

Gleneagle's Student Voice
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the Edge

School mural highlights Gleneagle's diversity

SOPHIA CHAN
staff reporter

By painting a mural emphasizing the abundance of culture and activity in Gleneagle, soon-to-be graduate **Christine Park**, is leaving a distinctive mark on the school.

She chose a chameleon as the central image after a lengthy process of shaping the concept. "I started with an eagle . . . the symbol of our school. I thought that was too cliché, so I moved onto other stuff," said Park.

"Initially, I had no clue what to paint on the mural," she said. "The art teachers recommended me to explore the idea of multiculturalism in our school."

Apart from multiculturalism, the chameleon also signifies students' assimilation into society. "[It shows] how the international students adapt themselves to the environment here," she said.

"I chose the animal because of its camouflaging, and it changing its colour. [It represents] change and adopting culture," said Park.

"She wanted to convey the idea that the students at Gleneagle come from many different places and many different cultures," said **Melanie Stokes**, art teacher. "Although they have their individual cultural differences, we still have so much in common," she added.

Mike McElgunn, art teacher, states that the piece not only represents "the variety of things that are offered to students at a high school level that they can celebrate and take part of, [but also] the mix of people who make it an interesting place."

Stokes notes that Gleneagle has a very "strong sense of community, with so many different people from different places and yet we still manage to have many things in common and to function as a very positive school environment."

Park aspires to capture both the masses of cultures and programs unique to Gleneagle. "I realized that not every school in the district or even in the province has . . . stuff like hairdressing, or culinary arts, and auto mechanics. [These] are really special programs that our school offers," she said.

McElgunn noted that of the several designs Park drew, the chameleon seemed the most appropriate as a visual metaphor. "Basically, we looked at them, and they all had some merit to them. But this one just seemed to be the one that . . . popped."

Having been an international student herself, Park is familiar with the viewpoint. "I chose to come to the school just because of the art program. That's why I chose to leave something behind," she said.

"She's lived that international angle in the school, coming in as someone who knew no one, and needing to work on her English," said McElgunn.

The mural, located by the library, is on its way to completion, despite time being a challenge. "I'm really slow," said Park. "I come every day for Ceramics 12, so I come a bit earlier in the morning or stay a bit late after school."

Another challenge is the large proportions of the illustration,



Exploring shape and colour: Grade 12, captures Gleneagle's diversity in a mural outside the library. The central image of a chameleon symbolizes multiculturalism and adaptation to a new environment.

tion, McElgunn explained.

Since "she's never worked that kind of size," Park's ability to adapt is essential. "It's hard to paint something that big when you're that close . . . you really need to stand back to get the impression of what you're doing," he added. "So it's going to add that other dimension of difficulty to the painting."

Influencing future students with her art is one of Park's wishes. "I hope that there are more international students in our school during the next years, and they [are going] to realize what our school is really about through my painting," said Park.

"During the four years, I've really had a great time, so in

a way, I really wanted to leave a legacy in our school," said Park. While she has completed all her required courses in the first semester of her senior year, she continues to attend class.

"Christine wanted to still be involved in school, and she wanted to be able to do something for the school," Stokes said.

"Hopefully . . . in twenty years' time she can come back and look at it and feel proud to have something like that in a school," said McElgunn.

Park's goal is to finish the mural by the end of June, before summer vacation begins.

Gleneagle raises motion to conquer final UN conference

MARIANNE ALCALA
staff reporter

This weekend, Gleneagle's Model UN club will be participating and competing in heated debates with other Model UN clubs from around the world in CAIMUN: Canadian International Model United Nations.

CAIMUN is running its first conference at the Vancouver Convention Centre.

Eight competitive youth delegates will gather to debate against each other about international issues and will be challenged with assessing possible solutions. In Model UN conference, participants are given the opportunity to understand what delegates from the United Nations experience.

"It's the first conference [CAIMUN has ever held] so it is the first year it is being run," said **Juanpaolo Mercado**, grade 12. "No school has ever been there before and I think we are pretty excited. We have a pretty strong team going this year."

"Just last year when we started the club and now going into

our second year, we have won a lot of awards. Starting out as a school not recognized yet as being part of the Model UN, we recently have been really well represented in terms of winning awards and also at conference," Mercado added.

Jennifer Allot, grade 10, said, "I am really interested in diplomatic issues and international relations so I get to build my own arguments and research on the conferences. Though it is quite nerve-racking to get papers in on time and finish them well, I am both nervous and excited [about] what to expect."

Delegates from different schools sign up for a committee and a country; they are later assigned a country, hopefully the one of their choice. Each youth researches their country for the topics that they are given. Many committee sessions are held, about 5 to 7, each lasting about 3 hours. Afterwards, participants are seated and through moderated caucuses, they fight for points and position for their country.

There is a lot to prepare for Model UN conferences, especially the CAIMUN conference, and Gleneagle participants organize and practice diligently for this up-coming weekend.

"There is a standardize procedure [at the conference]. You work with members and try to collaborate about what is best, what we should use . . . for a specific topic," **Nicholas Kraemer**, grade 11, said. "Also you have to consider many of the smaller details when debating for your topic such as when to act, when to raise your hand, what to do when."

"I'm both nervous and excited for the upcoming conference. It is definitely a lot bigger than [what I experienced] previously," said **Eric Milligan**, grade 12.

UPCOMING EVENTS

JUNE 15
LAST DAY OF CLASSES
JUNE 17
COMMENCEMENT
JUNE 22
GRAD DINNER DANCE

Leaving comfort of nest to discover new niche

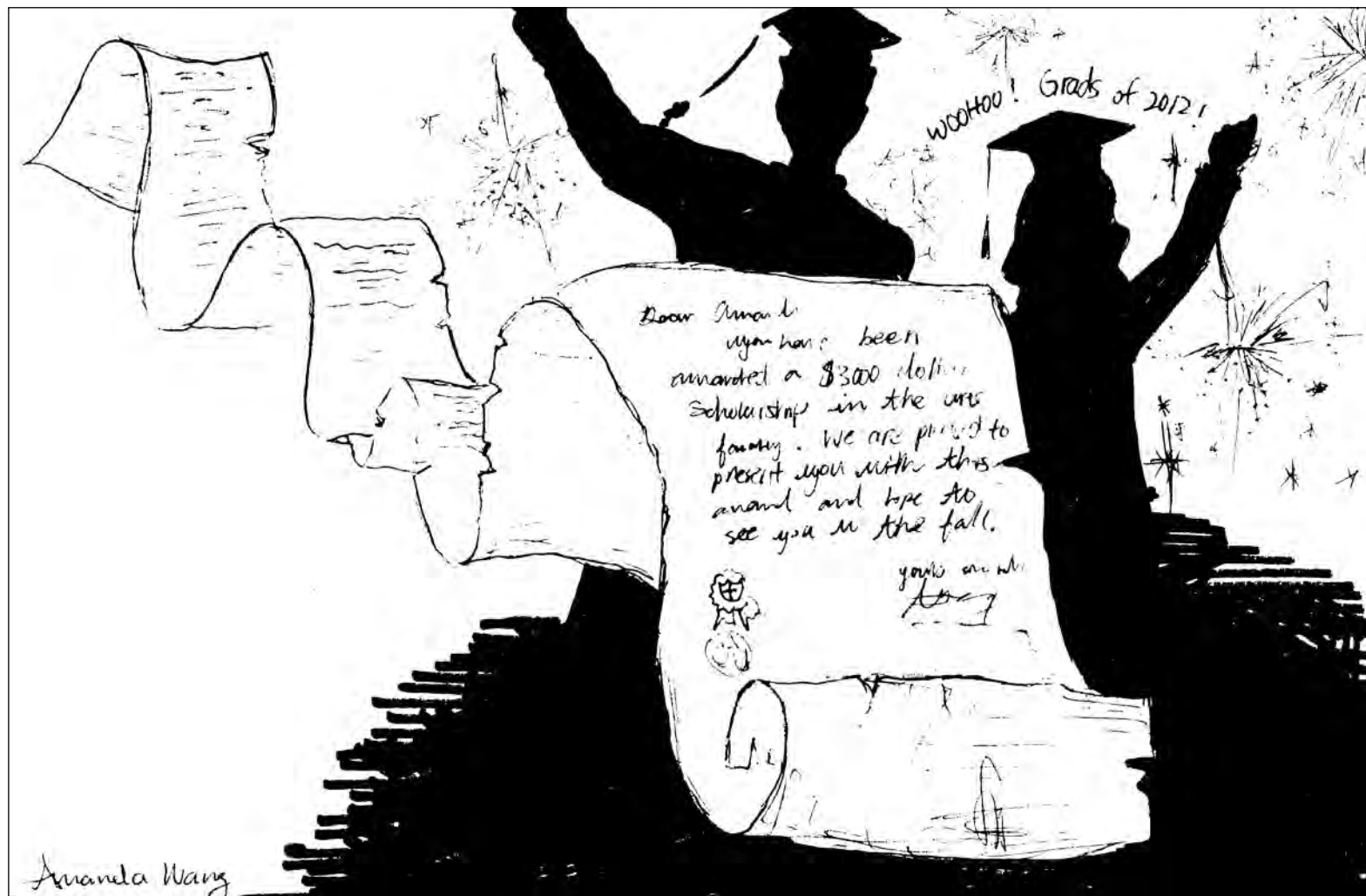
After the long, roller coaster experience of high school, the end of the line has finally come. The year where your achievement is printed in black and white, recognized as your High School Diploma. The year where you press the reset button on your life, make careful decisions, and prepare for a whole new experience.

And now for all the graduates it's time to celebrate the end of that ride.

With the heavy pressure of exams, studying like a scholar till 2 am every night, and spending so much time and money on post-secondary school admission, it's ironic that people ask this common question: "What's the point of going to prom?" The point is celebrating the struggle of climbing to the top of a tree and taking a big bite out of the juicy apple you've picked.

Once you've achieved your High School Diploma, it's a ticket enabling you to shape the world. It should be worth a huge explosion; it should mean more than the Big Bang, and Prom is meant for you to make noise. To cheer, to laugh, to cry, to smile and realize that you've done it.

When you take a moment to reflect, you'll see that high school is four years of evolution. In grade 9, the freshly painted walls and wide halls were expansive. The different faces you'd see every day were



frightening; it all seemed too new to get used to.

Now it's the opposite. The narrow halls feel like they've compressed over the years; the faces you see in English and History class aren't so new anymore, and

the environment is like a second home.

Departing your niche might be one of the hardest things to do, but you'll discover that it's not all sad sobs, trickling tears, and melancholic music.

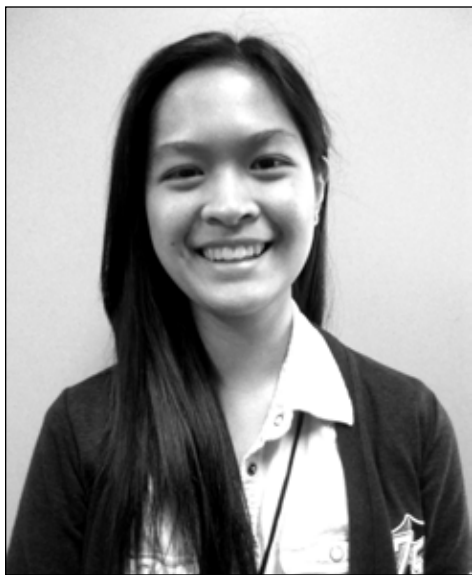
Graduation is the time to be joyful, excited, and thrilled for the new chapter of your life; each diploma is like a fresh lit match, and each student is a fuse.

The graduation events organized are once in a life time opportuni-

ties, meant to be spent with those who've influenced, supported, and changed you in some way.

High school's the time for making mistakes and learning lessons; however, the end of the line heralds a new beginning.

UBC, SFU debate: student seeks best individual program



universities in British Columbia. But what bothers me is that sometimes, this question is asked with the mindset that those who go to UBC are seen as higher achievers than those who choose to study at SFU.

Yes, through a broader lens, the Univer-

somewhat proud and smug compared to others who may not have chosen as 'prestigious' a school.

I have no interest in the Sciences, and I was never great with Mathematics. I do love developing my skills in English and I

fer my program of interest.

Which do I choose? What's more important to me? The school of my dreams or the program I will come to love?

Current university students I have talked to encourage me to choose what I'm interested in, yet UBC keeps drawing me back.

After a great deal of thought, I knew what I had to do. If in high school, I cannot bring myself to study for courses I don't have any interest in, would I even have an incentive to study something I don't like at university? I don't think so.

To some individuals, SFU is viewed as an inferior choice compared to UBC, but I'm now quite ecstatic to enter SFU in the Fall knowing that the Faculty of Communications will capture my attention.

I know that I will be able to maximize my opportunities and experiences to the best of my capabilities simply because I will enjoy the next couple of years in my life in university.

Pauline, welcome to the university library. You'll have more fun than ever.

What's more important to me? The school of my dreams or the program I will come to love?

sity of British Columbia is generally believed to be a better choice between the two. UBC is part of the Top 40 universities in the world. Although SFU is not part of that list, it is considered the most comprehensive university for undergraduate programs in Canada.

You see, through grade 10 and 11, UBC was my ultimate primary choice of university. To me, UBC was the place to be mainly because it is part of the upper hierarchy, the campus is big and beautiful, and I would get to stay in dorm. I can't deny that if I say "I'm going to UBC," I will feel

find Social Studies and History captivating. Therefore, I chose to apply to both UBC and SFU's Faculty of Arts.

However, if one were to ask me what specific program I wanted to pursue, my answer would have been: I don't know. I was so pressured into researching the different programs the faculties offer, yet I really didn't know what to choose until I discovered SFU's Faculty of Communication, Art and Technology. And then I knew that is exactly what I wanted to pursue. OH! What happens now? For the longest time I've always wanted to go to UBC, but it doesn't of-

guest columnist

UBC or SFU? This is one of the most common questions you will be asked once you enter grade 12. Well, they are the top

theEdge

The Edge is the independent voice of the students of Gleneagle Secondary produced by the Journalism 11/12 class. It conforms and adheres to the standards and style of the Canadian Press.

Letters to the editor are welcome and will be printed as space allows; letters must be signed and

free of libel. *The Edge* reserves the right to edit for accuracy, spelling, and grammar.

Additional articles, opinion pieces, and features may also be submitted and will be printed as space allows. *The Edge* reserves the right to edit any submitted material for brevity and style.

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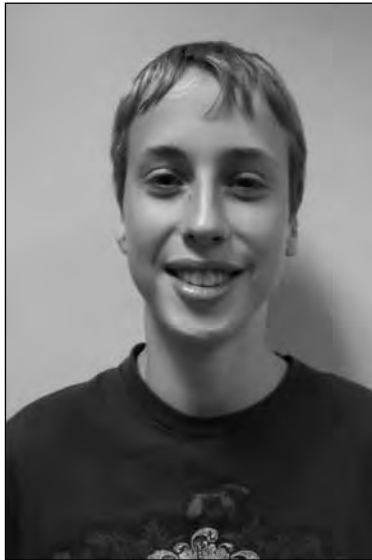
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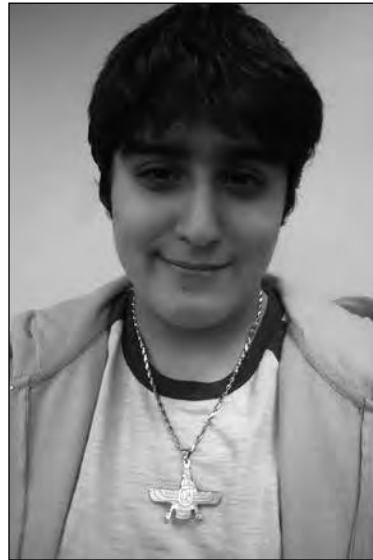
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Who is your favourite Avenger's movie character and why?

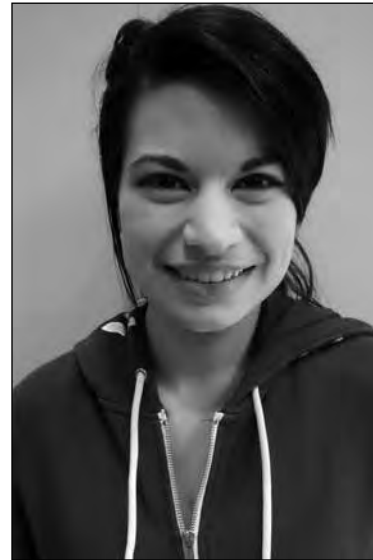
YOU SAID IT!



Grade 9
"Thor, because he has a hammer made out of a star that can do anything. And only he can use it; no one else can."



Grade 10
"Ironman, because he has everything. Money, technology, women, friends, knowledge, brains, and everything that a human or a guy might want."



Grade 11
"Captain America because he's absolutely delicious."



Grade 12
"Loki, because he has a twist in his character; he can put on a sincere puppy face, but then we can see that he betrays Thor and he can really fool you. That's what makes him even more evil."

Constant information distances emotions



edge columnist

On March 5, 2012, a 30 minute video captured the attention of almost 90 million viewers on YouTube, excluding the millions of views in other video portal sites. It was like wild fire torching news feeds and tweet feeds, with an image of a black man, similar to Obama's 2008 campaign picture.

Instead of HOPE, it was KONY 12.

His face was plastered in profiles and cover photos, as if he was a pop star. It was exactly what the Invisible Children Organization was trying to accomplish: to make Joseph Kony, leader of the Lord's Resistance Army, a terrorist organization in Africa, into an infamous celebrity of the Internet generation.

By brilliantly presenting the video through the lens of a five year old, the equivalent of the general population's knowledge about Kony, it was made clear that he was a brutal, murdering demon. To really drive the point home, another poster places him in front of two other figures of evil in history - Adolf Hitler and Osama Bin Laden.

The Invisible Children Organization had a relatively simple task: make Kony's name known and use your parents' MasterCard to buy a \$30 (plus \$20 of S&H) "action kit" of coloured posters and bracelets to broadcast your stand against Kony.

These posters were to be used on April 20, when the masses would "Cover the Night" with posters of Kony and pressure governments to bring more attention to the area. You would be part of the "fight."

Invisible Children did one thing right; they made the name Kony well known. In fact, they were so successful, that by the next day, tens of millions tweeted and updated statuses of his name.

On April 20, I did see one Kony

poster downtown. But it was in the most peculiar location - a garbage bin.

What happened to that burning passion to bring Joseph Kony down and avenge the deaths of millions, or was it thousands? There was no passion; it was a trend. This widespread campaign was the first of its kind to gain the attention of huge websites that now serve almost a

billion people, but the problem with trying to insert passion to the masses is the "tweeting", "liking", and "sharing."

Social media sparks interest, but doesn't burn passion. With our era of information, we're being forced to swallow more data than ever. The problem is no longer being ignorant, but rather, trying to focus on the information that we receive daily and figure out what really matters.

surface of the research, which led to ridiculous conclusions such as Joseph Kony being a fake figure to begin with.

You could blame a part of it on the Invisible Children's marketing campaign, but the real issue is our roles as survivors in a jungle full of information, the entanglements of a trend and hook that stop us from being actually knowledgeable.

It is our duty, as well informed citizens of the 21st century, to not only intake information, but research and debate what we see across our news feeds.

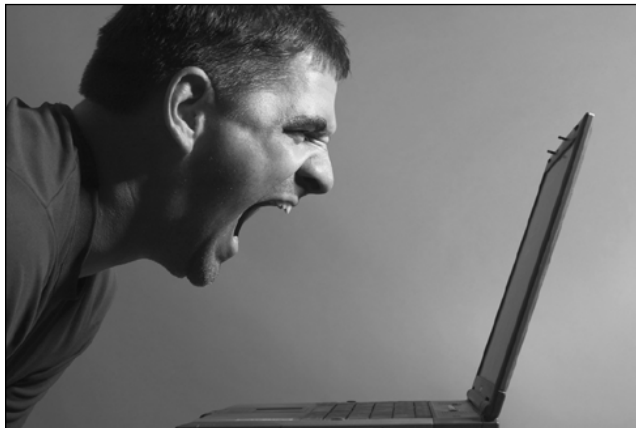
Too many times, real problems that should be dealt with are covered with a click of a "like" or "share" button.

The temporary factor of information does not have to exist, especially when we have a useful tool to share knowledge such as social media.

Maybe then we'd see actual results rather than resorting to solving the crisis of disease infected children with a click of an icon.

The problem is no longer being ignorant but . . . trying to focus on information.

Letters to the editor:



[Re: Losing yourself in fiction: escapism provides relief to life's stresses]

Certainly reading (anything) can relieve stress, but people can also lose track of time (will anyone set an alarm before reading?) and create more stress. Or is that just me? Anyway, if students in Canada are struggling with stress, then students in Asia are in hell.

-Jenny Chang

[Re: Living, breathing history at Devil's staircase]

I enjoyed reading about this year's COAST class in the Stein Valley as I was a COAST student two years ago. Joyce Chang definitely brought to attention the amount of native history that is hidden within the valley and I'm glad she did, as it is considered a sacred place for natives.

-Elissa Evans

[Re: Good-bye summer vacation? Hello year-long schooling?]

As an academic student, I am fervently opposed to year round schooling. While continuity of school may aid student learning, it is greatly outweighed by the benefits of a simple, stress-free break, even if it means forgetting the quadratic formula, or how World War 1 impacted Canada. Our lives should not be centered on school; summer vacation provides a time for students to delve into their hobbies and interests. Whether it's hockey, creative writing, or simply watching reruns of *Harry Potter* with friends, time not spent thinking about schoolwork is time well spent.

-Steven Bae

I strongly disagree with the article about year-long schooling. This is a crazy idea that should NEVER come into effect. The school calendar is strategically placed so kids go to school on colder, wetter days (minus Christmas) and get a nice long break in the summer, when they have their much-needed breaks. Besides, if this year-long schooling went into effect, when would one grade end and the next begin? I feel that kids NEED a good break in the summer, and that anyone trying this year-long schooling system is completely and utterly wrong.

-Tyler Dallas

I'm pretty disappointed with the idea of year-long schooling. Some families don't have internet in their homes, and everyone knows most online "homework" will end up being Facebook. If it's not broke, don't fix it. Leave us with our two-month vacation.

-Christian van Geyn

Survivors share anti-discrimination messages at Holocaust Symposium

YOUMY HAN
staff reporter

It's more than just a statistic. Gleneagle Social Studies 11 students got more than they expected at the 37th Annual Symposium on the Holocaust on May 10. The Symposium, which was held at the Vancouver Holocaust Education Centre, featured powerful presentations about not only the Holocaust during World War II, but genocides in general that happened during the 20th century. The presentation gave students humanitarian insight to the events as well as a central message of anti-bullying and discrimination.

"I learned a lot of people's personal lives. It makes it not a statistic anymore, and it personalizes the whole experience of genocide... it was a very emotional experience," said **Kelly Bryant**, grade 11.

The keynote speakers made the experience unforgettable. **Robbie Waisman** was born in Skarszysko, Poland, the youngest son of a family of seven. He was liberated from Buchenwald concentration camp at the age of 14 as the only survivor of his family. The other presenter, **Éloge C. Butera**, is a survivor of the Rwanda Genocide, a mass slaughter of almost a million Tutsis in 1994. That's a murder of approximately "10,000 people every day, for 100 days."

"To some people, there was a time that it was okay to live in a world without Jews; it was okay to live in a world without Tutsis. It's important for our generation... to bear witness that it doesn't happen again," said Butera.

"Imagine being in hell and back," said Waisman, "Imagine being deprived of every human emotion. Imagine being so brutalized and dehumanized, you [actually] believed you weren't human. These are the things we need to share with you, although it is very painful," he added.

Right from the start, the conditions were unbearable. Jews were shipped off to concentration camps in trains originally used for transporting cattle. "We were packed in like sardines... and you begin to hallucinate, which is a blessing in disguise," said Waisman. But when they had finally reached the destination, there was "lots of room because lots have died [during the trip]."

In the Nazi concentration camps, "survival was of the moment," said Waisman. When he was liberated by American soldiers, he thought "they must be angels." But when these "angels" asked Waisman his name, the answer he blurted out was a series of numbers, a number that was his identification within the camp.

"My name as a human being was erased," he said.

For Butera, it was Waisman who inspired him to share his story with others.

Eating ethically: exploring reasons behind choosing vegetarianism

SOPHIA CHAN
staff reporter

In Max Brod's *A Biography*, Franz Kafka tells a fish in an aquarium: "Now at last I can look at you in peace; I don't eat you anymore."

There's something uniquely rewarding about eating vegetarian. People do it for all kinds of reasons. The change may be for the animals, environment, or health benefits. However, the common quality that vegetarians share is that they are all motivated by self-satisfaction.

"I would feel really bad. Every time I ate it I felt really gross," said **Marie Turcott**, grade 9. "That's basically why I decided to be vegetarian," she added. About three years ago, Turcott made the change official. Her parents disagreed at first. "It took a while. My mom would just tell me not to, but I wouldn't eat any meat. Eventually she just gave up," she said.

"I've been vegetarian on and off almost my whole life. I thought about becoming a permanent vegetarian about two months before the actual change," said **Maia Vettorel**, grade 12 at Heritage Woods Secondary.

Most pets, such as cats and dogs, live pampered lives. Meanwhile, pigs—smarter than the average 3 year-old—are kept in cages, dumped in scalding water and processed through machines. The fact that one million pigs die in transport per year goes practically unnoticed.

Describing her change as a "gradual awareness," **Aryn Gunn**, art teacher, lived on a farm for most of her teenage years. The animals she called her pets were all butchered eventually. "We ended up eating everything," she said. "I started to begin feeling quite queasy."

Having experimented with different types of vegetarianism for the past twenty-two years, **Quirien Mulder ten Kate**, TALONS teacher, stated: "The kind of cooking you have to do to balance [vegan] meals is very tricky."



Spread the word: Grade 11, one of 28 Gleneagle students at the Holocaust Symposium, hears the stories of presenters **Robbie Waisman**, Holocaust survivor, and **Éloge C. Butera**, Rwandan genocide survivor.

Butera said that long before the Rwanda genocide happened, he had felt the hatred between the Tutsis and the Hutus.

In school, the idea that Tutsis were sub-human was embedded into the curriculum of the education system, and Butera remembered every Thursday, the teacher would have the few Tutsis students stand up and call them "cockroaches" as well as other names of hatred.

Butera's father was brutally murdered during the genocide, but luckily he and his brother got reunited with their mother and baby sister after the tragedy. Butera felt that there was a special connection with this year's student audience, because a lot of them were born in the year 1994, a year when their families had such joy, while his was pulled apart by the mass murder.

"What struck me is how these people were my age or younger [when they] worried about surviving until the next day, and I'm merely just trying to finish my homework. It really puts things in perspective about my problems compared to other people's," said **Andrew Chang**, grade 11.

Despite the tragic past of their lives, both Waisman and Butera are determined to have more people hear their stories, and educate audiences across Canada about "the role an informed citizenry can play in preventing future geno-

cides." Both feel that it's their responsibility "to inoculate young people against hatred and discrimination."

"I am one of 7% of children who survived the concentration camps. [I have a] sacred obligation to speak for those who cannot speak," said Waisman.

Coming out of the Holocaust, "we were full of anger, full of hate. We had to relearn how to have normal feelings, how to cry, how to love. But forgiveness is up to God... you never forget, but you have to put it aside and move on," said Waisman.

As a Jewish descendant, Bryant had "been in settings like that before, to hear Holocaust survivors speak. Everyone's story is different, and you take something different from it every time," she said. "It's really great our social department has opportunities like this, so that people can hear primary sources about experiences like that," she added.

"Today, there are a lot of new forms of bullying, not just through words... [but also] the internet," said **Izzy Docto**, grade 11. "I think that was an important message to bring out," she said.

"We've not reached a point where we can even begin to be confident such things won't happen again," said **Dr. Chris Friedrichs**, UBC history professor. After all, "it takes the good people to do nothing for history to repeat itself."

During high school, Mulder ten Kate worked on a pig farm for a couple of weeks, where she witnessed pigs' living conditions. "I also was in a slaughterhouse one time so I saw with my own eyes what was happening in the slaughterhouse."

Jonathan Safran Foer states in his book, *Eating Animals*: "we can recognize parts of ourselves in fish—spines, nociceptors (pain receptors), endorphins (that relieve pain), all of the familiar pain responses—but then deny that these animal similarities matter, and thus equally deny important parts of our humanity. What we forget about animals we begin to forget about ourselves."

The idea that the steaks on our dinner tables were once part of living, breathing animals, may be difficult to comprehend. "It kind of bothered my conscience, that every time I was eating a piece of meat that it was attached to a brain, and a body, and a nervous system," said Gunn.

In supermarkets, we always see meat presented in plastic-wrapped packages. This results in pork being seen as "packaged food," rather than as a portion of a pig. Despite being delicious, the pig's value as an animal is forgotten.

The neighbours down the road from Gunn's family owned a huge feedlot. "[The animals'] living conditions were awful, they were always covered in, poop... They're basically living in their own feces." Thus, they needed to be injected with numerous drugs to be kept healthy. "I kept on thinking 'well, that goes into our food,'" said Gunn.

"By not consuming animal products you are eating a hormone and growth stimulant-free diet," explained Vettorel. Studies suggest that hormones could be the cause for several dangerous side effects, including early on-set of puberty in young girls, potentially increasing the risk of breast cancer.

Apart from the risks to our body, there are also risks to the environment. Animal agriculture is the leading cause of global warming, contributing a heaping 40% more than all the transportation in the world put together.

"I wanted to make a healthier choice, as well as making a choice that has less impact on the overall ecosystem and environment in general," said Mulder ten Kate.

"A pound of grain can go really far in a family that's starving. To make one pound of meat, it takes sixteen pounds of grain. I would rather feed that sixteen pounds of grain to a family than to feed it to a cow," said Gunn.

Vegetarianism comes down to ethical eating. Yet, choices for a selective omnivore are even more limited than those of a vegetarian. Despite the popularity of ethical farming over the past few years, the price tag on the non-free-range option is always more attractive.

Faced with the difficulty of finding a balance between food and its price, people often turn to vegetarianism. To put it simply, being vegetarian is cheaper than being a selective omnivore.

We, the consumers, determine what gets put on the market. Vegetarians, and people who choose to buy free-range, are just informed consumers who want change.

"Your diet evolves as you begin to know where the different sources of food are," said Gunn. Today, the food options available for vegetarians are endless. Many seek meat alternatives to satisfy their protein intake. "I eat a lot of nuts, so a lot of nuts and stir-fry. I eat a lot of things like avocado, which is high in protein. I do drink protein shakes as well," said **Patty Anderson**, P. E. teacher.

Turcott, on the other hand, opts for veggie meat. "Usually I eat the same thing as everybody else, except just subtracting the meat, and usually replacing it with veggie meat and foods like that, and tofu," she said.

Doing research prior to becoming vegetarian is extremely important, as "there's a lot more to it than just taking the meat out of the meal," said Anderson.

"I think you have to do it for the right reasons and be as informed as you can be. It takes commitment," said Mulder ten Kate.

Down but not out: teacher's bicycle accident changes perspective on life

SCOTT LEE
staff reporter

A beautiful day in Stanley Park, biking along the glimmering bodies of water with your wife; how could this scene turn sour?

It was a nightmare turned real for socials department head, **Brian Unger**, who destroyed his jaw and had his teeth scattered all over the seawall after a bicycle accident. Several weeks later, he is still recuperating, and the after effects include not only some knocked out teeth, but also a change in his previous perspective on life.

"I stood up on the pedal to accelerate when the rear derailleur seemed to break off and jammed up the back wheel. I did a classic 'endo' and went right over the handlebars and slammed face first into the corner of a three foot high concrete abutment," recalled Unger.

"I remained conscious throughout and was very aware of the extent of my injuries at the time," he said.

Unger's iconic humour still showed as he explained that "one of the first things that went through [my] head was 'what is going to happen with my classes at school?'... [My] second thought was, not surprisingly, 'when will I be able to play golf again?'"

The accident was not without good Samaritans, and **Wendy Unger**, wife of Unger, showed definite appreciation for the bystanders' aid.

"What I can say is how thankful I was for all the people who stopped to offer help at the accident site. There wasn't a lot people could do to help Brian, but they helped with the situation in general," said Wendy Unger.

Major surgery was needed to fix the extensive damages from the accident with a multitude of health care professionals focused on Unger's injuries.

"We often hear in the news about . . . problems with our medical system, but . . . everyone was tremendously professional, compassionate and all tests and procedures were done in a timely fashion," said Unger. Operations included plastic surgery on his

jaw and surgical dentistry to clean out damaged teeth.

Wendy Unger was also full of praise for the medical workers as she said that "we both felt well taken care of and blessed by the professionals who were dealing with Brian."

The trauma of the accident was not just physical, but also emotional as it shook Brian Unger's perspectives and offered an opportunity to grow.

"I could have easily suffered major head trauma or spine injury . . . I choose to focus on the positives and maintain an attitude of thankfulness that I will eventually recover.

when he made his speech I was tearing up," said **Madison Watt**, grade 12.

"The advice that he gave us, that we shouldn't take life for granted, was such a simple piece of wisdom, but it almost moved me to tears," said **Michelle Kwee**, grade 12. "The way that Ungie said it really resonated with me."

"It sounds cliché but you learn to be grateful for so many things in your life that we tend to take for granted . . . I have always loved coming to school, but when that is taken away from you . . . I honestly miss being with my classes – joking around, smacking my golf club pointer on people's

"I could have easily suffered major head trauma or spine injury. . . Yes, these injuries are traumatic, but I'm counting my blessings"

Yes, these injuries are traumatic, but I am counting my blessings," he said.

"There are definitely opportunities for positive improvements . . . I think Brian and I will both be more aware of other people's situations and we will be more empathetic and helpful," added Wendy Unger.

Due to the successful surgery and Brian Unger's general good health, his re-appearance at Gleneagle will be in a couple of weeks, near the end of semester.

"I am extremely fortunate that I am otherwise healthy although it remains very difficult to talk for any length of time . . . The surgeon gave me six weeks to recover . . . so I plan to return for exam week at the end of June," said Unger optimistically.

Wendy Unger also showed optimism in her husband's healthy return, as she joked, "We, Delta people, are renowned for being strong, healthy, robust types so I am sure he will pull through."

For students, the surprise appearance of Unger, only a week after surgery, was deeply inspiring.

"When I saw Mr. Unger for the first time in the history room I was speechless . . .

desks and generally having a good time with my students," said Unger.

The emotional sentiments were not limited to his students, but Unger's own reaction when he saw his students scurrying into the classroom, was stirring.

"I strangely felt like I was letting my students down. I was emotionally unprepared to have my time with my classes end overnight . . . it is quite heartbreaking to say goodbye especially to many of the grade 12 students," he said.

Gleneagle has showed its sympathy for Unger and his family through warm cards and emails with prayers.

"I am so impressed with the kindness the staff and students have shown," said Wendy Unger.

Unger learned an important lesson at the expense of his injuries; his extrovert personality remains the same except with a larger hint of thankfulness for every day.

"Perhaps the greatest thing is that you never know when your life could change irrevocably in a split second, so enjoy each day and live life to its fullest. It sounds corny, but each new day is a gift," he advised.

Coulson leaves younger mountain biking competition in dust

EMILY KIM
staff reporter

"To be 50 plus and winning mountain bike races against younger gals is always a real thrill," said **Carol Coulson**, vice-principal. "It's nice to know that, when you need to, you can dig deep and find that competitive spirit."

Donning a yellow jacket to signify her previous success, Coulson came in first place for the third time at the 30-kilometre Suburban RUSH race held at Buntzen Lake on April 28.

According to **Lori Gregory**, planning and student services teacher, Coulson took extensive measures to win the race, ignoring a sign reading "Mandatory Dismount" at the top of a ravine. While speeding down the ravine, the risky racer pulled her weight behind the bike seat and over the back wheel as to not flip over the handlebars.

"By a ravine, I don't just mean a little drop over an edge. I mean a ravine so steep that you have to kind of lean over to look way, way down," said Gregory.

The vice-principal was also seen carrying two bikes up "The Wall," a severely steep incline composed of rocks and rubble, when her partner, **Sally Shillingford**, lost the ability due to pain in her lower body. Their total time was two hours, 46 minutes, and 36 seconds.

Formerly known as "Chicks with Sticks", **Joni Blaxland**, P.E. teacher at Riverside Secondary, was Coulson's previous racing partner. This year, the new duo call themselves "The Golden Girls."

"I'm not sure which of us was Rose or which of us was Blanche, but we were the old girls out there having a great time," said Coulson.

Her years of experience made it so that it was "not a surprise at all" when the results were revealed, said **Adam Hayes**, science and COAST teacher, and fellow cycling enthusiast.

"When I saw her come in I was actually standing off to the side with my kids . . . I was cheering and running over to the finish line with her as she was running in," said Hayes.

"Well, I've been mountain biking probably for 10 years or so. My older brother was into mountain biking, and so I felt this is something that might be of interest to me," said Coulson. "I used to ride motorcycles and ATV's, and once I started mountain biking I was hooked in. It's been a passion

ever since."

A lot can be said of her capability and skill level as well. Her strong finish on the podium has been very influential for students and teachers alike. "I understand that she's incredibly strong, and she's incredibly fast on any kind of a technical downhill . . . I was just inspired," said Gregory.

Hayes added, "In the biking world, we would say she rips up the trail. Her and her bike are one."

Hayes is no stranger to adventure racing and mountain biking either. Around mid-June, he will be participating in the 77-kilometre "Test of Metal" set in Squamish.

Gleneagle staff and students can expect to see their vice-principal racing in the same yellow jacket and biking for the next 10 or 20 years to come.



Pedal to the metal: Carol Coulson, vice-principal, leads her riding partner, Sally Shillingford, in the annual Suburban RUSH, a 30 kilometer race held this year at Bunzen Lake. Coulson and Shillingford placed first in the event on April 28.

Rapid action: track team sprints off after two weeks of practice



JAMIE MCLAUGHLIN PHOTO

Leader of the pack: Talon grade 12, rounding the track. He will be competing in the 200m and 400m, one of three Gleneagle track and field athletes to advance to provincials in June. 35 Talons participated at the Fraser Valley Competition.

THEO ANG
staff reporter

Three senior track & field athletes are headed to provincials, **Hodson Harding**, grade 12, for 200m and 400m, **Jamie McLaughlin**, grade 12, for shot put, and **Jessica Jazdarehee**, grade 12, for triple jump.

"I think the team represented Gleneagle well [in the Fraser Valleys]. They brought us

good results for our school," said McLaughlin, grade 12.

The track team was put together abruptly a week before the Fraser Valley meet due to the job action this year. According to **Sakura Asano**, grade 10, everything was rushed because they only had about two weeks of practice instead of having the whole season. The team never had the chance to compete in any mini meets before the Fraser Valleys. The team consists of 40 athletes from grade

10 to 12 and **Patty Anderson**, the coach. Even though the season has been very exhausting Anderson and the team say it has been a fun and rewarding experience.

Anderson was pleased by the strong showing, but not surprised. Gleneagle's track and field team participated in the Fraser Valleys. "We [had] athletes in every event, 100m, 200m, 400m, 800m, 1500m, 3000m, shot put, javelin, triple jump, long jump and steeplechase," she said.

Over 500 athletes competed in the Fraser Valleys, 35 of them from Gleneagle. The provincial championships will be held in Swanguard Stadium in Burnaby on June 1 and 2.

The athletes are looking forward to the province wide competition.

"My experience playing in the Fraser Valleys was good. I was pretty happy with my throw. I'm really happy and proud to represent Gleneagle at the BCs," said McLaughlin.

Junior boys finish solid season with first-time victory against Semiahmoo



PHOTO PROVIDED BY PETER POKA

Running for the win: Grade 10, faces a fierce wall of opposition. His penalty kick with thirty seconds left on the clock led the team to victory.

JADE NGUYEN
staff reporter

After a nail-biter against Semiahmoo Secondary, Gleneagle's junior boys rugby team won 13 to 12 last week in Fraser Valley competition.

It was the first time that the junior boys rugby team had ever beaten Semiahmoo, despite the fact that the boys did not play their strongest game.

"I think our team played well enough to win, but overall, I was a little disappointed because I don't think our team played particularly well as a team," commented **Peter Poka**, coach.

"We didn't play as well as we'd hoped," added **Lexus Blake**, grade 10. "We won, so we were happy, but overall, we could have finished a lot stronger."

The boys had been down 12 to 10 in the last minute when Semiahmoo took a penalty. **Matt Poka**, grade 10, kicked a penalty with thirty seconds left on the clock from 40 metres away to lead the team to victory.

Aside from their close win against Semiahmoo, the boys have also beaten Yale for the first time in Gleneagle history, as well as being the first Gleneagle junior boys rugby team to make it into the Fraser Valleys in four years. This was the result of their victory over Queen Elizabeth Secondary.

"I'm proud of the boys," said **Aarman Bondar**, grade 10 and captain of the team. "Despite our close game, I feel as though we've all grown so much from the beginning of the season. We are a team of a lot of new players, but we've come out strong."

"If you had asked me at the beginning of the season if I'd be happy with a top five or top six finish, I would have said that would have been a very successful season," added Peter Poka. "So yes, I'm very pleased with how our season went."

On Wednesday, the boys lost to Fleetwood Park Secondary 33 to 27, ending the Fraser Valleys in 6th place.

Keeping perfect time: concert bands compete today



Clarinets at the ready: Greg Van Sickle, substitute music director, conducts the senior band students as they practise for the Kiwanis International Music Festival. This morning, the junior and senior music band students are competing for the \$250 award and trophy.

MEGAN LAO
staff reporter

As the school year concludes, 150 junior and senior concert band students have loaded the buses with their instruments to participate in the twelfth annual Kiwanis Fraser Valley International Music Festival. The musicians left for the Kwantlen Polytechnic University in Langley at 7:30 this morning for their scheduled performance.

Since **Eddie Trovato**, music director has taken a leave until the end of the school year, **Greg Van Sickle**, who recently moved from the United States, will be taking his place.

"I know that [this music festival] is something that's been going on for quite a while. It's through the Kiwanis organization, an international festival," said Van Sickle, substitute music director.

This morning, the junior band, which consists of grade 9's and 10's, are performing at 9:00. Their repertoire includes *On the Rising Winds*, *Fire Dance*, and *Zoovenirs*.

"I really like *On the Rising Winds*, because there are a lot of interesting elements that make it sound epic," said **Alice Huang**, grade 9, who has been playing the flute for almost two years.

"When people [attend the festival], they expect to see something new . . . People expect to see kids our age [with] some kind of talent," said **Reza Mardan-Dezfouli**, grade 10 trumpet player.

"We had an improvement in our sound and being one as a band. We are going to do a good job because we already [performed at] a couple of concerts. . . We can do it," he added.

The senior band which consists of grade 11's and 12's are performing their repertoire of three pieces, *Toccata*, *Elements*, and *Choreography*, at 10:00 am.

"My favourite [song] is *Elements* because there's air, water, earth, and fire— there are four different elements. For each one, the sound goes along with what you can picture as that element. So, I think that's really cool how the composer did that," said **Izzy Docto**, grade 11 clarinet player.

Though the junior and senior bands each have an hour to perform and receive feedback from adjudicators, they spent over four months practicing for this festival.

"I think both groups are very well prepared; they know their pieces well and are really playing with lots of energy, excitement and also with a lot of precision," said Van Sickle. "They will perform really well and I'm really excited to see how the adjudicators can take the group from the high level they're at [and] get them to play even better," he added.

"Every day we act like we think about what we need to improve on, so I think we are definitely coming together," said Docto.

"Mr. Van Sickle knows what level our music should be. We're going onto a stage where we've never been and this is

definitely the first time that someone out of our school is going to be watching our performance," said Mardan-Dezfouli.

Though there will be a trophy and a \$250 award given to the most promising secondary school concert band, preparing for the event is the only thing the students have control of.

"I've learned from the few [music festivals] I've been to, to have fun and also listening to the other groups and learning from them. In the Kiwanis festival we get judged,

so [we should] take in that criticism and improve on it," said Docto.

"With music festivals, you really don't know whether you are prepared or not, but I think we will do okay. I definitely think that we will provide a challenge for the rest of the competitors," said Huang.

The year end concert which includes the junior band, senior band, jazz band, choir, and vocal jazz is on June 6 at 7:00pm.

Paper, pen, pictures: painting images

ALICE ZHANG
staff reporter

This year's writing 12 class and the art department combined efforts in producing an illustrated journal.

The journal is a collection of the best works created by Coquitlam Open Learning's Writing 12 class, a blended online class. **Scott Findley**, English and Writing 12 teacher, describes it as a form of promoting the course where "students can see that this is what you do." To the writers themselves, the writing journal acts almost as a filmstrip, allowing them to see how much they have grown as writers from the start of the course until now. From Findley's perspective, it is "like a trophy" used to honour them.

Students were asked to pick out the best pieces that they had written throughout the year. Students put a lot of energy into their compositions, shaping them into the final products. Each writing piece is accompanied by a stunning art work.

Most corresponding art pieces were created by art students while others were chosen from student archives of the previous year. "It was very fun to illustrate a piece of writing that a talented writer did," said **Nailya Gafitulina**, grade 12.

Students from **Melanie Stokes'** Drawing and Painting 12 class chose the composition they wanted to illustrate. Artists finished pieces for the journal by spring break and took care to make sure their art related to what the writer wanted to depict in his or her composition.

"Each piece that was done throughout the course has a specific task or a specific skill to focus on," said Findley. This goes beyond the use of bare literary devices, as Findley teaches his students to go the extra mile and apply the knowledge of specific writing skills. Findley says that whether it is "describing something without ever telling what it is, or looking out your window to see what the weather looks like and personifying the weather as a deity of some sort," students were asked to write about it. He also said there was a time where "students were asked to blindfold themselves and spend an hour in darkness and then write about that," said **Mariana**

Gorjão, grade 11.

Along with the rewards came the struggles, which proved to be a worthy challenge for the writers. To **Gorjão**, those included meeting deadlines. To **Steven Bae**, grade 11, it was getting past the moderately heavy workload. There were also improvements that Findley believed the journals could have in the future, such as "[opening it] up so that it's not just the students who are in the writing class, but to have it be students who are within our school, as well, who want to [submit their work]." He also wishes to "start it earlier so that there can be more artists from the first semester who have ability to contribute art to it."

The work will soon be available for the community at large. "There's a Writing 12 Touchstone link that's right off my homeroom site and we're going to hopefully put up a copy on the Gleneagle site," said Findley.

For the students, the journal provides a lasting memory. "I think the course really does help with writing," said Bae. "You get to keep [the writing journal] forever."

