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Grade 12s compete for valedictorian

SUNGWOO HWANG
Staff reporter

Starting last week, grade 12 students looking to become this year's valedictorian began applying for the position.

14 students have handed in the form by the deadline and are interested in becoming Gleneagle's valedictorian.

The student who becomes the valedictorian will deliver a speech to the grad class and parents at the graduation ceremony.

"The student should be an honour roll student and a good citizen of Gleneagle," said Bindy Johal, counsellor. "They need to be confident in public speaking."

In order to choose a suitable representative, the candidates will be given a prompt, which they will speak about on June 2. The valedictorian will be chosen and announced on June 3.

"Other than delivering the final goodbye message to the Class of 2016, I wish to leave a mark at Gleneagle," said Cheslie Chan, grade 12.

"The valedictorian is the voice of the class to say our thank you and farewells," said Claudia Lam, grade 12. "I just figured it would be a great experience and an honour for me to be the one representing the class."

"I think it's a real honour for them to run for valedictorian. It takes a lot of courage to run," added Johal.

Each and every candidate has great qualities that make each of them an eligible applicant to represent the graduating class.

"I believe every nominee is a great choice to represent our grad class," said Yilin Zhang, grade 12. "Personally, I believe I am a suitable candidate because I have a passionate heart with a relatable story to tell."

"I see myself as a good valedictorian since I'm not simply an excellent academic student or a leader," added Chan. "I'm a diligent, passionate, and proactive student who is willing to share my experiences with others."

Musical breaks box office records, top reviews

PHENOMENAL END TO PHENOMENAL MUSICAL: After two weeks of near sold out performances, *Beauty and the Beast* has closed off its performance run. Near sellouts and record breaking profits have lifted *Beauty and the Beast* over all other Gleneagle productions. School district superintendents, school staff, the student population, and parents have all given the production positive reviews. "Your message in the program, that of the administrative team, the fact that the choreographer was a recent Gleneagle grad, the draw at the start of the play for the 'luxury seats', the packed house and more than anything the expression of each student involved in the production all made me feel proud to be involved with Gleneagle," said Reno Cioffi, assistant superintendent. Overall, cast, crew, and the director/production team are extremely pleased about the musical's success. The hard work and determination that was injected into *Beauty and the Beast* has truly paid off, as the musical was a huge success. *Beauty and the Beast* is a tale as old as time, and the tale will continue to live on as a part of this school's pristine performing arts record. See full story on page 8.

Spring carnival aims to bring all Talons together

BORIS KIM
Staff reporter

On June 2nd, Gleneagle's sports field will play host to the student council's first ever Spring Carnival.

The event offers a variety of different activities ranging from henna and face painting to carnival foods like cotton candy and snow cones.

The main attraction of the event is the dunk tank which gives students the chance to drop Ken Cober, principal, Mike Parkins, vice-principal and Peter Poka, social studies teacher, as well as grade 12 students Jordan Flatman, Aaron Sinclair, and Kio de Torres.

The event is special not only

because it is the first year that Gleneagle has hosted a Spring Carnival, but also it is the only event council planned outside of dances, haunted houses, and Talontines during their five years of existence.

"The event idea came from Anika Lee, grade 11, as she had previously attended Port Moody secondary where she was able to witness their Spring Fling and how much success the student council over there was able to achieve with the carnival," said AJ Lahouaoula, grade 12 and student council president.

"It's the type of event that our executive team had always wanted to plan for Gleneagle, as it's the best way for Talons to come enjoy themselves with food and

activities that are pretty exclusive to the Spring Carnival," stated Lahouaoula.

Student Council hopes the fair will involve as many different aspects and parts of the school.

They have accomplished this through inviting clubs to host booths at the fair, entertaining performances from the music program, and also school chef Frank Abbinante in the food preparing process.

Some of the clubs that will be present at the event are small ensembles club, HYPE, Me to We, Kindlers, Magic The Gathering, science club and business club who will be in charge of running their booths to fundraise for their clubs.

"We decided to join the Spring

Fair because we thought it would be an excellent way to raise funds which would really aid in developing our club," said Jade Zhong, grade 11 and small ensembles club executive.

"Me to We, through this carnival, is hoping to raise awareness of different issues around the world," said Diane Kim, grade 12 and Me to We president.

"We have set up an obstacle course in our booth that has each section representing different pressing issues around us. The obstacle course will be a fun way for you to learn about the issues that are present in our society."

Regardless of this year's results, next year's executive team hopes to bring back the carnival with new and improved additions.

INSIDE

ELBOWGATE: An incident regarding Prime Minister Justin Trudeau's actions in the House of Commons has drawn national interest.

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NEW CURRICULUM: Staff and students get ready for the implementation of an entirely new curriculum, this fall.

REFLECTION ON 2015-16: Take some time to recap a collection of this year's school events and major activities.



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ONtheCALENDAR

- JUNE 8 Awards Evening
- JUNE 15 Year End Music Concert
- JUNE 17 Grad Dinner and Dance
- JUNE 20 - 21 Cross Grade Final Exams
- JUNE 22 - 28 Provincial Exam Week
- JUNE 26 Commencement Ceremony
- JUNE 30 Final Report Cards



Media creates unnecessary uproar over Trudeau's elbow-gate

The term “elbow-gate” dominated last week’s media headlines as several politicians, pundits, and Canadians were extremely outraged about Prime Minister **Justin Trudeau**’s supposed burst of violence during a vote on the government’s assisted dying bill.

In the words of some media outlets, Trudeau “manhandled” Conservative whip **Gord Brown** and “assaulted” NDP MP **Ruth Ellen Brosseau**.

It’s impossible to describe the details of the incident without an accompanying video. Luckily, the video of the now infamous scene will forever be preserved on the internet and can be viewed by anyone at any time.

The full view of the alleged assault was blocked by other people, and the exact force Trudeau inflicted on Brosseau is unknown.

What is known however, is her reaction. She stumbled backwards, clutching her chest over the “assault” and eventually left the chamber deeply upset.

The ensuing reaction was that of an outraged uproar.

Tom Mulcair, the leader of the NDP, called the Prime Minister “pathetic” for elbowing a woman.

Niki Ashton, one of Brosseau’s colleagues stated she was deeply troubled by Trudeau’s actions, claiming his actions caused uneasiness for women in the house.

In short, the immediate reaction of Trudeau’s elbowing was one defined by immense outrage.

Even now, more than a week later, the aftermath of “elbow-gate”

looks bleak for the Prime Minister.

A committee is now deciding whether or not to condemn Trudeau due to his actions. While that will probably not happen, it speaks volumes to the amount of scrutiny Trudeau is facing.

Some believe this reaction has been overblown solely as an attempt by political opponents to tarnish Trudeau’s name.

Obviously it is impossible to discern what Trudeau’s intentions were, but judging from the clip, the context of the situation, and the fact that the House of Commons meeting was filled with hundreds of eye witnesses; it seems unlikely that Trudeau intentionally and maliciously harmed Brosseau.

Elizabeth May, the leader of the Green Party, saw the incident first hand and determined the elbowing as unintentional.

However, whether or not the elbowing was intentional, Trudeau did undeniably drag Brown in an attempt to pull him from the crowd, an incident just as important as the elbowing which is why the outrage displayed by some people seems disingenuous.

If people are truly outraged about Trudeau’s violent outburst, why aren’t his actions against Gord Brown also being discussed? Why is the incident called ‘elbow-gate’ instead of something that mentions Trudeau’s actions against Gord Brown as well?

However, more inappropriate than Trudeau’s actions against Brown were the reactions.

Some people went as far as to



equate his actions to sexual assault. Not only is this ridiculously over the top, it also insults victims of sexual assault.

Even with certain media outlets and politicians calling for Trudeau’s head, a poll conducted by Abacus Data has found that the majority of Canadians do not care about this incident.

In fact, the poll found that 71% of Canadians who have heard of Trudeau’s actions stated that this did not in any way affect their opinion of him.

As discussion on the case

continues, it seems more and more apparent that the situation was purposely overblown by Trudeau’s opponents because of vested self-interests.

After all, despite the extensive media coverage and discussion by politicians, this is simply not an issue the majority of Canadians care deeply about.

This is just positioning by the opposing parties to gain some political influence and the media trying to create a debacle on a non-story.

Trudeau has already apologized to Canadians, his peers, and

Brosseau on multiple occasions.

Yet, for some inexplicable reason, elbow-gate is still dominating Canadian headlines. Furthermore, Mulcair continues to be outraged with Trudeau’s actions while the rest of Canada is already forgetting about the whole petty debacle.

While there are many legitimate grievances against the Prime Minister, the elbow-gate incident certainly isn’t one of them.

• *The Edge welcomes letters to the editor. They can be given to any English teacher or sent to the Edge@sd43.bc.ca*

Gender neutral bathrooms directive may cause more harm than good

ANIKA LEE
Edge columnist

On May 13, the US administration notified public schools that they must work towards allowing transgender students to utilize the bathrooms and locker rooms of the gender with which they identify. This decision instigated discussion on an already contested issue of gender neutral public spaces.

States like Washington have placed the issued orders into effect not only within public schools, but also within other public vicinities such as swimming pools.

North Carolina responded by disregarding the Obama administration and forcing transgender people to use only the washroom that corresponds with the gender on their original birth certificate.

Instead of condemning North Carolina, it is important to keep in mind the problem some people have with the LGBTQ movement is not with the mere usage of these

facilities, but rather the possibility for this initiative to be abused by people who are not.

It may seem easy to brush aside this possibility of misuse, but 19% of rapes and sexual assaults already occur in public spaces such as washrooms and changerooms, and this statistic is what makes it difficult to enforce gender neutral public spaces.

The reluctance that people have shown towards this initiative does not come from unjustified paranoia or bigotry.

According to Daily Wire, in Toronto, where gender neutral facilities are in effect, there already has been more than a dozen sexual assault claims filed.

One such case is **Cristopher Hambrook**, 37, who was able to

gain access to women shelters in Toronto under the name of Jessica. Court evidence heard of Hambrook terrorizing several women, but most frequently a deaf woman living in the shelter.

“It seems as if the laws are being interpreted far beyond the original intent of non-discrimination based on gender, to the extent of infringing on the rights of non-trans individuals.”

—Anika Lee
Edge columnist



The released transcript from the trial describes how the accused grabbed the victim’s hand and forcibly placed it on his crotch.

The same deaf women reported that Hambrook would peer at her through a gap while she was showering.

It is not just in Toronto where the misuse of these gender neutral

spaces is occurring.

Los Angeles for instance, is currently plagued with men dressing in traditional female clothing for the sole purpose of fulfilling certain sexual desires.

For example, **Jason Pomare**, 33, was recently taken to court for disguising himself as a woman in order to secretly videotape women using the restroom. After his arrest, it was discovered that he had hours of video on his camera.

This frightening possibility of abuse is especially relevant in a country like America, where sexual assault is so frequent that, according to the U.S. Department of Justice’s National Crime Victimization, a sexual assault occurs every 107 seconds.

When discussing the possibility of gender neutral washrooms, it is

necessary to consider more than just the desire to be inclusive.

This issue is more than a matter of debating whether to support transgender people or not, but a serious topic where all aspects need to be thoroughly considered and discussed as the potential consequences are too dangerous.

No matter how important it is to create an environment for transgenders, it cannot come at the potential endangerment of everyone’s right to privacy and protection from inappropriate opposite-sex nudity or sexual assault with the operation of gender neutral bathrooms and changerooms.

This is especially relevant in schools as they are supposed to be safe places for adolescents to develop academic and social skills.

It seems as if the laws are being interpreted beyond the original intent of non-discrimination based on gender, to the extent of infringing on the rights of non-trans individuals.

Auction to benefit Coquitlam search team

CATHY LIU
Staff reporter

Gleneagle leadership 11 class is hosting an auction tonight from 3:30pm to 6:30 pm, in the MPR to fundraise money to support the Coquitlam Search and Rescue.

The leadership class has invited a special speaker from the Coquitlam Search and Rescue to speak at tonight's auction night.

They have also been collecting donations at lunch from May 9 to May 20.

They have been looking for donations that are in new or gently used condition. They accept sport equipment, jewelry, toys, and other games.

The leadership 12 class has been working very hard in finding the perfect donations for the auction night.

"We went to neighbors and asked door to door for donations and we've been

promoting the event from April to May," said **Yueran Shi**, grade 11. Shi continues, "We've also been promoting the auction night on Facebook. So to spark interest we've been posting items for the auction night."

The leadership class is very thankful to the community for helping host the auction night.

"We were able to organize this event because many people donated many items for us and let us put it up for sale," said **Takemasa Oyama**, grade 12.

All proceeds made from the event will be donated to support the Coquitlam Search and Rescue.

"Since most of the auction group really liked to go outside and have their own adventures, we thought that the Search and Rescue would be the most appropriate group to support. We also chose the

Coquitlam SAR because we have been noticing that fewer and fewer students are going outside, so by bring up SAR in this auction night we are also hoping that more people will be going outside," said **Jason Phan**, Grade 10.

"Our main goal for this auction night is for people to understand and learn about what the Coquitlam Search and Rescue is," added Shi.

Through much thought and careful consideration, the leadership class finally decided on an auction night.

"We chose to do the Auction [night] because we wanted something different that would stand out. We thought that doing an auction will be a little twist on the idea of a garage sale be more interesting," added Phan.

The leadership 11 class hopes to see many familiar faces tonight at the auction tonight.



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BREAKING STIGMAS: Two grade 9 Talons flash their smiles in front of their booth where participants submitted their questions at the relay as part of the mental health event.

Talons mental health event spreads awareness

NAZLIE NAJAFI
Staff reporter

As students climb the ladder towards their last year of public schooling, they notice one thing getting progressively worse: the mental health of students in their classes. Some go far enough to say that students live in the "Age of Anxiety".

Although there hasn't been a proper assessment of mental illness in Canadian secondary schools, it's clear to see that many students are silently struggling to keep it together. It's well known that one too many students bottle up their issues, put school work over a healthy mind, stack up on extra coursework, and run their engines until they're out of steam.

On top of all this, there is an undeniable stigma attached to mental illness which makes it even harder for students to speak up about their problems and get proper help. Although many would digress that there is no stigma, there is a shocking amount of discrimination associated with mental illness that proves otherwise. Grade 9 leader **Renee Boldut** has never been afraid of taking action to break down this stigma to assure that people with mental illness receive the help they deserve.

When she was in the eighth grade, she did a research project which brought her to the conclusion that mental health is a huge issue

on the rise for young people today. "Mental illness was not being talked about enough and I wanted to shine a light on it and show people that it is okay to have a mental illness," expressed Boldut.

She didn't stop at the research project though. After a few months she whipped up a proposal plan to run a "Walk for mental health", the main purpose of the walk was the raise awareness of mental illness, break down the stigma, and make it loud and clear that it is perfectly fine to be struggling.

The plan followed through with flying colours, roaring support from classmates, teachers and local newspapers. It would be an understatement to say it was a success.

This year Boldut has chosen to take on a mental health awareness project once again for her leadership 10 class. The assignment was to choose an issue, create a plan to solve the issue, and put the plan in action. "I thought it would be good to take on another project now that I've had some experience," said Boldut.

"I want to lessen the stigma around mental illness, a lot of people suffer from mental illness and feel like they can't reach out."

Boldut's team members include grade 9's **Mimi Kim**, **Kaleigh Toering**, and **Aileen Zhang**. Together they planned the Child and Youth Mental Health Day event, which took place May 5 on the grass field.

During the week leading up to the event,

there were daily questions announced related to mental health, and every correct answer from a student was equal to one ticket in a raffle draw.

The event kicked off with a talk by **Marlisse McRobbie**, guest speaker from the institute of families. She shared her experiences with mental illness and spoke about the history of mental health day.

Afterwards, activities took place on the grass field which were both educational and entertaining. Students took part in several relay-style challenges across the field, and finished the activities off with a few writing activities such as the "stressers" poster.

Students wrote on the "stressers" poster about the things that stress them out; many students opened up about feelings of social anxiety and stress due to schoolwork.

Once students completed every challenge, they were rewarded with baked goods at the finish line. The event had a fantastic turnout and the group was glad to see that students were engaged and opening up about their experiences with mental illness.

Starting a conversation about mental health is an essential building block to work towards helping those who struggle with mental illness. Although it may be hard for some to believe, this is a cause that everyone benefits from in one way or another. Thankfully, Boldut isn't afraid to get a team together and start dialogue about this issue.

FocusOnTALONS

Talons in-depth night shares student passion

This Monday, five months of work will be on display as Talons present their in-depth night to students, teachers, and alumni.

"The In-depth project give students an opportunity to choose something that they've always wanted to do, but never had time for", said **Quirien Mulder ten Kate**, TALONS teacher.

Students have an opportunity to learn a new skill that they are passionate about and share with their peers and parents by designing and presenting a project. Students would work with mentors for about an hour or two a week for five months.

"It's that time where they can just put their mind away and focus on the thing that they like to do and thing that they're studying," said **Anika Venkatesh**, grade 9 Talon studying music composition.

Students can choose their own open-ended, ranging from music to baking to programming.

"I'm really excited to see how my presentation is going to go, just in general," said **Jordan Chambers** who is planning to play the ukulele with **Melanie Osbourne**, both grade 10.

"It feels amazing seeing how much I have improved from where I was before this project, and seeing how much I can do with just my mouth and vocal chords," said **Jackson Hamanishi**, grade 10 who is beatboxing for his project.

Students also gained valuable skills, such as time management. "[It taught me] how to set goals and checkpoints for myself and trying to achieve them," said Venkatesh.

"What's really important is not the product at the end, it's the process that you go through and the skills that you learn about," Mulder concluded.

In-depth night will be held on May 30, 7:00pm at the MPR.

– Audrey Har

Adventure trip gives Talons new experiences

Talons are back from their 5 day adventure trip centered at Squamish.

"I am most excited about just generally spending time doing outdoors activities with my TALONS friends," said **Brian Sun**, grade 9.

"What I want to get out of this trip is to become a better outdoor leader, as we will be learning leadership lessons from our group. In addition, I look forward to just have fun, away for the everyday stress," stated Sun.

"The adventure trip is a really great way to bond with people you haven't really had a chance to talk with yet, and I'm really looking forward to that feeling of community," said **Hannah Wood**, grade 10.

The students returned to their regular classes Wednesday, ready to learn.

"I think one of the main goals of the adventure trip is to get outside of your comfort zone which can be highly beneficial. I hope that on the trip, some situations come up where I can challenge myself and do tasks that I wouldn't otherwise do," said **Andreas Gunster**, grade 9.

"I've learned so much over the 4 months of planning. Mainly, I've learned to be more independent and do things for myself rather than wait for others to tell me what to do or do things for me," said Gunster.

The students were required to prepare for the trip a long time prior to it, and their skills were demonstrated on the site.

– Ashlee Ahn

Sneakerhead entrepreneur sole-d on profiting in shoe trades

AJ LAHOUAOULA
Staff Reporter

People seldom put much thought into the kind of shoes they wear. To some of them, shoes are important enough that they are willing to spend hundreds of dollars on a few pairs that will match their stylish outfits. But to a select few, shoes hold a special meaning, one that makes them willing to spend thousands of dollars on a single pair.

There is actually a massive market in the high-end shoe industry. The price of most of these designer and collector edition shoes generally range from \$500 to \$1,500. The most expensive pairs, produced in very limited quantities, can be sold for up to \$10,000.

While some of these shoes can be found in retail stores, limited edition pairs can only be bought through trading sites, such as eBay and Craigslist.

Complex News, popular for reporting on topics of youth culture, has estimated the value of the reselling market to have crossed the \$1 billion mark in 2015 in the United States alone!

"Collecting expensive shoes has become much like a hobby for many people, including me," said **Jackson Lam**, grade 12. "There's a sense of pride in owning an expensive collection of prized sneakers that are ordinarily worn by only celebrities and socialites. Having a big collection kind of makes you a mini-celebrity within the trading community, too."

Lam is a member of the sneaker trading society, or a "sneakerhead." He prowls trading sites and social media groups, in the search of pairs to buy for his collection.

While Lam's passion for collecting rare sneakers has kept him in the trading environment for years, his pleasure is supplemented by the profits he can make on trading the shoes themselves.

"My first experience with the whole shoe trading industry actually came as a result of a desperate search for a particular pair of Air Jordans," said Lam. "After a month of looking around, I made a public Facebook group just to look for that one pair. I got a few hits for the Jordans pretty fast and people started using that very group to show off their collection and attempt to trade other pairs of shoes. The opportunity for massive profits became really obvious to me, and I used that group as my medium to look for and trade all kinds of shoes."

"I wasn't good at the whole trading business at first, and I would only make profits of about \$25," he said.

As time progressed, Lam's best trades have made profits of over \$2,000. The demand for an exclusive product drove up prices.

Nick Iezzi, grade 12, is another collector of these rare shoes and reflects on his decision to spend large sums of money on shoes.

"I'm definitely willing to pay a few hundred dollars for a top-of-the-industry quality designer's shoe," Iezzi said. "I like collecting them because I can take pride in owning something that nobody else I see is likely to wear around."

The Facebook group has since grown from a few dozen members to over 10,000 members. Sellers have the freedom to list their shoes for any asking price, and it's up to them to negotiate with the buyers.

"I really enjoy the atmosphere of the group," Lam stated. "Not necessarily the

PHOTO PRINTED WITH PERMISSION OF JACKSON LAM
SNEAKERHEADS OF THE WORLD UNITE: *Gleneagle sneaker collector and entrepreneur, Jackson Lam, grade 12, shows off some of his prized shoes that he has been parlaying into a lucrative online trading business.*

day-to-day trading posts, but the threads about general topics like fashion, cars, and the responses from members of the group."

Lam is also an aspiring entrepreneur, and hopes to enter the world of business following his post-secondary education. He feels that the shoe trading business has helped him get an idea of what it might be

like.

"While I don't really think of the trading group as an actual business, the trading itself is a cool introduction to doing business," noted Lam.

"I'm hoping the lessons I've learned in my years of trading will carry on to some extent as I pursue a future career in business," concluded Lam.

Online artist's showcase leads to vibrant internet sales of art

CATHY LIU
Staff Reporter

Aspiring artist **Jessica Liu**, grade 10, is currently working towards her dreams by selling her artwork online.

Liu never initially intended to sell her work. She simply wished to utilize the internet as a means to display her work. However after many positive reactions to her art, she decided to start selling it.

Although Liu has continued to sell her drawings, she isn't sure if she necessarily wishes to become a full time artist. She is planning to put her small business on hold because of how much it conflicts with her school work and continue in the summer when she has more time.

Although she may not plan on making a career through selling her drawings, she still plans on having an art related background job, working at Walt Disney Animation Studio.

Furthermore, many of Liu's role models are storyboard artists at Disney.

"I have many inspirational figures and many of them are story board artists in the Disney Studio. I look up to them because they have such unique individual styles of designing which really shows in their work," said Liu.

If Liu isn't able to achieve her dream of becoming a Walt Disney animator, she wishes to be a fashion designer.

To prepare for her future, Liu has taken many factors into consideration while

working to develop the required skills for her desired occupation. She thoroughly researched the jobs that she is interested in.

Liu has two universities where she wants to continue her education and learn more about art. Her first choice is Emily Carr University at Granville Island. The other university that she has in mind is the Kansas City Art institute since Walt Disney attended the university.

Liu was a part of the JumpstArt program where she developed many skills and encountered others who also felt passionate about art as she did.

Although Liu isn't taking any art courses at the moment, she has an immense interest in the multitude of classes that Gleneagle offers.

"I will be taking drawing and painting courses, animation, fashion design and merchandising and printmaking, along with graphic design so I am able to get a definite direction in a career which I am going to be passionate about," said Liu.

Liu has taken a commission and custom design job at her church, where she is in charge of decorating the church for special events. She views this as an opportunity to learn and understand the difficulties that an artist may face.

"One thing that I've learned about this position is how difficult collaborating can be because everyone has different thoughts on what they want, but it's a chance for me to try out different things to draw," she stated.

"Above all, I will continue to pursue my dream passionately," concluded Liu.



Jessica Liu
grade 10

SPOTLIGHT

Chef's culinary journey to teaching feeds Talons appetites

PORSHA SCHAFFER
Staff Reporter

Beloved teacher and chef, **Frank Abbinante**, is an inspiring man who works hard to help students achieve their goals and emerge into the world of food. He runs the ACE-IT Cooking Program, teaching students and running the cafeteria.

"We run a very successful program here," said Abbinante.

Foods is a prevalent area of study for many high school students, and Abbinante himself took cooking classes in his years.

Abbinante discovered his passion for cooking at a young age as he was raised with food being a key piece of his life and culture.

"Coming from an Italian background, food was very prevalent in our culture," said Abbinante.

Starting from when he was 15, he worked in motels and went into culinary school straight after graduating high school. He knew at a young age he wanted to be a chef.

He attended culinary school in Vancouver, and from there he prospered. He was ranked the second top apprentice in all of Canada, (out of the 6 top qualifiers), and won various other cooking awards.

As a boy, Abbinante was also involved in sports, participating in soccer for years and winning multiple sports awards. He has carried on that interest by coaching soccer at Gleneagle.

Abbinante has been teaching at Gleneagle for the last 9 years and teaching the ACE-IT cooking program for 8 years. He wanted to pass his knowledge, experiences and love of cooking onto the students here. "What I set, in terms of the teaching kitchen are high expectations for my ACE-IT students".

"I get here pretty early, usually at 6:30," said Abbinante.

The program requires more attention and dedication, which Abbinante shows.

"I'm here a lot earlier because it's required in this entity of the teaching program. We're a unique teaching program because we run a business and we teach."

Abbinante describes himself as a "passionate guy that works hard and works on behalf of [his] students". Students regard him as a wonderful teacher who is both fair and pleasant to work alongside. His goals now are for his students to emerge as great cooks and succeed, "I want my students to be the best that they can be," said Abbinante.



Frank Abbinante
Chef

Next generation of education may get too personalized

ALIROD AMERI
Staff reporter

Imagine a school that is built around the needs of each student. One where education is flexible and the system adapts to students instead of expecting students to adapt to the system. Personalized learning will make that reality.

The concept of personalized learning has existed for a long time. Soon, the BC Ministry of Education will be taking a huge step and implementing it into the core curriculum.

However, although there is some choice in the selection of classes, the actual curriculum in each course is still being fixed, learning methods are the same, and there is still not enough flexibility. Introducing personalized learning into the curriculum will bring this experience into classrooms.

"I think it's a very important part of our education because every student learns differently," said **Jenny Bi**, grade 11. "If we personalize learning there will be a lot more flexibility in how students obtain information, and at the same time explore their interests and have fun learning," Bi continued.

"Every student is different, therefore every student should be able to learn differently," said **AJ Vittie**, arts teacher.

Throughout January, the Student Leadership Council of SD43 held a World Café focused on personalized learning. Attendees from middle and secondary schools met to help formulate feedback for the district surrounding student expectations on personalized learning.

The school district took a step by introducing a new high school in 2009 with the focus on personalized learning: Inquiry Hub Secondary, which opened in 2009. The Hub allows students to explore and

learn about topics that interest them at their own pace, instead of following a rigid curriculum.

"Students develop their own electives by choosing things they want to study, studying them, and then we give feedback and make sure that they're researching it in the proper way," said **Dave Truss**, a district administrator.

trator of Inquiry Hub Secondary.

Personalized learning is generally well-received by teachers and students, however many still have concerns about possible negative implications.

New curriculum changes are bound to confuse parents, students, and teachers. Many teachers will see changes in their departments and the way that classes are taught.

"I currently teach 120 students and the problem with trying to make individualized lessons is that there is not enough time, whereas the new curriculum makes it more explicit that the teacher's job is to facilitate students in making their own lessons, of being critical and self-reflective of their own learning," added Vittie.

Students at Gleneagle feel the same way. "The transition [for the new curriculum] is really important, to make sure it doesn't confuse any of the parents or students," stressed **Adalynn Mai**, grade 11.

Although students may dread certain classes or projects, it is still important to learn to adapt to different situations.

"It's a great idea, but it might not teach children the discipline they need," said **Sara Knowles**, grade 11.

Many teachers and students have concerns with the feasibility of personalizing learning for many different students. "My concerns are if there are 30 students in the classroom, how realistic it is that I can help all 30 kids who I only see for 80 minutes of the day," said **Katherine Chung**, physics teacher.

"As soon as you have a teacher with 30 separate individualized curriculums, it cannot be feasibly done," concludes Chung.



Significant curriculum changes set to start next school year

AUDREY HAR
Staff Reporter

What if social studies 11 ceased to exist? What if you could choose to take 'environmental science' or 'geometry' in grade 11 or grade 12? What if these options came true in just two years?

BC's curriculum for students in K to 12 has been in the process of being re-evaluated. **Bill Morphett**, science teacher, **Kelly Cooper** and **Lynn Cecchini**, English teachers, and **Rachel Vaessen**, social studies teacher, have been attending meetings held to discuss the curriculum design.

"I was fortunate enough to be involved in this and it's been fascinating to see where we're going with the curriculum, because it's been something interesting to see how we look at what we're doing and now look at what's coming," said Vaessen.

Teachers were given an option to use the new grade 9 curriculum this year, and the redesigned curriculum for grade 10, 11, and 12s are still in a draft for subjects.

This phase will provide more flexibility and choices of electives and academics for students, but also more opportunities and capacity for teachers to explore the new curriculum. "I like that playing idea, if there's something that's not working, then you can give feedback," said **Ken Cober**, principal.

However, because the curriculum is currently still in the process of reformation, there are some ongoing concerns about next year.

"I think the length of time for implementation [should change]," stated Morphett. "It should be stretched out, because I think people are comfortable doing a piece at a

time, and trying to do everything as once won't be as effective," continued Morphett.

In two years, when the curriculum is fully implemented, new courses such as environmental science 11 will be available for students.

However, courses such as social studies 11 will no longer exist. Instead, new courses will branch out such as social justice 12.

"We're very confused by this decision. socials 11 is a great course," stated **Mike Milliard**, head of social studies department. Because of changes with the curriculum, certain contents will be condensed and even removed by teaching three courses

however, there will be greater emphasis on core competencies such as communication, thinking and personal and social skills as well as principles of learning and First people's principles of learning.

"I think that it's helpful to deal with these kind of situations as looking at it as an opportunity as well... to look at areas that we can improve and make more meaningful and relevant to students," said Cecchini.

In the math department, "...there appears to be not so much of a curriculum, more about increase in flexibility, so that students have more freedom to choose what they want to explore," said **Nevena Savovic**, Math department head.

There will be changes that benefit students regarding flexibility, however not all changes made were considered helpful.

"I don't feel good about [change in curriculum] for many reasons," continued Savovic.

"They're saying 'Teach logic in math 9'. It could mean so many different things to so many different parts of logic, so many different levels of depth within those parts, so it's very hard to function based on being told to teach 'logic'," stated Savovic.

The new curriculum will feature new factors such as "big ideas", where teachers would teach through themes and create a higher possibility of each teacher teaching different

topics and contents with identical themes.

As a result, provincials are likely to be eliminated when the new curriculum is fully implemented since not everyone will be learning the same thing. "I think eliminating provincials is a travesty. I think it's absolutely ridiculous," said Milliard.

The new BC curriculum is about to set an unpaved direction of learning, that is working differently for everyone.

"I think it's great that when designing this curriculum, they have the ministry spend a lot of time working with number of teachers, so there's been lots of opportunities for teacher voice," stated Cober.

"I think it's a valid skill to be able to write, test, and things, but I think it's even more valid skill to actually own what you learn and be able to apply in your life," said Morphett.

"To me, it sounds like opening the door to huge lack of accountability among teachers as to what they're marks in the end will represent," stated Savovic.

"If we were in some kind of fairytale world where marks don't matter, and we're all here for the fun of learning, then maybe I could see some value to the curriculum the way it's being presented right now," said Savovic. "But if the reality of university allowing kids based on their marks stays, then I think this curriculum is going to make it extremely unfair, one of the un-fairest systems of getting kids into universities that I've ever seen in my life," concluded Savovic.

As the curriculum prepares to be implemented fairly soon, communication between the government, school, students, teachers and parents will be vital.

"I think eliminating provincials is a travesty. I think it's absolutely ridiculous."

Mike Milliard
social studies teacher



es now abridged to two courses.

"If we want to develop good citizens that are aware of their country and their surroundings, I think they need full extent of all three courses," concluded Milliard.

Meanwhile, in the science department, there are brand-new ideas regarding the courses such as 'health sciences' by merging biology and chemistry, or 'astronomy' by combining physics and earth science.

Students will not experience massive changes in the english department,

Girls netball takes third in provincials

BEATRIZ ROQUE
Staff reporter

Junior girls netball placed third provincially, ending their season after losing 2-0 in semi-finals on May 11.

The junior girls were undefeated before being named district champions. Although half the team was away on a COAST trip, while the other half of the team rose to the occasion.

The senior girls took on provincial champions Burnaby North and lost by only a couple of points.

"The tournament was tough with some brand new players and some more skillful players. After several games we started to play as a team," said **Zahra Bharucha**, grade 12. "It took some time but we started to get the hang of it."

On May 14, both the junior and senior teams went to Burnaby Mountain for the provincial tournament.

At the BC tournament, the junior girls were untouchable during pool play.

During the semi-finals the girls lost 2-0 to the other team that they had defeated the week before.

"We bounced back and trounced our opponents in the bronze medal match. We're third in the province which is not too shabby," said **Patty Anderson**, team sponsor. The juniors found great success and experience during this tournament.

"Our coach definitely played a big role in our success since she made sure to find everyone's personal strengths and use it to our team's advantage, said **Alyssa Turcott**, grade 10. "There was also a lot of support between the players which is definitely important in any sport."

The senior girls had a tough tournament, and lost all five game by only a few points.

"We may not have done as well as we would have hoped, but we played as a team and encouraged each other. In any team sport that's all that anyone would ask for," said Bharucha.

Bharucha was also selected along with Turcott to represent Gleneagle at the over-time shooting competition.

"I made four of five shots and competed for first but missed my last shot in the shootout. I was nervous but super excited," said Bharucha.

After a successful season, players are eager to see what next year will bring.

"We were very close to winning Provincials, but we lost to the other team by two points and missed our opportunity to play for first place," said Turcott. "Hopefully, next year, the players will be back and we can bring home the banner."



Zahra Bharucha
grade 12



Alyssa Turcott
grade 10



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BREAKING THROUGH: Grade 9 junior rugby player breaks through the defense avoiding the attackers from Yale Secondary, and charging towards success in what has been a record season for the junior boys' rugby team.

Junior rugby perfect season, lose only in post

VICTOR XU
Staff reporter

The junior boys' rugby team wrapped the season with an almost perfect performance on April 27. Despite the only loss handed by RE Mountain, the team won the other six games. Describing the performance of the team, both the coach and players used the word "undefeated".

"The performance of the players got better as the season went on. They have fully met the expectations. Huge learning curve with a lot of our newer inexperienced players," said coach **Simon Quinto**.

The end of the season does not mean the games are over for the juniors. Six junior players, **Axel Peednas**, **Oliver Collett**, **Devon Columbus**, and **James San Juan**, all grade

10, **George Dume** and **Joseph Goroza**, both grade 9, are playing along with the senior team, who are going to the provincials, as substitutes.

The juniors are excited playing against the seniors, along with some tension. "With all the tension and excitement, the experience we gained during the games with the seniors certainly exceeds my expectation," said Dume.

"I was disappointed at first due to the end of this season, until I found out that we will engage in what the seniors are doing," added Dume.

The players give the credit of their success of the season to teamwork. "Personally I think that the key to success has always been working together as a whole team," said Peednas.

"When we work as a team and play with passion our game just naturally flows and usually results in a win." Trust was also described to be the key. "There are many elements to success, but working with your team and trusting them in whatever situation is presented to be the main key point," added Peednas.

The bond between the players is the cornerstone of the teamwork. **Jerome Tam**, grade 10 player mentioned about the whole team "playing as equals".

"Our team contains a variety of incredible and impressive players, and there's a strong bond between us. Hopefully I will be able to fight by their side next year," added Tam.

"If you want to go fast, go by yourself. If you want to go far, go as a team," said **Zach Edwards**, grade 9 player.

Badminton stars finish season with fifth spot

BRIAN CHEONG
Staff reporter

James Zhang and **Ivan Liu**, both grade 12, competed at the upper Frasers badminton tournament on May 3. The two players placed fifth in the doubles competition, winning Port Moody, Heritage and Pinetree. Liu also competed in the singles, matching up against elite competition.

"The competition was harsh. [Ivan] played against some very elite high school players in the lower mainland from Delta to Tsawwassen onwards," said **Nicola Cridge**, coach. "By the time Ivan finished [the doubles] he was playing on fatigued legs [in the singles]."

The single matches lasted between forty minutes to an hour, and according to Cridge, "some [rallies] took ten minutes to just get the point."

"[Ivan and I] have been playing together for three years. We made it to Upper Fraser's last year as well and placed sixth," said Zhang. "We tried to reach top three at Upper Frasers this year, and we had a chance since we won our first game. Unfortunately, Ivan and I lost the second one and [we placed fifth]."

"We had pretty decent results, but I can't say I'm satisfied with it," said Liu. "[But] James and I did better than last year, so I'm

not disappointed."

"I didn't care about the positions since I was really impressed with how they did. They were just fighting tooth and elbow for every point," said Cridge.

Zhang and Liu were also the only members of the badminton team to qualify for upper Frasers.

"Our school doesn't really focus on

badminton whereas Pinetree [does] and has many strong players," Zhang said.

Cridge voiced her regret for the school being unable to train the players.

"[Ivan and James] probably could've done better with better training, but we weren't able to provide that so that's unfortunate for them," she concluded.

Golf putting for provincial first place

PORSHA SCHAFFER
Staff reporter

This golf team is getting ready to face off in the Fraser valley championships on May 26, hosted in Chilliwack. The team took first last year and is hopeful for a repeat of their success this year.

After the Fraser valleys, the team will be heading to the Provincial Championships which take place from June 6 to 8. They will be defending their title as the winners of last year's provincials.

"We won the Provincial championships by the largest margin of victory in the history of Provincial sports," said **Brian Unger**, coach of the team.

This year, the top five players out of the nine on the golf team will be competing in

the championships.

The team has multiple players returning in all grades including **Riley Baynton**, **Henry Lee**, both grade 12, **Issac Lee** and **AJ Ewart**, both grade 11. There are also grade 9 players involved, including **Zach Curtis**, **James Lo**, and **Chase All**.

This year, **Youma Han**, grade 8, from Summit Middle school is playing up with the team and she will be joining Gleneagle next year.

While the team has been in session since the end of March, they don't engage in typical team practices. Members have their own private practices and coaches.

However, the team does get together weekly, competing with other schools, "that's how we stay sharp," said Unger.

The season will be wrapping up in June.



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WARRIORS READY FOR BATTLE: *The senior boys rugby team strike a stern pose with their fellow athletes before battling on the field against other highschoools in the district. The boys look more fierce than ever in their gears, ready to snatch the ball.*

Wildcard earns boys rugby spot in provincials

KIUKO NOTOYA
Staff Reporter

On May 17, the senior boys rugby team lost a match against W.J. Mouat Secondary in the Fraser Valley playoffs.

However, on May 19th, the boys were awarded the wildcard by the BC Secondary Schools Rugby Union. This meant that they would be able to participate in provincials on May 25th, 26th and 28th despite not winning playoffs.

The provincials will be taking place at the Rotary Stadium in Abbotsford, early Wednesday morning and will be playing games on Wednesday 25th, Thursday 26th and Saturday 28th.

The wildcard system is a system that the BC Secondary Schools Rugby Union chooses two teams who didn't compete, and gives them a chance to participate in provincials.

The decision of the two teams is based on criteria such as performance, which Gleneagle have done well with in the past.

For example, the team won a massive victory against Mount Boucherie, the number 2 team in the Okanagan region. They won the game with a score of 57-15.

This momentous victory, along with every other win that the Gleneagle boys had this season, helped them receive the wildcard.

"I'm actually so pumped to go to provincials, especially in my grade 11 year; I expect a lot of challenges at the BCs this year and being able to play at that level is a good way to end the season," said **Sam Yi**, grade 11.

"I'm really excited that we qualified because as one of the smallest teams in BC, it's a big feat; our team is mostly grade 11's playing against teams comprised mostly of grade 12's," commented **Jaewon Park**, grade 11, who is participating in provincials for the first time. "I think it's really great that we made to the BC's, it's been our goal and we hope to go again next year," added Park.

With only two grade 12s on the team,

Gleneagle has one of the youngest teams heading to provincials. These two factors could be unfavourable, especially in rugby, and every team they have faced so far in the season has been bigger and more experienced than them.

This age-gap is particularly evident this year as on the team there are even a few junior boys playing up above their age range. "Being a small team doesn't really bother us as a team, we've accepted it and we use it to our advantage," commented Yi. "A major challenge was our lack of depth and experience this year."

"We are a team of grade 11s with 2 grade 12s, we've had a lot of success considering, and we can only get better from here," Added Yi.

"It's been amazing playing with these guys, this is my third year going down to provincials and honestly it's only as fun as the team you go with I'd say this is the best group of guys I could possibly go with," stated **Cooper Johnson**, grade 12.

Girls grab spot in provincial rugby tourney

ERIKA LEE
Staff Reporter

Girls' rugby headed to the provincials in Kamloops yesterday after taking fifth place among all BC schools. The competition will continue to May 28.

The girls also took a win against Lord Elgin Secondary with a score of 45-0, on April 28 making them eligible for provincials.

Tyla Langton, grade 12 called the game against Elgin "[their] redemption game." "The last time we played them, they beat us by a land slide, so it was our game to prove we were better and all our hard work paid off," continued Langton.

With the provincials approaching, **Isabella Saujanya**, grade 11 stated that "the latest successes have really brought the team closer and I believe provincials will just strengthen those bonds even more."

"We evolved this year as individual players into one team. We have really been working on communication and our cohesion as one unit," said **Cassidy Fraser**, grade 12.

Last year's season was marked with "a heart-breaking finish, so despite my hopes this year, I never really expected to make it," said **Beatriz Roque**, grade 11.

The girls were not eligible for provincials last year, which made their season "shorter than we wanted it to be," continued Roque.

With many new members of the team, Fraser "was unsure of how the season would go, but giving up on the prospects of provincials never seemed to be an option," added Roque.

"As a fairly new member, I've learnt a lot and it's been a tough trek, but I'm so proud of us all to say that we worked our way to provincials," said **Dionna Chan**, grade 10.

For some girls, graduation is nearing and for Langton, "making it to provincials in my final year is a huge deal as it's been something I have been working towards since grade 8."

The girls are under the direction of coaches **Stevi Schnoor** and **Pixie Joy**, who "serve as amazing people and athletes embodying the definition of tough love," said Roque.

"Even through they're shouting and yelling on the field, they've only wanted the best for us and for that I am grateful," said Saujanya.

"The final play of the game when the referee blew the whistle, it became apparent that we were going to provincials everyone just broke down," said Langton.

"At the end of the Elgin game, we were all soaking wet and hugging each other and the feeling was incredible. I'm going to remember that moment for a long time and I hope to feel the same way at provincials," said Roque.

Last season was the first that the girls' rugby team did not make it to provincials.

"It broke my heart that our last season had ended without provincials but even with broken bones and concussions, I will fight," said Saujanya.

"After a devastating loss, it drove us to work harder in games," closed Roque.

Results for this season's provincial will be in on Saturday, May 28.



Beatriz Roque
grade 11

Track team members show strong finish in finals

CHARLES LEE
Staff reporter

Nine track and field athletes are set to compete in the provincial competition from June 2-4 in Nanaimo, following their successful qualifying at last week's Fraser valleys.

Students who qualified include **Justin Questroo**, **Cheryl Chow**, both grade 12's, **Hana Tyndall**, **Amira Brar**, **Payton Yee**, **Haley Bannister**, **Nadia Hakeem**, all grade 11's, **Julia Nick**, grade 10, and **Liz Gilder**, grade 9.

Qualifying is based on performance during the Fraser Valley competition, hosted at Town Centre Park on May 16, and May 19.

Individual achievements include Questroo, who placed 3rd in 400m sprint and 4th in 800m sprint categories; Chow, who placed 2nd in triple jump, 4th in 100m hurdles, and qualified for long jumps category; Gilder, who placed 7th in triple jumps, and Nick, who placed 5th in javelin.

Notable team achievements include a 7th in a 4x100m relay with Tyndall, Brar, Yee, and Bannister, in the Seniors girls category

as well as a 3rd in 4x400m relay with Tyndall, Brar, Bannister, and Hakeem. Hakeem will be replaced by **Elyssa Bingham**, grade 10, during the provincial competition.

Qualifying athletes expect challenges going into provincials, but believe that they will get good results.

"The competition is going to be tough at provincials, but I think if we work hard we can do well," said Nick. "We have some really good athletes going to provincials, so I think we're going to come out with good results," added Nick.

"My expectation for provincials is for each Gleneagle member to try their best and come out with a good result," said Tyndall. "I believe our school has a good chance of exceeding expectations at provincials as we have a fully capable track team who are all ready to give their all."

The track and field team had a successful season overall this year, with athletes placing well and often beating personal bests. **Billy Demonte**, track and field coach, commented that this year's season "was awesome because every meet the kids have improved in their events, whether they threw further, jumped further, or ran faster, they

all had personal bests."

"Every single time they ran at a meet, at districts, at Frasers, they improved in their time. That just goes to show that they've worked hard and are going to do awesome even next year," continued Demonte.

"The Gleneagle track team had a larger number of people join this year than in the past few years," said Tyndall. "Everyone who joined was capable as well as talented and brought Gleneagle amazing results and recognition."

However, for senior athletes such as Chow and Questroo, this year is the last year before graduation.

"Provincials will be the last competition where I get to represent Gleneagle on the track," commented Chow. "As cliché as it sounds, I don't want to have any regrets once I cross the finish line or land in the pit. It's been a very competitive year but I'm just going to stay focused, run my own race, and hopefully that will bring the results!"

"I think they're going to do well," commented Demonte. "I just hope that they do their very best [at Provincials] and they have fun while doing it, and ideally, get a medal."



ALIROD AMERI GRAPHIC

TALONS SPIRIT FLIES HIGH OVER GLENEAGLE: Lots of events throughout the year at Gleneagle that showcase student spirit and the various activities that seek to involve the student body as well as support various charities in the community.

End of year, time to reflect on meaning behind Talons pride

AJ LAHOUAOULA
Staff reporter

Gleneagle's culture, spirit, talent, and diversity is what holds the community together. As students begin frantically preparing for the semester's final stretch, and as seniors prepare for their departure, it is important for students to keep in mind why they are proud to call themselves Talons.

One of Gleneagle's most defining characteristics is the commitment to school culture. The year saw various events, which have all played a big role in creating the Talonation. "Gleneagle is really unique because of its strong balance in the student body," said **Adam Hayes**, leadership teacher. "We have a large number of student leaders and talented students, all contributing to the events that characterize the school."

With so many events, Hayes had trouble choosing a favourite. "Talk To Me was

spectacular as always, and featured really engaging speakers. The dance was great, and the level of participation was outstanding. Earth week was really consistent and diverse in its approach to bringing awareness to its cause," said Hayes.

"The school always has something to engage in, be it a philanthropic initiative or a celebratory event," says **Janine Close**, vice-principal. "I can't say that I have a favourite event, but there are a few that are quite memorable to me, like the spirit assembly. It's really clear that students here are proud to identify themselves as Talons."

Gleneagle events are also characterized by their charitable causes. The second annual spirit assembly took place in April, and was organized by students in the ConX Leadership program, with support from numerous staff members and student leaders. The assembly was held in support of the Syrian refugees in the Tri-Cities area, and

helped raise over \$800 for the cause. The spirit assembly is one of the many events at Gleneagle that is driven by an intrinsic motivation to help the community.

Hayes, a staff member heavily involved in Gleneagle's myriad of events, often closely mentoring the student organizers at the lead of these projects, promotes the leadership tenet of consistency in purpose and direction. Such a value plays a role in the success and recurrence of student-run assemblies, charitable causes, and other similar initiatives.

"I'm really fascinated by the connectedness of staff and students at the school," said **Ken Cober**, principal.

"Connection and engagement are just a few of the many values that really characterize Gleneagle's students and staff, and the community as a whole," remarked Cober.

"Instead of picking a favourite, I'd have to say that the common denominator in all of

our events is the investment that students and staff put into these community projects, and that connectedness and engagement is what truly embodies the success of our school events," said Cober.

"Projects like the spirit assembly help strengthen our connections beyond friends and acquaintances," said **Alirod Ameri**, grade 11. "Rather, these events help us connect with Gleneagle's community."

As the school year nears an end, members of our community are looking forward to continuing their roles in fostering the community's Talon pride.

While it may be favourable to set aside school pride in favour of finals and studying, such an action should never be permanent. In order for Gleneagle's community to flourish, it is important to recognize the importance of contributing to events and activities, to help strengthen the mosaic of diversity that has become so distinctive at Gleneagle.

Beauty and the Beast concludes run with record revenues, results

BRAEDEN MANDRUSIAK
Staff reporter

All good things must come to an end, and *Beauty and the Beast*, having had its last show on Friday, May 20, proved to have a very positive impact on cast and audience members alike.

"It was such an amazing experience," said **Katie Crompton**, grade 11 cast as Belle. "The rest of the cast has become my second family."

The success of the show was brought on by the hard work and dedication from everyone involved in the musical, and the direction and production team.

"The process of creating *Beauty and the Beast* has been unlike any other show I have ever been involved in," said **Claire Lundin**, grade 11 cast as Mrs. Potts. "We got to work with some pretty incredible people, and we all learned a lot along the way."

"I believe everyone's hard work and dedication to the show was a huge part of the production's success, as well as how much everyone cared about each other," said Crompton. "The cast was incredibly loving and supportive, and that love and support created an incredible energy which really showed."

"[**Amy Clausen**, drama teacher] was instrumental for sure," said **Lyle Hendriks**,

grade 11 cast as Gaston. "She was so organized and professional and cared a lot about the show," added Hendriks. "Also, the cast was really passionate about the musical, and I think any audience could tell."

The crew and production team behind *Beauty and the Beast* was the backbone of the musical's production.

"As prop master, I think that the show's plot wouldn't have carried out without props," said **Sarah Nelson**, grade 10. "All of the props we had were important to the show," added Nelson.

"They all added to the story, and some were definitely essential, like the mirror, the rose, and Gaston's knife," expressed Nelson.

The musical brought upon a host of surprises, albeit, good surprises.

"Never being in a high school production before, I was not expecting the level of commitment that everyone had to the show," expressed Crompton. "Every single person involved in the production gave 110%."

"I wouldn't say I was necessarily surprised, but the support from everyone was unlike anything I have ever experienced," said Lundin. "You tend to grow really close to others when you are working together all year, but even the people who worked backstage (whom I didn't get to spend the majority of my year with) are a part of that 'family'



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AN ICONIC SCENE Grade 12 and grade 11 musical theatre stars as *Beast and Belle* in *Beauty and the Beast*

feeling."

"I had the time of my life working on *Beauty and the Beast*, and though I'm sad it's

over, I am so thankful to have been a part of such a spectacular tale as old as time," concluded Crompton.