
SUMUS LEONES

October 2020

Summer of Protest, Summer of Change

By LiQian Shoag, senior, and Oscar Murray and Niamh O'Donovan, eighth graders

America attained independence through rebellion against the British. Since then, as long as inequality has existed in America, so has the fight against it. People have been fighting for racial equality for ages, but this fight has recently intensified. Many Latin students and teachers took part in the protests this summer against racial prejudice. Teachers and students such as Mr. Torrence, Ms. Raskin, Hawa Sturr, Jonah Spiva, Yao Calhoun, and Zoe Edelman and many others have been in attendance at various protests.

George Floyd, an unarmed African American man, was killed by police officers who knelt on his neck on May 25 of this year in Minnesota, and it was caught on video. This ignited mass protests against police brutality throughout the country. It also brought renewed attention to the shooting of Louisville, Kentucky resident Breonna Taylor in March and the death of Elijah McClain in Aurora, Colorado from a police chokehold in August of 2019.

Washington Latin's Black Lives Matter club co-advisor Mr. Torrence attended protests in D.C. and said, "It was a great vibe and making my own poster and seeing other

In This Issue:

Summer of Protest, Summer of Change; continued: pages 2 & 3

Virtually Brand New: page 4

COVID-19 in the Latin Community: page 7

College on the Couch: page 9

Quarantine Clubs: page 12

The Beirut Explosion Reverberates: page 13

Latin's New Lions: page 15

Honoring the Notorious One: page 16

Washington Latin Theater is Back: page 18

Zoom Tips and Tricks: page 19

Anxiety over Quarantine: page 20

Staying Active during Quarantine: page 22

Editorial: Another Virus: Racism in the Time of COVID-19: page 23

Is It Time for a New Pet?: page 26

Cartoon & Crossword: page 28 & 29

protesters was validating. The more I do it, the more connected I feel to these issues.”

Latin alumni, Zander and Theo Shoag attended the protest at Black Lives Matter Plaza, in front of the White House on June 1, in which the Secret Service shot pepper spray and rubber bullets at a peaceful crowd for a presidential photo shoot at a church across the street.

Former Latin student Zander said, “It seems strange to me that that day gets so much attention because it really wasn't all that out of the ordinary.” He noted that pepper spray and rubber bullets have been used as scare tactics by police in other protests.

The movement has stirred action across communities and boundaries of race, class and age.

“It is pretty depressing that someone had to die for us to start talking about it. Black Lives Matter should not have to be a statement, it should be a fact,” said Brooke Roberson, an eighth grader. She learned about the events through social media and was upset by what she saw, and the lack of bystander action, but the subsequent reaction has made her feel how strongly her peers care.

Another eighth grader, Bennet Fisher, expressed similar sentiments of sadness and anger, having also learned about Floyd's death through social media. However he is hopeful about the global response, and believes change can be created, although most likely through a new president. He expressed anger at how the current administration responded. While he was in rural New York during most of the protest, he used social media to respond to the events.

“If you live in DC it's really hard not to be politically active,” said Fisher. “Out of all these years we've been with this government, it made me feel like...this government doesn't care about anyone but themselves.”

A common concern students expressed was that reactions to police brutality cannot be a short-lived social media hashtag, or something trending on Twitter, if the protests are to cause long term change in society.

Another form of activism, within the Latin Community is the forming of the Justice League Club.

“I, along with several other students, realized that although Latin is a diverse community, there are many racial/ social justice issues that are being ignored,” Justice League co-leader, senior Hawa Sturr says.

According to the club's other co-leader junior Jonah Spiva, these issues “include the lack of black representation in honors classes and microaggressions against marginalized communities.”

Teacher co-leader and government teacher, Mr. Liu believes that his role is to educate, so that students can understand the facts, and how the government works, then form their own opinions from this information.

One question that many students grapple with is what role they have as young people in the Black Lives Matter Movement.

“I think really everyone’s role is just to educate themselves, and attempt to really analyze what’s going on and make decisions for themselves,” writes Belle Steinberg, a student in the 8th grade, “It’s not easy when you’ve been brought up to believe a certain thing, but I think it’s important now more than ever to try to find more information.”

Several Latin students said they have been speaking out and sharing experiences or news over social media, donating to organizations, and signing petitions. Others who don’t have media accounts or monetary resources have also been starting conversations about racial injustice with family members and friends.

Some changes have already occurred in the wake of the summer’s protests. The Washington Football Team has changed its name from the Washington Redskins. Several goals of the Black Lives Matter Movement have been attained through nationwide protests, including the ban of police chokeholds in several districts, New York City Mayor Bill de Blasio’s agreement to direct some police funding towards social services, and the arrest of Derek Chauvin (the police officer accused of the murder of George Floyd), although he recently made bail. But students expressed fear that protesting has, so far, not been enough to enact a number of changes in the cases of the death of various unarmed African Americans during police interactions.

Zoe Edelman, a senior who had attended several of these protests, agrees that this tactic can help, but not necessarily by itself.

“I think protests are very important to enact change. We can look to prior movements, such as the Civil Rights Movement, to see the power of boycotting, marching and speaking out. But unfortunately, in the world we live in, corporate powers can also wield a lot of control... So protesting can definitely change perceptions, and raise awareness, but alone, it is usually not enough.”



Virtually Brand New

By Ella Hankins, freshman, and Mila Appelbaum, fifth grader

This year, Washington Latin welcomed ninety-five new 5th graders and thirteen new 9th graders into our community. Usually, new students come in nervous and worried about making friends, but quickly they find their place in our school, building excitement for the year ahead. With distance learning, this year will be one of the biggest tests for the strength of the school's tight knit community, especially when it comes to welcoming new members through a screen.

Being one of the many new students this year is undoubtedly difficult. New students are forced to build relationships with their teachers and classmates through Zoom and email. Additionally, once everyone can all be back in the building, new 5th and 9th graders will have to relive being new and adjusting, once again. Fortunately, the school has thought about the tough place all new students find themselves in this year and have tried their best to plan accordingly.

One way the school did this was by doing their yearly "Welcome to Latin" programs.

Mr. Kelly, the director of the middle school and the assistant principal, said that "all of our orientation programming for 5th graders was virtual this year." When asked how the orientation was changed to address the fact that new students would never actually enter the school, he added, "A few things were different - first, we spent more time reviewing the digital platforms with students and families, which meant that we distributed things like student email addresses and PowerSchool accounts much earlier than we typically do. While those are typically things we introduce 5th graders to in the first weeks of school, they are absolutely essential for students in this virtual learning environment."

Mr. Kelly went on to say, "We did our best to retain some of the elements of our traditional program though - when we do orientation on campus, 5th graders have a chance to spend time with their advisory where they end up spending time playing small games to get to know one another. We were able to do advisory breakout rooms so that we could replicate the experience in the virtual environment."

Ms. Kovach, the 9th grade team leader, explained "Our Summer Bridge Program, which is what we call our "Welcome to Latin" program, was done mainly virtually this year but culminated in an in-person Day of Community Service at Latin. We had a 4 day Zoom Series, focusing on welcoming and getting to know this new group by exposing them to the culture of Latin through a Socratic Seminar and panel led by student leaders."

Ms. Kovach later stated, "We cut it shorter than the past years when we could be 100% in-person but feel like we were able to accomplish our goals almost as well as we had done in the past! Ms.

Barroso and I lead that effort with the amazing assistance of Ms. Brady, Ms. Hamm, Mr. Salazar, Mr. Torrence, Mr. Baum, Ms. Fleming and Ms. Smith.”

Like many other students, 5th grader, Alexandra Raffetto, from Brent Elementary School, said that the welcoming programs were “helpful”.

However, the school is not just stopping now that new 5th and 9th graders have started classes. Latin staff is still trying to figure out ways to get the new students involved.

Mr. Kelly stated “At Latin, we believe that each student should be *known*. We designed a schedule that has students in 5th grade in smaller classes - the average class size is now 11 or 12, compared to 19 when we are in the building. We have also created a robust Middle School clubs program - similar in ways to the program in the Upper School. We have so many 5th grade club members, and we even have some 5th grade club leaders. This is notable because there are typically very limited extracurricular options for 5th graders; for example, the earliest year a student can join an after-school sports team is 6th grade. This environment has allowed us to broadly expand our offerings so that 5th graders feel connected in their new community.”

Ms. Kovach said “Our 9th grade team is working to ensure that our new group of students become involved in clubs as soon as possible. We are trying to build spaces for our new students to virtually mingle with our veteran Latin students to help them make peer connections.”

Many students have listened to the encouragement provided by Ms. Kovach, and the rest of the staff, joining at least one club.

Noelle Hoernner, a new 5th grader who formerly attended Mundo Verde, has joined 5th grade Book Club, Baking Club, Guitar Club, and Student Council. Noelle also said that she already feels welcome at Latin.

Charlotte Lothamer, another new 5th grader, who previously attended Washington Yu Ying, said “I am part of the baking club, and hope to join the art club.” She added, “a Chinese club for 5th grade would make me feel more a part of the community.”

Esther Espinosa Dilone, a new 9th grader from Two Rivers PCS, said she had joined “the Art Club, the Red Hearts Club, and the Photography Club”.

After having been at Latin for over a month, some students have suggestions on how students and staff can help them feel like they are more a part of the community.

Paul Boone, a new 5th grader from Lafayette Elementary, said “Teachers could help me try to meet more kids, [so I would] be able to make friends.”

Myracle Osborne, a new 9th grader from Jefferson Academy, said “Students can say hi or [introduce] themselves to make me feel more comfortable with the community”.

Finally, Miles McCarteny, another new 5th grader, from School Within School, said that “teachers could do more breakout rooms.”

New students who are longing for more social interaction and bond will be happy to hear that if Washington Latin reopens gradually, 5th and 9th graders, new or not, will be prioritized.

Ms. Kovach explained “We do expect these students to be prioritized, but the entire 9th grade will most likely fully be prioritized due to the huge transition all of our 9th graders go through during this first year of high school. Even the students who have been with us since 5th grade will experience new expectations and requirements as we look ahead and plan for high school graduation and beyond. Ninth grade is the most critical year for keeping students on track and engaged!”

5th graders can expect the same prioritization, for the same logic.

Although some students made suggestions that would make their experience at Washington Latin even better this year, many also stated that they feel as though they are already a member of our community.

Julianna Rodriguez, a 5th grader from Horace Mann Elementary, stated “I think everyone is doing a great job making me feel a part of the Latin community. It's harder and more challenging than I thought, but it's getting better.”

Similarly Cooper Lothamer, another new 5th grader, coming from Yu Ying said, “I already feel part of the Latin community.”

The school year, especially in the beginning, will not be easy for new 5th and 9th graders at times, but it seems like they are a group of strong students who are up for the challenge. And, if they should hit a bump in the road, the school is ready and willing to help in any way they can. However, Washington Latin's staff is not the only ones that should be giving a helping hand to the new 5th and 9th graders, but we, as adjusted students, should too. Introduce yourself, start up a conversation, and welcome the new students. After all, everyone was new to Washington Latin once.

COVID-19 in the Latin Community

By Nora Mogul, senior

Since the beginning of the pandemic, everyone's lives have changed tremendously. Besides virtual school, with many vacation plans for the year canceled, many people know of someone affected by COVID-19. Besides a recent upper school student who tested positive for COVID-19, a few Latin community members' families have been touched by COVID-19 towards the beginning of the pandemic.

Eighth grader Oscar Murray's family in the United Kingdom contracted COVID-19 in mid-March. He describes, "The second week was the worst – the ambulance had to be called out one night for my uncle, and my aunt had to go to hospital for outpatient treatment for her lungs and breathing. It was quite worrying at the time." To the people who don't believe this virus is real he says "it clearly is real and can be really serious."

Eighth grade english teacher, Ms. Breitman, knows several friends and former colleagues who've had COVID-19 or are at the front lines. A journalist she knows from college alumni work tragically passed away, along with the father of a high school friend.

Manhattan social worker Marcie Braverman, Ms. Breitman's sister-in-law, tested positive for COVID-19 in late March. She describes the experience as, "pretty much in line with how other people described it. I had a fairly mild case- low grade fever, cough, extreme fatigue/exhaustion, and I lost my sense of taste and smell." As a healthcare worker at Mt. Sinai Hospital in Manhattan, Marcie came in contact with many people who have COVID-19 and had patients pass away. Marcie emphasized the distinction between life before and life now. "I try to love harder and to appreciate the little things more now because this experience has shown me that life can be taken from you in an instant," she says. Her life is very different than it was 7 months ago, "I mask whenever I leave my apartment. I carry hand sanitizer with me. I disrobe in the hallway of my floor and put my work clothes into a plastic bag before I enter my apartment. I have separate shoes for home and work. I don't touch anything on the subway. I try to maintain at least 6 feet of separation from others. I clean my phone constantly."

It is possible that more people have COVID-19 in Washington, D.C. than are currently known because some people are asymptomatic. "Children often don't show signs or symptoms of COVID-19, so we most often don't know who has it and who doesn't," said Joanna Cohen, an ER doctor who works at Children's National Hospital. "I always wear a mask and goggles or eye glasses at work. I used gloves for every patient. I take extra precautions with an N95 and a gown for patients with confirmed or suspected COVID-19. I also wipe down my ID badge and

stethoscope a lot more,” In regard to people who think COVID-19 is a minor illness or hoax, she says “These attitudes disregard the facts of science and the fragility of life for many of the elderly and vulnerable members of our community. To me, it is very selfish and uncaring.”

Other teachers have had family members who suffered through COVID-19 in the spring. Ms. Seid’s niece, Alex Mattingly believes she caught COVID-19 in San Antonio, Texas.

“My experience was different than I expected because I actually felt pretty okay after the first week and then things suddenly got much worse,” described Mattingly. “I also continue to have my groceries delivered and avoid large gatherings, even as the case count declines in San Antonio,” says Alex. She also created a Google doc for the people she lives with to outline the guidelines everyone needs to follow. “I also continue to have my groceries delivered and avoid large gatherings, even as the case count declines in San Antonio.” Like many people who may have had COVID in the spring she was unable to get a COVID-19 test even though “I experienced a headache, body aches, fever, and fatigue. That first day I had chest pain and difficulty breathing. By the second day I had lost my sense of smell and taste. I went to urgent care to go get a COVID-19 test the following Monday - they tested me for flu and strep but refused to test me for COVID-19 because at that time in San Antonio tests were so limited.”



Left, Marcie Braverman preparing to work with COVID-19 patients at Mount Sinai hospital
Right, Alex Mattingly, before and after two months of work and stress during the COVID-19 pandemic

College on the Couch

By Zoe Edelman, senior, and, Sadie Greenhalgh, sixth grader

College is often thought of as a time of great transition. Students move away from home, living alone and miles away for the first time. There are new friends to be made, classes to be taken, and campuses to explore. This year, however, only one of those three is possible. Due to the novel coronavirus pandemic, many college campuses have opted to close completely, or only allow a limited number of students on site. The new set up- largely relying upon online lectures taken from students at home bedrooms- has left students with few chances to meet their new classmates and no exploration to be done. So, how are Washington Latin's alumni coping with these unexpected changes?

"I haven't really been able to meet anyone or have substantial conversations with people outside of class, which is unfortunate," Cornell University first year Kim Montpelier admitted. Kim opted to stay in DC despite having the offer to go on campus, because "for a fairly large school to try to bring back everyone... is a bit ambitious and risky." Her days have mainly consisted of two classes followed by "work for those classes and getting an hour or two of exercise." Learning from home has its upsides, as Kim noted, "I think I am getting more work done than I would have if things were normal, though, because I don't really have anything else to do." Unfortunately, she isn't expecting to be back in person any time soon. "I don't see a return to normalcy until a vaccine, so I think the situation we are in now will be the one we are in for the next year."

NC State freshman Gabby Micheli's has largely mirrored Kim, with a couple of classes a day followed by homework and exercise. It hasn't been like this the whole time for Gabby, who actually began her year on campus. "As more and more clusters broke out on off campus housing it was clear that we weren't going to stay. They finally made us move out in week 5, when the on campus housing started having outbreaks." From there, Gabby's mom "had to come back to North Carolina and pack me back up," before the two returned home to DC where Gabby has been living at her grandma's house, empty with her grandma away in Florida, "my mom wanted to give me space so that it still felt like I was independent."

While Gabby is upset with the school's handling of on-campus learning, she expressed, "I am not surprised we were sent home... the only restrictions on campus were social distancing and face masks but neither were enforced at all." Despite her frustration at the school's policies, she remains dubious about the future of returning to campus. "Some days I think we'll be back on campus in the Spring with stricter guidelines, and some days I don't think we'll be in person until

next fall.” Overall, Gabby admitted that being online is not an ideal way to begin college. “I think the one thing I am really missing out on... is the opportunities to make friends.”

Some Latin alumni, however, decided that closed campuses were a dealbreaker for them. “I was planning to go to Smith college this semester, but they told us that classes would be entirely online,” alumna MK Wilson explained, “I decided to take a gap year and pursue an internship instead. Now I’m taking Montgomery College classes.” MK explained her rationale, stating, “I feel like my experience is pretty similar to how it would’ve been if I didn’t take a gap year before going to Smith because I would be online anyway.” While she is missing “a social life... meeting new friends, joining clubs and... seeing the beautiful campus,” staying at home saves her from “paying liberal arts tuition.”

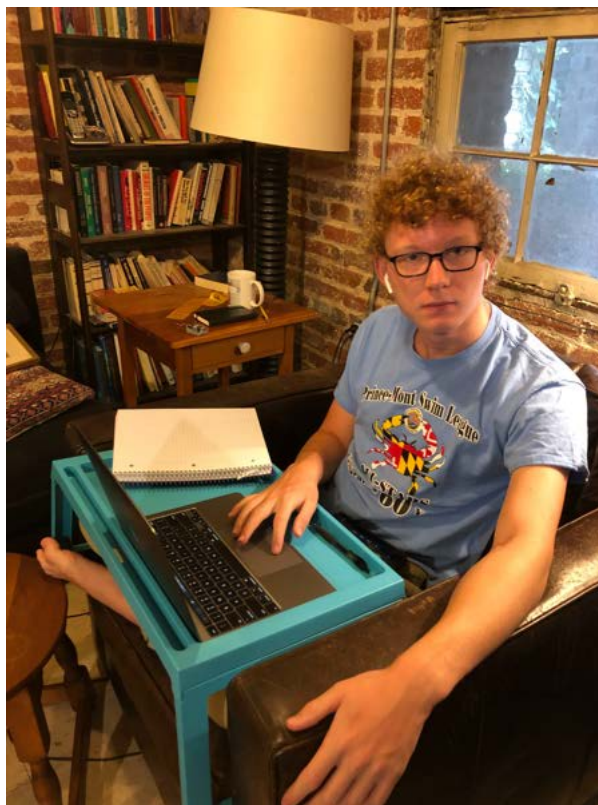
It's not only alumni who have a lot to cope with. Ms. Abercrombie, assistant school librarian, has a daughter doing virtual college, and a son taking a gap year from college. She explained that they feel safer quarantining at home rather than being away at college. “Though I feel bad that they are not experiencing the next stage of life with a lot more independence then they were expecting,” Ms. Abercrombie admits, “but on the bright side, board games are a lot more with four people, rather than only two.”

Siblings are also feeling a lot of stress having their siblings at home. “They are very annoying, and like to interrupt me!” exclaimed Mathilda (Tilly) Mott, who is frequently seen in class with a sibling hanging out in the background. “Plus,” she added, “they eat all my snacks.”

Although this year has certainly brought new challenges and changes to the college experience, Latin alums (and their families) are doing their best to weather the ups and downs!



MK Wilson's setup for virtual classes and an internship



Latin alumni Bea and Teddy Mott during virtual classes

Quarantine Clubs

By Micaiah Jegede, eighth grader

Staying six feet apart has become the new normal. Despite that fact, there are many middle school teachers and students who have started or revived new clubs, including Chess club, Outdoor club, Roblox Club, Art club, Guitar club, Pop Culture book club, Video Game club, Architecture club, Digital art club, and Dungeons and Dragons club.

One of the big challenges of starting a new club is how to get the word out. Since most interactions between students are planned, it can be hard to get the word out to people outside of classes, advisory, tutorial, etc. Many people are making use of the daily bulletin, which is an important part of school events this year.

“We got the word out by telling all our friends from Latin, and by putting the info in the daily bulletin,” said Nicholas Beggs, fifth-grader, who started the architecture club with fifth-grader Max Smudde.

Along with the challenge of getting the word out, there are also the perks and downsides of distance learning. Students and teachers weighed in on whether they thought it would be easier or harder to start the club when school opens up.

“[It’s] harder because it’s a gaming club so we can’t really bring our whole gaming setup to school every day,” said Maisie Scherger, founder of the Roblox club. Maisie started the Roblox club with fifth-grader Cooper Lothamer

“I think it will be easier because we will all be in the same place together, “ said science teacher eighth-grade Ms. Barlev. “So we’ll all have the same meeting place which is school and then if we need to take transportation to go somewhere maybe public transportation will be safer or we could use a school van so those sorts of things will be cleared up.”

While starting clubs at school is different than starting clubs at home, both have their perks. While some clubs rely on being able to be at school in order to travel together and show projects; other clubs rely on being at home where students can have access to gaming equipment, paint, building items, which kids normally would not be able to bring to school.

The Beirut Explosion Reverberates

By Ella Kramer, sophomore

On August 4, an explosion occurred in Beirut that left 190 people dead and more than 6500 injured. This explosion left more than 300,000 homeless and Beirut in shambles with over \$15 billion in property damages. The reverberations of the disaster were felt throughout the world, including the Washington Latin Community.

The official report by OCHA (United Nations Office for the Coordination of Humanitarian Affairs Services) states that “on 4 August, at a warehouse at the Beirut Port containing large quantities of ammonium nitrate [caused the explosion]. The warehouse wasn’t up to regulations and standards and was neglected to be checked on, left unchecked for about seven years. As a result of this, there were two explosions, the first one was reported as feeling like an earthquake. According to CNN, the second explosion was felt all the way in Cyprus, a neighboring island almost 150 miles away.

Upper school English and history teacher Ms. Hamd had lived in Lebanon for 14 years and her husband still works at a preschool that was affected by the explosion. She says that, “What happened was a security guard went to the warehouse before the explosion and found the door open, the guard was afraid of theft, so they sent welders out to weld the door shut and then a few things caught on fire including fireworks. There was a small fire as a result and information about it wasn’t spread. People were out walking and a little fire started ... It was the biggest non-nuclear explosion in history, million dollar high rise apartments were destroyed.”

Ms. Hamd believes that the most important thing that Washington Latin can do other than raising awareness, is to help prepare for these situations ahead of time by electing leaders who think critically and don’t ignore situations such as this.

American University of Beirut creative writing professor Roseanne Saad Khalaf said that many families’ lives in Lebanon were directly affected by the explosion. “If I hadn’t moved from the couch, I would have been shredded by flying debris, the roof of the kitchen would have crushed my husband had I not called him into the hallway with me.” Khalaf said that “the Beirut port explosion was completely the fault of the Lebanese government” and that “the Lebanese government was too scared to go out and help with the clean up because they would have been torn to pieces by the young people and other organizations assisting in the clean up.”

Aside from the 200 people that died, the thousands that got severely injured, and the 350,000+ people left homeless.

Ms. Hamd also felt that the Lebanese government's failures caused the blast. She says "it is squarely the fault of the Lebanese government and their inability to lead".

Professor Khalaf agrees, noting that "the government did nothing, they are useless, it's their corruption and mismanagement that caused the explosion in the first place. They knew about the nitrate and did nothing about it."

Another problem is misinformation being spread on the internet and around social media about how to help Lebanon.

According to the State Department website, "The United States has already pledged more than \$17 million in initial disaster aid for Lebanon, which includes food assistance and medical supplies. This assistance augments the \$403 million in U.S. humanitarian assistance to Lebanon since September 2019, including \$41.6 million in assistance for the COVID response."

Both Ms. Hamd and Professor Khalaf expressed concern about money being donated towards the Lebanese government. Ms. Hamd specifically mentioned that, "I really don't think the Lebanese government needs more money. Individual charitable organizations can use money for good, [but] throwing money at the Lebanese government is not going to make a change."

Kayla Schifferle, a sophomore at Latin who takes Arabic has said she would like to learn more about the explosion in her classes but "[the Lebanon explosion] hasn't been involved in our school much that I can remember."

Professor Khalaf says that a great place to donate is <https://offrejoie.org> or the Red Cross. She says that "I was talking to a friend who is very involved in relief work and she said sheets and blankets and towels are more helpful than food and clothes."



Images of destruction in Beirut, Lebanon following the deadly explosion August 4th

Latin's New Lions

By Zoe Wood, sixth grader

There are several new teachers this year in the Middle School, including Ms. Crespo, Ms. Goldstein, Ms. Austin and Mr. Byrd. They have joined Latin after various different careers in different places.

While teachers all mentioned that they would prefer to meet students in person, they still enjoyed working with students virtually. They also said that the faculty here makes it easy and are very communicative and connected.

"I'm so excited to be a member of the Latin community," said Ms. Goldstein, 7th life science teacher, who earned a Faculty of the Month Award for the month of September.

"I love it!" added Ms. Crespo, who also teaches 7th grade life science and is in charge of middle school clubs this year. She and her son moved from Boston this summer. She hosted the first ever middle school club fair via Zoom a few weeks ago.

"I made a good decision to come to Latin," said Mr. Byrd, who teaches 8th grade history. He is a career changer, using his knowledge from the field of technology in the classroom as our school goes digital. "It is interesting and I enjoy all of the students but I wish that it was different and we were in a class instead of on the computer," said Mr. Byrd.

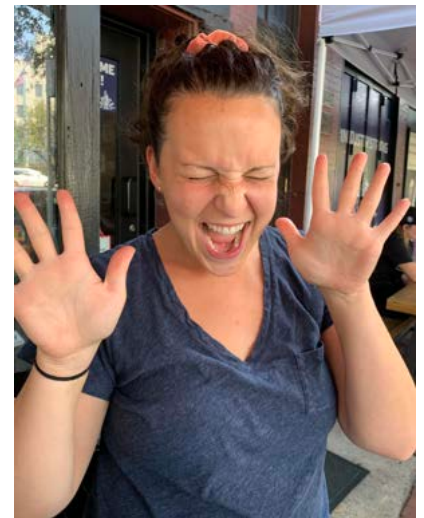
While joining amidst the Covid 19 pandemic offered complications, the teachers noted that they are content to be back virtually for now. "Although teaching virtually is not what I expected for 2020, I am very grateful to be here and enjoy every day of it," said Ms. Goldstein.



New 8th grade history teacher Mr. Byrd



Aspiring Leadership Program
Fellow Ms. Crespo



7th grade science teacher Ms. 15
Goldstein

Honoring the Notorious One

By Sadie Greenhalgh, sixth grader, and Sophia Smith, eighth grader

“Our republic depends on two things—an educated citizenry and, probably more importantly, respect for the norms and traditions we have put in place and established,” said Mr. Staten, sixth grade Civics teacher, as he reflected on the future of the Supreme Court.

When Supreme Court Justice Ruth Bader Ginsburg (RBG) died on September 18 of metastatic pancreatic cancer, her death caused a huge impact on the United States. Several Latin students and teachers said they were heartbroken at the loss due to her focus on equality and justice.

Fifth grader Daphna Soskis had a special connection with Ginsburg, as her mother had clerked for her, and stood beside her casket at the memorial at the Supreme Court. “We are extremely sad about RBG’s death for many reasons, not just because my mom got to work for her. Like my family, she was Jewish. She helped the fight for women’s rights, and she was not afraid to share her opinions.”

Other students turned their attention to the future and who might replace her.

“Well I was pretty sad when she first died but now I just need to focus on what is going to happen next,” stated Lorelei Tarlton, 6th grade. “And I will remember her by fighting for what she thought was right and what I think is right.”

According to Washington Post, Clara Spera, RBG’s granddaughter, was with her when she died, and confirmed that her dying wish was that she would not be replaced until a new president is elected. Despite her “most fervent wish,” the Senate majority leader, Senator Mitch McConnell, vowed to hold a vote on President Trump’s nominee just hours after the justice’s death.

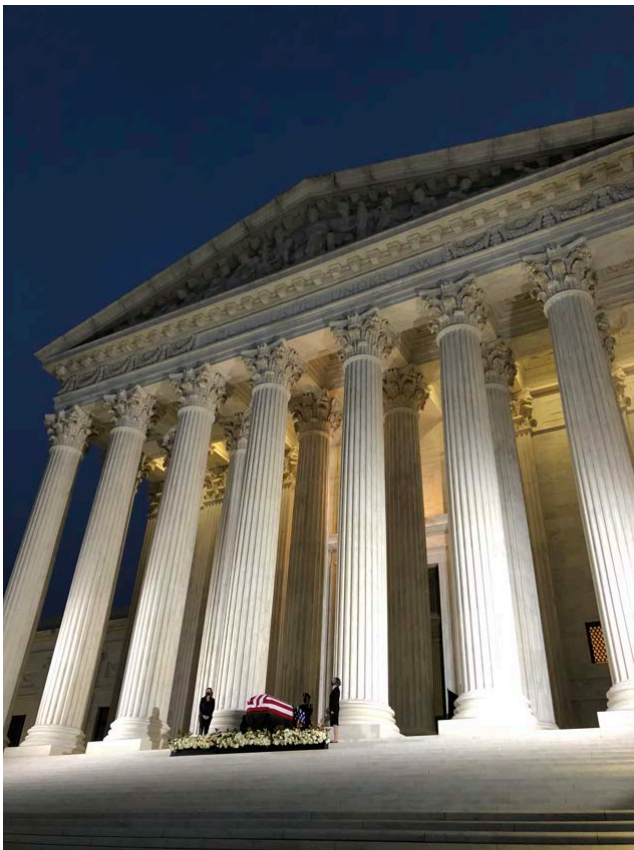
“Senator Mitch McConnell really backed himself into a corner by saying ‘The American people should have a voice in their selection of the next Supreme Court Justice. Therefore, this vacancy should not be filled until we have a new president.’ Now, with the passing of Justice Ginsburg, Democrats are throwing his words back at him,” added sixth grade civics teacher Mr. Staten. “Here we are, less than 50 days before an election President Trump could very well lose, and Republicans are completely reversing themselves. To Democrats, the hypocrisy is absolutely maddening.”

Lucky for McConnell, the constitution does not set limits on the dates an appointee can be named.

“There is nothing in the Constitution that says a president can’t (replace a Supreme Court Justice) during an election year,” explained upper school government teacher Mr. Liu.

“Technically, even if he loses the election in November, President Trump could still try to get his nominee approved by the Senate before his term ends in January. That said, some have argued that the President is violating a tradition of not confirming a Supreme Court justice so close to a presidential election. But there is disagreement over whether this tradition exists and, in any case, the Constitution has the final say.”

Several students and teachers, including sixth grader Evelyn Houghton, seventh graders Jack Levin and Maddie Paxon, seniors Nora Mogul, LiQian Shoag, Fiona Campbell, and Zoe Edelman, eighth grade math teacher Ms. Kolb and her family, and English teacher Ms. Breitman have gone down to the Supreme Court to commemorate the loss of the iconic RBG.



Left, thousands of visitors travelled to the Supreme Court to pay tribute to the late justice
Right, a sign depicting Ruth Bader Ginsburg

Washington Latin Theater is Back

By Paulina Inglima, sophomore

The Kennedy Center may have canceled all fall shows, but Washington Latin theater is here to stay! Auditions for the fall play usually take place right before summer break, and rehearsals began around the first day of school. However, the coronavirus pandemic has prevented it from happening until now. Middle school theatre teacher Mr. Birkenhead, the director, chose the play *Twilight: Los Angeles, 1992*. *Twilight* is the story of the aftermath of the beating of a black man, Rodney King, by four white police officers in Los Angeles. Written by Anna Deavere Smith, the show is the result of hundreds of interviews with people who were affected by the riots that took place after a not guilty verdict for the officers, who were on trial for use of excessive force. Within the 6 days of rioting, 63 people were killed and 12,000 arrested. The show is told in monologues, making it an easy fit to be performed virtually.

Auditions took place on September 16, and grades 8-12 were encouraged to audition. The actual performance will take place on November 20th, and will be pre-recorded for the audience. The show is particularly timely now, in light of the death of George Floyd at the hands of police officers, sparking nationwide protests and calls for them to be charged with murder. Mr. Birkenhead says, "When you read the play, it's impossible not to be struck by the many ways in which the history it depicts has been repeating itself lately. The videotaped murder of George Floyd and the reactions to it are only the latest in a very long and shameful line of similar incidents over the years."

Mr. Birkenhead added that, "this play explores our ethical obligations to each other. It ultimately asks us to serve the higher goods that Aristotle wrote about, like truthfulness, courage, temperance, and most of all, justice." *Twilight* is a particularly mature play, with heavy content, so parents should proceed with caution with younger students, but according to Birkenhead, there is nothing inappropriate or inconsistent with the school's values.

Sophomore Adelaide Pfeuffer is one of the new cast members for *Twilight* this year. Adelaide said that she thinks "It is the perfect show to be doing in a virtual setting, given that it is structured as a series of monologues."

Junior Will Mader, who has been in two Washington Latin shows in the past exclaimed that, "The show is unlike anything I've ever seen! I really enjoy that it's framed like a documentary, with all of the actors with the same objective. I truly love the originality and the amount of depth we can go into with it!" The monologues will certainly give the students plenty of lines to memorize, but each actor will be hard at work to memorize outside of rehearsals, and focus on the acting aspect in rehearsals. Adds Mader, "I can't wait to see how the rest of the production goes!"

Zoom Tips and Tricks

By Annika Jobanputra, sophomore

Some students say they are finding themselves getting distracted or eventually scrolling on their phone during an online lesson. Others somehow end up on Pinterest, online shopping or TikTok. To avoid getting distracted, try some of these tips and tricks from students and faculty of the Latin community.

Junior Micah Gans said that she “listen[s] to music at a lower volume than the teacher.” Particularly, classical music or Lofi beats can center the mind on the task that is at hand.

A trick that sophomore Aldelaide Pfeuffer uses is to “Turn off self-view or cover up your box on the screen with a post-it note. That way you don’t distract yourself by focusing on what your background looks like or if your lighting is good enough [and you can focus on the actual teaching].”

When on Zoom, many images are distracting, including the reflection. It can be useful to cover it so that the focus will be on the lesson as well as tech time points won’t be deducted for turning the screen off.

Keeping hands busy can help students stay engaged. Sophomore Eleanor Ashdown said, “It’s really hard for me to stay focused during Zoom classes and it’s really helped me either take notes on fun paper or use fun colored pens, also having fidget toys on my desk.”

Slime or fidget spinners can be helpful for focusing, but not for all students. Some people find fidgets work for them and for some they end up being distracting.

Stretch and movement breaks can also move blood flow to the brain. Another tip from sophomore Omare Omatete was, “If you are getting distracted, maybe stretch a little. Also before school mentally prepare yourself whether it be looking at what class work you’re going to do or just remember your schedule. We got this, students!”

English teacher Mr. Day has tips for teacher success. “One thing I’m doing to help myself is doing almost all of my teaching is standing up,” notes Mr. Day. “This forces my legs and core muscles to do work to stabilize my body, and so I’m a lot more awake and alert than I would be if I were sitting down just because I’m using a lot more muscles. It is a little uncomfortable at first, and it helps to be either barefoot or wearing comfortable shoes, like the old pair of running shoes I’m wearing right now.” He also mentioned, “I think it’s important to get away from the screen whenever you can!”

Anxiety over Quarantine

By Niamh O'Donovan, eighth grader

Quarantine during COVID-19 has no-doubt been an incredibly stressful time for everyone. According to the Washington Post, a federal mental health support hotline had a 1000 percent increase in the number of therapy companies, such as Talkspace, have received monumental increases in clients as the months in quarantine have passed. All of this data points to one thing: an increase in stressful and mentally exhausting circumstances.

But how is this affecting the Latin and D.C. community? One impact of the COVID-19 pandemic has been the loss of millions of jobs that were previously used to support families. While some have been able to maintain financial stability, other low-income families have been facing the struggle to make enough money to make sure they can pay for basic needs. As Ms. Oberson, a Washington Latin counselor writes, "I worried about the parents and guardians of our students as I became incredibly aware of the families who lost their jobs because of COVID, which caused students to have anxiety around their family's financial state."

Not only have younger people been having to deal with financial and familial losses, but teens who have struggled with mental health, even before quarantine, have also been faced with many challenges. Mental health challenges such as depression, anxiety, and ADHD can be even tougher to handle in these newer state of affairs.

Even though the general understanding is that social-distancing has had a negative impact on everyone's mental well-being, that may not be the case for everyone. Dr. Ana Jesus, a pediatrician in fellowship from Developmental and Behavioral Pediatrics at the University of Virginia (whose clinic is located in Charlottesville), believes that, while a large number of students find these unique conditions, a few have actually been able to use this as a break from usual worries.

"I think for a lot of teenagers, with the pandemic comes feelings of loss and stress... Teenagers are social beings who miss seeing their friends, extended family, teachers, and other mentors..." she states, "However, there are some teens for whom quarantine has been somewhat of a reprieve. I have a few patients who have significant anxiety associated with school for one reason or another... For these teenagers, there has been some positive change with quarantine, which mitigates some of the challenges."

Students (and school faculty) have all been mentally influenced in different ways over quarantine, whether it has been positive or negative.

“I’ve been tired and a lot more stressed lately,” Nzingha Nkosi, an 8th-grade student at Latin says, “and I sometimes feel lonely.”

Thankfully, there are a handful of coping recommendations from mental health professionals that can prove to be helpful when experiencing these emotions or exhaustion. Ms. Oberson is very knowledgeable on the subject of coping mechanisms, stressing the importance of routine, self-care, and spending time with family.

“Exercising regularly and doing deep breathing are proven to help calm us, lower our anxiety, and improve our mental functioning,” notes Ms. Oberson. “Self-care is increasingly important during this time ... And of course, Latin has a fabulous team of school counselors who are willing and able to work with any student who needs support or help during this pandemic.”

In addition to all of these easy activities, a multitude of students has used this time to get in touch with friends and family. Nzingha Nkosi feels that this has been one of the best ways to improve her mental health, “I’ve been talking to friends and spending more time with family and that has helped me a lot.”

Of course, one thing that the Latin community is eager to do is to get back to in-person school. But will it be easy to return to a “regular” school schedule? After all, not attending face-to-face classes for roughly six months can force students to get used to a different sleep schedule, wearing casual clothes, and even staring at a screen for most of the day.

“I do think most teenagers thrive with some routine, so I think getting back into a more “normal” one (though I don’t think any of us knows what that will look like) will feel good to them,” Dr. Ana Jesus said about the process of readjusting to in-person school, “Taking a week to re-adjust internal clocks or circadian rhythms if they have gone awry might be helpful, which might mean trying to wake up an hour earlier every day until back on schedule, being active during light hours, calm during dark hours, and away from screens... Maybe making a “dry run” to a school, especially a new one, for teens who have some anxious thoughts about returning could be helpful.”



Several resources provided by school counselor, Ms. Oberson

Staying Active during Quarantine

By Nile Thaxton, senior

Staying active can always be difficult, but it has only intensified during the COVID-19 pandemic. Many people don't have the luxury of home gyms, so what's left is to leave the house. People have also been hopeful of having sports return soon, and are keeping busy as they wait with bated breath for the return of soccer, football, cross country.

"My soccer season has actually started back up, so I've had practices and games with my club team a few times a week," says senior Catherine Sherman, who plays for Washington Capital United. "In terms of school sports, I don't know much about the return of soccer but I have heard that it's being postponed and could possibly come back in the spring, which would be great."

She has stayed ready and active for a potential school season by playing with her club team. Having the opportunity of being one of the senior leaders on the team, she'd relish having a season to finish her high school career.

Mr. Eleby El, the athletic director, has sent out updates on upcoming sports seasons. "If we do have sports this year, the first season (winter) will begin in January, followed by (fall season) in late February and spring season in late April. The mayor still has not formally approved this plan yet, so we are still in limbo. In terms of virtual sports credits, we will be offering some classes in the next few weeks." He's giving students opportunities to get some sports credits while staying healthy, with classes such as US Yoga, US Dance, US Fall Conditioning, and US Move and Stretch.

Another senior member of the soccer team, Fiona Campbell is trying to keep in shape as she waits for sports to restart. "Right now, I have no clue what the future holds for Latin sports. Currently, I am holding weekly HIIT workout sessions for the Girls soccer team. Aside from that, my club team has started playing, so I practice with them."

Sophomore Charlotte Lin, has continued doing sports during the pandemic fairly easily. "Before COVID-19, I took group horseback riding lessons. I also did some virtual yoga during my own time and over the summer my swim team managed to create a socially distant plan so that there would still be a swim team that summer." She was able to safely continue horseback riding and swimming during the summer, and she's doing yoga at home as of now. She remains hopeful for a season of sports, although drastically changed.

Editorial: Another Virus: Racism in the Time of COVID-19

By Lydia Park, eighth grader; contributing reporters: Zoe Edelman, and LiQian Shoag, seniors

Since February 2020, COVID-19 has not been the only virus spreading through America. Along with the disease, which has now killed more than 200,000 Americans, hate crimes against Asians and other minorities have risen.

Many Asian people that I have spoken to have felt anxious being outside for reasons other than contracting the coronavirus. Asian-American families, including my own, have felt unwelcome in situations that included being in public because of the news that Asians have been blamed and targeted.

Henry Tam, a sixth-grader at Washington Latin, commented that there have been times when he has felt anxious to be outside because of his Asian heritage.

Some students expressed fear that anti-Asian sentiment was invoked up by the rhetoric of President Donald Trump, who has referred to COVID-19 as the “China Virus” or the “Kung Flu.”

Ms. Bradley, Middle School Grade Director and YES teacher commented “It is truly unfortunate when people in power fuel hate crimes.” She also added that “Those in leadership should work to protect all Americans and when they don’t...it can be dangerous. Elected officials should exemplify how we should treat each other and when they do not it speaks volumes”

Eighth-grader Hiroto Arakawa noticed that Asian people were being ‘blamed’ for the pandemic online. “I’m not sure if it is a joke, but I have seen a lot of comments, not directly to me, but to people on social media.”

Senior Billy Deleon similarly mentioned that “the Asian community is hit with fear and racism. When I heard the statement [about the ‘Chinese flu’], it was ridiculous. How could a specific group of people spread it?” He added that by quoting these comments, “the media amplifies racism.”

Eighth-grader Basil Mann added that “Trump has poor leadership...other leaders in other countries have been handling COVID well.”

Chinese language and government teacher Mr. Liu said it was important for students to think for themselves about the meaning and impact of words, and to consider the context in which those words are used. He added that "While there may be a reason for calling it the 'China Virus' to emphasize the origin of the disease, in the context of this country's history one could argue that it puts Asian Americans at risk. Asian Americans have historically faced an uphill battle against a host of stereotypes - of all looking alike, being good at martial arts, and being foreign and not American. One could argue that terms like 'China Virus' or 'Kung Flu' play on these stereotypes and tie the virus to being Asian, increasing the risk that Asian Americans will be targets of harassment."

In addition to racism against Asians, other minority groups have also been deeply affected. One of Latin's eighth-graders, Brian Dasilva, added that "Many minorities in my neighborhood got laid off when the virus hit...working at fast-food restaurants and as street cleaners." According to a survey done by the National Domestic Workers Alliance, nearly 3 quarters of domestic workers were out of work the week of April 6th. The population of domestic workers who are minorities adds up to 52.4%. Many domestic workers were fired without warning and were being told by their employers that they are afraid of catching COVID. In July, a study based in the United Kingdom showed that migrants of color were over 3 times more likely than their white migrant counterparts to lose their job during the pandemic.

My sister, sixth-grader Hannah Park, acknowledged that "[Minority workers] don't have the supplies they need to stay healthy and safe. Some people don't have enough money to support their families." Many minorities have essential jobs that expose them to COVID-19. For example, according to the Economic Policy Blog, people of color make up the majority of essential workers in food, industrial, commercial, residential facilities, and services many of which were highly impacted by the pandemic. Similarly, studies have shown that low-income adults are more likely to have higher rates of chronic conditions compared to high-income adults. Those conditions can increase the effects of coronavirus making them more at risk for death.

Mr. Canedo, an upper school American history teacher at Latin explained that immigrants and people of color have been targeted and blamed when disasters like the Coronavirus hits, "When racist thinking is on the rise, there is an association with disease, issues of cleanliness...it is not exactly about the pandemic...when you see an outpouring of racism it is going to take lots of forms and one of the forms it takes is kind of blaming people of color for disease or excuses for not taking care of these communities."

During times like these, many people have been affected mentally, physically, and emotionally. Many Asian Americans and minorities have struggled more than others whether it was in the form of racism or just not having a steady income. Throughout history, the jobs and lives of minorities have been affected by the disease of racism fueled by the media and people in power.



Protest signs on display at Black Lives Matter Plaza, including one admonishing the President's use of terms including "Kung Flu" to describe the coronavirus

Is it Time for a New Pet?

By Evelyn Houghton, sixth grader, and Mayowa Akinsanya, seventh grader

For some people, the endless hours at home during Covid-19 have been brightened by new additions to their homes.

Several Latin students including 5th grader Emma Fitzpatrick, 6th grader Sadie Greenhalgh, Elsie and Oscar Murray, grades 6 and 8, and sophomore Ella Kramer and senior Zoe Edelman all got furry friends to keep them company during the long spring and summer. Sixth grade English teacher Ms. Reed and Ms. Bradley, the assistant director of the middle school, also got puppies.

“We only decided this summer we were getting a pet. I was really excited,” said Emma Fitzpatrick. Her family of four was thrilled to welcome a golden retriever named Skylar.

Ella Kramer, a 10th grader got Inca, a tree walker hound in May as a birthday gift. “I got her because my parents were thinking about it for a while, even though they didn’t tell us, and they thought it would be a good time because we had more time in quarantine and it would be enough time to train her-which it wasn’t.”

Some families that already had pets, got more.

“I got a dog named Kona in June,” said senior Zoe Edelman, who already has a dog. “We had a big debate about names, but in the end we all agreed that we liked Kona. My parents were definitely the ones to resist getting it, but given how challenging COVID-19 is, and that we have been home more during the pandemic, figured we could manage raising a puppy and enjoy the mood booster.”

Sadie Greenhalgh, a sixth grader, also added to her pet family with the addition of a new cat.

“I think that taking on COVID-19 is much more fun and easier with pets to do it with,” said Greenhalgh. “My worry is that after COVID-19, when people can’t watch their pets anymore, they will dump them on the sides of the road, or return them to their shelters.”

Even teachers need a little distraction and love, and have turned to pets to find it.

“A three month old male Jack Chi puppy named Lambo (as in Lamborghini). Just 2 weeks ago, a way to get more fresh air and exercise and add joy to my life,” said Ms. Reed, the sixth grade English teacher. “I was excited but quickly realized it was a lot of work and I’m overwhelmed.”



Ella Kramer's quarantine dog, Inca



Ms. Reed's new dog



Zoe Edelman's new puppy, Kona



Sadie Greenhalgh's new cats,
Peregrine and Mr. Mustard

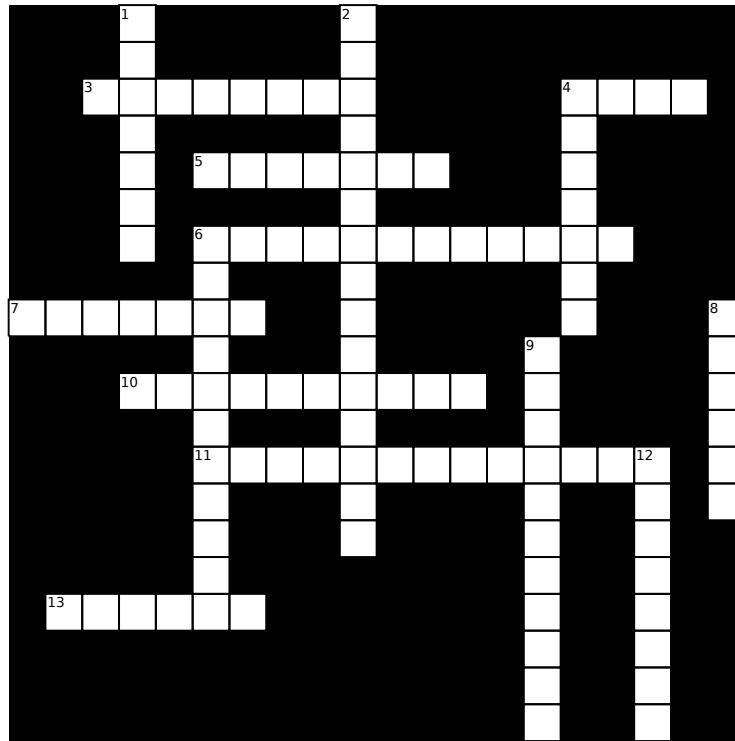
Cartoon

By Ingrid Pratt



Crossword

The Notorious R.B.G Jack Pearson



- | | |
|---|---|
| Across | Down |
| 3 Place of RBG's birth | 1 She was the first female member of the prestigious |
| 4 Co-founded the Women's Rights Project at the _____ | _____ Law Review |
| 5 University she graduated from in 1954 | 2 She was an advocate for _____ |
| 6 President who appointed Ruth Bader Ginsburg to the Supreme Court | 4 Administered the oath of office to what Vice President? |
| 7 First university she taught at | 6 Supreme Court justice she replaced |
| 10 RBG died of _____ cancer | 8 She was the second woman to serve on the Supreme Court, after _____ |
| 11 Place of death | _____ Day O'Connor |
| 13 Country where she conducted extensive research for a project co-authored by Anders Bruzelius | 9 RBG was endorsed _____ by the Senate Judiciary Committee. |
| | 12 Law school she graduated from _____ |

***Note: two word answers DO include spaces between words