Dr. Culbert’s Sabbatical Draws to a Close

By RYAN FORTANI ’22
Staff Writer

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

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

Dr. Culbert plans to apply her extensive research into creating a book manuscript that she has already begun working on. In addition to her passion for history, Dr. Culbert is also an avid birdwatcher and photographer. Pursuing these passions, she has spent time taking a course through Cornell University on bird biology.

Dr. Culbert has found that her time on sabbatical has helped her grow, not just as a researcher, but also as an educator and a leader. Her time in New Hampshire has reaffirmed her decision to briefly depart the classroom and return to the core functions of research and analysis, she said.

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Dr. Culbert is ready to return to Loomis as her time on sabbatical draws to a close.

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

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By MIN JUNE SONG ’21

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

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LC Students Participate in New York Times Narrative Contest

By EMILY KHYM ’23
Staff Writer

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

Over 8,000 writers submitted entries, including a total of 31 Loomis Chaffee students. Although the New York Times has conducted similar contests before, this is the first year that it has invited personal narratives.

“I think that the contest appealed to our students because there wasn’t a narrow topic; each writer could focus on a story of personal interest. Loomis Chaffee students also have a lot of experience with this type of writing, as they practice writing personal narratives and personal essays throughout our English curriculum,” Director of Writing Initiatives Ms. Kate Saxton said.

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

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

KRISHNAPRIYA RAJARAM ’21
Too Old for Yo-Yos

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

SOPHIA CHEN ’22

Sunday

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

LCCA Advocates for Climate Action

By ZACHARY DAVIS ’21
Staff Writer

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

They believe that the United States government is doing very little to address the issue of climate change. America’s youngest leaders are taking matters into their own hands by lobbying politicians and participating in strikes to alert government representatives about climate issues.

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

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

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

Science faculty member Mr. Neil Chaudhary ’95, the LCCA’s faculty advisor and advocate for legislative action on climate change, hopes that the LCCA can have more meetings with lawmakers to show them that “there is a strong, durable political will in the population for this kind of movement.”

While optimistic about the possibilities of change in the upcoming years, he holds the belief that politicians’ primary goal is to get re-elected, and communities around the nation need to prove that prioritizing climate legislation is the highest priority.

“We have the ability to change the looming catastrophes behind global warming may seem overwhelming and even frightening, but when asked about possible changes occurring today, Mr. Chaudhary referenced the sometimes forgotten power of local state bodies in the United States. Mr. Chaudary said that, in response to the general disregard for the threat of climate change and the current administration’s decisions of withdrawing from the Paris Climate Accords, “federal government is not the only source of power in this country.”

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

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

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

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

“[Many Loomis students] rightly focus on their schoolwork and their athletics. Climate action is something they should be focusing on as well, but it can be difficult in such a busy community,” Anya said.
Niche.com Rankings: What Do They Mean and Are They Important?

By HAZEL LE’22 Social Media Manager

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

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

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

Niche uses sources ranging from the US Department of Education, National Center for Education Statistics, and reports from Niche users. When Niche ranks schools, it considers the following factors: composite SAT/ACT score (30.0%), top colleges score (25.0%), college enrollments (15.0%), race and diversity (10.0%), parent/student surveys on overall experience (10.0%), and student-teacher ratio (10.0%).

Standardized test scores, top college scores, and parent/student surveys are all self-reported by Niche users, making up 65% of the website’s ranking methodology. However, Mrs. Amy Thompson, Loomis Chaffee’s dean of enrollment, along with many students around campus, believes that the Niche website should serve only as a referral site. “The other 35% is based on the US Department of Education’s data, which do not apply to private high schools,” Mrs. Thompson said.

In addition, many schools have “Niche Partner Accounts,” which allow them to upload their data to the website. With a premium account, schools are able to directly advertise themselves to applicants. “Niche has been in the business of making money off of these rankings, relying on families’ use of them to determine school quality,” Mrs. Thompson said.

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

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

Researching unique components of boarding schools and seeing if they match up with your personal ambitions and if they can help you grow and further those ambitions both as a learner and a creator is the most important factor[s] to take into account,” Debi Chakrabortti ’21 said.

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

In addition to school size and rigor, Tess Carry ’20, a daily student from Suffield, CT, believes that “your gut feeling” is the most important part of choosing a school. Although Mrs. Thompson does not think Loomis’s ranking is particularly meaningful, she admits that she enjoys seeing many positive reviews about the school on Niche.

In a survey of eight Loomis students, six admitted to reading Loomis’s reviews on Niche before applying to boarding schools. “I really value what people in the school thought about the school and what the school believed they provided,” said the website gave reviews from alumni and current students as well as general information about each school,” Isabella Juang ’22 said.

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

“Niche did have an impact on my application process… I could understand what is individually special about a specific boarding school,” Nathan Ke ’23 said.

For Alan Abdrazako ’21, “[Niche] is only obligatory for applicants when applying to a big pool of other schools.”

Instead of researching only school rankings, students can also look into the school’s main website and pay the schools a visit. “While students could find basic information on Niche, specific programs and statistics are much more elaborate and clear on the school’s main website.”

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

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

In addition to Tess, Anika Ahilan ’23 was also “convinced to come to our amazing school from the experience of revisit day.”

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

LC Students Shadow Medical Professionals at UConn

By THOMAS HAMEL ’21 Contributor

A small group of Loomis Chaffee students have the opportunity this fall to travel weekly to the University of Connecticut Hospital as a part of the Medical Shadowing Community. Service trips like ACT/ SAT scores and student-teacher ratio, but not all schools share the same priorities for these factors.

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By RYAN JONES '20
Opinions Editor

“What was it called again...?” I was certain he was joking, my lips tucking into a confused smile. But the pregnant pause that followed wiped the grin from my face, as I struggled to suppress a look of sheer horror. Surely, he couldn’t be serious.

It was a pause that followed wiped the grin from my face, as I struggled to suppress a look of sheer horror. Surely, he couldn’t be serious.

I can never seem to stay longer than a few minutes for what I consider to be a swastika. This alarming trend is apparent worldwide as well. A gunman killed two and injured six during Shabbat morning services on October 9, 2019, on Yom Kippur, the holiest day of the Jewish calendar.

On April 27, 2019, a 19-year-old gunman opened fire on aLANGTON Hughes poem; marrid the describer using the whale — a heart with a swastika inside of it — and urged students to exercise empathy and kindness. He led a ceremony in the chapel in the morning of Oc-

tober 24, wherein Mr. Trenchard recited a passage from a Langston Hughes poem; marrid the describer using the whale — a heart with a swastika inside of it — and urged students to exercise empathy and kindness. He led a ceremony in the chapel in the morning of October 24, wherein Mr. Trenchard recited a passage from a Langston Hughes poem; marrid the describer using the whale — a heart with a swastika inside of it — and urged students to exercise empathy and kindness. He led a ceremony in the chapel in the morning of October 24, wherein Mr. Trenchard recited a passage from a Langston Hughes poem; marrid the describer using the whale — a heart with a swastika inside of it — and urged students to exercise empathy and kindness. He led a ceremony in the chapel in the morning of October 24, wherein Mr. Trenchard recited a passage from a Langston Hughes poem; marrid the describer using the whale — a heart with a swastika inside of it — and urged students to exercise empathy and kindness. He led a ceremony in the chapel in the morning of October 24, wherein Mr. Trenchard recited a passage from a Langston Hughes poem; marrid the describer using the whale — a heart with a swastika inside of it — and urged students to exercise empathy and kindness. He led a ceremony in the chapel in the morning of October 24, wherein Mr. Trenchard recited a passage from a Langston Hughes poem; marrid the describer using the whale — a heart with a swastika inside of it — and urged students to exercise empathy and kindness. He led a ceremony in the chapel in the morning of October 24, wherein Mr. Trenchard recited a passage from a Langston Hughes poem; marrid the describer using the whale — a heart with a swastika inside of it — and urged students to exercise empathy and kindness. He led a ceremony in the chapel in the morning of October 24, wherein Mr. Trenchard recited a passage from a Langston Hughes poem; marrid the describer using the whale — a heart with a swastika inside of it — and urged students to exercise empathy and kindness. He led a ceremony in the chapel in the morning of October 24, wherein Mr. Trenchard recited a passage from a Langston Hughes poem; marrid the describer using the whale — a heart with a swastika inside of it — and urged students to exercise empathy and kindness. He led a ceremony in the chapel in the morning of October 24, wherein Mr. Trenchard recited a passage from a Langston Hughes poem; marrid the describer using the whale — a heart with a swastika inside of it — and urged students to exercise empathy and kindness. He led a ceremony in the chapel in the morning of October 24, wherein Mr. Trenchard recited a passage from a Langston Hughes poem; marrid the describer using the whale — a heart with a swastika inside of it — and urged students to exercise empathy and kindness.

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In March 2019, a swastika was found in a foreign-language dictionary in Founders Hall. In response, the Norton Center held a “coffee house” during which students advocating tolerance and inclusivity gathered on the main floor of the building.

In the fall term of the 2017-2018 school year, a swastika was carved into a toilet seat in Chaffee Hall. Head of School Sheila Cul-
\ntent: Jack Glassie '20

Social Media Manager

The Loomis ChaFFEe Log is the official student newspaper of the Loomis Chaffe School in Windsor, CT. We can be found online at www.thechlog.com, and we can be contacted via email at log@loomis-chaffee.org. Letters to the editor and op-eds submissions are welcome via email. The Log reserves the right to edit all letters and pieces for brevity and content. Though every effort is made to represent the views of the students, the Log does not necessarily reflect the opinions of the school administration. Unsigned editors represent the collective views of the Editorial Board.

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

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

By ALLY VELASQUEZ ’20
Social Media Manager

As the last of the forty-nine prospective American citizens crossed the stage, the overwhelming cheers that filled Olcott Gym were very inclusive of day students... It wasn't by dorm, so it was nice to share meals with kids who I don't usually get to know. I thought the class dinner because I enjoyed sitting with students that I taught during their freshman or sophomore year. I probably won't get to see them. It was easy to sit and catch up with them for a full forty-five-to-fifty minute dinner. It was also fun to have conversations with seniors who I've heard of but have never had a conversation with.
Don’t Penalize Quiet Kids

By STACEY ZHANG ’22
Contributor

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

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

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

They then bring their otherwise-unspoken questions or unique ideas to discussions, making the conversation more informative for all students. As a school in a rather quiet town in Connecticut, Loomis Chaffee provides a space for students and teachers to think differently by incorporating unique perspectives from a diverse student body.

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

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

One of these reasons could be that students are thinking and reflecting on the material. Students who spend time on reflection may try to answer some questions risen from previous discussion or to formulate their own ideas.

Frequent participation by certain students, however, could interrupt others’ thinking process. These people might participate less vocally, but their silent engagement with the material should be valued equally. This idea is especially true in humanities classes, which require a lot of critical thinking. This process of thinking could and should take time, and it often generates more thoughtful conversations. Participation is essentially a collaboration, and sometimes one’s silence is precisely what allows others to speak. We’ve all seen that one person answering every question and dominating conversations in class. A collaborative class is then transformed into a monologue. Instead of solely focusing on their own voice, students should also be considerate about listening to other people.

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

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

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

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

The students tend to prepare extensively the quotations and theories they want to talk about during the discussion, which may be beneficial, depending on the teacher’s intentions. However, the fact that one’s grade depends largely on how much one participates could make the student feel that they have to talk, despite the thoughtfulness of the content.

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

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

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

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

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

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

By JOHN SHEN ’21

Contributor

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

Shortly before my freshman year, I sat in my room, reading through the information for new students. Then I saw it: “9th graders must minimally fulfill the requirement of 2 team and 2 physical education activities during the year.” Flashbacks to gym class suddenly ran through my mind. Maybe this wasn’t the school for me after all. Maybe I should’ve stayed in Korna. I dreaded the thought of sitting mindlessly in front of the goal, or being chosen last yet again.

After debating which sport I should opt for, I decided to play it safe and joined club soccer. I told myself that I could stand in the goal, or being chosen last yet again.

As of November 12, 2019

Records Format: Wins-Losses-Ties

**COED VARSITY TEAM:**

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

**BOYS’ VARSITY TEAMS:**

- **CROSS COUNTRY:** 9 first-place finishes
- **SOCCER:** II-3-4
- **WATER POLO:** I-7-5
- **FOOTBALL:** 3-6

**BOYS’ JV TEAMS:**

- **CROSS COUNTRY:** I-second-place finish
- **SOCCER:** II-6-2
- **WATER POLO:** II-10-3
- **FOOTBALL:** II-2-6

**BOYS’ III TEAM:**

- **SOCCER:** 6-7-2

**GIRLS’ VARSITY TEAMS:**

- **CROSS COUNTRY:** I: 5 first-place finishes
- **SOCCER:** II-5-9-2
- **VOLLEYBALL:** 13-4
- **FIELD HOCKEY:** II-9-7

**GIRLS’ JV TEAMS:**

- **CROSS COUNTRY:** 4-2
- **SOCCER:** II-1-1
- **VOLLEYBALL:** 13-2
- **FIELD HOCKEY:** II-7-3-5

**GIRLS’ III TEAMS:**

- **SOCCER:** 2-7-1
- **FIELD HOCKEY:** II-0-5
- **VOLLEYBALL:** II-9-1

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

By GAVIN ANDERSON ’22

Staff Writer

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

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

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

“I have been playing since I was three, and it’s one of the only things that I really enjoy,” Doherty said.

She uses her experience to contribute to her team’s success and also help new members of the team with their play during games. An essential piece of the team’s young core, she is looking to step into a bigger leadership role and continue to help the team rack up more wins.

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

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

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

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

“I enjoy chasing after my teammates,” Jake said.

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

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

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

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

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

By LILY POTTER ’21
Staff Writer

Continued from the front

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

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

"We took a look at it because of inconsistencies in the old requirement. We wanted..."
**Review: “Macbeth” Is Bewitchingly Good**

By COOPER RAPOSO ’21

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

The play follows Macbeth, a Scottish lord who, after being given prophecies by three witches and being convinced by his wife, decides to murder the overly trusting King Duncan and his own former ally, Banquo, to become the king of Scotland. Macbeth is eventually defeated by Macduff, a rival lord who seeks to put Malcolm, the son of Duncan and rightful king on the throne.

The tragedy of the downfall of the once honourable Macbeth is an excessively human story, a story of a man, with some personal sufferings giving in to his darkest ambitions. The corruption of Macbeth is mesmerizing to watch, his crisis of dishonor growing with each second.

Senior John Howley’s performance of Macbeth is as tragic as it is terrifying, the unhinged madman that reveals himself in the last act gets the audience, not letting us look away for a second as Macbeth’s savagery unfolds. The true sorrow of Macbeth spooks you in purely in his “Tomorrow” soliloquy after the death of Lady Macbeth.

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

Lana Betheny ’21 masters the cool and confident exterior of Lady Macbeth, while still conveying her ruthlessness and yearnings for power.

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

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

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

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

The play is bewitchingly put together with fascinating costumes, a beautiful set, and intricate lighting. The costumes are a morley yet elegant combination of old and new, giving the play a captivating modernity.

The set, facing askew, provides a superb backdrop to the regal and twisted play. The lighting emphasizes the emotions of the characters with colors and darkness, adding another layer to the already intricate play and enriching the intensity of the performances.

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**“Macbeth” The Comedy**

By JANUS YUEN ’21 & ANDREW PARK ’22

Contributors: Melange Editor

Foreword:

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

ACT I

Scene 1

Thunder and lighting. Three Witches fall from the sky.

First Witch

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

Second Witch

Well meet when the hurly-burly’s done.

First Witch

(Groans) I hope I turned off the oven.

Scene 2

A sewer, with scuba divers and servants with dishes carrying food across a ditch. Enter Macbeth.

Guests

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

Scene 3

A strange man, whom Macbeth recognizes, is brought on stage, with a cleaver in his hand, tears open his cloak and hands it to Macbeth.

Macbeth

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

MUSIC CUE: I Just Can’t Wait To Be King (From “The Lion King”) Accordion

Enter Lady Macbeth

Lady Macbeth

Honey, the king’s almost done with dinner!

Macbeth

Oh no! Is he asking for me?

Director

I said CUT! The Disney representatives are here!

Scene 4

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

**End of ACT 1**
Thanksgiving for International Students

By ANDREW PARK ’21
Melange Editor

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

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

Exactly.

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

1. Hide in your dorm.
   - It’s as simple as 1, 2, 3, really. If you don’t want to go back, don’t! Who’s to force you to go back home, anyway? Just make sure to find a hiding place where you won’t be caught and be ready to run if things seem to be going awry (see number 3).
   - Once you’ve successfully evaded anyone who might be looking for stragglers, you’ve got the whole dorm to yourself! I mean, the dining hall won’t be open and all, but who needs food to survive? Besides, if you become really hungry, just eat your secret stash of ramen (or whatever) that I’m sure you have somewhere.

2. Become a stowaway.
   - If you do want to go back home and don’t mind the long way there, but only care about the mountain of money it’ll cost you, this is the perfect choice for you! If you’re pretty small, I’m sure you could ask one of your friends to stuff your body into a suitcase.
   - You’ll just need to watch out for your blood not flowing for hours on end, the sub-zero temperatures (by the way, it’s really cold up there!), and being oxygen deprived – although the last one would only happen if you tried to light a fire inside, as the captain would unknowingly spray halon inside the compartment and shut off the ventilation to prevent the fire from spreading, but hey, it’s all for the safety of the passengers, right? Oh wait…
   - Also, your friend would need to pay extra for his/her “extra heavy luggage” (wink wink), so expect a hefty paycheck on your return – it’s cheaper than actually riding the plane (hopefully).

3. Run to the woods.
   - Truly the easiest option – requiring near zero preparation and effort – is to run to the woods. No, really. Just run. Of course, once you’ve found a pretty secluded place of your own (making sure to avoid the other people who’ve decided to take their chances in the forest with you), take out all of your camping gear, such as a tent, a sleeping bag, a hatchet (or jungle machete), a small knife, compass, and cooking equipment, etc.…
   - What do you mean you don’t have all that? Great, zero preparation – just find it in the woods somewhere, I’m sure someone must have thrown all that stuff away some day. Also, I really hope you don’t have some of the stuff in your room…
   - Once you have a cozy little home (read: barely upright tent), your next order of business is to get some food. That’s so easy – just eat inside! They’re all you ever need. You should eat them cooked, though – try expelling all of your food out of your stomach in a “great source of protein,” says a certain British survivalist/adventurer – and truly, you can’t argue with that.

4. Do the stowaway thing.
   - If you come back hungry, just eat your secret stash of ramen (or whatever) that I’m sure you have somewhere.

A Day in the Life of an International Student

By LAN SHENG ’22
Staff Writer

Exhausted after study hall (during which you definitely didn’t procrastinate), you climb into your XL-sized bed ready for a good night’s sleep. No luck, though. You decide to wait until 6:30 a.m. to tomorrow to finish reading for your math test and proceed to finish your English essay. Your eyelids shut themselves, and you drift off. Sweet dreams!

6:30 a.m.: Your phone rings angrily, oh, how you hate being woken up by the By the Beachside ringtones! You fumble around for your phone and blindly press the screen, hoping to hit the snooze button.

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

8:14 a.m.: You run to the dining hall, checking off your morning workout and exercise name on the breakfast in Ack-or List at the same time. What a productive morning! If you were just to study hall for your class Time.

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

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

10:40 a.m.: On your way to the math class, you robo-style greet people you kind of know, throwing a wave in Ack-or List directions, and you are ready to go to bed.

12:00 a.m.: You are almost falling into a deep slumber, when you remember all the work you have left! Panic and dread fills you. You shut off your phone and dive under your cover, hoping to look like you are asleep. The faculty member leaves without a word.

12:02 a.m.: You are almost falling into a deep slumber, when you remember all the work you have left! Panic and dread fills you. You shut off your phone and dive under your cover, hoping to look like you are asleep. The faculty member leaves without a word.

12:04 p.m.: You lie in bed, scrolling through the infinite pages of Instagram, wishing desperately that the faculty on duty opens your door to see if you have your lights out or not. In the span of a single millisecond, you shut off your phone and dive under your cover, hoping to look like you are asleep. The faculty member leaves without a word.

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

4:15 p.m.: Your growing stomach leads you to the dining hall, where a medley of students in sweaty gray and workout clothing hungrily prowls the scenery. You pile enough food to feed a small nation onto your plate and sit with your friends. This is your chance to catch up with them and relish it.

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

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

8:45 p.m.: You decide you’ve been procrastinating for too long and force yourself to review that you’ve taboo take a look at your to-do list and scream. It’s more horrifying than The Conjuring. With a loud “nope!” you pause your throwback and open up another You Tube tab.

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

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

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

12:00 a.m.: You are almost falling into a deep slumber, when you remember all the work you have left! Panic and dread fills you. You shut off your phone, and in the blink of an eye, it’s 1:20 a.m. You can’t do it! I can’t!... Nightly night!
Thanksgiving MAD LIBS

By JOHN HOWLEY ’21
Staff Writer

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

The parts of speech will be noted as follows:

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

When the pilgrims first landed on Plymouth Rock in _________(4 digit #), they were greeted with a(n) _________(Adj.) environment. The fresh American soil was _________(Adj.), and the Pilgrims were faced with a challenge that, if overcome, would change the course of _________(N. Name of country) forever. The Pilgrims originally set sail for America after oppression from the _________(country) government prevented them from being able to practice their _________(N.) openly. Because of this oppression, they decided to _________(V.) and bravely risk the perils of _________(Adj.) _________(N.), _________(V. Ending “-ing”).

Together, the Natives and the Pilgrims were able to _________(N.) _________(V.) before even arriving to the new land. Upon their arrival, though, they quickly began setting up new _________(plural N.) and _________(V. ending in “-ing”). Over time, they were able to _________(V.) a new colony that could be _________(Adj.) _________(N.), but when the first winter came, the colony that they so _________(V. Ending “-ing”) created began to crumble.

But, by allying with the Native tribes that inhabited the _________(N.), the Pilgrims were able to learn the proper methods for _________(N.) _________(V.) _________(Adj.) _________(N.), and _________(V. Ending “-ing”). Together, the Natives and the Pilgrims were able to _________(V.) a beneficial relationship.

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

This feast was contributed to by both the Native people and the Pilgrims, and consisted of delicious _________(plural N.) _________(Adj.) _________(plural N.). This feast was ultimately called “Thanksgiving” and became a _________(N.) that remains one of the most _________(Adj.) holidays ever to this day.

Thanksgiving LOGRhythms

By PORTIA INZONE ’20
Managing Editor

"What a Wonderful World" by Louis Armstrong
"Thank you, next" by Ariana Grande
"Bubbly" by Colbie Caillat
"Home" by Michael Buble
"Better Together" by Jack Johnson
"Thank You for the Music" by ABBA
"Thankful" by Colbie Caillat
"A Moment Like This" by Kelly Clarkson
"Grateful" by Rita Ora
"Thank You For Loving Me" by Bon Jovi
"Thank You" by Khelani
"Nothing Without You" by The Weeknd
"Gratitude" by Earth, Wind, & Fire

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

Backpacks in the Dining Hall

By CHLOE BEHRINGER ’20
Contributor

You walk into the campus center at 12:00 p.m. on the dot, eager to beat the line for chicken tenders and some mac and cheese. Looking into the empty bag drop room, you think to yourself, No, I don’t really need to put my bag in there. You continue walking down the bright white hallway in pursuit of some delicious Flik dining. The wonderful smell of a filling lunch wafts into your nose and teases your growling stomach. After rounding the final corner, you almost completely forget about the snuggly poach attached to your back.

However, after you step completely into the servery, you recognize the true gravity of the irrefutable breaking of rules. Deans lurk around every corner, trying to spot one of the many students who turn a blind eye to the bag drop zone and itspurse. You try to slink away, but you know that once you enter his eyesight, there’s no escape. The pull on your bag brings you back to reality as you turn to meet his eyes and your fate.

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

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

Day Students Experience FamSty

By FREYA RICH ’20
Contributor

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

A few weeks later, during their first class dinner, the actual freshmen were... well, still freshmen. Like polar bears in the Sahara, the day students were quite easy to spot.

However, after you step completely into the servery, you recognize the true gravity of the irrefutable breaking of rules. Deans lurk around every corner, trying to spot one of the many students who turn a blind eye to the bag drop zone and itspurse. You try to slink away, but you know that once you enter his eyesight, there’s no escape. The pull on your bag brings you back to reality as you turn to meet his eyes and your fate.

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

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

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

“Huh, that wasn’t that bad,” one senior from Glastonbury was rumored to say.

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

“I can’t wait for next sit-down dinner!” a third chimed in.

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

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