



MINA FREEMAN PHOTO

SISTERS ARE DOIN' IT FOR THEMSELVES: Sister Mary Robert, played by grade 12 student, looks on in horror after kicking a thug, played by grade 11 student, in a choreographed bar fight during musical theatre's performance of the *Sister Act*. Several other actors as other nuns and bar patrons look on in shock and amusement (From left to right). Tonight is the final show of this year's mainstage musical that has already drawn record audiences.

Edge, yearbook among course cancellations

CATHERINE KING & KENDRA SEGUIN
Staff reporters

Gleneagle is at risk of losing two classes that are big parts of the school's culture.

The fate of next year's journalism and yearbook courses are still unknown, with participation numbers of both courses currently below the minimum requirement.

"[We] give students the ability to choose their courses, so it's student choice on what they would like," explained **Ken Cober**, principal. "And then we collect that data to make decisions on what courses we want to offer."

In order for most classes to run, there must be between 20 and 30 students registered. This number derives from the number of teachers available in a school, as well as the student to teacher ratio in each classroom.

If the minimum number is not reached, Gleneagle cannot offer the class to students. Unlike other courses, the loss of journalism and yearbook could have an effect on the entire school population.

"The two courses, journalism and yearbook, had a limited number of students who identified it as a course they wanted to take," added Cober.

"There's a threshold you need for those to be successful," remarked Cober. "And we're below that threshold on the number of students that asked for those courses."

"One of the things that the newspaper does is it connects you, at least once every 3 weeks, to what else is going on in the school," said **Scott Findley**, journalism teacher.

"We hear those things already through the announcements," mentioned Findley. "Yet this gives you something that's tactile and in your hands with pictures and with things to read."

"Sometimes it can be big and sometimes it can be small," added Findley. "But you're going to lose that form of communication with one another, and the sad part is that sometimes when you lose something, there's no guarantee that it's going to come back."

Alternatively, the loss of *The Edge* could have little impact on students in Gleneagle.

"I find that the school isn't really interested in reading the paper because I see more papers being turned into origami hats than actually being read," said **Aileen Zhang**, grade 11 and former journalism student.

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Sister Act musical ends tonight on high note

DANIEL KIM
Staff reporter

Tonight is the closing night of musical theatre's *Sister Act* musical following its two week run. The show was well-received by audiences with the first week selling a grand total of 445 tickets.

Ticket sales during the second week were unavailable during press time but look to easily exceed those from the first week. The musical ran May 2 to 4 and from May 9 to 11.

The musical is based on the 1992 **Whoopi Goldberg** movie of the same name, yet features more musical numbers than the theatrical version.

Sister Act follows the story of singer Deloris Cartier, played by **Anika Venkatesh**, grade 11, who witnesses her gangster boyfriend, Curtis Jackson played by **Connor Attridge**, grade 12, commit a murder. As a result, Deloris is relocated for her protection by police officer Eddie Souther, played by **Cailum Kokotilo-Moen**, grade 12, and is disguised as a nun in a convent.

Deloris feels that the experience will be

the worst thing in the world when strict rules and regulations are set by the Mother Superior, played by **Jobina Sitoh**, grade 11.

"The hardest part about playing Mother Superior was making myself seem like a 60 year-old woman and properly conveying her lack of emotion without making it seem like I didn't care enough to actually try and act," said Sitoh.

Deloris starts to warm up to the other nuns and finds that they are not so different from her.

"The fun part of playing Deloris is she and I are similar in some ways but very different in other ways," said Venkatesh. "And it's quite a push for me to go into that character and sort of go out of my comfort zone."

Kokotilo-Moen also was challenged by his character. "Souther is typically portrayed as a flustered individual, so I wanted to make my take on Souther more calm and collected."

The musical was cast by **Amy Clausen**, currently on maternity leave and former drama and musical theatre teacher, and directed by **Zelda Coertze**, drama and

musical theatre teacher.

"The cast is really pushing themselves physically because this show is so challenging," said Coertze. "The crew too, being at school for such long hours, is tiring and we're feeling it."

Waleed Hakeem and **Candice Kerr**, 2017 Gleneagle alumni, served major roles as the musical director and choreographer.

Backstage was the theatre production class led by **Karen Learmonth**, English and planning teacher, and **Christine Potter-Smith**, vice principal.

"This is a very ambitious show that has challenged us all in different ways with challenging music, complex dance numbers, big characters and a big set, and the cast and crew has embraced this challenge, and grown a lot in the process," concluded Coertze.

A limited number of tickets for tonight's show were still available at press time. Tickets are \$8 for students and seniors, and \$15 for adults. Even if tickets are sold out, there is a possibility as well for additional seating just before the the show starts at 7:30 p.m.

INSIDE

CHOICES KILL COURSES: The increase in course options has begun to show it's effects, as many important courses are being canceled.



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4 SPECIAL PROGRAMS: The Edge gives tribute to the programs that make Gleneagle unique, from Jumpstart to the TALONS program.



COLOUR CRUNCH: Gleneagle's colour run up the Coquitlam Crunch promotes diversity and school spirit.



8

ONtheCALENDAR

- MAY 12 Aftergrad Spring Market
- MAY 16 "Minute to Win it" & COAST movie night
- MAY 16-17 Tropical Island event
- MAY 23 Grad dinner dance ticket sales start



Too many choices kill classes, school culture

One of the many things that attract students to schools is the courses and opportunities each school offers.

Since each student learns differently and has unique preferences, having a variety of courses seems like the best option to satisfy everyone's needs.

However, having too many courses is causing problems for students as well.

Starting in 2018, the Ministry of Education opened more course options for some subject areas, particularly English and social studies.

In English, it is possible to take a course like creative writing from grade 10 to 12, instead of English and communications.

Grade 11 students do not need to take social studies 11. Instead, they can take a grade 12 socials course to fulfill their graduation requirement.

With so many more courses, it is difficult to gather enough students who have interests in each course.

If students are choosing courses that can't run, there is no point in providing those options.

This is why many courses get cancelled.

These new opportunities seem great, but they are indirectly cancelling many important courses that contribute to the culture at Gleneagle.

The hairdressing course is one

of the many special programs that makes Gleneagle unique.

Unfortunately, this program no longer runs at Gleneagle, due to the lack of students signing up for the course.

The yearbook course almost had to be cancelled because there were not enough students joining the course for next year.

Even Gleneagle's own newspaper, the Edge, faces the possibility of not being able to run every year.

The new courses are creating problems for students who are also thinking about the required courses for further education.

Students prioritize the courses they need for graduation, and ultimately they decide not to take special courses, such as yearbook and journalism.

This does not need to be the case if students were better informed about the courses that are offered to them.

For example, journalism can now count as the English credit for all current grade 9's and 10's.

Students must be given more information about the courses available.

If this were the case, people would not be scrambling to figure out how to ensure the courses that help strengthen Gleneagle's culture won't get cancelled.

There needs to be a balance between giving an array of choices and giving students more

International students need further involvement in school activities

CHANG CHE & JOE ZHOU
Edge columnists

As Gleneagle grows as a more multicultural community, enrollment of international students is increasing dramatically.

With numerous foreign students, Gleneagle is building a society with a variety of cultural values.

Many believe that it is beneficial to establish positive personal values among students.

It is also true that there are some international students who are not ready to step out of their comfort zone, and it is hard to embrace the dynamic Gleneagle culture.

Looking at the cafeteria at lunchtime, it often feels like over half of the students are speaking another language.

Everyday, the scenes repeat without any changes.

This is because the cafeteria is already the most comfortable place for many international students.

"The cafeteria is the only place I

can get food without going outside of the school," said **Philip Ren**, grade 11. "It is easy to just stay there and meet people that are familiar," added Ren.

Even though the cafeteria can be

“Many international students go home immediately after school is over and hardly notice the student-led events at Gleneagle.”

—Chang Che & Joe Zhou
Edge columnists

easily replaced by any other setting, the inclination to talk to familiar people in familiar languages never changes.

This does not help them reach their goal, which is getting into the post secondary institute they wanted to attend.

To change this situation, it is best to try learning English and getting

involved at Gleneagle.

Many international students go home immediately after school and hardly notice the student-led events at Gleneagle.

Events like Talk to Me, where au-

homework is minimal, so there is a lot of free time to be spent participating in the school's activities.

Joining a club is a great, beneficial option for international students to expand their "international" social circles.

School clubs transform lunchtime into fun activities and memorable moments for students and their friends.

They also provide opportunities to work towards a common goal and enjoy the collaboration.

Courses such as technology education and arts require a deeper understanding of creative concepts, which will take time to practice and master.

In these areas, reading books in school library and brainstorming ideas with teachers, friends are common ways to improve.

learning experience for students and teachers.

If students work with their teachers to discuss what courses they want to take, there might be less confusion for everyone.

All of the courses available to students grade 10 to 12 are on the BC Ministry of Education website.

It is also satisfying to see their artwork displayed in the hallways. There are programs such as the Edge and yearbook where students put a lot of hard work into finishing a product as a group.

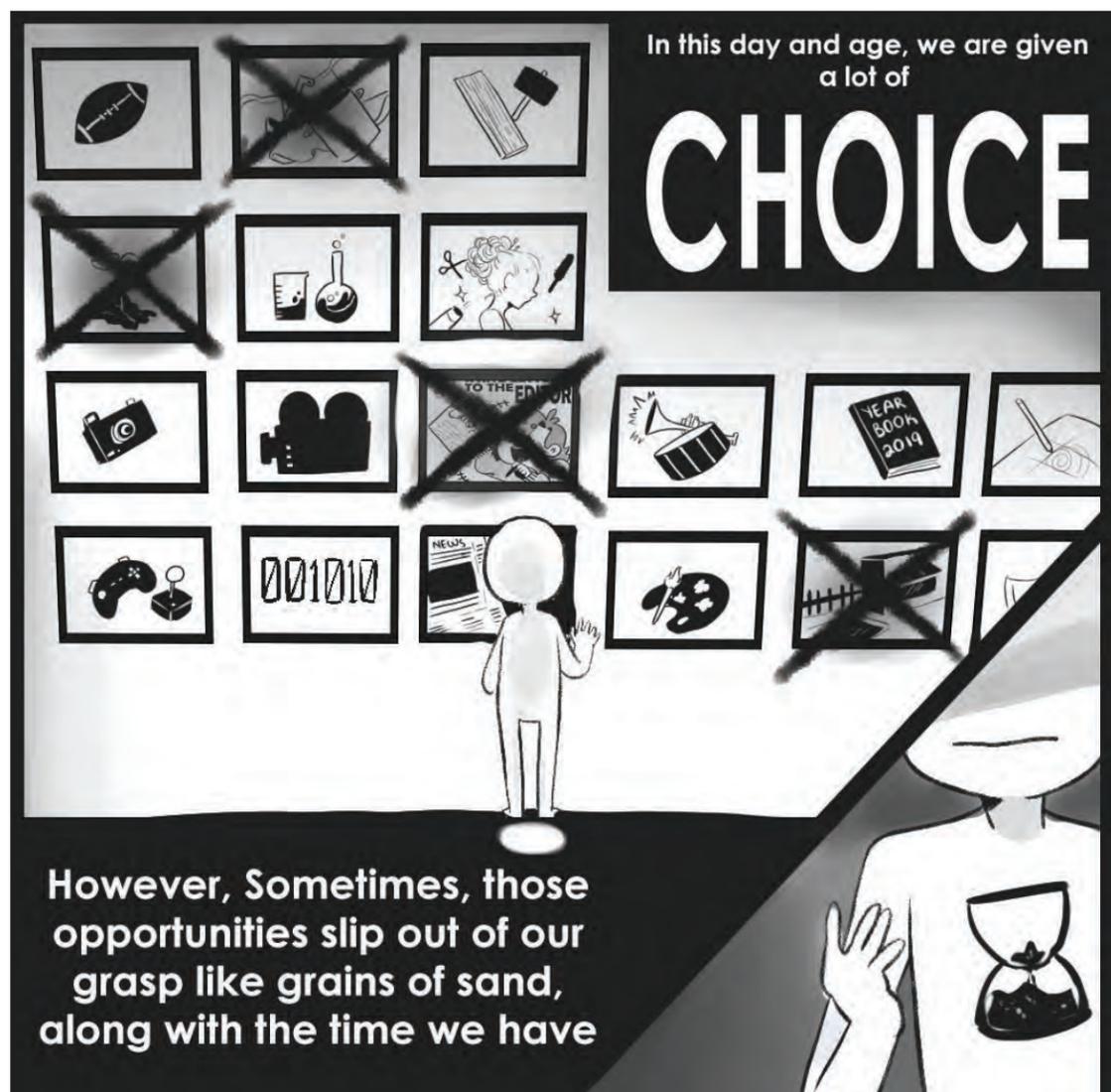
These programs provide other ways for international students to improve their English skills, both orally and on paper, before the harder materials that are given in normal English classes.

In fact, the newspaper can help international students get to know the school better, while the yearbook contains the memories of students' high school years.

These alternate courses are also ways to help many international students learn and improve their English and grasp Canada's unique culture.

It will be helpful to pull students from different parts of the world into a club or any setting that they might also be interested in.

For many international students, the opportunity to get involved is what they need.



TALONSTalk

As the dress code is the inevitable subject to be brought up again, *The Edge* asked: "How does the dress code affect your life in school?"

“It hasn’t affected me at all. There is not an exact dress code that everyone follows and people get complimented on what they wear.”

— grade 11



“I find it quite fair, but the fact I am unable to wear a beanie to school, which does not cover the face, is slightly problematic at times.”

— grade 12



“I think that the dress code is fair as long as it applies to both girls and boys, but the dress code shouldn’t be too strict.”

— grade 9



“The dress expectation should reflect respect and the purpose of our school.”

—Ken Cober
principal



“It does not affect me. I don’t usually wear hat and other [inappropriate garments].”

— grade 10



“The hat rule is unnecessary. Student should have right to vote for some specific school rules such as this.”

— grade 11

Dress code reform requires discussions, mature understanding

DIANE HUANG
Edge columnist

As the weather gets hotter and clothing becomes scant, it’s time to visit the dress code. Times are changing, and that code needs to change as well.

Before any changes occur, take the time to review the intent of the dress code.

The original intent of the dress code is to make sure students are dressed appropriately to reflect attitudes of professionalism, very much like a workplace.

This is the justification for the numerous “measurements” of length that are found in some dress codes, notably in the States.

Gleneagle’s dress code is much more flexible than many people think. Instead of having specific items of clothing that shall not be worn, it simply leaves it to the students to decide the meaning of “appropriate”.

“Wear suitable and appropriate attire for the school learning environment,” states the code of conduct found on Gleneagle’s website.

The physical education department is more specific, frowning upon tank tops, spaghetti straps, and shorts shorter than mid-thigh.

Generally, secondary schools depend on students’ maturity to decide what is deemed “appropriate”, while middle school codes

spell it out.

“Clothing that advertises drugs, alcohol, or cigarettes, or has foul, suggestive, racist or derogatory language is not acceptable. Students need to wear clean clothing appropriate for the school learning environment. Garments that show midriff, cleavage or underwear, strapless tops, low cut pants or shorts, and revealing skirts and shorts that expose underwear or skin etc., are not appropriate,” states Citadel Middle’s dress code.

“Dress codes rely on the argument that by dressing modestly, the wearer will not attract unwanted attention from onlookers. This is wrong, as it implies that the wearer must control others’ reactions by covering themselves up.”

—Diane Huang
Edge columnist

Citadel is not wrong, but their argument with any dress code’s is outdated.

Yes, students should not wear clothing that has racist or derogatory language.

Yes, clothes should not emphasize drugs and other profanity.

But is this the way to do it?

Dress codes rely on the argument that, by dressing modestly, the wearer will not attract unwanted attention from onlookers.

This is wrong, as it implies that the wearer must control others’ reactions by covering themselves up.

To put it in another light, would punishing the person being discriminated against right

over the people doing the discriminating? It’s the same thing, just with another context.

The missing piece is student input.

A survey conducted by students within Anna Cullen’s so-

cial 11 class found that 53.8% of people surveyed were against the dress code, and 74.4% wanted tank tops to be allowed. Then again, only 39 people answered the questions.

The numbers do not represent the student body well enough to account for anything, yet it shows that there is a need for change.

The dress code needs better methods to better fit attitudes of this generation and the next.

Instead of having a sentence on a document that is rarely read, discuss dress codes with the student population. A discussion is long overdue.

Ask students for input, after all, they’re the ones adhering to it. This discussion would also fit under the core competencies. It falls nicely under social responsibility.

Education has greater impact than forceful obedience. This is seen in campaigns of gender equality, population control and anti-bullying.

For instance, in population control, family planning (female and male sexual education), was more effective than the one-child policy and forced sterilization.

By providing reasons other than professionalism such as sanitary and safety reasons, this may also help convince students if revision is not possible.

For example, the no-hats rule was created for student and campus safety.

With a little bit of work on both sides, harassment will be a thing of the past.

Student pictures removed in keeping with SD43 online policy

LETTERS to the EDITOR

Re: Cafeteria price change confuses consumers

As one of the students who is in part of the culinary arts class, I get to see products getting delivered. “Gas prices having been going up, which also affects the cost.” Is what I agree with the most. Students eating chicken strips may think they are getting more expensive. But at the same time, I hope the cafeteria and consumers can adjust to the prices and be satisfied with the decisions.

- Linda Ryu

Our cafeteria food is already overpriced for the quality we receive. Whenever the cafeteria has meat in their food, the meat is very undercooked and taste horrible. I understand that students are making the food for learning purposes but shouldn’t that make the prices cheaper?

- Niusha Tajvidi

Re: Internet anonymity shattered by hacks, Facebook information leaks

Facebook is not the first company to breach ethics and get away with it. Businesses, at the end of the day, want to make money.

And they’ll pay top dollar for a good lawyer when their reputation is jeopardized.

- Eric Sanchez

Re: Merging clubs solution to dwindling member attendance

I think it would be better to have collaborations. Merging two clubs would lose some identity of the clubs, whereas collaborations would keep the two-club’s original identity. The two clubs can have collaborations only on bigger projects, where smaller events can be done with less people.

- Dennis Xie

I do not think that making clubs like the environmental club a committee of student council benefits the student population as a whole, since those clubs ought to work from the hearts of independent students, not council students.

-Mina Attalla

Re: Star Wars event planned for May 4

On May 4 there will be events planned in appreciation and honor of Star Wars. I am

excited to see everyone dress up and have fun. I am also concerned as this is also the date for the colour run. Wanting to dress up as Chewbacca or Darth Vader then running the color run is a huge inconvenience for students. I hope the planning crews could have moved the colour run closer so the May 4 would just be dedicated to Star Wars. Nonetheless, I fully support both events. Next year I would like to see and have one day for the run and May 4 for Star Wars.

- Victoria Makovetski



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See your counsellor today to sign up for journalism and **Save your Edge**



Gleneagle's special programs including Talons, Jumpstart, hairdressing, and Coast have all helped to build the school's unique identity.

Special programs over the years

GLENEAGLE ARCHIVE

ROWING THROUGH TIME: A current grade 12, during a Coast canoeing trip in 2016. Coast, a program that encourages learning through the outdoors, is one of the many programs of choice that Gleneagle has offered in its 20 years.

GREGORY CHOI & KENDRA SEGUIN
Staff reporters

Gleneagle has had many programs integrated into its system that entice students in the district to choose the school. Programs of choice that the school offers are Talons, Jumpstart, hairdressing, and Coast.

Starting in 2005, the Talons program is one of the most well-known programs in the school. Talons, which stands for The Academy of Learning for Outstanding Notable Students, is for gifted students in the district and follows the autonomous learner model.

In grades 9 and 10, students are required to take math, science, English, and social studies within the program. Talons also offers an outdoor leadership course in order to enrich learning. Students learn leadership skills and work in groups to solve challenging and collaborative projects.

Over the years, the program has changed

in terms of its size, teachers, offered courses.

"It's really a unique program in a high school setting because we have three teachers that we can collaborate with," said **Quirien Mulder ten Kate**, Talons teacher.

"[It] gives us the opportunity to do more integrated projects, to be more creative in how we teach, and allows us to be really flexible in the adjustments we make in the program to really meet the needs of the students in the program at the time," added Mulder ten Kate.

Yearly highlights within the program include the fall retreat, Night of the Notables, the adventure trip, and the in-depth project.

"Talons was one of the most memorable times of my time at Gleneagle, and it wouldn't have been the same if I hadn't reached outside of my comfort zone," said **Tim Song**, grade 12 and Talons alumnus.

"It was really inspiring to be around really talented people," commented **Minlyn Chen**, grade 12 and Talons alumnus. "Talons gave

me a lot of opportunities to perform and get comfortable with presenting to others."

Initially, the program was built for only two years, but has now extended into an optional third and fourth year. Due to low enrollment, there will not be third year of Talons in the 2018-2019 school year, but with enough interest, the option could return in future.

Also changing in Talons next year is a period within the timetable for leadership and a new personalized classroom.

Looking into the future of Talons, Mulder ten Kate hopes to continue expanding program and its objectives.

"I hope that the team can stay together for a while so that we can continue to work more on interdisciplinary kinds of projects," said Mulder ten Kate. "We've done quite a few of them this year and I hope we can continue them in future years because society is not really subject-based."

Renee Boldut, grade 11 and Talons

alumnus, advises those in the program to "use every project as an opportunity to do something you are personally passionate about because you will gain the most from a project that you care about."

Jumpstart, founded by **Cindy Quach**, English teacher, and **Mike McEllgun**, former art teacher, has run at Gleneagle for 12 years. The program blends the learning of English, social studies, and art for grade 9 students.

"[Jumpstart] is a program that's geared towards students who want to learn through the lens of big ideas and the lens of themes," said Quach. "It's for students who want to see connections between English, social studies, art, and contemporary life."

The program is the only one of its kind in the district and requests to join the program have always been full.

"Jumpstart was a great experience and a wonderful program to start high school with," said **Reese Plesko**, grade 12 and

English & Socials by Alex Zhang Staff reporter

English and socials are two of the four core subjects taught at school in Canada. Over the years, there have been various changes, the most recent being a movement towards more choice and mastery in these subjects.

English

The English department has seen big changes recently as the subject splits into four different branches. The new changes in the English department will come with new opportunities.

"I think that the curriculum changed really provide an understanding that not everybody takes the same path toward graduation," commented **Scott Findley**, English teacher.

"The new curriculum allows for student choice," added Findley. "Just like when you exit a building, there are many different entrances, and many different exits. You don't all have to pick the same

path to get out of the building."

Whereas in the past where English has only been one subject, there are now more focused branches of study where students

have more choice in studying what they enjoy.

"I think definitely there are more options for students now as well, with the revised curriculum which [hopefully allows] students to choose

areas to study in English that align with their learning styles," commented **Cindy Quach**, English teacher.

"In many ways, it feels like the ministry has

simply caught up with what we've already been doing," added Quach.

The provincial exam has also been removed in this new schedule, giving teachers more freedom and time to teach.

"As exams go, with the caveat that I am not a big fan of exams, the English 12 provincial exam tests for skills. It's not content based," remarked Quach. "I always am in favor of skills over [a] road to memorization."

Lynn Cecchini, English teacher, is looking for the good possibilities in these changes.

"I think that a lot of times, you tend to find what you look for in things," stated Cecchini.

"If you look for faults and flaws, then you're going to find them."

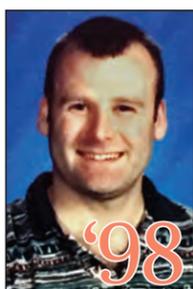
"But if you look for new possibilities, and opportunities," remarked Cecchini. "Then

99 percent of the time I think you find exciting things that will help you progress as a professional and help you bring new things to students in a classroom."

"I see there's a lot of overlap between the two curriculums," added Cecchini. "I think the new element is the First Peoples Principles of Learning," commented Cecchini. "And I really like the emphasis in terms of learning being something that should benefit the individual, the community, and the broader environment."

English Course List

- Composition 11 & 12
- Creative Writing 11 & 12
- Literary Studies 11 & 12
- New Media 11 & 12
- Spoken Language 11 & 12
- English Studies 12





GLENEAGLE ARCHIVE

TRINITY OF CREATIVITY: In June 2006, a hairdressing student shaves a then grade 4 student, current grade 12's hair as part of a cancer fund-raiser, a grade 9 Jumpstart student, paints a painting (second left). A Talon student holds a snail at the Talons retreat (top right). A Talon alumnus dresses up as **Bertrand Russell**, British philosopher, at Night of the Notables

Jumpstart alumnus. "During the program, you learn lots of good skills and get to know those you're in [the class] with."

"By studying art, socials, and English in an interconnected way, we boost understanding in all areas of learning," said Quach.

The ACE-IT hairdressing program was a hands-on course that attracted hairdressing-enthusiased students from all over the district. The program thoroughly trained students for entry into the workforce by teaching hairdressing theory and hair salon operations.

Benefits of the program included qualified teachers, quality supplies, and the involvement of placing students in salons. In their grade 12 year, students were completing post-secondary level work within a tuition-free high school.

The program allowed students to earn credits towards graduation as well as post-secondary industry certification.

Hairdressing is no longer being offered at

Gleneagle.

The final unique program of choice is Coast, a five-month program for grade 10 and 11 students who thrive in the outdoors.

The course blends English, social studies, active living, outdoor education, leadership, and environmental science.

The program's goal is to enable students to choose wisely from their choices, initiate action, and take personal responsibility.

"With our current society being sucked into a world that relies on our cellular devices, Coast allows students to embrace a world that is slowly being forgotten by the newer generations," said **Jason Fan**, grade 11 and Coast alumnus. "I often find myself looking back on the days when I was in Coast and remembering all the fun I had and all the skills I have learned."

With the aim of outdoor and hands on learning, the program has multiple trips that include snowshoeing, mountain biking, canoeing, and backpacking.



GLENEAGLE ARCHIVE

TO THE TUNE OF MY GUITAR: A Talon alumnus plays the guitar for the in-depth study presentation.

Socials

The socials department has also seen a recent change in how the course is taught, including more aboriginal studies and Canadian history.

Socials teacher, **Brian Unger**, finds the new additions a detriment to parts of the course that should be equally celebrated.

"I understand what they're do[ing]," assured Unger. "They're trying to empower students to think for themselves and all of that is good stuff."

"It seems that it's a little... too focused on all the things that Canada has been seen to have fallen short with indigenous people, or French Canadians, or Japanese Canadians," explained Unger.

"I think [provincial exams] are a fine tool. It keeps teachers on track for teaching the curriculum," added Unger.

"It holds students accountable. And I don't mind that students experience a little pressure in their lives to perform in a high-pressure environment."

"I understand that not everyone interacts very well with the provincial exam," commented Unger. "But those are the types of challenges that people do face in their lives at times."

Socials teacher, **Chris Turpin**, agrees with Unger's view on provincial exams.

Turpin finds them a useful guideline for teaching social studies, giving teachers an end goal for their teaching.

Without the exam, Turpin feels as though many students could go through social studies without

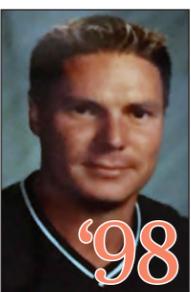
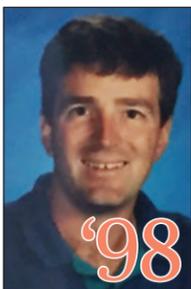
complete knowledge of the many crucial moments in history.

Socials teacher, **Adam Hayes**, doesn't see much change from his perspective.

However, Hayes is "actually happy that [the Ministry of Education] finally decided to add skill set to the curriculum rather than making it content about historical background," said Hayes.

The only complaint Hayes had was the fact that teachers don't get much time to prepare for the new curriculum.

"They haven't done without a question. It'd be great to have more time as more changes come. It'd be good to learn from that and then actually address that and include," concluded Hayes.



- Socials Course List**

 - Explorations in Social Studies 11
 - Francophone History 11
 - 20th Century World History 12
 - Asian Studies 12
 - B.C. First Peoples 12
 - Comparative Cultures 12
 - Comparative World Religions 12
 - Contemporary Indigenous Studies 12
 - Economics 12
 - Genocide Studies 12
 - Human Geography 12
 - Law Studies 12
 - Philosophy 12
 - Political Studies 12
 - Physical Geography 12
 - Social Justice 12
 - Urban Studies 12

Both netball teams headed into BC's

ZOE HOUSTON
Staff reporter

The undefeated junior girls, and the senior girls, with only one loss all season, are preparing for provincials from May 9-12.

The junior girls beat opposing team, Burnaby north secondary 51-5 on April 25, and another winning score 49-5 on May 2.

The senior girls went into overtime and won 40-39 on April 25, and won again on May 2, with the winning score 36-9.

"I think we have lots of hope as long as we play hard and work as a team," said **Makenna Harper**, junior netball player

"I'm pretty confident about the seniors," said **Liz Gilder**, senior netball player. "The teams we've seen so far weren't super strong and the one we lost to was still beatable."

"We are feeling very proud of ourselves," said **Ashley Seo**, junior netball player.

"I think that generally as a team, we have really come together," said Gilder.

Girls soccer season ends with tough loss

DIANE HUANG
Staff reporter

Soccer season ended for the girls team on April 30 with a 0-4 loss against Centennial in district qualifiers, which means no berth at the Fraser Valleys.

"We had a few chances but [Centennial] just managed to sweep the ball out," said **Sienna Liu**, grade 10.

The team had two consecutive ties with Heritage Woods at 2-2 on April 25 and against Port Moody at 3-3 on April 23. They won against Thomas Haney, scoring 3-1 on April 18.

The girls' soccer team has won two plaques over the course of the season. The first at the Guildford Park Start-up tournament for coming first in "C-Flight" and the second for coming in third place at the WJ Mouat tourney in Abbotsford.

"Soccer has been super successful as a team, we have come a long way since last year," remarked **Meadow St. Onge**, grade 12.

Would you rather...

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go watch your friends play a game against a rival school and take pictures of them winning?



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TAKING A RUN FOR IT: Senior girls' rugby team player, a grade 9, sprints ahead of WJ Mouat player during the Fraser Valley quarterfinals on April 26

Girls' rugby make it to Valleys quarterfinals

ALEX ZHANG
Staff reporter

The girl's rugby team made their way through competition this season, winning the Fraser Valley quarterfinals on April 26 against WJ Mouat secondary 5-0, and moving on to the semifinals.

The girls scored the first half, and kept pressure during the second.

"We went into the game thinking the best, and we were determined to win," said **Hannah Wood**, grade 12.

"Being new to the girl's rugby league," commented **Simon Quinto**, physical education teacher. "I didn't know how far we can go with the team we had."

"We try to focus on this journey one game at a time," added Quinto. "So having an expectation to make the semi-finals wasn't in the plan until we got to the game."

Their semifinals were held on May 3 in Abbotsford against the winners of last year's Fraser Valleys, Yale Secondary.

It was a tough game, and the girls would lose the match to Yale 0-46.

Despite the loss, [Quinto] "can't help but continue to be impressed with the leadership of our grade 12s and how they have been the glue of our team," remarked Quinto.

"Further to this, many of our younger players have stepped into starting roles with ease and confidence," concluded Quinto. "It's been a real pleasure to coach a great bunch of athletes."

The girls are continuing on with B.C. 7s in Victoria on May 10-12, and then B.C. 15s in Williams Lake from May 23-26.

Track team on top in district competitions

ERIC HUANG
Staff reporter

The Delta-Coquitlam district track and field championship was held on April 30 and May 3 at the Percy Perry Stadium at Coquitlam town centre park.

Through participating in a variety of track and field events, Gleneagle athletes demonstrated their strength after months of training by conducting a lot of great results.

The junior and senior boys came out in front in the competitions of track events.

Darius Mawji, grade 9 and **Joshua Laughlin**, grade 10 took first place

respectively in the junior boys 1500 meters steeplechase and the junior boys 200 meters run, and **George Dume**, grade 11, got number two in senior boys 200 meters run.

The Gleneagle Senior Girls Team were ranked number two among all other senior girls teams because of the high scores they were given.

The girls 4x400 relay team finished their rounds in first place much faster than their opponents.

Alyssa Turcott and **Anne Yolland**, both grade 12 got second and third place respectively in the senior girls 400 meters run,

Megan Kennedy Spence, grade 10, took second place in the junior girl discus and

third place in junior girls shot put.

Erin Garrison, grade 12, received the "Athlete of the Month" award, and also took second in the girls javelin competition.

"Overall, the athletes did really well, and we have many athletes moving to Fraser Valley," said **Michele Wilson**, coach.

The top 5 from each event will attend the Fraser Valley Championships in Abbotsford next week.

"Every track and field sport we practice here requires individual efforts more than everything else," added Wilson. "All the great results have to come from the training that they have done and the courage that they have got."

Boys' rugby dominate in stadium tourney

DANIEL KIM
Staff reporter

On May 4, Gleneagle's senior boy's rugby team won 92-10 in round two of the third annual Stadium Series of Cross-Zone games against Penticton secondary on the field of Kelowna secondary.

These games are designed to allow the BC secondary Schools Rugby Union to observe the results of the games to rank school zones by strength as well as determine which teams would qualify for the provincials.

The games are also meant to make rugby games more accessible to watch for parents and the general public by holding as many matches as possible in professional stadiums or other venues at times that are considered far more convenient than mid-week afternoons as stated by the team's

head coach, **Chris Turpin**, socials teacher.

The team was led throughout the whole year by captains, **Oliver Collett** and **Devon Columbus**, both grade 12.

"I think we've strived a long way since September considering our victories and losses we really learned a lot from that," said grade 12 player, **Axel Figueroa Sanchez**.

"I'm confident we will walk in with a lot more knowledge and reign victorious," added Sanchez.

"I hope that the boys will continue to follow the leadership of Columbus and Collett who both have worked tirelessly on and off the field," commented Turpin. "Hopefully the rest of the team will follow suite and follow their leadership."

The game takes place after round one of the Stadium Series in the same year that took place back in April that the team also won 42-10.

"We've got a strong team going in and we had a tough loss last game so the guys [the team] are pretty much fired up and ready to go," said Columbus.

"Hopefully we can pull through and show our skills to those of the Union," concluded Columbus.

"We stand a pretty good chance, if you look at us before spring break we were kind of disorganized but now we're like a brotherhood, we're all tight, we're all together and we all want to win," said Collett.

"I think we're really capable of it and we just gotta play a hard game, run fast, lay off the fried foods and, really, we've got the spirit to win and we'll get out there, try our best, and see what happens," concluded Collett.

The next game the senior boys rugby team plays takes place this afternoon at Elgin Park.



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OPENING WALLS TO NEW OPPORTUNITY: With the school district deciding to stop offering the hairdressing program due to declining enrollment, room 128 is being converted to a classroom for the Talons program, which means removing the extra electrical and plumbing that made the room a functioning hair salon (top and bottom left). At the same time room 127, the textiles classroom, is also being converted to new foods room.

Course closing opens new learning spaces

AMANDA DING
Staff reporter

The district's decision to cancel the hairdressing program hosted at Gleneagle means students next year in the Talons program will have a brand new learning space.

The hairdressing program has been at Gleneagle for over 10 years, and it was the only place in the district that had a room designed for hairdressing with multiple hair washing and cutting stations.

The school board decided in September to cancel the program due to lack of students enrollment.

At its peak, the program had up to 20 students attending.

"It was my fifth-year teaching hairdressing," said **Janet Kim**, former hairdressing teacher. "I am now teaching art 9, art 11, and EAL, so it was a huge change and transition for me."

Kim expressed her frustration in having the hairdressing program closed. "[It was] sad and disappointing for me and to some of the students who wanted to take the hairdressing program, or waited to do the

program," said Kim.

"Hopefully one day, they consider bringing the program back, because if you take the program you could get the Red Seal," commented Kim.

The Red Seal is a certification that is like a stamp of approval on a tradesman's capabilities.

"For students to get their level one from high school, it was huge. It saved lots of time and money," explained Kim.

Despite having the program closed, Kim is also excited to see that the room will be changed and used for the Talons program.

Although the district doesn't seem to be bringing the program back, Gleneagle's Talons group is now planning to have a science room.

"The Talons have been able to give input on the design of the room," said **Ken Cober**, principal.

Cober was able to negotiate with the school board in allowing Gleneagle to decide what the previous hairdressing room would be.

"We're hopeful we can make it into a classroom that fits their needs," said Cober.

With the Talons program moving from the upstairs to the lower floor also helps the science department.

"The intention with the current Talons room is to make a full-time science room again. It was originally a full-time science room before the Talons, so it'll go back to science," said Cober.

There are also science classes not being taught in science classrooms. This change will make it possible for regular science classes to be in an actual science room.

"I'm very optimistic about this change. Even though we have lost the hairdressing, science is gaining a room and Talons is gaining a dedicated space," said Cober.

In one final renovation, is the existing textiles room being changed into another foods room. This will allow more students who want to take the foods course, have a higher chance of being in the class.

Although hairdressing and textiles won't be around anymore, Gleneagle still has unique classes that can take advantage of this and help students with their needs better than before.

Yearbook future still at risk with low enrollment

•Continued from page 1

Like journalism, the yearbook is facing the same enrollment shortage which means a year of Gleneagle's history will not be archived, and the 2019 grad class will not be honored in a printed edition.

"People who don't normally buy yearbooks should get one for grade 12 because it's your final year in high school and it's

nice to have all those memories in one tangible thing," said **Claire Moon**, grade 11.

"The culture of the school is a reflection of the student body in many ways," remarked Cober.

"So I think it will be the students responding [which] is partly why we made the special announcement for the yearbook," added Cober.

While the cancellation of journalism and the yearbook has not been finalized, enrollment has not grown enough to keep the guarantee courses running.

"If we decide we are not having yearbook and then 30 students come to me on Friday, May 11 with a newspaper in hand saying, 'we want yearbooks', then I would definitely listen to that voice," concluded Cober.

Spring fling market fundraises for aftergrad celebrations

CHANG CHE
Staff reporter

Spring fling aftergrad market will take place in the gym and MPR on Saturday, May 12, from 11a.m to 3:30p.m. Anyone is welcome to attend this event.

"The spring fling market is going to include a wide variety of different types of vendors, from food, clothing, hair makeup to jewelry and many different services," said **Christine Potter-Smith**, vice principal.

"The main purpose of this event is a fundraiser to raise money for helping support

and run the aftergrad celebrations that takes place in June," concluded Potter-Smith.

Spring fling market group is looking for more volunteers, from setting up, clean up to selling tickets and running the concession stand. Anyone interested in volunteering should contact Potter-Smith.

NEWSinBrief

Coast movie night set for next week in MPR

Coast students will be sharing their outdoor experiences at the Coast movie night on May 16 in the MPR from 7 to 9p.m.

The movies will be documentaries behind what it is like to be in Coast really like, and were filmed and edited by the current Coast students.

This annual fundraiser for the outdoor education program has all the proceed used to maintain and purchase equipment for future Coast trips.

There will be a concession for food and water in the middle of the two hours event.

- Joe Zhou

Grade 12 students finish exit interviews

Grade 12 students completed the compulsory exit interviews on May 2.

Exit interviews are 10-minute presentations where students were asked to reflect on their high school journey and share their goals for the future in a meeting with a teacher in a classroom or office.

"I see exit interviews as the first step for us to enter the real society and a way to let us learn how we have grown over the past few years and to formulate our plans and goals for the future," said **Sissie Wang**, grade 12.

- Tiana Zhao

Star wars event brings fans together

May the fourth, which was organized by junior leadership class, was a success with around 30 students attending by wearing Star Wars themed clothing. Participants wearing Star Wars themed clothing received a doughnut, and all Kahoot participants received timbits and R2D2 labeled water bottles.

First place received a Star Wars figure, second place got a toy lightsaber, and third place got a Starbucks gift card.

James Young, grade 9, came first place and won two "Star Wars" figures: Seventh Sister from "Star Wars Rebel" and Kylo Ren from the "Star Wars episode 7 The Force Awakens".

"I definitely thought it was successful," concluded **Riley Roberge-Ritchat**, grade 9. "There was a lot more people than I thought would show up. If I would do this event again, I would do a little more to advertise and have different games."

- Melody Lee

Environmental club plants school garden

Gleneagle's environmental club began the planting of pollinator plants in several plots near the front of the school yesterday, and will continue into next week.

The environmental club has teamed up with several grade 10 science classes and a club called the Pollinator Project to help with planting the plots.

The gardens will mostly be centered around pollon, with sections tailored to hummingbirds and different kinds of bees.

"For the club, we are going to plant wildflowers and then we will meet every Monday," said **Rebecca Norman**, science teacher and club sponsor teacher. "So we are most likely going to deal with the garden Mondays at lunch."

- Jackson Adrian



CLAIRE MOON PHOTO

KING OF THE CRUNCH: A grade 10, gets a blast of dusty coloured powder from English teacher **Cindy Quach** when running up the mountain for the annual colour crunch, which took place on May 4th to encourage diversity and equality in community.

Colour Crunch run promotes multiculturalism

CLAIRE MOON
Staff reporter

Students left school on May 4 covered in colours after participating in Con-X's second annual Colour Crunch.

The Colour Crunch is a yearly event where participants run up the Coquitlam Crunch while getting sprayed with an array of powdered colours.

"At the beginning of the run, people were afraid of being hit by the powder, but at the end, they were doused with colours and that was really fun!" said **Han Cho**, grade 11. "I loved seeing their excited faces," added Cho.

While the event seemed to be about simply running through clouds of colour, the main purpose of the event was to promote multiculturalism and inclusivity. The colours were symbolic of the various ethnicities, genders, and sexualities.

"The Colour Crunch is about creating more acceptance and equity," said **Adam Hayes**, leadership teacher. "The idea is that it incorporates a love of all cultures," added Hayes.

"At the end, everyone looked really different with all the colours on them, so it shows that we're all made of different elements but we're all made of the same thing

nonetheless," said **Sophia Huang**, grade 11. "Overall, we wanted to promote diversity within our school, and get people hyped," added Huang.

Con-X secured major sponsorships from Lululemon and Sport Chek for the event. First prize was a prize basket from Sport Chek, second was a prize basket from Lululemon, and third a bucket of chocolate.

"I think we did a really good job advertising and getting sponsorships," said Cho. "Since all the members actively advertised about the event by word of mouth, announcements, and posters, it wasn't difficult to spread the word," added Cho.

Staff involvement was an integral part of the Colour Crunch. "The teacher response was excellent," commented Hayes. "The students organizing the event came to a staff meeting and proposed the idea and asked for classes to participate, and they had a very good response there," added Hayes.

"Getting to know the different staff members was something we, as a group, pulled off really well," said Huang.

"With all our advertising, it wasn't hard to gather lots of people, including teachers and students, as volunteers or individual participants," said Cho.

It was challenging for the organizers to

acquire the coloured powder used in the event. "There aren't many companies that sell coloured powder in Canada, so it was complex to contact the companies in the U.S.," remarked Cho. "Also, we were planning to get a multicultural grant, but that didn't work out the way we wanted it to, so we had to find other ways to get money to purchase the coloured powder," added Cho.

"Just planning the whole event was a huge, time-consuming thing," explained Huang. "We were juggling other school activities, and we had to get things down on paper, verify things with teachers, find teachers to attend the event, and find a bunch of volunteers," added Huang.

"The setbacks were typically the planning stage and getting people together to collaborate," said Hayes.

The organizers hope to make the Colour Crunch a school-wide event in the coming years. "If we could have the entire school participate, it would be a lot more fun," said Cho. "It would add to the school spirit," added Cho.

"Despite our setbacks, the event went pretty well," said Huang. "We accomplished our goal of showing how everyone is diverse when they're all drenched in colours," concluded Huang.

Concert band performs in district band festival

MELODY LEE
Staff reporter

Rocky Point park will be filled with music tomorrow as both the junior and senior concert bands will be performing in the Bands in the Park festival.

The tenth annual Bands in the Park event will take place on Saturday, May 12, from 10am to 4pm. Gleneagle's junior and senior concert bands are preparing for this festival.

"This event is organized by the Coquitlam music Teachers Association of SD43," said **Edward Trovato**, music teacher. "This is a free outdoor public event that will feature many secondary and middle school concert bands and String ensembles involving hundreds of students from across School District 43. We feel that this event is a wonderful way to promote and celebrate music education in our school district."

"I am really excited to perform in front of the whole crowd that will be there at Rocky Point," mentioned Annie Yin, grade 9. "I

hope that everyone will enjoy our concert. It's not just Gleneagle, it's the whole. A lot of school bands and I am excited to see, and to hear everyone perform."

Junior Concert Band is going to perform 5 pieces including *Light Speed*, *Dark Heart*, and *They Walked in the Valley of Fire*. Senior Concert Band is going to perform 3 pieces which includes *Lullaby to the Moon*, and *Fuego del Alma*.

"I am not really excited for the concert but I am excited to play *Light Speed* since I am confident on that piece," said **Tristian Izatt**, grade 9.

Gregory Choi, grade 11 said, "We are ready for the concert! Last year was at Lafarge and it went pretty well."

"I think our band is ready for the performance in the park," said **Sami Lee**, grade 9. "We need to tweak a couple things for some of the pieces, but overall, we're sounding pretty good."

"I wouldn't say I'm nervous," added Trovato. "But it does put some pressure on

us since we are the first band performing. It is the first performance outside for me and I think it could be fun, although I don't exactly know what to expect that day. As long as the people listening enjoy it, I think that's all that matters."

"I think that everyone has improved, so I think we're ready for the concert," said **Michelle Yung**, grade 9. "As long as everyone has fun, and tries their best the concert will be a success."

"I hope we have lots of people there and everybody will have lots of fun and the weather will be nice," remarked Trovato. "I'm hoping a lot of parents will come out and hear the students play."

"Rocky Point is nice because they have Pajos fish and chips," said Trovato. "There is rocky point ice-cream, it has a nice big outdoor stage and if the weather is nice there will be a ton of people there. People can bring blankets and chairs to sit and watch. Anyone can come and watch," Trovato concluded.

Talon wellness main focus for Talk to Me

TIANA ZHAO
Staff reporter

Gleneagle's fifth annual Talk to Me happened on April 25, with 105 tickets sold excluding the speakers, and approximately 120 attending the event. It was an informational event about mental illnesses and mood disorders, with this year's theme being compassion.

"The purpose of this event is to learn and become familiar with mental health issues and gain awareness of the stigma around mental illnesses," said **Sophie Zhou**, grade 12 event organizer. "We also wish to spread knowledge about the services that are available for those who suffer from mental illnesses in our community."

"I chose to organize this event because I've been affected greatly by mental illness myself so I really wanted other people to have an accurate and clearer understanding of what it is," commented **Isabel Wang**, grade 11, event organizer.

All the funds will proceed to the Canadian Mental Health Association, which is one of the largest and oldest voluntary health organizations operating in Canada.

Organizers invited five speakers from Vancouver who are experienced in psychology to deliver a speech and spread awareness of mental health issues. **Sissie Wang**, grade 12, was the student speaker this year.

"I feel so privileged to be able to share my story of love, compassion and humanity as a student speaker," remarked Wang. "My speech is about how I slowly rolled up from my messy depression problem by receiving compassion from others and learning how to take care of myself."

"I chose to give the speech because I have known people out there who are struggling with their mental illness," concluded Wang. "I just want to know that everything is going to get better when you start to show self-compassion."

Student pictures removed in keeping with SD43 online policy

Sissie Wang
Grade 12

Would you rather...
do a group project,
do a class presentation,
& have to book report
on something your
parents actually
read when they
went to school?



OR... go to plays and concerts in the MPR, and take pictures of events like the Colour Crunch?

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