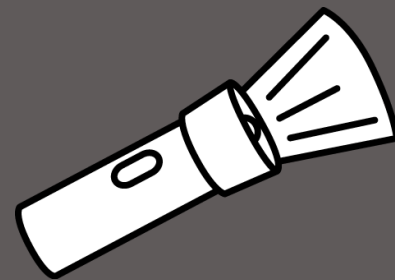


## INSIDE THIS ISSUE:

Air Jordans	2
The Pharoah's Curse	4
Grandparents!	5
Track and Field	5
Art Galleries	6
Year-round schools	6
Sudoku	7
Summer poem	7
Our writers	8

# The Torch



VOLUME 8 ISSUE 4

JUNE 6, 2019

## Sports Day *by Samantha*

The first NTCS Sports Day was held on Friday, May 10<sup>th</sup>. The school was divided into two teams: Team Blue and Team Red. Junior kindergarten, grades 1, 3, and 6 were on the Blue Team. Senior kindergarten, grades 2, 4, and 5 were on the Red Team. The morning was filled with lots of fun and competitive activities, such as dodge-ball, Just Dance, Octopus, basketball, and many more! Whichever team won the game would get 200 points. If the two teams tied, then each team would get 100 points, and whichever team lost would get 50 points. 100 points was also awarded for encouragement. In the end, all the points would be added up to determine which team was the winner.



Red team elementary students love to "Just Dance." photo by Mrs. Crouse

At the end of all the games, the blue and red team scores were tied, so we had a cheering contest. We had one minute to come up with a cheer for our team, and whichever team had the better cheer would win. Blue team ended up being awarded the points for the cheer, which made them the winners! The game was very close, and both teams did extremely well and were awarded treats at the end.

Bethany Wong, from grade five said that her favourite part was 'the flipping paper game.' Charlotte Tang, from grade six liked 'Encouraging our team.'

There was also another part to this fun event, which was fundraising! We raised over \$13 thousand. Where did all this money go? It went to a campaign called Covenant House, which collects money for young homeless people. They provide food and shelter for the

Continued on page 3

## Mandatory Online Courses *by Yilia*

During the March break, the Ontario provincial government announced changes for the high school diploma starting in 2020-21: four of the thirty high school credits will be required to take as online courses, making Ontario high school students with more compulsory e-learning curriculum than any other place in the world.

The Conservative government has not yet answered all questions about the details relating to the announcement, including are teachers certificated to teach online, or whether the program will be privatized.

The decision was made primarily because the number of online courses has significantly increased over the past five years. Most of the courses are offered and developed through a

consortium of school boards, and includes a variety of types and grades.

The Canadian eLearning Network estimated that about 65,000 Ontario students were enrolled in at least one online course in 2017-18. According to the Public education advocacy group People for Education, an estimate of five percent of students in every high school have taken at least one online course.

Surveys done in homeroom from grade nine to twelve shows ironic results — as the grade gets higher, more students are experiencing the online courses, but they also more student lose their interest and confidence in it.

.Continued on Page 3

# A Masterpiece for the Ages! *by Sai*

A “sneakerhead” is a person who loves and collects shoes, and every sneakerhead knows about the respect one garners when they wear a pair of Jordan 1s. The history of the Jordan 1 is significant not only for the Jordan brand (under Nike), but also for all shoes under the sports category. It revolutionized shoes as we know them and left a dynasty that will exist even when our generation is gone.

The year is 1985 and Michael Jordan just won Rookie of the Year after averaging 28 points per game on 52% field goal percentage. Pete Forester, a writer at Grailed.com covered this topic in his Jordan 1 article. Nike, a major brand at the time, showed heavy interest in Michael, who publicly stated he would love to sign a deal with his favourite shoe at the time, Converse. According to Michael, Nike was persistent and went as far as to plead with his parents to bring Michael from his home in North Carolina, all the way across the United States to their headquarters in Beaverton, Oregon. They made a great pitch to him, even saying that he would be the face of the brand. To any other person, this would be enough to instantly sign the deal, but Jordan wasn't like other people. He wasn't sold on the idea just yet. He felt that the soles were too hard, meaning he couldn't feel the court underneath. But Nike was all for it. Peter Moore, who was the creative director at the time, worked with Jordan on designing the shoe. Michael initially did not like the shoe, saying “I'm not wearing that shoe. I'll look like a clown,” but eventually the design grew on him. They made all the changes that were necessary and Michael Jordan officially joined Nike with the creation of the Jordan 1.

The original colourway that they created is the classic “Bred”, which is black-and-red, making the “Bred 1s”. These shoes are also called the “Banned

1s” because they were initially not allowed to be worn while playing NBA games due to uniform rules, but Jordan did it anyway, and was fined for it. The bravery to wear the shoes even when he was explicitly told that he was not allowed to, shot the hype for the shoes out of the world. It was already crazy hyped, as it was the first shoe from the famous Michael Jordan, the man terrorizing NBA teams with his stellar basketball skills.

The Air Jordan 1 retailed for \$65 USD, which at the time, was more expensive than other shoes. As soon as they were released, they sold out, which is no different from today, 34 years after they released. “I love the Jordan 1 model. It makes me feel spe-



*Tyson Chen, Sairam Anand, Brooklyn Shang, and William Yao show off their Nike Air Jordans. Photo by Mrs Crouse*

cial when I wear it, not only because of the design, but also because it is a very exclusive shoe,” said Brooklyn Shang, a grade 11 student at North Toronto Christian School. Different colourways have always been more valuable than others, such as the Bred, Black Toe, Chicago, Royals, etc. This is evident even today, as these shoes fetch more on the market than some others, which are still available for retail at general sneaker stores, such as Footlocker.

William Yao, another grade 11 student, spoke about colourways, saying, “I have owned many different Jordan 1s, but my favourite one is the Black Toe.” There are stores specifically built in order to sell more valu-

able shoes, such as the black toe. Often they are much higher than the retail value, known as “resale value.” Online markets such as StockX and GOAT have also been created for this purpose. They have a simple principle: people acquire the shoes, then they list them for sale on these websites, and after people purchase them through the site, they send it to the companies for verification of authenticity. After they have been verified, the shoes are sent to the buyer. Buying shoes, such as the Jordan 1, has become much easier and more efficient as technology has progressed.

When the Jordan 1 was first released, people had to wait in long lines, which is not different from today. Though demand was high, the process of selling was not as efficient as it is today. After the success of the Jordan 1, the brand expanded from just 1 model to 33 mainline models, with variations and colourways in each, as well as a process known as “retroing”, this means that a once popular model and colourway is re-released to the public, which ignites the hype again. The Jordan brand also released clothing and accessories.

Peter Moore, creative director of Nike at the time even said, “I am somewhat surprised by the staying power of the Jordan 1. It seems every new generation of kids has to try it, almost as if they discovered it.” After purchasing the Charlotte Hornets and many endorsement deals, Michael Jordan has amassed a \$2 billion net worth! His total NBA salary equates to \$90 million!

The Jordan 1, created in 1985, has left an everlasting imprint on the sneaker culture, inspiring joy in new and old generations alike. You cannot call yourself a sneakerhead till you get a pair!

## Sports day cont....

homeless people, and help lives get back on track.

Without the members of SaLT, none of this could have been possible. Our Service and Leadership Team helped assemble this, and they motivated us to participate. A big thanks to the SaLT members!

Congratulations to the blue team that ended up winning. It was a very fun day for everyone, and we hope that we will have as much fun during Sports Day next year!



Maria Chigireva and Kristen Koo reveal the scores at the end of the day. The Blue team earned extra points for cheering. Grade 11 students at the obstacle course. Photos by Mrs Crouse and Stephanie Li



## Online courses cont....

Grade nine student Saivaran Muhunthan thinks that e-learning is great because it saves students' hustle for transporting to school, and more importantly, "who doesn't want to work at home?"

Benefits that e-learning provide for students include time flexibility and improvement of their self-discipline and time-management skills. Development of technical and management skills are crucial for high school students' survival in universities or college.

However, while e-learning is providing flexibility for students who prefer to work at home, there are many inconveniences too. Jonathan Leung, a grade twelve student who took computer science online, said that it's sometimes annoying when you need to ask for proctors for the test. And more importantly, students can't really ask questions online.

"It's very difficult to get contact with teachers, especially if you need the answer right away," Anthony Kamal agrees, "also, you lose motivation if it is online. I didn't really work at all because I didn't feel it was like a real course."

Evidence shows that online courses may not necessarily help students succeed in the post-secondary environment. International consultant in e-learning and University California associate professor for the College of Education and Health Services, Michael Barbour explained that students might choose online learning diploma because of their interest in the course material but have no acquired online learning skills that are needed for their e-learning success. "Just because a student learns online doesn't mean that student learns how to learn online," he said.

Obviously, online courses are an extremely good option for mature students who are particularly well-organized and motivated, but it is hard to tell if every one of them has these skills. Not only do students need to learn how to use their time wisely and study independently, but the teachers also need to learn how to teach in the online setting.

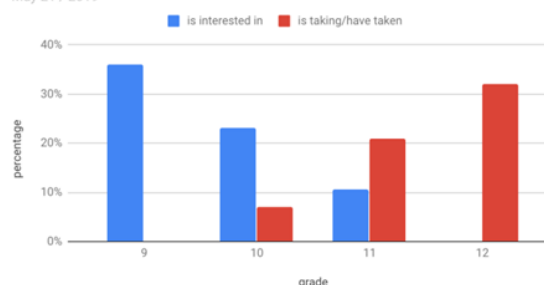
Another main concern is how this change will affect rural Ontario students and schools. Although students in Toronto may enjoy the convenience that e-learning provides, there are many students and schools in rural Ontario that have trouble accessing the internet. Not only it is hard for students, but the plan itself is also hard to realize since roughly only 10.5% of the students were enrolled in e-learning last year, which means that they need the facilities to increase by ten times to meet the demand.

The chief executive of the Canadian eLearning Network, Randy LaBonte said, the biggest challenge is how to scale the supply for the sudden growth since they are already failing to meet the demand of the existing learners.

Many professionals in education argued that the government's decision was only out of a cost-saving measure and there are no concerns about the students who may suffer from this policy. NDP Education Critic Marit Stiles mentioned that students had to face the brunt of government's plan of the education cuts because their voices are continued to be ignored.

None of the students in grade ten to twelve at NTCS agree with this policy. It is undeniable that alternative options and programs for education allow students to have a more positive experience while they are studying. But by making it mandatory, it changes from being a choice to enforcement, which completely distorts its original purpose.

NTCS High School Student Online Courses statistics  
May 21 / 2019





# Curse or Fatality? *by Sam*

Millions of tourists visit Egypt every year to see one of the seven wonders of the world: the pyramids of Giza. The pyramids were built as tombs for the Pharaohs in c. 3150 BC. There are three main pyramids located in Giza, Egypt. King Tutankhamun was the Egyptian Pharaoh of the new kingdom in 1324 B.C. There was a correlation between the size of the coffin and the amount of gems inside. Ironically, usually a smaller tomb means more jewels were included. King Tut had the smallest royal tomb out of all the mummified Pharaohs, meaning it contained a lot of gems and jewels. He was buried in the most expensive coffin in the world. His tomb was located in the Valley of the Kings. His heart was mysteriously missing from his body and was never found. Only a handful of people have attempted to scavenge for his tomb, and they all met with unfortunate outcomes. There is a legend that people who look for his tomb are cursed. Anthony Kamal, a Gr 12 student of NTCS, says "Thinking about it gives me the chills, even though it happened a very long time ago." According to National Geographic, Stacy Condrat says the first individual who attempted to discover King Tut's tomb was George Herbert who was an English peer and was in charge of all finances for the excavation of the tomb. Herbert opened the tomb of King Tut. A few weeks later, when he was shaving, he cut open a mosquito bite and died from blood poisoning.

The next victim of King Tut was Sir Bruce Ingham who was a close friend of Howard Carter. As a gift, Carter gave a paperweight to Ingham, and he put it on the tomb itself. Big mistake buddy!! A few days later his house burned to the ground. When he tried to rebuild it, a flood came and ruined all the progress.

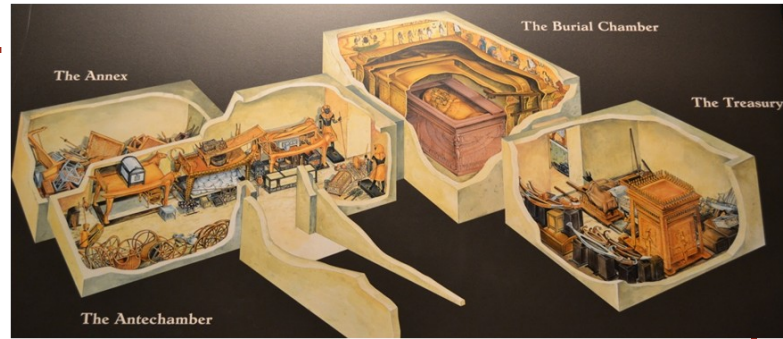
The next victim was George Jay Gould who was also a financier. He

was a wealthy American who just visited the tomb and did not even open it. A few months later he fell sick and died of pneumonia. The next man, Aubrey Herbert, was an English diplomat. After he visited King Tut's tomb, he saw king Tut's bare body and he went totally blind. His teeth got infected and became rotten. He had to get every single tooth pulled out from his mouth (and they had nothing to numb the pain so he was awake for the entirety of the procedure). It still got infected so he died of sepsis from the surgery.

The next victim was quite disturbing: Hugh Evelyn-White was a British archaeologist. He helped excavate the tomb itself. Within two hours of being at the site, he hung himself and wrote with his own blood, "I have succumbed to a curse which forces me to disappear." The next example is also quite disturbing. Richard Bethell was the secretary and the first person behind Carter to enter the tomb. He was smothered in his room at a club. No tracks were ever found, other than his own. James Henry Breasted, another famous Egyptologist was working with Carter after the tomb was opened. When Henry went home, he found that his canary had been eaten by a cobra.

Last but definitely not least, Howard Carter was a British archaeologist and Egyptologist who became world-famous after finding the tomb. He opened the tomb of King Tut at the age of 25 and did not die until he was 64. His tombstone said "May your spirit live, may you spend million of years, you, who loves Thebes, sitting with your face to the north wind, your eyes beholding happiness." He is the only known survivor of a person who opened King's Tut's Tomb. But what is the truth? How does one explain these tragedies?

Mr Hoover, local NTCS teacher says, "I do not believe it is a real curse



but I also don't think that all occurrences are coincidence either. The theory is that many of the disease related deaths were due to mold spores or some other type of bacteria that infected those who entered. As for peoples' houses burning down, that I believe is coincidental."

In conclusion, was it a coincidence or is the curse real? Many people have been wondering this since November 26, 1922. Scientists and detectives have worked together to come up with the answer to this and believe they were coincidences. The Pharaohs were buried over 3000 years ago. So there was obviously a build up of bacteria within the tomb and when it was opened, the bacteria was breathed in. Back in 1922, health care, especially in Egypt, was not that advanced. Doctors at the time only had a limited amount of knowledge of the body and the bacteria that is inhaled. According to Tomb Toxins, Brian Handwerk, there were four main types of bacteria that were fatal to these poor Discoverist. 1. *Aspergillus niger*, a fungus also known as "black mold," 2. *Aspergillus flavus*, a common pathogenic fungus that is known to be found in items that are stored, 3. *Pseudomonas*, a gram-negative bacteria, and 4. *Staphylococcus*, a bacteria that is a grape-like cluster.

Mr. Collins, NTCS' history teacher, says "I do not like the idea of people messing with something that has been in place for so long. These people were once alive, and now we're playing with their remains. I don't think we would like it if people played with our remains and placed them in museums after we died. I do, however, like the idea of sending in robots with cameras. It's a non-invasive and robots can't catch a disease. The curse of the pharaoh is just a supernatural myth to try to frighten people."

# Our Great Grandparents *by Bethany and Grace*

*Hannah Rothe recites verses in her native language at the Concert. Photo by Mrs Crouse*



On Friday May 3, 2019, NTCS hosted its annual Grandparent's Day! The junior kindergarten to grade six classes each put together a presentation in honour of their grandparents. These presentations included songs, recorder performances, Bible verse memorizations in different languages, and dances.

Grandparents were extremely impressed with the performances, especially with the Bible verses. Students had a wonderful time making their grandparents smile!

Grandparents and their grandchildren also had an opportunity to take pictures. Edge Imaging, the company that takes the school's photos annually, took the pictures! Smile for the camera!

We asked 2 students questions about their Grandparents' Day. To Emmanuel Kokolakis in SK, we asked, "What did you like most about Grandparents' Day?" He answered, "I liked singing to my grandparents."

We asked Naomi Croft, a Grade 3 student, to name some things that she did with her grandparents. She replied, "I took pictures and did an interview sheet with them."

Did you know that Grandparents' Day is on the 1<sup>st</sup> Sunday after Labour Day in the U.S.A., and on the 2<sup>nd</sup> Sunday of September in Canada? In some countries, they celebrate grandmothers and grandfathers on separate days! People also give presents to their grandparents in order to honour them. These gifts can include

cards, flowers, and more! People also might take their grandparents out for a meal.

So now that you know all about Grandparents' Day and some ways you can show that you appreciate them, why don't you spend some time with them! They've shown so much love to us, why not return the favor? Hurray for grandparents!



*Pooja Mahenrarajah and her Grandmother spend time in the classroom checking out the grade six studies. Photo by Mrs Crouse*

# Track and Field Day *by Alex*

On May 8<sup>th</sup>, NTCS held its annual Track and Field Day for grades 3-6. It was an exciting day for everyone to showcase their athletic skills.

There were many different distance running events. There were the 400m, 200m, 100m, and 60m dashes. The 60m dash was the last one for the top runners. There were also a few jumping events –the broad jump and the long jump. Finally, there was the ball throw

and the obstacle course.

The top performers got the chance to attend the ACSI Field Day to compete against other private schools like NTCS. Our top students went to compete in similar events and some relay races as well. Track and Field Day was pretty fun indeed, and even if you didn't make it into ACSI, it was a very fun and competitive day for all.



*(far left) The grade six boys compete in the ball throw event. (centre) Grade six girls at the starting line; Mr. Hoover officiates. (above) Nidhi Bajoria launches up and away at the standing broad jump. Photos by Mrs. Crouse*



## Canadian Art Galleries are Gaining our Hearts *by Stephanie*

Late at night there is glow in the dark, proms, fashion shoes, food and drink stations, intimate live performances, hip-hop concerts, and social media stars come to visit. These events are very different from what normally happens in museums. According to Pascale Chasse, director of communications at MMFA (The Montreal Museum of Fine Arts), “art galleries are attracting young people.” Major art galleries and museums are doing their best to inspire young people to visit, from a variety of art shows, to turning a gallery into a party hotspot, to free prices all the way.

Take the example of the Montreal Museum of Fine Arts, which uses many techniques to welcome new audiences. Chasse added, “It gives another spirit to the museum experience.” Gabby Lai, a grade 11 student at NTCS said, “I think the idea that parties and performances happen in museums and galleries is cool. This may attract many young people. For me myself, I will go to the museums more often since they provide free admission. It will definitely raise the attendance.”

MMFA offers free admission to visitors 20 and under. It also has nearly 10,000 “avant-garde VIP” members who are under 30 years of age and

pay an unlimited \$35 annual visit to the museum and receive free access to its light and dark contrast night—a monthly event. Similar changes are being made in Toronto; another of Canada's largest art galleries, The Art Gallery of Ontario, announced a plan to offer unlimited annual tickets for as little as \$35 and free admission for those under 25. “We want to make sure that people are engaged in their 20s,” said Stephan Jost, the CEO of The Art Gallery of Ontario.

Leonie Segall, a member of HFG Happy Families Support Network (HFG), enjoys visiting art galleries. She said, “I think this is a great idea to get more eyes into our museums. For many years museums were inaccessible due to entrance fees and business hours. It's only recently they have started being more consumer friendly. Learning and appreciating art is certainly entertaining enough.”

Overall, the number of AGO attendees last year was about 1 million. The most popular museum in Canada is the Royal Ontario Museum in Toronto, with a total of 1.34 million visitors in 2018. For Gail Lord, president of the museum consultancy Lord Cultural Resources, these numbers are definitely higher. She pointed out that in the late

1980s, there were about 1 million yearly visitors to all the museums in Canada. She believes that Canada's largest art institutions, including the AGO, should target between 2 and 3 million visitors a year. She said that lowering the admission fee and sharing the program through products related to various groups is moving in the right direction.

The AGO said its new youth pricing is a one-year pilot project that is covered by additional fundraising, but it may take longer to see an overall increase in attendance. Lord pointed out that the British Tate Museum in London is a success story. They have increased attendance and accessibility for all levels of society and have gained more overall income after receiving free general enrollment. Admission fees typically account for only 10% of the museum's total revenue, so Lord believes that free admission is not a big risk. “Every sector of the economy wants young people because they represent 40, 50, 60, 70 years of being the consumer of that product,” she said.

Lord says events that draw young adults to a night out at the museum make sense. “The idea that you can go to a museum and have a good time is actually really important.”

## What Year Round Schooling Could Look Like *by Tiana*

In Waterloo Region, the school board has recently considered the idea of a balanced school year in which the schedule is not to increase the number of school days, but to have several 2 - 4 week breaks spaced out throughout the year. This system has been seen as a better mechanism to prevent burnout in students and the loss of academic retention that occurs during a two month summer break. John Bryant, the Waterloo Director of Education says that, “It is balanced in a specific way so that students and teachers can manage their time throughout the year consistently and help them succeed.” However, this proposition deals with matters that not only affect the education system but also affect Ontario's economy, outdoor education, employment, and mean higher expense for the school board.

In regards to education, the balanced year-round school schedule may seem like a solution to burnout and summer academic stalls in students, but in reality it does not benefit the students academically at all. Christopher Newland, a researcher at Auburn University, said that year round schools do not help students learn. Newland said, “The evidence is that it would be as useful as changing the color of the school buses.” Students are accustomed to a 8 week period of rest and vacation in order to refresh the mind and enter a new school year ready-to-go, but by changing up the routine of this prolonged break and spreading it out into smaller time frames, students will not have enough time to mentally prepare for a new school year or semester since the breaks are not continuous. Gabby Lai says, “I'd prefer the school schedule that we have at the moment because I'm so

# SUDOKU

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The long awaited season is almost here!

This is what summer means to us:

*by Charis and Rachel*

Sizzling barbecues filled with juicy sausages  
Under the shade from the sweltering sun  
Melting ice cubes in my cold, sweet lemonade  
Making memorable sand castles on the soft, sandy beach  
Every day is fun filled with NO HOMEWORK!



## Year-round school cont...

used to having a two month summer break and seeing my friends at camp and having a long vacation.” Students like Gabby agree that the disrupted breaks throughout the year might not benefit students mentally and academically.

In addition, the summer academic slump is a false rumour as it fails to point out the fact that outdoor education, leadership, sports, arts, social, and academic camps are all vital parts in many student’s summers. Students do not stop learning during the summer due to the fact that they are no longer in classrooms; in fact, they have the opportunity to learn life skills, how to swim, sail, camp, and discover parts of nature.

It is also a time for many students to use at least one month of their summer to fast track their courses or to catch up on them through summer school, or for foreign students to have the opportunity to visit home. “I think it’s better to have 8 weeks of summer because for foreign students it allows us to have a break and visit home, and even eight weeks is not enough,” says Stephanie Li. However, with year-round schooling, students would have no other choice than night or weekend schools to make up or fast-track their credits. This will make their courses a lot more stressful by managing more courses at the same time as a student’s primary school courses.

As for the economy, there is a whole industry of businesses, services, stores, and organizations that rely on a summer break. This 8-10 week period of warm weather allows for summer camps, national parks, campgrounds, resorts, cottages, marinas, and more to thrive and make up the majority of their yearly revenue. But with year-round schooling, this time frame would be shortened to the maximum period of 4 weeks that may or may not be during the warm months of summer. This would cause a drastic reduction of income for these businesses that will no longer be able to financially support themselves, causing the industry to drastically decline as more business go out of service. Furthermore, the majority of the employment staff in this industry includes students that staff their operations. This is also when students have a chance to earn and save money to further their education or understand the value to currency. And since they rely on these jobs, a 4 week window of no school will not be enough to provide needed income.

In addition, a year-round school schedule would consist of teaching periods during summer which entail 30-degrees plus environments. The majority of Ontario schools do not have air conditioning systems. Therefore, the school board will need to incur large expenses to install and maintain these cooling systems. It cannot be expected for teachers to sufficiently do their jobs

in these humid conditions as well as the students to do their best. Danielle Newman, a student at NTCS when asked about the summer heat and studying said that “the two do not mix. It’s already hard enough to function in hot weather and school will definitely not help it.” Therefore, school during the summer (the balanced schedule) will create extra expenses for the school board.

To conclude, this balanced schedule has the potential of curing burnout among students as well as lowering stress, however it also has the potential of negatively affecting the economy, fewer student jobs, and stunting outdoor education. Mrs. Crouse, a teacher at North Toronto Christian School says, “I believe it would prevent burnout in both teachers and students, however the smaller breaks do make me wonder if we would have to have review periods to catch-up after.” Summer break is all about enjoying the weather, and clearing your mind for a new school year. It has been accustomed and expected of the school year to include summer, winter, and March breaks and to change that would cause stress in students’ minds.

Traditional Calendar



## Writers: high school journalists



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## Contact Us:

Since our newspaper is written for our school readers, we want you to get involved! Do you have any questions about God for our Devotions column? Do you want to comment on any articles? Send us an email at:

[newspaper@ntcs.on.ca](mailto:newspaper@ntcs.on.ca)

We will answer your questions in an upcoming edition of *The Torch*.

Also, the journalists are working on the NTCS 2018/19 yearbook! Throughout the year, send your high-quality photos (jpeg files) to:

[yearbook@ntcs.on.ca](mailto:yearbook@ntcs.on.ca)

[acrouse@ntcs.on.ca](mailto:acrouse@ntcs.on.ca)

## The Elementary Journalism Club



Rachel Elmaassarany



Charis Kwok



Grace Wan



Bethany Wong



Alex Zhang



Samantha Zhou



# Have a great summer!