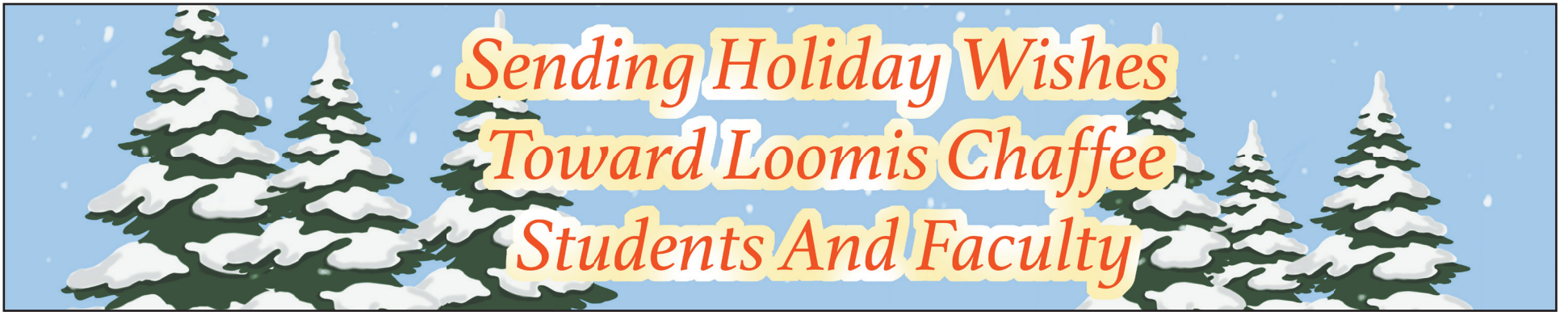


Loomis Chaffee Log

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SACHEM: A CELEBRITY IS BORN

Andrew Park '22 | Contributor

"I think seeing the dog's picture every day can cheer me up and give me [a] quality start to my day."

He's big, brown, and fuzzy. He's here to save students from their boredom and misery. He's almost too friendly. And he's a rising social media sensation. It's time for him to step into the spotlight. On Instagram, history teacher Mr. Elliott Dial's Bernese mountain dog Sachem is starting to gain many followers.

The account is called @sachemthebear, and the first post occurred on October 8, 2018 when Sachem was eight weeks old. The account has been steadily receiving more and more attention, reaching a total of 68 posts and 612 followers as of December 11, less than two months later.



Graphic courtesy of Andrew Park '22
Mr. Dial with his pet dog, Sachem, who has 612 followers on Instagram (as of December 11).

In fact, Mr. Dial did not make the Instagram account; he said that before the account was made by his fiancée, he did not know much about the social platform. He said that his fiancée wanted to make the account to keep tabs on Sachem. In Mr. Dial's words, she thought that this was "a great way to... keep our little history going of him, almost like a photo collage."

"I think seeing the dog's picture every day can cheer me up and give me [a] quality start to my day," said Hazel Le '22, who follows the account on Instagram. This seems to be the effect the dog has on people, as the account's biography says, "making people happy just by being me." Many invested followers rush to get out of class faster to meet Sachem when Mr. Dial is walking him across the quad.

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ONE- WHEELING AROUND THE LOOP

Hazel Le '22
Contributor



Graphic courtesy of Hazel Le '22
Gus Hawley proudly holding his unicycle.

The sight of Gus Hawley '20 on his unicycle should be familiar to most people at Loomis Chaffee. After finishing practice at 5:45 pm every day, Gus rides his unicycle around Founders, past the Meadows, and back to Harman. Although it started as a fun after school activity, he soon began to ride daily.

Most people think that riding a unicycle is "cool," but most people are not bold enough to learn to ride it. Gus Hawley is not like most people. Gus just learned how to ride a unicycle last summer, and he has brought his interest back to Loomis Chaffee.

Though unicycling may seem dangerous, Gus finds himself calm and relieved from all the stress of the moment as he sits on his unicycle.

"It is the time I look forward the most in the day, to actually feel the nature surrounding me," Gus commented.

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COACHES WHO STILL COMPETE

Elena Anderson '19 | Sports Editor

Whether it's 13.1 miles, 26.2 miles, five sets, or eighteen holes, each of these Loomis Chaffee coaches continues to compete in the sports they love alongside their roles as teachers and administrators on campus.

For Mr. Jeff Dyreson, who teaches the girls varsity volleyball and boys JV golf teams, serves as the associate director of the Alvord Center, and teaches environmental science, his favorite part of coaching is "the same as in the classroom: seeing students learn, grow, and appreciate, whether that be appreciating the topic in class or loving the game and the team in volleyball or golf."

Alongside these responsibilities as a coach and educator, Mr. Dyreson continues to play in a men's volleyball league on Tuesday nights and play golf "whenever [he] has the day off and the weather's nice." When asked why he continues to compete, his confident answer "I love the sports innately" proves his passion for the games he coaches.

Mr. Dennis Robbins, a Philosophy and Religion teacher who coaches girls cross country, shares a similar passion for his sport that has manifested itself as a love of running marathons after a suggestion by his fellow coaches Paige Kaptuck and Betsy Tomlinson less than ten years ago that he might like to try one as a sort of bucket list item.

Mr. Robbins' first marathon took place on Cape Cod on Parents Weekend during the October blizzard of 2011. As he cheerfully remembers, "The conditions could not have been less promising, but I ran it anyway and from that point on I've been hooked." Since then, he has competed in many marathons, including the New York City marathon on December 4 of this year.

Reflecting on his performance last month, he said, "Sometimes you eat the bear, and sometimes the bear eats you." Although Mr. Robbins "ate the bear" last year at this race, he wasn't satisfied with his performance this year.

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Graphic courtesy of Tracey Robbins
Mr. Robbins running the Chicago Marathon in 2016.

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FAKE IRS VOICE MESSAGE

John Sihn '21 | Staff Writer

Many members of the Loomis Chaffee community received calls from scammers posing as IRS agents on Thursday, November 27.

The scammer explained to those who answered that their taxes were not paid properly, and threatened that if a payment was not wired to an account, the answerers' properties would be seized.

The Loomis IT office rapidly responded to these calls by notifying students and faculty across campus that the messages were "completely fraudulent and should be ignored."

These calls are made by illegal scam call centers in foreign countries that hire workers who implement various methods and scenarios to extract private information from victims, according to Pindrop Blog. The IRS scam call is only one of countless scenarios these companies utilize; for instance, another common scam is to make students believe that they have student debt and require them to pay a significant sum of money to the scammer's account.

According to MarketWatch, through these devious methods, telephone scammers gather on average \$430 per each victim (Lamagna).

However, these scam calls were not directly targeting Loomis Chaffee students but simply a result of a series of automated calls. Scam call centers usually call a large group of numbers that have the same area code; hence, it is highly probable that these scammers coincidentally called multiple Loomis telephone numbers.

This incident does not necessarily pose a threat to the school's cyber security system. While scam calls put countless at risk, they do not directly affect the school's cyber security like more serious methods such as hacking.

The school takes cyber security seriously, and requires students and faculty to install an antivirus software such as Avast on all personal computers. Although these computer programs may seem unnecessary, they offer network security and protection from the ever-growing variety of computer viruses.

Outside Loomis, innovative and feasible solutions to scam calls are constantly being proposed, says TheVerge.com. Numerous phone companies such as Google and Samsung have started to install built-in software on their phones that blacklist and block suspected scam calls (Welch).

Also, carriers such as AT&T, T-Mobile, and Verizon Wireless offer plans that enable customers to block unwanted scammers and notify the customers that the number is unknown or is likely to be fraudulent.

There are also widely available third-party application options such as Robokiller and YouMail that not only block unwanted numbers, but also play realistic recordings to deceive the scammer and waste the scammer's time by continuing the call.

However, according to Huffpost, the most crucial deterrent is to never respond to the phone (Brenoff). Even if the call is automated, slight noises such as coughs let robots on the other end know that this number is active. This may lead to an in-

crease in the number of scam calls and will likely make the situation worse for the victim. Hence, the best solution is to never respond to fraudulent calls and to always take careful precautions against them.

Many of you may have received fake computer-generated voice message/calls on your room phones warning of dire consequences for some sort of tax infractions. These messages are completely fraudulent and should be ignored. Unfortunately, these messages cannot be blocked. The robo dialing software runs down huge lists of numbers and likely just hit the 860-687 block. Do not respond in any way.

For safety reasons, it is important that you do not disconnect your room phone from the jack.

Dan Corjulo
Director of Information Technology

Graphic courtesy of Stephanie Zhang '21

Above is a screenshot of the email that notified the LC community of the fake phone calls.

AN INTERVIEW WITH HOLOCAUST SURVIVOR DR. LEON CHAMEIDES

Liam Scott '19 | Editor-in-Chief

If [the Germans] could sink to it, then all of us can sink to it.

For my senior year, I am participating in an independent study with Mr. Shure in which I explore the relationship between genocide, media, memory, and the international community. The course was inspired by the Alvord Center summer trip to Vietnam and Cambodia, which we both attended.

The following is an excerpt of an interview on December 10 with Dr. Leon Chameides, a Holocaust survivor, former chair of pediatrics at Hartford Hospital for 10 years, and former clinical professor of pediatrics at the University of Connecticut School of Medicine. Dr. Chameides spoke at an all-school convocation later that day.

Liam Scott: How do you think memory plays a role in either the Holocaust specifically or ending genocide in general?

Dr. Chameides: That's a very, very good question. You know, there are two forms of memory, I think. One is, I should say memory is what actually happened, or a distortion sometimes of what happened.

In other words, memory is filtered. So, as honest as you want to be, we know from looking at witnesses in court, that memory is very often faulty, and that you remember things selectively and that you remember your attitude toward your memories is dictated by where you are in life at the time you remember it, not necessarily where you were in life at the time you experienced it. So memory is very fickle.

On the other hand I think memory is very important because it is the only way in which we can imagine what occurred, and we can begin to analyze why it occurred, in order to try to prevent it.

If there is a purpose to this whole world, why was the German nation the one that was picked to perpetrate this terrible tragedy?

One of the things you can say to yourself is that Germans were the epitome of culture. They had everything going for them, and, therefore, if they could sink to the position to do what they did as a nation, and by the way, I think it's a terrible error that we make when we ascribe this to the Nazis, because it was not the Nazis who did this, this was the Germans.

If they could sink to it, then all of us can sink to it. And therefore we can't be smug about it and think that we're above it because we're not, and so we have to be very careful to look at hints that we're sinking and try to prevent us from sinking to same level because we are capable of the same thing.

LS: Do you think there are hints that we are sinking right now?

Dr. Chameides: There are certainly, there is evidence that hatred has increased. My hope is that we have enough stop gaps within civilization to try to prevent it. But certainly what's happening in Hungary today, what's happening in Poland today, is very troublesome, and the question is do they have the strength to overcome where they're going, and I don't know the answer to that. We've sunk, but the question is, can we float ourselves again?

Listen to the rest of the interview at thelclog.org

WINTER SPORTS OVERVIEW

Krishnapriya Rajaram '21 | Staff Writer

From debating in a tournament to wrestling in a match, each Loomis Chaffee winter sport is unique and motivating for its own reasons.

Students have a variety of options that they can use to earn a winter athletic credit can be earned in any way. For instance, students can choose to do an athletic sport like basketball and swimming, or an intellectual activity such as debate or participating in the Math team.

Commenting on the wrestling team, Kaiser Garcia '19 said, "One of the amazing things that this program does is it can take students with no prior wrestling experience, get them into shape, and mold them into distinguished varsity wrestlers."

He added, "Every guy that is willing to walk in and work their hardest a chance. Our team is like a family. The workouts are challenging but rewarding. You leave that room knowing that you became a stronger, mentally tougher person than when you walked in."

There are sports that not many are aware of as well. Emma Keane '20 said, "The diving team is a subsection of the swim team. We are one of the smallest and lesser known teams on campus, but I have continually found that it fosters a tiny community of support and friendship that exceeds beyond the pool deck. By the end of the season, we know each other almost too well."

Not many know what squash is when they arrive to Loomis, but it is one of the many winter sports on campus. Ava Greenbaum '21 said, "Squash, though an individual game, is still a team sport. During practice time, we participate in several team bonding activities. It's been really fun getting to know the other girls on my team and improving at the sport."

While describing ice hockey, Anna Hurd '20 said, "Our weekly schedule consists of lifts, games, practices, a team study hall, optional skating times, and various team bonding activities established by our seniors or coaches. As a winter sport, it can be exhausting, but we all love it because we love hockey so much! It really is a great team to be a part of and a super rewarding sport to play. It's also great when the school comes out to support us!"

But athletics are not the only way to fulfill your winter sports requirement. Sharon Zhou '19 explained, "For me personally, debate is an opportunity to keep me updated on current events, to see the same issue from multiple perspectives, and it's always nice to help train novices and see them grow as debaters."

Debate is not the only competitive club on campus. There are clubs such as the math team, robotics, and the Science Quiz team that make up a few of the many winter sports offered here.

Eric Zhang '21 detailed the inner-workings of the Math team. "The Math team investigates deeply into specific topics about math. As a winter sport, it's a decent opportunity to learn and practice advanced concepts and formulas, and prepare us for future math competitions."

The Log's web content editor Shlok Sharma '19 explained the club that he's a part of: robotics. "During the winter, the LC robotics team works after school to build a robot, create community service initiatives, and other robotics-related activities. There's no physical activity, but a large part of being on the team is engaging with creative solutions to difficult problems, and communicating with other team members on how to enact those solutions."

Yusuf Zaidi '20 said, "The Science Quiz team is mentored by Mr. Osei-Mensah and captained by Suman Guntupalli, Julia Hoffman, and I. The club itself, takes part in the National Science Bowl and the club is used to prepare us for it. It's nationwide and basically, it tests students on all areas of science and mathematics."

There is also the option of being a part of the performing arts department whether it be performing on stage or controlling the tech behind the scenes.

Julianna Lee '19 explained, "The musical this year is The Old Man and the Old Moon by the Pigpen Theatre Co. It's been

an interesting time since we are constantly building the show through each rehearsal since the musical is so new. As for the Tech part of theater, we, the techies, build the set, create/find props, create light/sound cues, and anything that just needs to be built, created, or found."

Speaking of the dance program, Clara Chen '21 said, "For dance in the winter, Ms. Kate helps out with the choreography for the musical, so on some days we will have Matisse, an outside ballet teacher run classes for us. We do some technique and prepare a dance for the MLK all-school convocation."

It's also possible to serve your community and help others as a sport, also known as Community Service.

Mrs. Henderson, the community service director, explained, "So in the [winter] term, you can do community service full-time. We have variety of different programs. We work with little kids usually in tutoring or enrichment programs, people with autism, and seniors."

From clubs to varsity sports, dance to the annual musical, and even community service. These sports are just a couple that are integrated in Loomis, but each and every one of them make an impact and help display school spirit.

PROJECT GREEN GOES PROSE

Stephanie Zhang '21 and Maddie Corsetti '19 | News Editors

Last month, in the writing competition 'Project Green Goes Prose,' various Loomis Chaffee writers showcased their creativity through their awe-inspiring pieces.

The prompt asked students to describe their favorite outdoor space at Loomis and explain why that place "speaks to you, inspires you, perplexes you, compels you, or moves you."

The idea of a writing competition was thought of by Mark Valadez '19, one of the presidents of Project Green, and Mrs. Sally Knight, director of Writing Initiatives. As presidents of Project Green, Mark and Lilith Yu '20 "were looking for ways to encourage Loomis Chaffee students to appreciate our beautiful campus and grounds," remarked Ms. Hsieh '08, one of the judges of the competition and the faculty advisor of the Log.

The goal of the Project Green writing competition was to "raise spirit and

awareness around campus about the environment," stated Lilith.

Julia Hoffman, the first place winner, said that she approached the prompt with vision and inspiration. "When I read the contest description, I immediately thought of my time in Backcountry, [and] it wasn't too hard to then narrow down the topics," Julia reflected.

Her passion for the environment was evident as she depicted her nature travels with the Backcountry Club. In her winning piece, she describes the freezing conditions of a backcountry camping trip by using vivid details.

"Julia wrote a lovely narrative about a little-known Loomis location," Ms. Hsieh remarked.

Since Julia wrote about Loomis's cabin East Hartland, a place that most Loomis students have not heard of, let alone been to, Julia had the challenge of setting the scene and introducing the readers to this

foreign location.

Julia said she "wanted to describe the cabin in such a way that everyone would be able to see those woods themselves, despite never having had gone there."

Her fulfillment of the criteria of "gorgeous writing and a creative approach to the prompt" certainly persuaded the judges to crown her piece the winning one, said Ms. Hsieh.

Julia Hoffman, first place, Jean Shin '20 and Eleanor Peters '20, second place, and Fiza Malik '19, third place, each received a Patagonia backpack as a prize.

"We chose Patagonia backpacks as a prize because they are an environmental, sustainable, and popular brand," said Lilith.

Overall, the contest encouraged students to reflect on everyday spots on campus and perceive them in a more meaningful light. "We received 19 submissions from a wide variety of students," said Ms.

Hsieh.

Ms. Hsieh also noted the bond between nature and human and how that can be projected through writing. "Personally, I have fond memories of hiking out to the cabin that Julia describes from when I was a member of Hiking and Canoeing as a student. Eleanor brought life to an often overlooked campus spot, Fiza made even the Meadows geese seem appealing, and Jean managed to mention Dr. Culbert's dogs as well as Master Oogway from *Kung Fu Panda*, always a winning combination," she said.

Lilith further explained, "Often, people write about environment. And we always look at it with the lens of science. When you're writing, you talk about emotion and not just pure science and numbers. You look at it with the perspective of beauty."

Three of the winning pieces are published below.

A SPECIAL KIND OF NOWHERE

Julia Hoffman '20 | Contributor

A darkening sapphire sky grins down on a field of silver, ringed with emerald pines.

**The following essay was awarded first place in the writing competition.*

It is cold. Not the kind of frigid where if you spit, you'd expect it to freeze before it lands, or the abrasive wind that feels like it's taking off a layer of skin, but the damp chill that wraps itself around your bones.

I'd be shivering if the group stopped, but we're moving quickly through the snowy woodland.

Well, most of us are. I curse and stumble, struggling to stay upright despite the snowshoes I barely know how to use and the many pounds of gear on my back.

We're on a camping trip in the middle of Nowheresville Connecticut, on a small slice of land that almost no one knows belongs to Loomis Chaffee.

We've hiked for almost half an hour,

and now we are completely alone in these woods with nothing but each other. And I'm so cold.

The group stops abruptly. We've come to a small clearing with a crystalline stream running through it.

A darkening sapphire sky grins down on a field of silver, ringed with emerald pines. Every shrub that pokes up through the snow is bejeweled with a thin crust of diamonds, each one glittering and sparkling in the twilight.

A warm golden glow dances through the idyllic glen, shifting and swaying with every breath of wind. The brook laughs as the fading sunlight touches it, seeming to delight in the beautiful scenery.

And suddenly, despite the cold and the weight on my back, I'm glad I came on this trip.

COURTYARD BETWEEN FLAGG AND AMMIDON

Eleanor Peters '20 | Contributor

**The following essay was awarded second place in the writing competition.*

The sunken courtyard has filled with drifts of sycamore leaves. During large gusts of wind, they sail across the uneven brick, catching and scraping over the stone. They are the bleached yellow of pages in an old book and crisp underfoot, not yet wilted to sodden brown by rain or decay. Each is the size of my open hand, a child's paper fan, a letter in an envelope.

Despite the multitudes that carpet the ground, a number still cling to branches overhead, parchment-colored and desperate, willing the mild season to not give in to the bitter, biting breaths of winter that turn the morning dew to translucent, crackling frost.

The two neat rectangles of grass have darkened to evergreen, shedding their bright hue of summer. Patches dry to brown. The round bushes dotting soil beds sit stolidly in place, ignoring the cooling

weather as they stubbornly maintain their shiny green leaves. Their statures, stout and small, are magnified by the towering sycamores beside them, reaching, branches outstretched, toward the clear sky, an expanse of cloudless pale blue. Buildings stand nobly around the courtyard, windows not quite glinting in the weakened autumn sun.

Leaves adorn the slate roofs, nestled around dormers and in gutters. They gather on stone stairs, in empty flower beds amid the dry soil, against walls in low piles shaped by wind, crumbling yellow covering grey, brown, and rust-red.

They balance atop the grass, around a solitary tree, whispering among themselves as they shift and settle. Far shorter than the rest, this tree still boasts green leaves that cover every slender branch. Perhaps it has not yet been touched by the chill that grips its taller cousins. Still, its leaves tremble with every breeze, shivering.

THE REFLECTING BENCH

Jean Shin '20 | Staff Writer



Graphic courtesy of Jean Shin '20

**The following essay was awarded second place in the writing competition.*

Overlooking the meadows, a set of benches enshrines the peak of the steep slope that separates the campus buildings from the soccer fields, the cow pond, and the mysterious woods rumored to be a gun range. In the daytime, these benches are fair game to anyone, and even anything, on campus.

I've witnessed Dr. Culbert's dogs releasing small jets of urine to mark their territory along the base of the benches and exhausted soccer boys stamping butt sweat stains after their intense practices.

Once the moon conquers the sun, though, these benches transform into my Peach Tree Hill, which is Master Oogway's sacred location for meditation in *Kung Fu Panda*. Like Master Oogway's reflections on his hill, I ponder about the bleak shadow that swallows the vast

meadows and fields. The artificial lamp lights behind me struggle to combat the obscurity.

The moon remains as the last hope for light, for clarity in meadows. I wonder, "How could nature rely on such an irresponsible object?" Sometimes, a murky cloud clogs the moon's shine; other times, the moon appears in fractional pieces.

At times, the whole moon disappears without a word. Out of stress, my rib cage widens as I slowly inhale breaths of crisp air through my nose, a method of warming the piercing oxygen to avoid shocking my lungs, and exhale the toxic carbon dioxide from my mouth, sighing away my burdens.

I look up to the sky. Stars twinkle like priceless diamonds. The full moon illuminates like polished silver. The beauty of the night sky overshadows my concerns. Life is good.

The moon remains as the last hope for light, for clarity in meadows. I wonder, "How could nature rely on such an irresponsible object?" Sometimes, a murky cloud clogs the moon's shine...



“THE GRANTING OF THE PER”

Ethan Levinbook '20 | *Features Editor*

The Scanlan Center has been a welcome addition to Loomis Chaffee. But all the subsequent novelty may lead some to forget the true magic of the new building: its wedding of past and present.

A most salient reminder of the important nexus of past and present is the large painting on display in William H. Loomis Hall, the location of the new student lounge.

The story of the painting begins with its artist, Ivan Gregorevitch Olinsky (1878-1962). As a young adult, Olinsky relocated from his native Russia to the United States and began training at the National Academy of Design in New York.

He formed a close friendship with Evelyn Longman Batchelder, who is a renowned sculptor herself and the wife of Loomis' first headmaster, Nathaniel H. Batchelder. Olinsky and Longman exchanged works.

Longman sculpted bas-reliefs of his children, and in 1926, a bust of Olinsky, now located in the Richmond Art Center. Olinsky, in turn, painted oil portraits of Nathaniel H. and Evelyn Longman Batchelder, which have been hanging in Founders Lounge for almost a century. Their correspondence is preserved in the Loomis Chaffee Archives.

Upon the renovation of Loomis Hall in 1925, Marcellus Hartley Dodge, Sr., father of Marcellus Hartley Dodge, Jr. '26, donated to Loomis the funds with which to purchase artwork.

According to an article in the June 7, 1925 edition of the *Hartford Courant*, it was during the commencement ceremony for the 33 members of the class of 1925 when Mr. Nathaniel H. Batchelder revealed Dodge's generous gift of “5,800 dollars, [of which] \$3,000 [would be] used for a picture... to be hung in the

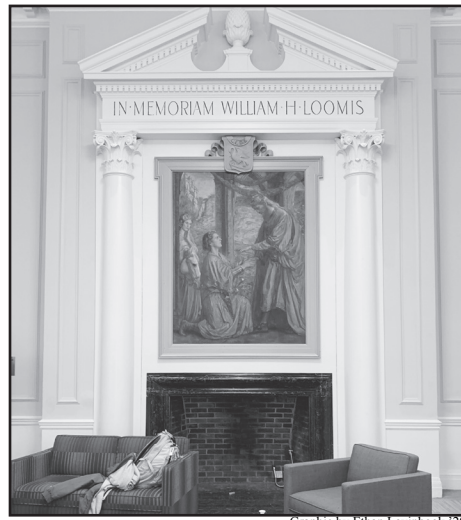


Loomis Hall, circa 1940.

dining hall.” The title of another *Courant* article that appeared on June 15, 1926, “NEW \$3,000 PAINTING ADORNS LOOMIS WALL,” is indicative of the community's shock and amazement at the campus's substantial art acquisition, which in today's dollars would amount to approximately \$43,000.

That same article states that Dodge granted Evelyn Longman “full charge... of selecting and criticizing the work,” and she ultimately chose Olinsky as the artist “because of his high reputation as a colorist and designer, being considered among his contemporaries to have no equal along these lines.”

The commissioned painting, which LC Archivist Karen Parsons speculates “could have been painted in Olinsky's studio or here on campus,” depicts a young knight, presumably about to embark on a quest or fight in battle, kneeling before King Arthur as a young woman looks on.



Loomis Hall, November 2018.

In the distance, the Castle of Camelot looms atop a steep hill. The painting incorporates artistic elements characteristic of pre-Raphaelite works: realism, naturalism, bright colors.

“The pre-Raphaelite movement was founded in 1848 by British artists who rebelled against what they saw as trivial popular genre art of the time,” Ms. Parsons commented. “This is part of a larger artistic and cultural movement that rejected cultural veneer - what we might today call “spin” or highly imaginative, distorted presentations - and sought truth through the integrity of design, use of materials, and realistic depictions of nature and human and animal figures.”

Like other pre-Raphaelite works, the painting connects art and literature, thereby animating the written word.

“When the painting was originally installed, it was accompanied by two excerpts from [Alfred, Lord] Tennyson—

each excerpt hung above one of the two doors flanking the fireplace in Loomis Hall,” Ms. Parsons said.

“The painting, in that context, was meant to illustrate the Tennyson poem. The excerpts have been removed from the room and this, combined with modern theories [or] practices of viewing art in our world today, opens the possibility for multiple meanings that engage the viewer in making and seeing meaning in a highly personalized and ever-changing way.”

Students ultimately developed personal connections with the painting. Upon its completion, the painting was titled “The Oath of Knighthood,” but the ever-witty Loomis students found a more LC-suitable sobriquet: “The Granting of the Per.” The fond nickname is evidence of students' playful engagement with this ageless fixture of campus.

Since it was first hung on the wall of Loomis Hall, the island, the Loomis student body, and the world at large have rapidly transformed, but the painting has remained unmarred by time. It stands, as the world rushes on, as a reminder of Loomis's maintenance of core values throughout its history; despite superficial changes to campus, Loomis is, after all, the same institution with the same spirit.

“The historical object can serve as a reminder of the generations of students who have committed themselves to the core values of Loomis - the best self and the common good - and have gone out into the world and lived those values,” Ms. Parsons said.

Our campus is filled with special reference points that have become more and more apparent to me: timeless fixtures and remnants of bygone eras which give students the comforting feeling that nothing, rather than everything, has changed.

FACULTY SPOTLIGHT: MS. BLAS-RANGEL

Lana Sheng '22 | *Contributor*

She's proudly from Michigan. She's trilingual. She's a student and a teacher. She's cheerful and passionate. And, she's a huge Drake fan. Who is this mystery superwoman?

It's Ms./Madame/Señorita Blas!

She is hard to miss as she always wears a stylish outfit, accessorized with a smile. This is Ms. Blas's second year at Loomis, and she teaches Spanish 2 and 3, and French 3 Advanced classes. Her passion for languages is evident in her teaching, as she brings her enthusiasm, energy, and bubbly personality to each class.

Ms. Blas says that her passion for languages started at a young age. She was born in the United States, but moved to Mexico, where she became fluent in Spanish. At 10 years old, she moved back to the United States, and while she was learning English, she discovered her passion. This excitement towards languages inspired her to study French in high school, and eventually to become a Spanish and French teacher. She hopes to learn Arabic as well.

When asked what drew her to teaching, she observed that throughout her life, the people she admired were her teachers, and she'd try to teach her younger siblings as well. She believes education opens many doors, and she is thankful for all her teachers. As a teacher, the expression on a student's face as they finally understand a concept they'd been struggling with, or seeing students challenging themselves makes her job, which can be difficult at times, all the more worth it.

She is still a student herself, since she is pursuing her master's degree in education, after having studied French and psychology. Being a teacher and a student at the same time makes her more understanding of both roles. She is conscious about the workload she gives students, if she's being fair or not, and she understands their anxiety about grades. Additionally, she understands the importance of a balanced workload in order to maintain good mental health.

4 There are some days when students feel



Graphic by Minna Gao '19

Ms. Blas-Rangel is a second-year faculty and a resident of Ammidon Hall.

down, but, like a superhero, Ms. Blas has the power to cheer them up and motivate them again. When they cannot understand a concept, she patiently explains it in different ways and never makes them feel bad about not “getting it.” Her other students and advisees describe her as kind, very supportive and understanding, and passionate. Ms. Blas offered some parting words: “Don't stress so much, it'll be okay. You are not your grades”

FUN FACTS ABOUT MS. BLAS:

Almost every class, Ms. Blas mentions her love and admiration for Drake, and she even inserts him into tests sometimes! Little things like this can brighten up your day.

Weird Food Combo She Swears By: putting chili powder on fruits such as watermelon, apples, oranges, mangos, but never bananas!

IT'S A TRICYCLE! IT'S A BICYCLE! NO, IT'S A UNICYCLE!

Hazel Le '22 | *Contributor*

Continued from the front page

Gus received the unicycle as a gift from his parents on his 12th birthday but it was not until three years later did he decide to give it a shot. Gus shared that choosing to learn how to ride a unicycle was a spontaneous decision and he realized that if he didn't try then, he may never be able to pull it off.

Like any other “firsts,” Gus's feeling upon first riding the unicycle was “beyond the expression of words.” He said that it was as if he was balancing on top of nothing and he enjoyed the thrill riding a unicycle brought to him.

Olivia Malcolmson '20 found the sport so interesting, but she “could never do it because (she) doesn't have that kind of athletic ability.” The process of learning to ride requires a lot of time and commit-

ment. Gus spent time almost every day of the summer working on his balance; now, his distance record is two miles on the unicycle.

Since unicycling is not a popular sport, Gus feels self-conscious whenever he rides his unicycle around. This can be one of many reasons many people are afraid of learning to ride a unicycle: it's odd. However, it's never too late to take up something new you've been wanting to try, because in the end, you only regret the chance you don't take.

There's a saying that “Life is like a bicycle. To keep balance, you must keep moving.” At the same time, life is also like riding a unicycle; it's a fun way to keep your balance when life gets a little bumpy.

“Life is[...]like riding a unicycle; it's a fun way to keep your balance when life gets a little bumpy.”

The Log apologizes for an error in our last issue and any resulting confusion. Lauren Volkoday, writer of the underclassmen perspective for “Dining Hall Division,” is a freshman, not a junior, as her byline incorrectly stated.

EXPLORE THE WORLD THROUGH THE LENS OF LITERATURE: NEW ENGLISH ELECTIVES

Jenny Pan '22 | Contributor

LITERATURE OF SCIENTIFIC DISCOVERY

For seniors who prefer science or social science over the traditional novels studied in English class, the English department has now added two new senior elective courses which students can explore literature through a new light that also enhances their understanding of other courses!

Literature of Scientific Discovery is taught by Ms. Saxton (Fall and Spring) and Mr. Reed (Fall and Winter). Each teacher chooses two or three scientific discoveries that changed the way humans understood the world. Both teachers focus on evolution and artificial intelligence in the fall term. The course incorporates great works of literature such as H.G. Wells' *The Time Machine* and Phillip K. Dick's *Do Androids Dream of Electric Sheep?*

Students analyze the books and explore the fear and excitement that humans feel towards new discoveries. Visual representations are always used, such as the TV show *Black Mirror* and the film *Ex Machina*.

"My personal connection to the course comes from my graduate study of English," said Mr. Reed. "I wrote my thesis on the theory of evolution and how literature responded to that...another reason why I designed this course is that I am interested in the interdisciplinary studies. I studied science and English in college and I wanted to teach a course that could bring those two ideas together."

Mr. Reed explained what motivated him to create the course: "I know that some students feel more of an affinity for science and it would be nice for them to have an English course that explored their interest."

Ms. Saxton also commented, "Some of the compelling reasons why we wanted to put it in were because it added a new genre that a lot of students don't get to work with in science fiction."

Ms. Saxton explained that she really enjoys reading fantasy and science fiction, and she thought that these genres are not

commonly taught in English classes and sometimes do not cover all the important themes and ideas.

One benefit of the course is its interdisciplinary nature: the teachers think that it is important, as we learn, to constantly thinking about how various subjects connect to one another. "Everyone can benefit from thinking about how language can respond to and help us understand science, and math, and other studies...it's beneficial to exercise our brains to seek these connections," Mr. Reed comments. "The success of the visual representations such as *Black Mirror* shows that humans are very interested in how science and technology is rapidly changing our world," he continued.

As humanity becomes more reliant on technology, it is important to pause and think about how science and technology improve our lives and how they can have negative consequences.

SACHEM: A CELEBRITY IS BORN

Andrew Park '22
Contributor

Continued from front page

"I've tried [to] avoid the quad...I've got a couple emails from teachers saying, 'My students said [that they] can't wait to get out to the quad to pet the dog,'" Mr. Dial said. As it stands, many students enjoy seeing the dog and it is the highlight of their day.

"To be honest, I hope it gets as big as possible," Mr. Dial said when asked of his hopes on the future of this account.

One of the reasons for this is that once animal accounts such as Sachem become popular enough, pet food or care companies will sponsor them, which helps to "cut down on the vet bills...it can cut down on some of the things that we have to do for him like food."

The dog's name Sachem means "wise man" or "chief." While Mr. Dial expressed doubts on whether Sachem is wise just yet as he is only four months old, he hopes that Sachem will get there.

Meanwhile, his Instagram nickname, "Sachem the bear," comes from the fact that Mr. Dial and his fiancée came to think of him as their big, cuddly teddy bear.

Even though he is only 16 weeks old, he weighs over 30 pounds (13.6 kilograms). Also, he is very friendly and outgoing, which makes him instantly likable to students and faculty alike.

The couple got Sachem from a breeder in Pennsylvania called Blackrock Bernese. If Sachem were to pass away, Mr. Dial has confirmed that they will get another dog. While it won't quite be a "Sachem II," it will probably be another Bernese mountain dog.

"Please follow him on Instagram if you have an Instagram account...He's been awesome, he's been a great dog to have, he's been really good on campus and I think the campus has really enjoyed him, so we're excited about the future," Mr. Dial said.



Graphic Courtesy of Jenny Pan

Mr. Reed teaches Scientific Discovery during the fall and winter terms.



Graphic Courtesy of Jenny Pan

Ms. Rochette taught Arab World during the fall term.



Graphic Courtesy of Ms. Kate Saxton

Ms. Saxton teaches Scientific Discovery during the fall and spring terms.



Graphic Courtesy of Mr. Elliot Dial

Sachem's Instagram page @sachemthebear has 607 followers and 77 posts as of 12/09/18. The page shows Sachem's posing at various locations around campus.

CL WRITINGS FROM THE ARAB WORLD

Another new senior elective, CL Writings from the Arab World, focuses on contemporary Arabic literature and the Arabic approach to language. The first part of the term focuses on how traditional Arabic literature shapes contemporary narrative techniques and storytelling. Students analyze how Khaled Khalifa, a contemporary author, borrowed storytelling structure from the Arabian Tales to criticize the Egyptian government in the 1970s.

Another book, *The Golden Chariot*, talks about a women's prison in Alexandria. Ms. Rochette commented "It is really [a] commentary on a patriarchy that has thrown women in these positions where they are forced to take drastic action." Later, the class will look at an authoritarian regime, with a dictator resembling the Syrian ruler Assad and its impact on fam-

ilies and individuals.

Even though the works are fictions, the backdrop is based on previous and current politics and cultures. The purpose of this course is to give students an expanded view of the Arab world beyond what the news un.masks.

"We typically think of the Middle East as a place of violence, and a place of terrorism...and that is just our narrow view of things because of what the media gives us. Everything is about war, and horrible things and the literature from the Arab world are just showing us a different aspect of culture that the media is never going to give us," said Ms. Rochette. "if we continue to think about any culture as solely violent and full of terrorists, and refugees, we are never going to understand."

She said that the September 11th attack inspired her to learn more about the Arab world. "After 9/11, I realized that I knew nothing about this part of the world in order to understand what happened." She wanted to encourage students to learn about multiple perspectives before making an opinion.

In the fall term, four out of the eleven students in the class were also in the Arabic language program, and many of them commented on the similarities between the content of their language class and this course. The more the students read, the more they learn about a culture, and "learn that humans beings are human beings," Ms. Rochette said. "Literature is just one way of looking into a culture, and discovering other aspects of it, and it turns folks in that part of the world human. Really."

GENE EDITING: A SCIENTIFIC TRANSGRESSION

Ashley Chung '19 | *Director of Design*

A few weeks ago, two healthy twin girls named Nana and Lulu opened their eyes on a hospital bed. But, unlike other babies, these two carried an immense secret in their DNA—something that might determine humanity's future. These two babies were the world's first genetically edited babies.

He Jiankui, a Chinese scientist, had artificially altered the babies' genetic code to make them resistant to HIV. By using a brand-new scientific tool called CRISPR-cas9, which can insert or deactivate certain genes, he achieved this bold move that spurred numerous ethical questions

around the world regarding the new gene editing technology.

Many including the author view the practice of gene editing as unethical and potentially destructive to humanity when used carelessly. So, Mr. He's recent experimentation drew a focused attention from the national scientific community.

First, gene editing is a relatively new scientific technology, which means that not a lot of reliable studies have been done on the subject. Therefore, rashly using this tool may lead to unknown—and possibly bad—consequences, such as gene-edited babies having a high mortality

rate or having unexpected consequences later in their lives.

The author also believes that creating a human with pre-designed traits may lead to undermining humans' basic rights. We cannot make choices for other human beings before they are born. Also, if this new technique gets widespread throughout many countries, it can be abused for unethical reasons.

Although some may think that altering genetic codes to satisfy our needs will benefit us, gene editing could potentially threaten humans' survival in the ways we do not know. We cannot fully comprehend

the nature's complex natural selection process, so trying to control our genetic makeup without knowing the consequences might create a devastating catastrophe to our gene pool.

What if the genetically engineered babies grow up and marry other not-genetically-engineered people? What will their babies look like? Would their health conditions be different from naturally born babies? We are not yet fully aware of all the consequences of our new technology, so being cautious about using this tool may be a wise choice for the future.

THE UNDER ARMOUR CONTRACT: RECONSIDER ITS RENEWAL

Neala Sweeney '20 | *Mélange Editor*

During the 2018 fall season, the Loomis Chaffee Athletic Department announced that the school would be signing a contract with Under Armour, a athletic apparel company, slowly phasing in new uniforms starting with the varsity soccer teams. This contract came as a surprise to many students, as the Athletic Department previously made no indication of the intention to sign with one individual company. However, as accusations of Under Armour's sexist company environment inundate recent news, Loomis should rethink its partnership with the company.

Megan Lam '20, a varsity soccer player, noted that many of the other girls' varsity soccer teams in Founders League also wore Under Armour uniforms, specifically noting that Westminster's uniform was "the same design, just different colors."

Started by Kevin Plank, a retired Division I college football player, Under Armour has become one of the leading athletic apparel companies in the country.

Receiving praise from many NFL players for its moisture-wicking synthetic shirts, Under Armour grew from a project in Plank's grandmother's basement to a country-wide athletic staple.

Under Armour has been a somewhat controversial brand since its conception. Some of the more recent scandals include the murder of a bear for a marketing campaign, and Plank's expressing his support for the Trump administration in February, 2017. These conflicts received considerable backlash from previous supporters.

Stephen Curry, Misty Copeland and Dwayne Johnson all voiced their disappointment in the company; Curry, one of Under Armour's major endorsers, hinted that his allegiance would be jeopardized if the company continued supporting the Trump administration.

The most recent controversy, however, quite strongly indicates the most pressing concern that consumers have with the company: the company executives' lack of respect for female employees and customers. If Loomis Chaffee were asked renew the contract signed with Under Armour, the school should decline.

In a recent Wall Street Journal article

titled "Under Armour's #MeToo Moment: No More Strip Clubs on Company Dime," Khadeeja Safdar describes Under Armour's longstanding tradition of taking employees, clients and athletes alike to strip clubs in the Baltimore area and charging the expenses on corporate credit cards.

The reaction to this was primarily astonishment, as many companies similar to Under Armour have banned strip club

visits as a form of business entertainment for at least two decades. In addition, there is a long history of sexual misconduct allegation within the company. Terdema L. Ussery II, NBA former president and CEO, was accused of sexual harassment in 2015. Under Armour hired him as an executive shortly after.



A pair of cleats by Under Armour, a sports apparel company currently embroiled in controversy and with whom Loomis Chaffee signed a contract in the fall of 2018.

was said to have "behaved in a sexually inappropriate manner" while riding the elevators with female employees. Finally, it is a sanctioned custom in the company to invite women employees to company functions based on their attractiveness.

Although Under Armour no longer allows its employees to charge visits to strip clubs on the company, how realistic is it to expect that those visits and acts of sexual misconduct will stop altogether? Compa-

ny culture can be extremely hard to alter.

For example, this year Under Armour hosted a party the night before the Preakness Stakes, one of the Triple Crown horse races. According to the Wall Street Journal, the waitresses at the party wore extremely skimpy outfits, making many of the people in attendance uncomfortable and leaving with doubts of Under Ar-

mour's values as a company.

Under Armour's disrespect for women and social criticism make it a company that Loomis Chaffee and other prep schools should stay very far away from. Signing a contract with Under Armour involves paying them money and thus supports the financial health of the company.

Endorsing a company such as Under Armour does not reflect well on the school; rather, it damages our reputation. While our school does receive quality uniforms and equipment for the money spent, Loomis should not be paying sexist troglodytes to make athletic gear that could be purchased from a slew of other corporations.

Even though almost all the major athletic apparel companies such as Nike, Adidas and Reebok are known to exploit child labor in third-world countries where labor laws are essentially non-existent, Under Armour does the exact same thing. This fact is not what is determining which company will supply our athletic uniforms.

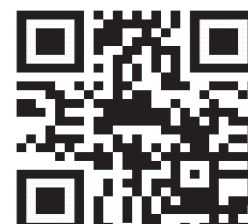
Not only the Athletic Department, but Loomis Chaffee as a whole, should seriously consider the repercussions of partnering with such a company. Personally, as a female student athlete, it gives me no ease to tell my parents and relatives that my school gives money to a company with institutionalized gender discrimination.

At a time when women's voices are being heard and their stories are being honored, it is sad that a school as prestigious as Loomis Chaffee should join in a binding agreement with Under Armour, a company with a terrible track record with respect to women.

I understand the Loomis Chaffee Athletic Department signed a contract, and I am not asking them to breach that contract. I simply ask that when given the opportunity to resign the contract with Under Armour, Loomis should make the choice grounded in the school's values and decline. I will not wear my new uniform with pride.

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The Loomis Chaffee Log is Loomis Chaffee's official student newspaper. We can be found online at www.thelclog.org, and we can be contacted via email at log@loomis.org. Letters to the editor and op-ed piece 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.

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 CONTRIBUTORS: Lana Sheng '22, Hazel Le '22, Brett Donshik '21, Margarita Demkina '20, Andrew Park '22, Jenny Pan '22, Mariapaula Gonzalez '22, Eleanor Peters '20, Julia Hoffman '20
 STAFF ARTISTS: Ariel Kayton '19, Margarita Demkina '20

NEW DINING HALL TABLES: YEA OR NAY?

Margarita Demkina '20 | Contributor

With the new campus center, we received new tables. I agree: they look great. They are also more of a public school or college style tables. Some people like them, some don't; some think that they are ok. I interviewed people and here are some arguments for and against long and round tables.

Let's start with long ones. Imagine you walk into the dining hall: a spacious, bright room filled with endless new tables and somewhat comfortable chairs (pros). You are trying to pick a seat, and you have few options: amazing small tables near the windows with comfortable pillows (definitely pros), but they are taken, as usual (con).

"Ok," you think, "It is not a problem, there are a lot of tables left." (pro, because Wednesdays are not as crazy anymore). You see many empty tables, but they intimidate you with the idea of having 30 feet of wood for yourself only (con).

Later, silhouettes of some people appear far away in the back. You can't exactly tell who that is, and you might have realized how blind you are (con). You also notice how bad you are at the seeking part of the hide-and-seek, while your friends

excel at the hiding one (because can you really find a person you are looking for in this gigantic dining hall?).

I wouldn't call it a pro either. After five minutes, you land yourself at a table. And you cannot talk to more than five people unless you have a particularly long neck or a ringing, loud voice (con).

Passing the salt or pepper is now a "hot potato" game: at least ten people pass the spices before they reach you. No more practicing air hockey skills. At the same time, if you do not want to socialize, you can easily avoid it, because only one person can see you looking at your phone (pro?). But, after all, long tables are new and pretty, right?

Now let's travel back in time. You just got some well-balanced Flik meal, and you are looking at the dining hall full of round tables. You already know where to go, because you can see where everyone sits right away (pro). Also, you do not spend time choosing between the tables, because out of eight (and more!) people you can pick at least one to talk to (pro). Or, you might consider socializing with all eight (and more!) at the same time without screaming across the table, teleporting



A view of the new, long tables in the dining hall.

Graphic courtesy of Beatrice Dang '19

your thoughts or texting them (pro)!

Those tables seat people in a way to give them an excellent opportunity to have a thoughtful discussion of whatever their soul pleases. Politics? School work? Sport? Weather (if you are too tired of any other topics)? Go for it (pro). I could not think of any cons. Does the lure of sitting with all your friends eclipse the possible

disadvantages?

Forget about the dining hall for a moment. Remember the English class. Then math. Then history. And French. Now, think of how people sit. Is there Loomis without Harkness tables? I don't think so either.

EDITORIAL: HOW WELL DOES LC HANDLE HATE CRIMES?

A swastika found on a toilet and a desk, an anti-Semitic slur found in a French dictionary, the N-word found written outside of a dorm room: these are the hate crimes that have been reported on the Loomis Chaffee campus from 2016 to now.

Unfortunately, the problem is not unique to Loomis. Other recent hate crimes across high schools in the U.S. include a swastika found on a toilet at Georgetown Day School and the infamous photo of Wisconsin high school students standing in a Nazi salute.

Ultimately, students—and adults—do ignorant, hateful things. To a certain degree, hate will be omnipresent in the world; to say otherwise is idealistic.

Nonetheless, hate certainly can be diminished. How the Loomis community responds to this slew of hate crimes is how hate can be diminished. The Log Editorial Board believes that the Loomis administration has responded well to these hateful incidents in a transparent way

that ultimately will encourage discussion among students and faculty.

Loomis administration has been very upfront and honest about these past hate crimes. This newfound transparency is beneficial for several reasons. Most importantly, this transparency exhibits the administration's recognition of the severity of these crimes. Keeping these crimes under wraps would downplay the horror of such events and succeed in only maintaining a false façade of perfection. Thankfully, this administration has been open with these issues.

Not only does this openness reveal the gravity with which these crimes must be regarded, but also implies an acknowledgment of the maturity of Loomis students. Avoiding open discussions would merely disregard students' ability to handle the reality in which they live. Such an approach would not prepare students for the world off of the Island. Most importantly, avoiding discussion would inhibit

students' ability to learn.

By being upfront, the administration has allowed for conversations to spark throughout campus on topics such as racism, anti-Semitism, and other forms of hate in a broader context.

The convocation featuring Dr. Cham-eides, a Holocaust survivor, is especially applicable to Loomis at this time. In fact, this is the third year in a row that a Holocaust survivor has come to speak at Loomis. The administration's budding transparency in conjunction with convocations such as these creates an environment in which students can discuss and learn about hate speech and hate crimes.

The manner in which the administration addresses these crimes has proven discerning. The swastika found on the toilet in Chaffee Hall resulted in adviser meetings; the swastika found on a desk was mentioned in class meetings. Likewise, the swastika and anti-Semitic phrase found in the dictionary was brought up in

class meetings as well. The N-word incident resulted in dorm meetings.

Still, the response to these incidents has not been perfect. In response to the N-word incident, no administration said the actual word. However, in response to the dictionary incident, several administrators said the anti-Semitic word, even though it is equivalent to the N-word. This does not show the restraint that the Ta-Nehisi Coates video that was sent to students and faculty encouraged restraint in regards to using words with deep, often horrific, historical meaning and connotations.

Regardless of this error, the Editorial Board believes that the administration has taken the appropriate amount of action in response to the hate crimes. Hopefully this response proves helpful in combating hatred and ignorance on campus.

COACHES WHO COMPETE

Elena Anderson '19 | *Sports Editor*

Continued from the front page

Ms. Becky Purdy, the associate director of communications and head girls cross country coach, got her start in competitive running only after breaking her arm and being told that she could no longer pursue gymnastics.

Since then, she has gone on to compete in high school and college and now focuses on half-marathons. She loves running so she can be outside, for its meditative qualities, and because of the “the natural tendency to open up to people when you’re running with them,” which she attributes to having helped her form many valuable friendships.

These three coaches all share a clearly-evident passion for the sports they coach, but also strongly believe that, as Mr. Robbins said, “Having experience makes it easier to convey things to the [athletes], and they believe it because they know we’re speaking about lived experience.”

One lesson that Mr. Robbins has found very valuable in sharing with his team is that “You begin to see the way your physical training reshapes your perception of reality. You once thought that 13 miles was overwhelming and now you’re running 26, twice that, and it is overwhelming, but you realize you can do it. So, your sense of both time and distance evolves.”

He has shared this personal realization with his team as a way to help them understand that while a 5k seems daunting in August, they can trust their training to help reshape their perception of the race.

According to Mr. Robbins, one of the things he loves about coaching is witnessing the “discovery of resources and abilities in one that one didn’t know were there in the beginning. I think that’s the most exciting thing in running.”

In coaching, Mr. Dyreson stresses the importance of not only being able to explain the skills he teaches, but also being able to model them for players.

“I dress every day for practice, whether it’s for golf or for volleyball. I play with the guys on the golf team and I earn some credibility that way. Same with the girls in executing specifically skills.”

Speaking about the differences he noticed when he first came to Loomis Chaffee and started coaching girls volleyball

for the first time, Mr. Dyreson explained that “developing a rapport was really critical with female athletes, and I’ve really grown to appreciate that, especially for me as an educator.”

He agreed that building rapport is much easier when you have playing experience to validate the things you talk about as a coach, adding, “You can use those personal experiences to share with the players and help bridge the disconnect.”

Ms. Purdy also feels that she can better connect with athletes because of their shared experiences, saying “I know what they’re going through. It gives me a little bit of added legitimacy with them, too, because I’m not just saying they should do this or they should push themselves. They know that I will actually do that too and can relate.”

Similarly, Mr. Robbins cited the bonds that he forms with the girls on the team over their mutual love of the sport as one of his favorite parts of coaching, saying “[running] is a shared endeavor for which there is consensus that it is a valuable endeavor.”

According to Ms. Purdy, by continuing to compete herself, she is able to try out new training, nutrition, and mental techniques for herself before educating her team.

She says, “It’s also good because I’m keeping up with the current thinking on training for them, but I’m trying out those things for myself too on things like different kinds of workouts, the importance of rest, nutrition. I’m test-running them so I know if I believe in it and so I can explain things to them in an authentic way using examples from my life.”

For Mr. Robbins, his continuing to compete in marathons not only helps him in his coaching, but also informs his teaching.

When asked why he continues to compete, he answered, “I’m involved in an occupation that requires a lot of mental energy and so when I run, I become for the most part, a body rather than a mind. But, the crazy thing about it is that while I’m being a body, I can reflect and think in ways that I don’t when I’m being primarily a mind. Some of the best philosophical work that I do, I do while running.”



Graphic courtesy of Pat Ryan

Mr. Dyreson (third from the left) and his men’s volleyball team. They practice Tuesday nights.

Not only do each of these coaches feel that their coaching has benefitted from their playing experience and continued competitiveness in their respective fields, but each of them can also point to a specific way in which their own athletic performance has benefitted from their coaching experience.

Mr. Robbins claims, “I’m more compassionate in myself,” after years of watching these young athletes compete. According to Mr. Dyreson, “I can hear myself barking at me on the floor, reminding myself about the fundamentals, like moving my feet instead of reaching for the ball or telling myself that I don’t always have to hit the driver in golf.”

Ms. Purdy drew a parallel to how people often understand things better when they teach them, adding that coaching helps her both with the mental aspects of racing as well as the motivation that she draws from watching her athletes. For

example, she has drawn on the mantras that they instruct the team to using during races, applying that idea to her own race strategies.

Another valuable lesson that each coach has realized while continuing to compete in their respective sports is, as Mr. Dyreson put it, “The humility and the reality of the sport says you can’t play forever.” He adds that you should “Take advantage of the opportunities you have. I try to tell that message to the players I have on the volleyball team.”

Although all the coaches at Loomis seem too humble to share their stories, many of them have had truly amazing athletic backgrounds and some even are lucky enough to continue competing, drawing on their continued experience as a way to better connect with young athletes and add to their credibility and experience in the sports they coach.

BOYS BASKETBALL AND SWIMMING LOOK AHEAD TO THE WINTER SEASON

Mariapaula Gonzelez '22 | *Contributor*

New season, new teams, and animated players. The winter season has officially begun, and Loomis students and coaches are prepared to jump back into another whirlwind of athletics for this term.

In this case, Fred Seebeck, coach of the boys swimming and diving team, is determined to “dive” back into the season with high hopes for victory. The team ended the season in sixth place last year, but there is no stopping them this year.

When asked about his team’s results in the previous season, Seebeck answered, “We get to that big, final New England Championship, and it’s your stars that carry you. We have a lot of good swimmers and not a lot of superstars [on this year’s team].”

In the team’s dual meets, their victories can be attributed to the three strong Loomis swimmers that have been entered in every event. Other schools only have one or two superstars on their team, which put them inferior to Loomis last season.

In efforts to pursue a higher ranking at New England’s and, hopefully, defend the Founders League championship, Seebeck has certain strategies to achieve these goals.

He highlights, “We [focus a lot in] the early part of the season on swim turns, start technique, improving the efficiency of the strokes, correcting errors, reaction times, strength off the block, flight time, and the way you enter the water.”

Challenges this year will certainly include losing the three strongest swimmers



Graphic courtesy of Mariapaula Gonzales '22

Nate Santos '21 shoots for a basket.

from the team last year, as Seebeck states, “replacing [the three swimmers] will be tricky.”

Although the team has lost valuable

members, they bond well together, considering there are only 22 boys in total. Seebeck says, “It’s a team sport, but it’s also a very individual sport.”

When asked about another challenge for the boys, he answered swim turns. He says, “It’s [a] very natural human tendency to want to rest a little in the middle of a challenging athletic ordeal. Turns can be a springboard, or they can be a resting place, and they shouldn’t be a resting place.” Not only does Seebeck plan to keep his swimmers healthy, but he also plans to improve these specific techniques in order to win New England’s.

Meanwhile, another sport team last year was placed higher in hopes of the same victory.

When asked about his team’s results from last year, Chase Collyer '21, a second year boys varsity basketball player, answered, “We were first in New England, and then we lost in the first round [to Tabor, ranked in 8th place]. Nobody thought it was going to happen, it was just crazy.”

For Collyer, some strategies for this season are to communicate with his fellow players. He says, “Everyone has to be on the same page, if not we’ll just get killed.”

In recent results, they lost in their game against Tabor on Sunday, December 2. According to Chase, “[We lost] because we weren’t playing together. People were playing selfishly, and I think we need to learn to play more [as a team].”

Both of these team sports have the whole season to prove that they can recuperate from their previous losses whether that be of swimmers or recent games.

FLEET-FOOTED FARRELL

David Choung '19 | Sports Editor

**edited excerpts from an interview with Matt Farrell*

The following dialogue is an interview with the cross country and track and field star Matt Farrell. Matt Farrell is a junior day student who hails from Glastonbury, Connecticut. Matt recently placed 8th in the Foot Locker Cross Country Northeast Championships, which qualified him for a spot at the Foot Locker Cross Country Championships in San Diego on December 8.

David: So, I know that you placed 8th at the Foot Locker Cross Country Northeast Championships on November 24 which is a pretty big deal. How did you feel about this whole entire experience?

Matt: Well, I guess, my preparation for the Northeast Foot Locker regionals started in early July, so it has been a long journey. I also competed in this tournament last year as well and placed 21st, so I've been thinking about this race for a long time. I'm definitely excited to qualify for a National Championship.

DC: Since you placed in the top 10 at this meet, you get to go to the Foot Locker Cross Country Championships in San Diego. Was this something you've been working for from the very beginning of your cross country/running career?

MF: Well, I wouldn't say from the beginning of my running career as a whole, but I would say that I've known about this race my freshman year. I competed in this race my freshman year as well as sophomore year. I think both of those times competing in the Regional race prepared me for junior year where I had a good fitness level and was at a good place in my running career that I could qualify for the National Championships.

DC: In 2017, you competed in the Footlocker Northeast Regionals and ended up placing 21st with a time of 16:21.8

in the 5000m run. This year, you placed 8th with a time of 15:38.70. What has changed from the previous year to now?

MF: I mean I have more racing experience on that course and, also, my fitness level this year compared to last year is much better. Like, my training this year has been more focused and has been obviously more successful this year. Also, the intensity in my training and overall I put more into this cross country season than last year.

DC: Apparently, the last time a New England Prep school boy competed in the Foot Locker nationals was in 2000 by a guy named Patrick Bensen from Deerfield Academy. Now, this year, along with you, 2 other students from Choate and NMH competed as well. I'm sure you've raced against them before, but how would you describe your relationship with them (if you do have one with them)? Is it a rivalry and how do y'all push each other?

MF: I would definitely not call it a rivalry like Mustaf from Choate and Richard from NMH. I'm friendly with both of them and obviously we're competitive towards each because we want to beat each other. It's more of a friendly competition at the end of the day where like we're joking around with each other like after the Northeast Foot Locker Regionals we were talking and laughing. So, we're very competitive with each other but there's no hostility between us. It's a very healthy competitive relationship, and I like the competition they bring to the table.

DC: I want to move away from your Footlocker Championship success for a brief moment and talk about your Team USA experience at the North American Central American and Caribbean Cross-Country championships. How did it feel to not only represent your country but also help them get 2nd overall?

MF: Putting on that USA jersey was an



Graphic courtesy of David Cunningham

Matt Farrell '20 pushing hard at a meet.

incredible feeling. I felt so much pride and honor to actually represent my country and the whole experience, as a whole, was amazing. They really did teach us like professional athletes like we had a professional masseuse travel with us to El Salvador and everything was planned out for us. I got to know some of the professional runners on the trip and also some of the Division 1 runners from other colleges and high school runners. Also, I think I made a lot of good connections on this trip and wearing that jersey, again, filled me with so much honor and emotion.

DC: Sometimes, I think people get so wrapped up in someone's present success that they never stop to ask where it all started. When did this love for cross country or even running begin for you?

MF: I think it comes from my family. Both of my parents run and my sister used to run here, so I remember my family used to have these family runs when I was younger. My parents never forced me

to become competitive with cross country and instead just encouraged me to do it. Since my sister ran here, I looked up to her when I was younger. Also, Donn Cabral is a two-time Olympian runner who is from my town, so I looked up to him a lot. I had the honor of training with him just last week so that was an amazing experience.

DC: What is the biggest lesson you have learned from running cross country?

MF: I would say you could achieve any of your goals if you put enough effort into it and really dedicate your life to any of your ambitions or goals. I think those goals in cross country and running in general have taught me with hard work and dedication to anything you can achieve any of your wildest goals.

[Matt Farrell finished 23rd in the Foot Locker Cross Country National Championships on December 8 with a time of 16:04.9.]

WE ARE THE CHAMPIONS

Nina Gildor '19 | Staff Writer

[Editor's note: The writer is a member of the varsity volleyball team.]

This fall season on the Island is one for the story books with three Founders League titles and six teams moving on the play in the post season playoffs!

Starting on Saturday, November 10, boys and girls cross country as well as boys water polo competed in the championships with impressive overall team and individual results.

From boys cross country placing third to girls cross country placing eight, these triumphs reflected a very successful fall season for both teams. In addition, the Pelicans in the pool took home a silver when they defeated Exeter 14-9 in the quarterfinals and Deerfield 11-4 in the semifinals.

On Saturday, November 17, girls varsity volleyball, girls varsity soccer, and boys varsity soccer all played New England semifinal games, hoping to win their chance to play in the Class A New England Prep School Championships.

After beating Northfield Mount Hermon 1-0 in the quarterfinals, the boys soccer team, the No. 3 seed, traveled to Worcester Academy to avenge their loss earlier this regular season. Although they were unable to overcome the Rams, they still clinched fourth place.

Next, under incredible pressure from being champions for the past two years, the girls soccer team, also the No. 3 seed, first succeeded in the quarterfinals by shutting down Hotchkiss in a close 4-3 game. Then, they moved onto the semifinals for a rematch against the Browne &

Nichols; however, their 2018 season ended with a silver trophy, capping off another extremely successful season.

Lastly, but certainly not least, girls volleyball, the No. 4 seed, started out with a big 3-0 win at home against Noble and Greenough, No. 5 seed, to move past the quarterfinals.

They then moved on to play the #1 ranked St. Paul's team away, hoping to return to host the championships against either Choate or Exeter.

The intimidating St. Paul's team hadn't lost a single game before taking on the mighty Loomis Chaffee Pelicans, who came and conquered the New Hampshire school with an amazing 3-1 victory. Being the higher seed, Loomis Chaffee had the opportunity to host the finals on Sunday against No. 7 seed Phillips Exeter Academy.

The team dominated, winning the first set 25-15, the second set 25-23, and the final set 25-17. With captain Maya Guyton's irrepressible energy and unstoppable kills as well as Reilly Campbell's unbeatable blocks, these seniors helped their team claim Loomis Chaffee Volleyball's first ever Class A New England Prep School Athletic Conference title, leaving behind an unforgettable legacy.

For the past twenty years, only four schools – Hotchkiss, Choate, Andover, and Exeter – have been able to call themselves champions until now. As Head Coach Jeff Dyreson said, "this year's team was not the most talented team I've ever had, but they worked hard and played fo-



Graphic courtesy of Nina Gildor

Mr. Dyreson shows off his Pelican pride with a new ankle tattoo.

cused and with confidence, allowing them to play 'loose' which was important in the end of the season."

Despite the impressive volleyball season, most students were truly excited about a longtime tradition that finally became a reality—Mr. Dyreson's tattoo.

When Mr. Dyreson first arrived in the early 2000s, players questioned him about a tattoo he already had from his time playing volleyball at Wisconsin. He joked that if Loomis Chaffee won the championships, he would get another tattoo. So, as each new team learned of this story, they became determined to have Dyreson get a tattoo. The 2018 girls volleyball team finally did it!

“With captain Maya Guyton’s irrepressible energy and unstoppable kills as well as Reilly Campbell’s unbeatable blocks, these seniors helped their team claim Loomis Chaffee Volleyball’s first ever Class A New England Prep School Athletic Conference title, leaving behind an unforgettable legacy.”

M

A WOLF IN SHEEP'S CLOTHING: A REFLECTION ON THESE THREE INFAMOUS WEEKS

Lana Shang '22 | Contributor

Warning: Freshman POV

The first week after Thanksgiving break brought a bag of mixed emotions. Although the start of school meant loads of homework and the responsibility of actually having to be a functional human being again, it felt good to be back on campus.

Loomis Chaffee has become a second home to me. I was so happy to see my friends again; even though we were apart for only ten days, it felt like we'd been separated for a lifetime.

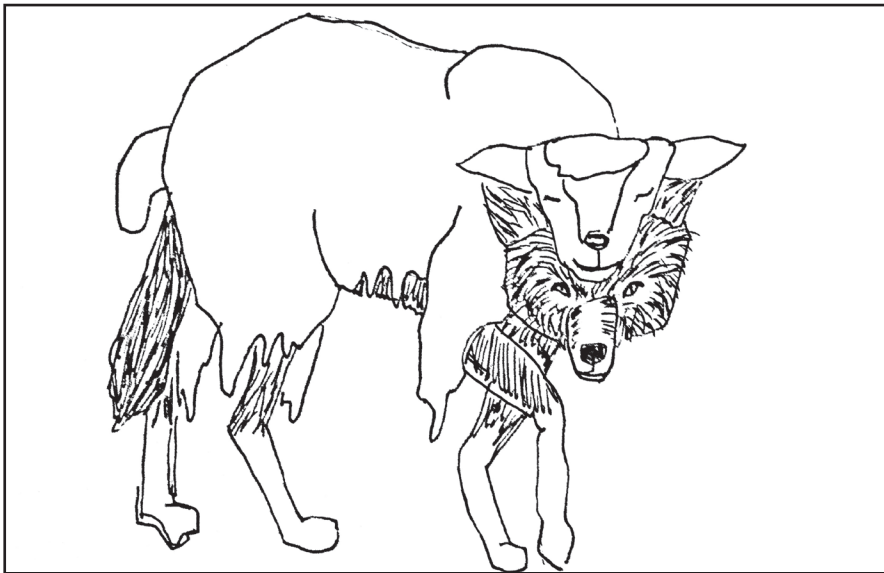
As December arrived and classes picked up, stress levels rose as the temperatures dropped. Personally, I found it a bit hard to stay focused on schoolwork as my mind was split between memories from Thanksgiving break and the upcoming winter break. I had to keep telling myself, only 15 days left, or only 12 days left, to stay

motivated. Encouragement or distraction from peers who were going through the same feelings helped as well.

As the holidays draw near, there are more holiday-themed activities such as gingerbread house decorating, holiday crafting in the PHI, dorm decorating, and fun events in the student center.

These events aim to help relieve the stress from the copious amount of homework and quizzes teachers assign within these three short weeks.

The light in the darkness (both metaphorical and literal darkness, as the sun has been setting at 4 P.M. lately—seriously, what's up with that?!) for many seems to be the thought of winter break, so to the dear readers reading this, hang in there!!



Graphic by Mary Roriston '21

***WARNING:
SATIRE***

Liam Scott '19
Editor-in-Chief

SOFT SERVE MACHINE NOT BROKEN, BUT MODERN ART

Students' bemoaning the allegedly broken soft serve machine in the dining hall recently has plateaued due to a shocking realization: the machine now serves as a contemporary commentary on consumerist society overtly characterized by a desire for immediate joy.

One witnesses the soft serve dispensers, so methodically—or clinically, rather—wrapped in layers of transparent plastic wrap, and can see the mechanism through which joy can be attained.

"Due to the plastic wrap, however," explained the artist, "one can only imagine the ice cream. They can't get at the ice cream." The artist added that this striking piece eventually might be moved to MoMA in New York City or the Saatchi Gallery in London.

WINDSOR RESIDENT TAKES FIRST PIECE OF GUM FROM THE VERY LEFT OF PACK- AGE, SPARKS QUESTION: WHO DOESN'T START A GUM PACK- AGE IN THE MIDDLE OF THE ROW?

Windsor resident recently was admitted into an asylum after authorities saw him take the first piece of gum from the far left side of the package. Authorities would not comment, but a psychologist said, "only trust those who take a piece from the middle."

Are you interested in
writing for *The Log*?
Email us at
log@loomis.org!

A LC BOOKSTORE GIFT GUIDE

Kelly Xue '21 | Staff Writer

Festive lights, tuneful carols, lavish family dinners—these are things that often come to mind when we think of the holiday season. However, we are then quickly reminded of the other painful implications of the nearing winter break, such as the grueling, complicated process of buying presents.

The vast array of possible gift options and the different ways to go about buying presents can be quite overwhelming.

I suggest that instead of forcing yourself to withstand the biting cold as you venture to your nearest Macy's or laboriously scroll through your soon-to-expire Amazon Prime tabs, you take a leisurely stroll down to the LC Bookstore, browse through a selection of products perfect for gifting, and let your troubles wash away.

Sweatshirts, sweatpants and hoodies—the quintessential Loomis look. Available in sizes for almost everyone. Wearing it feels like a hug

For those who appreciate the little things—a wide variety of trinkets are offered here: LC keychains (labeled "MOM" and "DAD"—very appropriate for family), brooches, picture hangers, colorful clips, LED clip-on shoelace lights (get one of these ShoeLits if you know someone who needs their shoelaces be illuminated), and pocketable laundry bags (you may need a fairly sizable pocket for these).

The Loomis blanket provides maximum insulation for those who a) are always cold, b) have to suffer extremely low temperatures, or c) just need to burrow in for a long hibernal nap.

A cheerfully orange, miniature dustpan-broom set for anyone who likes to "Keep-IT! Clean™"

Hats—What a diverse group to choose from! The pom-pom hat is a classic. Dressed in the traditional Loomis colors, it is a headpiece befit for a queen (or king). Another great option is the newer rainbow knit ski hat which is sure to keep



Graphic by Mary Roriston '21

LC gear, stickers, LC lanyards, and ice cream are sure to make great presents.w

any head warm!

Whether it be videography connoisseurs or students failing their photography classes, many a person would appreciate the polaroid-shaped coffee mug offered at the bookstore as either a gift or a consolation for their less-than-adequate grades.

Show some love for your younger siblings by bringing home a fuzzy stuffed pelican (they come in both grey and brown!). Perhaps a pelican toy for the swimming pool would be great too!

A delectable miscellany of books are up for grabs, ranging from Ernest Cline's "Ready Player One" to "The Genius of Birds" to "The Art of Biblical Narrative." Anyone can find something that grabs their eye in this smorgasbord of literature.

"If you shop locally rather than online, you support the local economy," explained Tammy Hobbs, the bookstore manager. In a wider context, spending at a nearby shops not only boosts local businesses, but also fosters a sense of community.

Thus, purchasing items from the bookstore, our closest source of goods on campus, will further bring together the Loomis community.

WINTER ASTROLOGY

John Howley '21 | Staff Writer

It's the holiday season and Loomis Chaffee is getting ready to kick off the break, but people like to celebrate this festive winter season differently. Based on your astrological DNA, what will you and your zodiac-sign-family-members be doing this winter break?

Aries: Sneaking around, checking every nook and cranny, you, Aries, are already scouting out for any presents hidden around the house. You would wait for your family and friends to give them to you but you NEED that new iPhone right now.

Scorpio: You've made your wishlist and checked it twice, attaching photos, links, and specific details after hours of research. That holiday wishlist that you sent your family couldn't be more specific.

Leo: Singing loud and proud, you are in the front of the carolers belting out those holiday jingles. If you can't rock-around the Christmas tree, then no one can.

Sagittarius: Plane tickets booked and holiday travels planned, you're ready to go anywhere and everywhere this holiday. You're prepared for whatever adventure will immerse you into that winter wonderland.

Capricorn: It's Yankee Swap and you're playing to win! Ruthless and determined, you are going to snatch that speaker-sized-present, even if its the last thing you do!

Aquarius: You've got the gift-giving process down to a tee. After analyzing each and every person on your gift-giving-list, no one will be disappointed when they open your gift (mostly because you



Graphic by Ashley Chung '19

also included the receipt).

Pisces: Clothes, high-tech gadgets, random stuff in shop windows, this holiday you'll be doing one thing: loading up on those holiday gifts and this season's best sales.

Virgo: Light strings and tinsel in hand, you take decorating your house for the holiday season, very, very seriously. "Hey! Don't touch the candy canes. . . they're decorative."

Gemini: While everyone is swingin' to the jingle-bell-rock, you prefer to reflect on the passing of a year while looking out on the winter wonderland.

Libra: You're gonna take your time deciding on the perfect gift for your family and friends this holiday, and you know they'll be thrilled when they open up their gift. Only problem is you can't decide what to get...does your Grandma like red or green?

Taurus: Santa Claus is real. No one will EVER convince you otherwise.

Cancer: You take the winter season seriously and if anyone tries to dim that holiday cheer, you are gonna be the one to cheer 'em up (with bribery in the form of gift-giving, that is).

THEATRICAL OFFENSE: A REVIEW OF *THE CRIMES OF GRINDELWALD*

Natalie Halsey '20 | Staff Writer

Possibly the worst offender of this uselessness to the plot is the titular Gellert Grindelwald himself, portrayed by notorious abuser Johnny Depp in makeup more suitable for the role of a bleached pineapple.

spoilers ahead

When I left the theater in the afternoon after seeing *Fantastic Beasts: The Crimes of Grindelwald*, my head was spinning. Had I, the huge *Harry Potter* fan, missed some extra material essential to the understanding of this movie? Was there some book I had not consumed, some hint I had passed over?

But no matter how much I searched for a scrap of content I could have missed, nothing came up. I had not missed anything; *Crimes of Grindelwald* just didn't make sense.

The Crimes of Grindelwald stands at a whopping two hours and twenty minutes, every single second jam-packed with characters and magic, and yet it had no semblance of plot. Story points did not flow or even attempt connection; things simply happened or dropped from the sky (quite literally, in some cases) into characters' hands.

Rather than a cohesive story, the film's narrative felt like different threads slapped together on a flimsy background of the greyest, most boring view of J.K. Rowling's wizarding world.

Many of the characters did not have enough time to develop a personality or motivation. *The Crimes of Grindelwald* failed to decide on a plot, introduced countless nonsensical characters, presented many gaps in the storyline, and was visually unappealing.

At the beginning of the film, our protagonist, the quirky magizoologist, Newt Scamander, is asked by the British Ministry of Magic to go to Paris and find Credence Barebone, a young man with explosive dark magic trapped inside him. In the previous film, *Fantastic Beasts and Where to Find Them*, Credence blew up into bits of smoke. He survived, and now the American Ministry, the British Ministry and the titular villain, Grindelwald, either want him or want him dead. The audience is never explicitly told who wants what.

The audience is primarily in the dark about Credence, an emotionally broken and fiscally-broke teen. After the first movie he was originally presumed to be dead, but in *The Crimes of Grindelwald* he starts the movie working in a magical circus in Paris. This is the only moment where the plot is not confusing; this is a "get the magic object before the bad guys do" story.

In the next half hour or so, Tina and Queenie Goldstein and Jacob Kowalski from the previous film return. The aforementioned plot is trampled by a "find the girl and tell her I love her" story.

A young Dumbledore, portrayed by Jude Law, asks Newt for help to stop Grindelwald, again shifting the story to the Potter classic of "do whatever dubious thing Dumbledore tells you to do because it will stop evil" plot.

While all these plots are unfolding, Credence looks for his family with his new friend Nagini, a snake woman, or, what I consider potentially the worst possible explanation of Voldemort's evil snake from the original *Harry Potter* series. Throughout the film, I constantly asked myself questions like "why is that character there?" "Who is that?" and "Wait, why are they doing that?"

The mysterious Leta Lestrange, played by the gorgeous Zoe Kravitz, is supposedly an auror on the hunt for Grindelwald along with her fiancé Theseus Scamander, Newt's brother, yet she never shows any sign of interest in or even a sense of duty

for her job.

She also never shows any affection for Theseus. She wears a purple evening dress for the entirety of the film, rather than more practical work clothes like Tina. She only exists to follow the Scamander brothers, to provide for Hogwarts flashbacks and to sacrifice herself for love. For which Scamander, we'll never know. My money's on Newt.

Another extraneous character, Yusuf Kama, exists only to deceive Tina, then he faints and regurgitates another tragic backstory. Nagini exists only to stand next to Credence while he either cries or looks concerned, and for all the controversy surrounding Nagini's casting, she has a total of six speaking lines.

Many more characters, including an Auror tracing Newt, another Auror tracing Credence, Grindelwald's right hand woman, and Newt's assistant, exist simply to fill space and disappear with no effect on the plot when the script is done with them.

Even the main characters pop out of existence when a scene is done with them. In the climax of the film, Grindelwald takes Credence into his circle and hugs him, then turns to curse someone. In the very next shot, Credence has completely disappeared. Not Disappeared, but simply vanished. I thought I had blinked; but no, Credence was gone.

Jacob Kowalski does a similar disappearing act earlier in the film; he goes into a tomb, vanishes while Newt, Tina, Koma, and Leta arrive and spit up a backstory; he then returns to open a door. The film is so stuffed with characters, that some have to disappear to make space for the incoherent plot.

Possibly the worst offender of this uselessness to the plot is the titular Gellert Grindelwald himself, portrayed by notorious abuser Johnny Depp in makeup more suitable for the role of a bleached pineapple. Grindelwald, a silver tongued snake who convinces Wizards to join his cause of world domination through eloquence, is supposedly the villain of this story, yet his supposed serpentine command of language never really appears.

He is completely unimpressive. His only true personality trait is evil, and even that is poorly presented. Grindelwald doesn't even advance the plot. He just holds a rally and hopes the main characters will come. He lets his cronies do all the killing and hunting. Grindelwald sits back and waits.

What even are his crimes? Terrible plans? Chronic bad hair? Because so little is known about him and so little is shown of his actually doing evil deeds (his unnamed cronies carry out most of the murders and duelling), he isn't a scary character. Grindelwald bores, much like the rest of the film.

The film breaks its own laws and the laws of its predecessor, and then stomps on the established *Harry Potter* series for good measure. The entire ending of the first *Fantastic Beasts* revolved around making all non-magical people in New York forget all the magic they had witnessed by accident, ensuring that the Wizarding world stayed secret.

Wizards in *The Crimes of Grindelwald* don't care if they are witnessed covering the city of Paris in dark cloth, unleashing fire monsters, or wrangling vaguely-Chinese beasts. Parisians in this universe have incredibly selective memories or so it would seem.

The Crimes of Grindelwald also falls



The resemblance is uncanny.

Graphic by Ashley Chung '19



AP Photo/Grant Pollard, Invision

The Crimes of Grindelwald is a prequel to the *Harry Potter* series, written by J.K. Rowling, pictured above.

flat technically. The design of this film is completely lifeless. The film's color palette is comprised almost entirely of grey and semi-blue, with only Newt's mustard waistcoat popping out from the dingy fog of dust.

The charm of the zany, colorful sets and costumes of the original *Harry Potter* films is completely absent. The 1920s wizards wear normal clothing in boring colors. Even Dumbledore, who in the original series sported jewel-toned robes matched with small hats, wears somber suits.

Not only are these design choices incredibly dull, but the wizarding world no longer contrasts with the non-magical world.

When Tina Goldstein goes through a portal to see a magic circus in the wizarding part of Paris, all the buildings remain the same grey stone, with no interesting quirks or any fun shops.

Part of the reason the *Harry Potter* movies were and are so popular is that the wizarding world is an enchanting, immersive escape from the grey, dull non-magic world. The two worlds were clearly delineated. The *Fantastic Beasts* movies offers only a monotone world with zero contrast between magic and non-magic.

The cinematography further confounds; scenes have no sense of space or direction. A lack of establishing shots make characters look ridiculously far away or way too close together. A midair prison breakout battle on a flying horse carriage in a thunderstorm instead of offering an exciting, high spirits scene, becomes a flashy piece of nonsense. Gravity doesn't matter. The art of cinematography was all lost in *The Crimes of Grindelwald*.

There were some parts of *The Crimes of Grindelwald* I enjoyed. Eddie Redmayne's performance as Newt was genuinely charming; his quirky demeanor and eccentric manner immediately brought me back to why I enjoyed the first movie so much. Newt's doing weird things and caring for his friends and creatures gave heart to his character and life to the first film, and seeing Newt lick the ground to track a beast was one of the best scenes in this film.

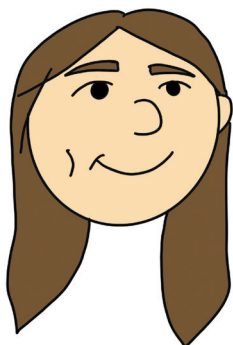
The new creatures had interesting designs reminiscent of the the original charm of *Fantastic Beasts*, but there wasn't enough screen time for the audience to thoroughly enjoy them.

However, these positives were not enough to save the sinking ship that was *The Crimes of Grindelwald*.

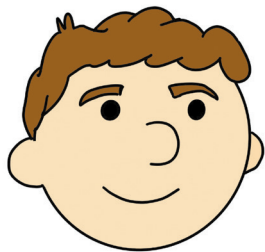
All I Want...

BEATRICE

- New set of knees
- A car that doesn't break down in the middle of traffic



- Return of Lauren Hinton
- For some of her dance moves to catch on

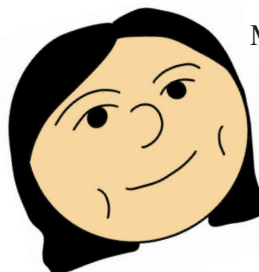


LIAM

- Costa Rica coffee beans
- Stacy's sesame ramen
- A gavel

ASHLEY

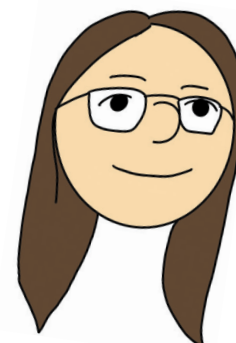
- A pet Eevee



- To get signed by Marvel
- Roundtrip tickets to Kyoto, Japan

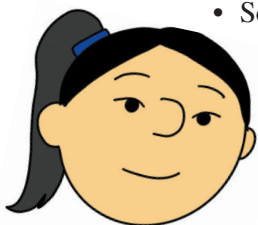
MS. HSIEH

- Carillon
- Endless durian



STACY

- Sesame ramen
- More fuzzy pajama pants
- Personal room Cleaner
- Gummy bears
- HEATH CANDY!



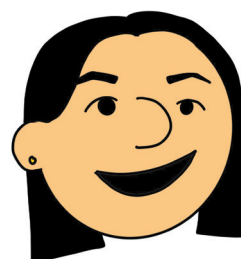
MICHELLE

- Menchie's froyo
- Bonchon coupon
- Bunnies



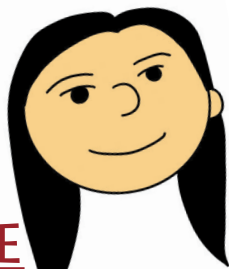
MINNA

- The ability to never sleep
- A gavel
- The ability to teleport (so she won't be late again)



STEPHANIE

- To become a tri-varsity athlete
- To grow another 4 inches



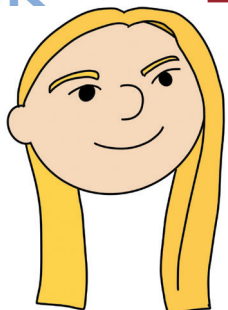
JACKSON

- A UCLA football jersey
- To be less sweaty



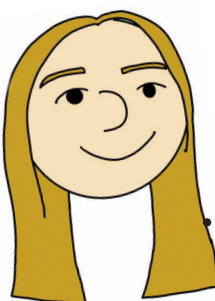
MADDIE

- A car that actually belongs to her
- An endless supply of La Croix
- Endless supply of puppies



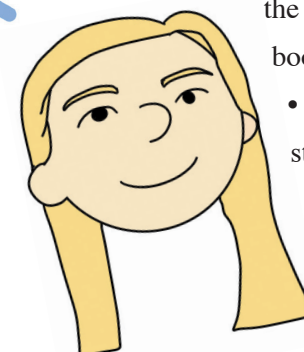
PORTIA

- Another pair of stan smiths
- An iced Latte
- A hip-hop lessons with Beyonce



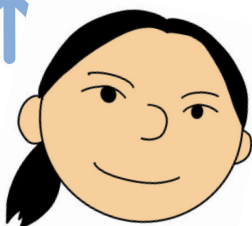
ELENA

- More cast color options
- A laymen's translation of the multi-text-book
- Wrists as strong as steel



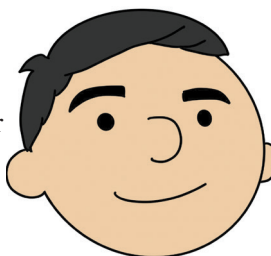
ANGELA

- A dormroom walk-in closet
- Gucci LC gear



DAVID

- A shirt that isn't womens small
- His man-buns back



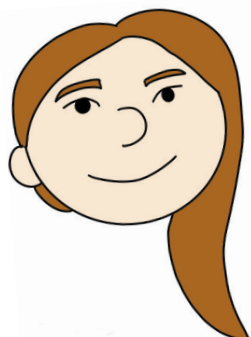
ETHAN

- Another math class to take
- Books
- To have more occasions to show off his artistic skills



EMMA

- An 'A' in Spanish
- To get signed by NBA



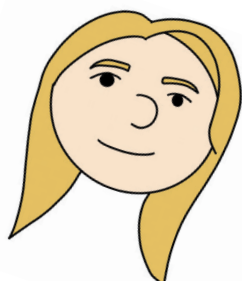
SHLOK

- A megaphone (to blast daily briefings in the dining hall)
- An audio recorder



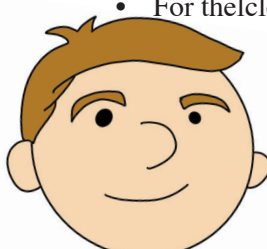
NEALA

- To swim without feeling pain
- For Flik's "Hawkward" poster to come back



JACK

- Another (backwards) hat
- For theclog.org to have 1,000 visitors a day



ALLY

- To not have just turned 16 as a junior
- To not be in a class where everyone but her is a senior again

