutual aid and our collective success. Prommunists propose an alternative celebration of the community of the last several years of high school, an exchange of food and camaraderie with minimal capital exchanged as a means to achieve our celebration.

## V. Prommunist Praxis

Prommunists, fellow comrades, you may be thinking: wow, these are a lot of lofty goals for the overthrow of the oppressive capitalist institution of prom. But, pragmatically, how can we thwart such an institution since we do in fact live in a society?

Well, I will offer you several practical solutions for direct action specific to Loomis Chaffee. A simple barricade of the road is always an effective strategy to prevent deliveries of excessive capital. To solve the problem of market Stalinism on social media, we can simply manually collapse all cell towers within a 25 mile radius of campus and dismantle the school WiFi. Organizing anti-prom protest events with your comrades during prom with activities such as reading from the Communist Manifesto, consuming a charcuterie board, or even tree climbing with a dress code of Scanlan Center Opening Day T-Shirt is a highly effective way to disengage with the capitalist prom while still celebrating high school and your comrades with fellow Prommunists without razing capitalist alienation performativity.

Graphic by Isabella Wang '24



# A Requiem for Soft Serve

By JANUS YUEN '21  
Columnist

As I ascended the stage to receive my diploma, I looked out into the grid of parents sitting in folding chairs to search for my mama and papa, who texted me that they would be here. It didn't take long. My eyes caught their cardboard cutouts by their glossy reflections and flat smiles, and my eyes brimmed with tears.

I returned to an empty dorm, quiet except for the occasional, "Kobe!" and the following thud of something landing in a trash can. I lined my luggage up against the wall, then just stood there. My parents weren't picking up the phone. But then I realized that I was free: I could go off campus. I could go anywhere I wanted. For the first time in over three-and-a-half months, I was free.

I exited my dorm into a silent quad, the last rumbles of Canada Goose-stuffed suitcases fading away into the distance, and started walking toward the bridge: toward town, toward the outside world.

I stepped onto the bridge before instinctively looking back and scanning for the deans. Then, when I was satisfied that none were watching me, I scampered onwards to Geissler's Supermarket.

That's when the spectacle of horrors began: the adults without masks walking past me on the sidewalk; their sneezing, snot-dribbling children also unabashedly maskless; the way they all talked so loudly, the sound waves flinging particles of spit and possibly COVID-19 at my face. I backed away from them, danced around them, and shooed them away with my hands. At last, I crossed the valley of darkness and arrived at the wide expanse of the Geissler's parking lot. And then finally, I was at the door.

It all lay before me. Potatoes by the crate. Strawberries. Raspberries. Crappy American kimchi. Racks upon racks of two dollar steaks. But the scents came a little too fresh—a little too strong—and then I touched my cheek and realized... I wasn't wearing a mask.

Panik!

I ran to the bathroom and tore off my backpack. I fiddled around and searched. A few minutes later I reemerged, a N95 on my face. Now it was time for a snack.

The bundles of bananas arrested me after half an hour of wandering and rifling through the store. The creamy, dummy

thickness of each banana. The yellow skins ripe and warm like the sun. But as I cradled five pounds of them in my arms and walked out the door, I heard footsteps shuffle behind me. Then slam. The world went spinning, and my bananas and I were rolling on the ground.

"YOU DIDN'T PAY," he yelled. "THAT'S 5 DOLLARS!"

"Do you take charge slips?" I replied. "Here's my ID."

I handed him my Loomis Chaffee ID, but he frowned. I could feel it through his mask. He handed it back, stooped down, gathered all the wounded and traumatized bananas, and walked back into the store, muttering. I couldn't quite catch what he said, but I think I heard something along the lines of "those stupid private school kids." I'd just lost my bananas. I was in no mood to take offense.

But then my stomach rumbled, and I found myself wandering somewhere else; this time toward an ice cream shop. As the entrance bells jingled over my head, I read through the menu of flavors, applying the close-reading techniques I'd polished over my four years at Loomis to decipher the meanings of names like "Horse Flesh," "Mom is an Alien," and the most enigmatic of all, "Cheetos." Then I saw it, oozing its mesmerizing contents into a cone in an employee's hand: the soft serve machine. The memories resurfaced.

I was a freshman again, wandering around Erickson Gym with a cone of vanilla ice cream, looking for a place to sit. The only open spot was with a bunch of bruh-uttering lacrosse players, and I knew it would feel too awkward to pass by and not sit down. So I took the seat. "Vanilla? Why are you so damn boring," one of them asked. The question shriveled me. I really just liked vanilla. I tagged along with them though and broke into the clique eventually. Soon, they became my best friends, and I became one of them.

Then I was a sophomore, getting lost in the new dining hall, marveling at its wonders: the waffle machine, the milk machine, the panini press, and the most beautiful of them all, the soft-serve machine. Oh, how refined were the flavors: "Cappuccino," "Macchiato," "Dark Chocolate." I vowed that I would never settle for normie vanilla again. Never again, for forever and a day...

But forever ended yesterday.

I snapped out of my stupor suddenly. I



Graphic by Isabella Jiang '22 and Andrew Park '22

leapt over the counter, straight past the cashier, pushed aside the employee who was filling a cone, and landed right in front of my love. As my finger touched the lever, I felt a tingle, a chill through my nerves: an echo of the before-times, resounding through my body, waking nostalgia's age-old aches. I pulled my mask down below my chin, positioned my face just below the spout, and pulled the lever.

I woke up on a hospital bed in a yellow-lit room. Everything sticky. Hands, face, shirt—all crusted over with the mixing scents of dried vanilla ice cream and barf. I dreamed again of those celestial coils, how they glowed in their spinning motion, how they made circles and wrapped themselves into a neat pile, as if heeding the command of the divine.

A door swung open, but I'm still dreaming and staring at the ceiling light. And then it is covered. I wait to get Deuced. I wait for Dean Liscinsky's rebuke. But Dean L's face is not what I see. When my eyes eventually adjust, I see eyes welling with tears.

"I'm so sorry we couldn't make it. I'm so sorry," she sobs.

I tear up again, but it's different this time. These are not cardboard cutouts. I feel mother's hands wrap around me, her face buried in my sticky, barf-encrusted shirt.

"It's okay now," her muffled voice says. "You can have all the ice cream you want now. We're going home."

# Class of 2021 Log Editor Superlatives

## Victoria Che

- Most likely to logically destroy everyone else in the Log staff
- Most likely to be trading stocks during Log meetings
- Most likely to be living in China's time zone while in Connecticut

## Stephanie Zhang

- Most likely to win the Pulitzer Prize
- Most likely to religiously get the Dunkin' Matcha latte for Log layout
- Most likely to compile a mini archive of the Log in her room

## Minjune Song

- Most likely to break his finger while bench pressing the entire Log staff while looking at himself in the mirror
- Most likely to sleep on a bare blue mattress
- Most likely to be stocked up on Honest Lemonade Tea

## Kelly Xue

- Most likely to scare underclassmen
- Most likely to be running on a combination of coffee and melatonin
- Most likely to create the colorful boxes during layout



Photo by Andy Choi '23

Back row (left to right): Harry Knight, Minjune Song, Janus Yuen, Julie Chung  
Front row (left to right): Kelly Xue, Stephanie Zhang, Victoria Che, Lily Potter

## Lily Potter

- Most likely to incite a Marxist revolution
- Most likely to have very strong opinions about very small issues
- Most likely to achieve world domination and establish philosopher sovereigns

## Harry Knight

- Most likely to be the next Mr. McCandless
- Most likely to die in a Patagonia fleece
- Most likely to own a successful small restaurant + bakery chain

## Julian Hernandez

- Most likely to be silent but deadly
- Most likely to take a tennis bag everywhere he goes
- Most likely to be late to his own wedding

## John Howley

- Most likely to wear scarves and sweaters in 70 degree weather
- Most likely to be successful in hiding his identity from authorities
- Most excited for Log issues to come out

## Julie Chung

- Most likely to become an animation YouTuber with a million subscribers
- Most likely to look like she popped out of the Matrix
- Best Hair

## Ms. Hsieh

- Most likely to attend a grammar competition and win
- Most likely to look up if someone mentions linguistics
- Best-est Hair

## The Mélange Section Must Be Terminated

By ARTHUR BEAUGEARD '23  
Staff Writer

I demand that the Mélange section be permanently removed from the Log. The section's blatant and frequent lying in the school newspaper threatens truth at our school almost as much as Putin's calculated disinformation campaigns threaten truth in America. Destroying the "lighthearted" and "funny" Mélange section is a necessity.

The Mélange section is a true mélange

of tomfoolery. How can decent Americans stand by while concepts like astrology are peddled in the paper? No red-blooded Christian would acquiesce to the godless paganism of star signs. In the last issue, an article about what cows do with "dat milk money" was written based on the premise that cows understand the concept of money. Excuse me, but animals don't understand money. They only understand how to be the mindless and oppressed servants of men; therefore, that article was unfunny and con-

fusing.

Another article asserted that our Irish brothers and sisters, proud Americans all, may in fact be villainous leprechauns. Number one: culturally insensitive. Number two: unfunny. I could go on; this cancerous section is filled with absurd concepts, conspiracy theories, and completely harebrained schemes set out with thought of little more than violence and chaos.

The second we lose sight of the truth, Loomis Chaffee has fallen. The second we

start arguing with each other about the facts, like, the facts, Loomis will be little more than a wounded doe surrounded by a pack of snarling wolves. Our rival elites from Choate, Andover, and the rest will start frolicking in our classrooms, and the filthy commoners from the slums of Greenwich and Avon will swarm into the dormitories.

The Mélange section not only causes frowning consternation, but also begets the greatest ill of all: Death itself.

## Kickin' It Before You Kick It

By NICK DALESSIO '23  
Contributor

Next week, the school year will come to an abrupt conclusion. Seniors will move on to significant new paths in life while freshmen, sophomores, and juniors will be back on campus in the fall. Thus, Loomis Chaffee students are left with three vacated months. To avoid a tedious experience this summer, here are some fun-filled, compelling suggestions to fill your time.

1. Get a Job (If you're old enough)

This may appear to be an exasperating way to spend your summer, as the long hours of labor have the potential to wear you out completely. However, you will be rewarded with a good sum of money—that is always a great motivation to do anything. Also, it looks good on your college applica-

tions, and that's always a plus.

2. Prepare for the Holidays

It's never too soon to begin thinking about holidays, right? Just forget that the 4th of July hasn't even happened yet, let alone Labor Day, and start getting ready. You can start by making your Christmas list, lighting your Menorah, preparing food, listening to music, or anything else that gets you in the holiday spirit.

3. Go Skiing

Ok, this might seem crazy, but there are places in America and around the world that see a decent amount of snowfall during the summer months. Oregon, British Columbia, Colorado, and even California are great places to catch some summer slopes. Some people love winter, and if this sounds like you, book a trip now. Just remember to always stay safe!

## Titanic Breakup

By SOFIA MANSILLA '23  
Contributor

WHAT WE SEE



WHAT WE DON'T SEE

