

Gleneagle's Student Voice
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theEdge

New semester brings new principal to Gleneagle

JOHN CHONG
staff reporter

"I would like to say hello to the school," says the newcomer to Gleneagle who will soon enter the school's highest office.

Gerald Shong, current vice-principal of Port Moody Secondary School, will start work as Gleneagle's new principal on January 31 at the start of the second semester. He assumes the position from **Dave Matheson**, who is retiring mid-year.

Shong was born in Vancouver to a father of Chinese descent and a mother of mixed Caucasian descent.

He grew up in the area and graduated from the University of British Columbia as well as Western Washington University. Shong has an extensive sports background: he played football in university and competed in modern pentathlon for Canada; his coaches got him to help junior athletes by giving clinics. "That got me into that idea that I might become a teacher and a coach," he said.

Shong taught mostly in secondary schools but also in elementary and middle schools, as well as in junior and senior secondary schools, which no longer exist in the Coquitlam school district. He originally taught physical education and English but ended up specializing in senior-level Mathematics. "It turns out it was something I really excelled in," he said.

Shong also has experience as a coach, mostly in basketball and football. He is the current coach of Port Moody Secondary's

grade nine boys' basketball team and will pass his duties to his assistant when he leaves the school.

The transition from teaching into administration was a natural move for Shong, who worked in leadership roles as a department head and a night school supervisor. This led to him being a vice-principal of the summer school session at Gleneagle, then a vice-principal of Port Moody Secondary, and now he will take up his first principal post at Gleneagle.

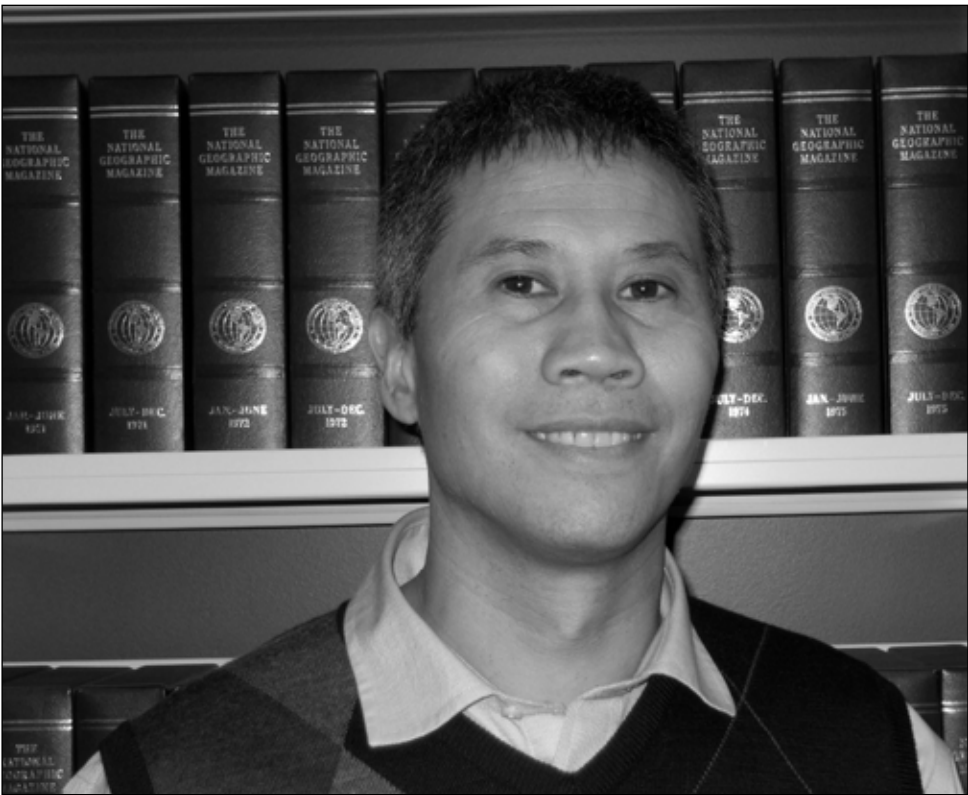
Several members of Gleneagle's staff are already familiar with Shong, from previously working together and through other interactions through the district.

Social studies teacher **Andrew Lloyd** said, "[Shong] has a good sense of humour. He's a basketball coach, so he's a good guy in my book."

English teacher **Lisa Dubé** said that Shong was "friendly and open-minded," and recalled that he was "clear and genuine" in his recent appearance at a staff meeting.

Physical education teacher **Tony Scott** described him as "well connected with students, just as much as our current principal," and likely to "come in with some new ideas." Scott said that Shong's familiarity with the staff "makes it easier for a person like [himself], and others who know him, to get acclimatized to his style."

The soon-to-be principal is enthusiastic about Gleneagle and said that "everything [he] knows about the school is wonderful. There are a lot of good things here," he said, "from the JumpstART program, the



JOHN CHONG PHOTO

Gleneagle's new captain: Gerald Shong, the new principal of Gleneagle, set to arrive in second semester, looks forward to working with staff and students.

COAST program, the TALONS program, [to] the honours classes, and from everything everyone tells me, the wonderful students here."

As principal, Shong intends on "maintain[ing] everything that's positive" about Gleneagle. He sees the school as running nicely as it is and considers keeping it that way, a priority. "Once I see how things

are going, if parents, students, and teachers say that we can be even more successful if we do something else then we'll look at that," he said. "Everything has to make sense; you can't just do things differently if they don't make sense."

"I want [people to] know that it's still their school. I just want to help everyone out," Shong said.

New bus: hats off to those who made it happen so promptly

MICAH LAO
Staff reporter

The wheels of a 2004 Diesel go round and round—all the way to Gleneagle's parking lot.

This newly-purchased bus was transported straight from California, thanks to the connections and diligent work of **Carol Coulson**, vice-principal.

"It's very exciting for us," she remarked. "We knew last year that our two buses weren't going to last. They continually

broke down and it cost us a huge amount of our school resources to continue repairing these old buses."

"It wasn't cost effective to continue to repair something that broke down frequently," added **Lisa Dubé**, English teacher. "It became evident for one particular bus that repairs weren't worth it."

According to Dubé, the bus fundraising project began last year. "Ms. Coulson was the administrator who was in charge of organizing the team to put together some kind of a fundraising plan," Dubé explained. "She brought it up in a staff meeting in the

spring and asked teachers to volunteer to be on the fundraising committee."

Coulson was also responsible for calculating the expenses and locating possible sources of a suitable bus. However, this fundraising project couldn't have worked out without the help of numerous student groups, sports teams and the Parent Advisory Council. The money for the bus was supplied by numerous donors in the community, as well as funds provided from the PAC and the school budget.

According to Coulson, **Janice Hardie**, **Tracy Crawford-Smith**, **Joanne Araki**, and **Sabrina Chang** of the PAC were some of the biggest fundraiser supporters.

The staff members included on the bus fundraising team were **Lori Gregory**, **Mike McElgunn**, **Doug MacLean**, **Jodey Udell**, **Quirien Mulder** ten **Kate**, **Kathryn Jung**, **Lois Axford**, **Jo-Anne LeBlonde**, **Patty Anderson**, **Peter Poka**, **Katherine Ros-siter**, **Krista Bogen** (teachers), **Rose Malet-Veale** (secretary), and **Chris Newton** (library assistant).

In addition to these staff members, the field hockey and cross country sports teams, CON-X student group, and the TALONS program greatly aided the fundraising project.

Grade 12 art student **Katherine Kim** applied her artistic talents to paint the beautiful "Replace Me" sign that was displayed with the aged school bus.

"We came in the morning to hand out flyers to parents who were driving by," **Kimberly Chang**, grade 12 CON-X member said.

A plaque will be placed in the reception area to honour the donors who contributed to the bus fundraising. Gold, silver and bronze rankings will be given to each donor according to the amount they chipped in.

"We want to thank the donors immensely," Dubé added. "We also want to give a large and gratuitous thank you to the PAC who helped us."

"We hope that our new bus is going to take Gleneagle on many, many trips," Coulson commented.



KEVIN CAWTHRA PHOTO

Caught in the act: Caryl Nelson and Dave Matheson enjoying their last days at Gleneagle before retirement. (SEE STORIES PAGE 5)

UPCOMING EVENTS

January 31
Start of Second Semester

February 3
Second Formal Report

Changes in new year bring fresh start

There's something about exam week that gets us excited. If you look around, we all look slightly dejected. We say we're dreading it; we've got so much work to do; we're going to fail all of our finals.

Of course it's nerve-racking. It looms over us like an ominous dark cloud of terror. But it's sort of exciting.

January means change: 2010 turns into 2011, first semester folds into second, and for those in grade 12, you get to experience the alarming revelation that your graduation year has arrived.

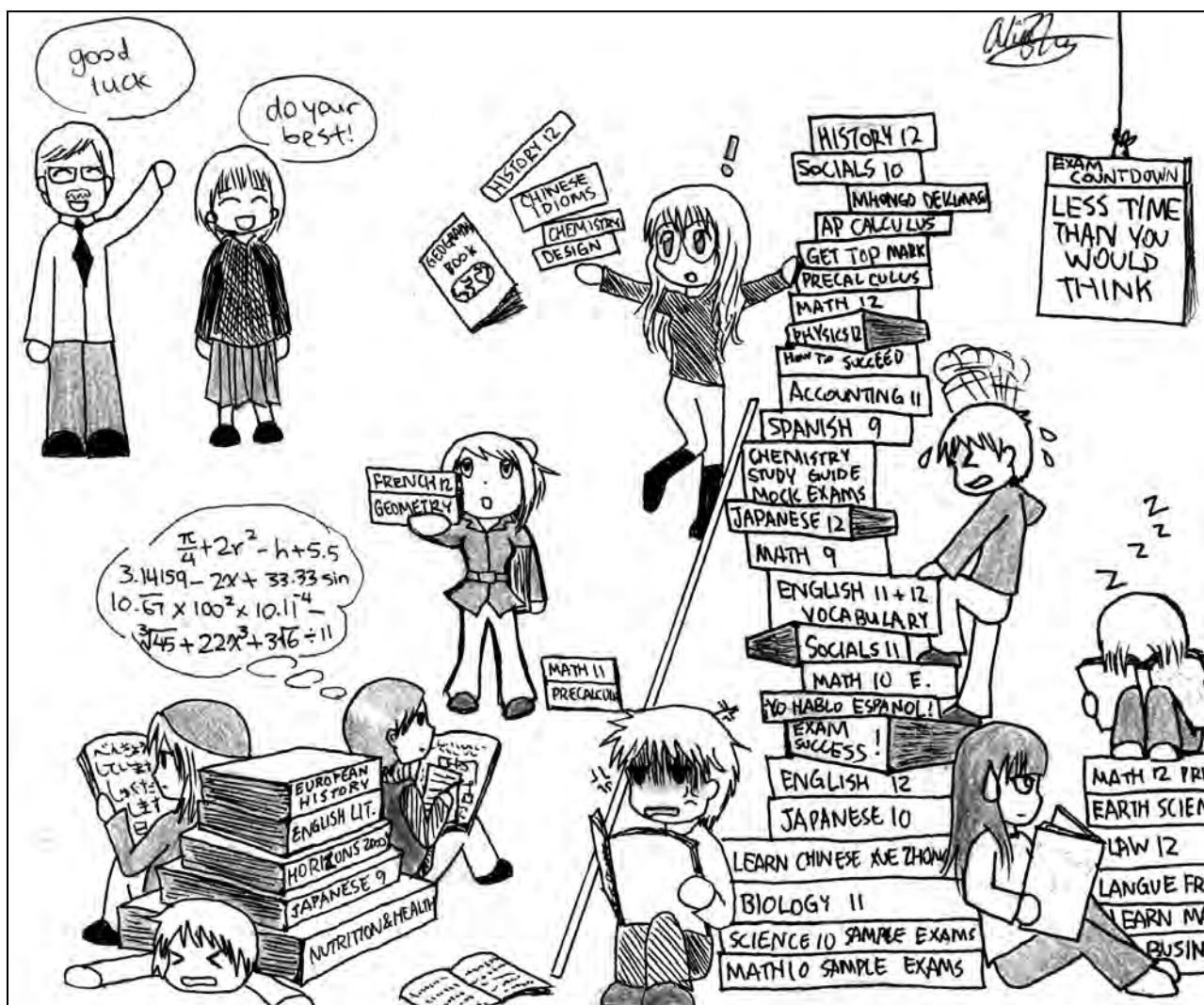
And of course, Gleneagle will have a new principal and head counselor before the month is up.

So what does that mean for us? We're caught in limbo, between an ending and a beginning. The realization that we should *probably* start studying creeps up on us. We're longing for the comfort of Christmas break again. We're tempted to pull away, or to put it off.

We, as students, are terribly dramatic about the whole thing. We sweat and grind our teeth, madly flip pages in our textbook until we feel comfortable enough to walk into that classroom and put pencil to paper. And we do it together, because we feel better when everyone else is just as terrified.

So who needs *change*? Maybe you're on top of things, or maybe you're drowning in a pool of horrible stress. Maybe you don't care about passing exams, or maybe they're going to determine your fate for the rest of your life. Can't change wait until later?

But we pull through; we always pull through. Change is scary and it sneaks up on you, but it forces you to adapt and succeed. And when the first day of the second half of the year starts on that very last day of January, it's sweet, sweet victory.



Surviving babysitting: exasperating, rewarding, real



edge columnist

Do you work at McDonalds, Tim Hortons or a retail store? Do you consider babysitting a *job*, or just an easy way to make a quick buck? You probably think: "Oh it's simple! You watch a kid or two, throw them into bed at seven or eight, and sit on the couch and watch television until the parents get home."

Sorry, but you're wrong. Babysitting is a crazy job. From the dreaded spaghetti messes, to "My mom said it's okay," you have to be able to laugh it off when a cup of applesauce lands in your lap and you get gum in your hair. Babysitters must stay strong even in the face of the evil, smelly diaper.

Different babysitting techniques work on different age groups. For instance, say you were babysitting a ten year old. They can pretty much take care of themselves. You figure out the time they should be in bed, make some popcorn, and watch a movie with them.

Seven year olds like to play some games, sneak a treat from the kitchen, and go to bed watching a movie or playing a video game. They try to stay up as late as they possibly can. They make up excuses: "I'm hungry," "I need to go to the washroom," "Can I have a drink of water?"

So you give them what they want with a smile, and say, "Come on kiddo. You wouldn't want your parents to get mad at me for keeping you up too late."

But with younger children, like toddlers, you have to watch them every moment. You have to find out when they need to be changed, when to feed them, and what

to feed them. Then you get them into their pajamas and if you turn around for one second, you find they have stripped down to their diaper and are running around screaming. So again, you have to round them up, stuff them into their pajamas and make them a "bubba." (For those of you who don't know what that is, it's warmed up milk in a bottle.)

the most awkward moments with the parents, at least for me. I always feel guilty about my price. Am I charging too much? Or am I selling myself short and not asking for enough? My base charge would usually be five dollars an hour, but it changes depending on the number of children or what I have to do.

And come on, people! I'm the babysit-

"Babysitting is a hard job, filled with scrutinizing parents and screaming children"

Then you take the kid and sit them on the couch with a blanket and a pillow, or you go and put them into bed and read them a book until they fall asleep. Some kids are such light sleepers that you end up sitting there the rest of the night because every time you stand up to leave, the kid wakes up.

But the most rewarding part of the job is when you actually get them to sleep and the parents email the next time, asking you, "Can you come half an hour early tonight? Sally wants you to read her a story before she goes to bed."

Talking about money is probably one of

ter, not the housekeeper! I'm not supposed to do your laundry and wash dishes I didn't even use while I was there! Some employers seem to think that we are there—not just to watch their kids—but to do the housework. Don't get me wrong. I'm not going to flat out say "no," but I feel kind of offended when they give me a list of things to do that have nothing to do with taking care of their kid.

Babysitting is a hard job, filled with scrutinizing parents and screaming children. But in the end, it's also rewarding and great for funny stories.

Do you consider it a job now?

theEdge

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The Edge is the independent voice of the students of Gleneagle Secondary produced by the Journalism 11/12 class. It conforms and adheres to the standards and style of the Canadian Press. Letters to the editor are welcome and will be printed as space allows; letters must be signed and

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

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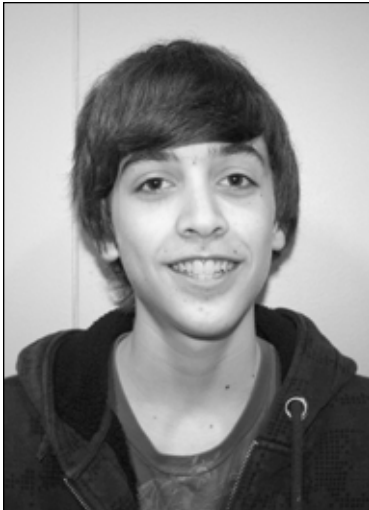
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Alice Zhang

What is the weirdest ice cream flavour you’ve ever tasted? Why?

YOU
SAID
IT!



grade 9
“Shitaki mushroom. It tasted really bad, like raw mushroom.”



grade 10
“Chocolate chili. It was actually terrible.”



grade 11
“Mushroom, because it was gross.”



grade 12
“Wasabi ice cream! It was different because it was spicy!”

Letters to
the editor:



[Re: “Gleneagle teachers debate cellphone use in classrooms”]

Most of the time when cellphones are being used in class it is not for educational purposes. Most students don’t even have smartphones like iPhones or BlackBerries, so it has no way of finding information for class use anyway. However, even though cellphones are banned in most classes, students still try to secretly use them behind the teachers’ backs. I think Ms. Quach is right about setting the right parameters, because students will keep trying to use their phones in class no matter how many times they’re told not to.

First of all, I think phones shouldn’t be used while the teacher is talking. Secondly, certain students should not be allowed to use their phones if it interferes with their work. For example, a student who is failing a class shouldn’t be allowed to use phones. A student that is getting a good mark, on the other hand, has proved that he/she is capable of being responsible with their phones.

- Emily Lai

[Re: “Gleneagle teachers debate cellphone use in classrooms”]

As a proud owner of some Nokia cellphone from 2005, I’d like to agree with people’s opinions that cell phones aren’t needed in class. Personally, I only use my phone to check the time. People with BlackBerries use theirs to text in class, because really, that’s all they’re good for...iPhones can be used more for educational purposes, but all and all, it is not a classroom necessity.

- Yongzhe Wang

I think that cell phones should be banned, because they interfere with one’s study. Even though some people say it’s for educational purposes, I don’t think it’s necessary. I know for a fact that if someone texts you, you wouldn’t just ignore it, but would be tempted to reply. People who have internet on their phone, it also gives them an opportunity to cheat during tests/quizzes. I have heard of people who did that. Overall, I think cell phones don’t serve a huge purpose in our learning and should be banned.

- Sabrina Aw

“You’ll find that most successful students in my class are consistently the ones who are focused on their art, not using iPods in class.

I completely agree with Ms. Stokes. I remember when she let us use our iPods for a short while and everyone was more focused on that. They needed to change their song or turn up or down the volume. In short, it was just a distraction.

- Kaitlin Nagy

[Re: Gleneagle wrestlers proud to wear Talons colours]

In my opinion, as a former wrestler for Gleneagle senior wrestling team, I see a bright future for the Talons, not just because we have a lot of wrestlers, but because of our great accomplishments last year. But one thing I recommend to the team is to push themselves over the limit to be able to achieve goals in tournaments.

- Jimmy Chung

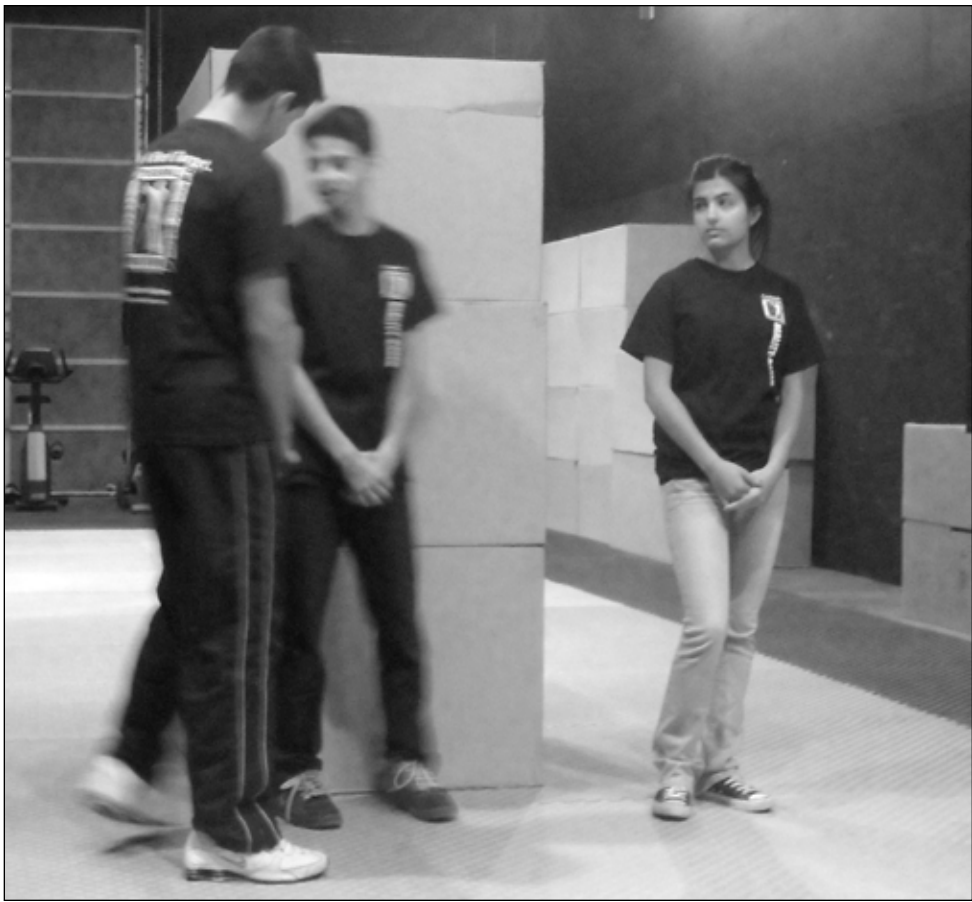
Thank You

Dear Editors:

We would like to thank Mr. Matheson and Mrs. Nelson for their many years of dedicated service to our school. Mr. Matheson guides our success, and always maintains his humour as he reminds us to stay green, and kindly points out the difference between garbage and recycling. Mrs. Nelson works tirelessly, helping kids adapt to Gleneagle, decide on course selections and work through their daily challenges. Both these individuals have been a very positive influence in our school. We will miss them both.

The students and staff of Gleneagle

Detect, diffuse, defend: avoiding unnecessary conflict



Role-playing vulnerability: grade 10, along with volunteers from Pinetree Secondary reenact a scenario to reinforce their understanding of anti-bullying.

IZZY DOCTO
staff reporter

A Gleneagle math teacher conducted an anti-bullying workshop to educate the community about bullying and prevention last Saturday in Port Coquitlam.

Ali Tootian, math teacher, started these workshops in schools three to four years ago to build awareness about bullying among parents and children. This year, he decided to move away from Powerpoint presentations and make the workshop more visual and active, so the participants could really get a feel of how to deal with specific bullying circumstances.

With the help of **Nickolas Serna**, a probation officer and martial artist with a degree in psychology, presenters taught the concept of *Detect, Diffuse and Defend*. They stressed the importance of the *Detect* aspect, reminding people that if they can sense the bullying situation and somehow avoid it, that would always be the better option. Serna also explained that the key to this is to be aware, be confident and to remain calm.

Diffuse, the second part of the three D's, is trying to stop the situation by reasoning with the bully, to keep it from becoming an aggressive predicament. The key to this aspect is to respond peacefully and offer compromises.

"We want students to be able to get away

[from] it, without becoming part of a fight," Tootian emphasized. "We are not having a martial arts class. As you can see, *Defend* is only one third of it."

The last part of the concept, *Defend*, taught the participants the legal use of force to defend themselves, instead of just fighting.

"You can't just break bones and snap necks because at some point, your defense can turn into an attack," explained Serna.

The workshop also gave examples of bullying scenarios with the help of student volunteers. They demonstrated bullying situations at the mall, in school, at a bus stop in the evening, and even while waiting for an order at Tim Hortons.

"I learned a lot," said Gleneagle student volunteer, **Tina Rahimi**, grade 10. "I think everyone should know the basic stuff we learned."

Serna also spoke about what causes someone to bully another, saying that "a bully wants to... show their friends they're better than you, because it makes them feel better that they're able to control or dominate someone."

"The bullies should be talked to about this stuff. Just because they have issues themselves, they shouldn't take it out on other people," agreed **Parham Laghaei-Farmini**, grade 10, a Gleneagle student who attended the workshop.

Tootian is planning to repeat the workshop at the Red Zone Reality Based studio.

Save them or scrap them: educators ponder provincial exams

YOUNMY HAN
staff reporter

"I wish they would make a decision one way or the other."

That's what Gleneagle principal **Dave Matheson** said when he was asked about his opinion on whether the provincial exams should last or to go.

In Canada today, British Columbia and Alberta are the only two provinces left that still have provincial exams. As the grade 10, 11, and 12 students strive to get prepared for finals, the teachers, on the other hand, have differing opinions on the future of exams.

"I think the provincial exam provides structure to the course, and it dictates what the learning outcomes really should be," said Gleneagle socials teacher **Brian Unger**. "The easiest thing to do is to give high marks; everyone will be happy... [the provincial exams] keep teachers accountable for teaching the curriculum," he said.

"Maybe certain left-wing people think that it's too onerous to demand this from students; I think it's a softening of the system, to be quite honest," commented Unger. "I can understand how there are some students who don't work well with exams and that is a challenge. But at the same time, it's all about learning to adapt to challenges that are placed in front of you," he added.

Yet, Matheson argues that "in the 21st century, we should have more ways of demonstrating confidence than simply a pen and paper exam. Oral, video, picture, there's lots of other ways. We should be looking at different ways of assessing," he said. But Matheson also recognizes that provincial exams are "good for feedback," because "[they show] what has been learned, and what hasn't been

learned so [the teachers] could adjust [their teaching]."

Gleneagle Science 10 teacher **Leah Kimura** agrees on that opinion. "It is nice to see that there is a standard that all students across the province have to have, regardless to which school they're going," she said. Kimura also points out, "for any students that are going to post-secondary, I think it's a really good experience, taking a test like that in that kind of setting, because you have to do that in universities, regardless of what kind of courses you take."

"The provincial exam kept students focused, and motivated... it's fine that students experience the high-pressure academic environment that they will be experiencing at post-secondary school," said Unger.

Gleneagle counsellor **Bindy Johal**, on the other hand, has another way of looking at it.

"I think it's all very individualized," said Johal, "[Provincial exams] are good for some students, since they write really well and it's a good way of showing what you know throughout the semester."

In the B.C. education system today, grade 10 and 11 students have to write provincial exams in specific subjects because they are mandated by the government; however, all grade 12 provincials

are now optional, except for English.

"Some students impose more pressure on themselves than they should; some families impose more pressure; some cultures impose more pressure. And then there's a small group of students who don't impose any pressure on themselves," said Matheson. Matheson recalled how the education system has changed. "When I was a kid, you'd listen, you'd watch, and then you remembered on the exams. So [the teachers] filled you up, like a pitcher of milk, and then you poured it out. They had the knowledge; they gave it to you," said Matheson. He then described a class he once saw, and how they learned about a French

"If you teach differently, it follows to me that you should assess differently"

historical figure by comparing what they have learned through their readings with how this figure projects himself in a portrait. "That's a vastly different world than ...when I was in school," commented Matheson, "so shouldn't the school system be different? I think so."

"The...three [big ideas], would be: what curriculum do you teach? how do you teach it? and how do you as-

sess it?" said Matheson. "The curriculum might not be that different [from my time and now]...but the how you teach should be vastly different than filling you up with info. And then, if you teach differently, it follows to me that you should assess differently. The catch phrase right now is "personalized education."... This is the minister of education speaking; and what do we do at the end of the course? We give every personalized learner the same exam," he said.

"I think one of the reasons why the grade ten exams were really good when they first came in," said Kimura, "was that it prepared students for what was to come in grade 12. Now with-

out having that there, a lot of people are wondering, what's the point? But... I think provincial exams should be in place because it does prepare students who are going into post-secondary."

"One exam isn't going to tell us if [one student is] a better student or a better learner right?" asked Johal. "So really, I think four months is a better indication to what they've learned. Since fewer and fewer students are

writing [provincial exams], and the universities aren't seeing a big difference between marks, I can see them going away," she added.

"I think they are going to phase them out...all together," concluded Unger. "The other provinces have discarded them for the most part; it would be politically not a good idea for B.C. to maintain the ideas while no one else is. So if other provinces aren't requiring the provincial exams for post-secondary admission, then BC really needs [to] follow suit or else we'll lose students to the other provinces."

Matheson states, "Education moves slowly. So will provincial exams disappear? I would think with time. But provincial exams are a function of conservative governments, and politics go liberal, conservative, and swing back and forth. So to give up on the standardized measures and to create the assessment of the world that really should be for today, the parents and politicians would have to be comfortable with dispensing with this comparative data."

Matheson strongly believes that change in assessment style needs to follow the changes that are happening in education. "We should dynamite those tests and start again," he says.

Hocus Pocus appears with budding magicians

STEVEN BAE
staff reporter

Abracadabra!

Gleneagle's first-ever Magic Club gives students the opportunity to learn, teach, and perform fascinating magic tricks.

"We learn new magic tricks and watch magic trick tutorials," said **Emilie Zhang**, grade 9, club organizer.

"I don't think anyone has ever

thought of a Magic Club yet," said **Younmy Han**, grade 10, club organizer.

"We thought of what we'd like to do and what our interests are," Han explained. "It just happened that Emilie loves magic tricks and she did ... this amazing talent show when she was in middle school and I thought... she should be the instructor and I'll be ... the club organizer," she added.

The club is completely student run, meaning it offers a comfortable environment for students to hang out

and share their tricks. "It was pretty friendly," said **Owen Tyndall**, grade 10 member of the Magic Club.

No experience is necessary. "It's for beginners too; that's why we learn," said Zhang, adding that magic is "more like a hobby" for herself.

However, the Magic Club does have people who know a thing or two; Tyndall said he has been leisurely practicing card tricks for a few years.

Tyndall himself joined because "[he] wanted to learn more tricks

that [he] could use." He added, "It's enjoyable to trick people, and they don't understand my tricks."

There seemed to be mixed reactions with the student population, Han says, but people may have gotten the wrong idea about the club's intentions.

"It's just a place where we want students to chill out and have fun," she said.

Han invites everyone to join. Meetings are Fridays at lunch in room 114.

Jumping into the unknown: Matheson looks forward



Looking toward the future: Matheson contemplates one of his final bike rides home from work. He hopes to participate in even more physical activities during retirement.

MACY LAO
Staff Reporter

Dave Matheson, principal, says he is “jumping into the unknown” as he prepares for retirement after serving Gleneagle for nine and a half years.

After his retirement, Matheson plans to have more physical activities in his life. “I used to ski a fair bit; I want to go back to skiing,” he said, “to having more intense fit-

ness. I want more activities.”

Overall, Matheson is content with the work he’s done at Gleneagle. “I feel lucky because work doesn’t feel like work to me,” he said. “To me, this is fun stuff.”

“If you do a good job of working with teachers and students to create that environment where people feel safe and feel good about their work, you can leave it and it will keep going,” said Matheson.

“As much as it is fun, I think it is time for me to retire. I’ve squeezed out every drop of my creativity and energy in this environment,” he said.

According to Matheson, going into retirement is like entering “the unknown. I’m not the first guy to retire, so I think I’ll be fine, but honestly, I’ve never done it before.”

Reminiscing about his experience at Gleneagle, Matheson com-

mented, “I think what I enjoy most is interacting with the students. It’s not really the subject that matters so much for me when it comes to teaching. I just love the energy that I get from the students.”

Ashley Tam, grade 12, said, “I really like that even though he doesn’t know everyone individually, he still tries to talk to everyone and is very friendly.”

“When I first met him, he was really helpful and gentle,” said **Peniel Chin**, grade 12. “He is willing to bend over backwards to help the students.”

Having viewed the school from a bird’s-eye perspective, Matheson believes that the students and teachers have created an excellent learning community. “What I consider to be one of Gleneagle’s greatest strengths is this: The teachers see that students need to learn, the students are willing to learn, and we’re all learning together,” he said.

“I see that in the teachers here. If you’re good at this thing we call ‘teaching,’ and if you’re good at this thing we call ‘education,’ then every day, you learn as much from the kids as the kids learn from you,” added Matheson. “By doing that, you stay young and never grow up.”

Matheson claims that the environment and energy produced by the Gleneagle community continuously motivates him.

Chin commented, “He definitely

has passion for our school and connects with the students really well.”

“I think it’s time for me to grow up; I’ve been in high school now since 1969,” he said, “so it’s time for me to graduate and give someone else a chance.”

Matheson warmly welcomes **Gerald Shong**, new principal as of January 31.

“[Shong] will have his priorities and interests,” Matheson said. “That which is good, he will certainly want to continue on. If he sees areas of improvement, then he will take action.”

“I really do believe that the last thing I should say before going out is thank you. Thank you for letting me play whatever role I played in your life,” Matheson added.

Matheson attended Burnaby Central Secondary and graduated in 1971. Following his graduation, he attended the University of British Columbia where he earned his Bachelor’s degree in physical education. After taking a year of professional development, he began teaching in 1976.

Within the Coquitlam school district, Matheson has worked at a number of schools, including Hastings Junior, Montgomery Junior, Moody Junior, Mary Hill, Terry Fox, and Gleneagle. Throughout his career, he has taught P.E. courses, science courses, and has been a counsellor.

Gleneagle says goodbye to beloved head counsellor

EVANGELINE SHIH
Staff Reporter

“I think kids who I work with felt that they could trust me, that I was a support for them. I hope they felt that I was willing to listen and I had their best interest at heart.”

This is the legacy **Caryl Nelson** hopes to leave behind. After nine years as head counsellor at Gleneagle Secondary, she is finally ready to take the next step, fold up her mentoring glasses, and close this chapter of her life.

Counselling was not what she initially set out to do when she finished her high school education at Burnaby North Secondary. She went on to SFU, then completed her Master’s at San Diego State University with teaching in mind.

“My goal was to be a teacher; it was what I really looked forward to doing,” said Nelson. Her teaching career started at Moody Junior where she taught social studies and home economics. She also taught at Terry Fox Senior High before it became a full-service secondary school with grades nine to twelve.

“I hadn’t really thought of being a counsellor,” she said, “but I thought I might have some aptitudes for counselling.” It was a thought that became a reality as she stepped from being a teacher, into the shoes of a full-time counsellor. “I really enjoyed participating in leadership events and conferences with students,” said Nelson. “Helping students with scholarships was an especially rewarding experience.”

Her partnership with **Dave Matheson**, principal of Gleneagle Secondary, is very much respected throughout the student body. “[He’s] fantastic,” she said. When asked about their working relationship, Nelson said, “I look at him as a friend and I

respect him. I think he cares about the students so much. We’ve had a lot of laughs; he’s got a really great sense of humor.”

When mentioning the trips Matheson makes around the school at lunch, asking for donations to the garbage bin, Nelson said with a laugh, “It’s these little things that make a difference.”

Good relationships between teachers aren’t the only important element according to her; positive relationships between teachers and students are crucial to understanding and working in education.

“One thing that I would say to teachers would be, it’s all about relationships,” she said. “Students work much better when they feel teachers care about them and are willing to understand them.”

This kind of belief shows through the students she works with. One group of students that especially identifies with this is the members of CON-X.

“[She] helps plan a lot of events,” said **Paolo Mercado**, grade 11, “the Christmas sing-alongs, pancake breakfast for the grade 9s, helping out with the international students. She’s very attentive and considerate.”

CON-X is a group of grade 11 and 12 students whose main job is to help out the younger students of the school. It’s consistent with Nelson’s idea that senior students should help juniors adjust and get comfortable with the high school environment.

“She’s honestly the kindest counsellor I’ve had,” said **Peniel Chin**, grade 12. “She’s really cheerful, and willing to help you out,” said **Hanna Ko**, grade 12, who is also a member of CON-X. “She’s really emotional and caring; we’re all going to miss her dearly.”

Gleneagle has been her makeshift “home” for nine years. “I’ve always felt like it’s a real community here,” said Nelson. “[There’s] a

big multicultural mix; the people are positive. It’s been a great experience.”

“I feel so lucky. I’ve had such a wonderful career. I feel so fulfilled with what I do and kids have been so appreciative. I used to think there is no overwhelming sense of school spirit [at Gleneagle], but then I realized different students express school spirit in different ways. Kids taking initiative and responsibility are a big part of what makes this a wonderful school to be in.”

So what’s the next step? For Nelson, family is a big priority.

“I want to spend time with my husband,

who’s been retired for three years,” she said.

She was one of seven children growing up, and she wants to spend more time with her own family now that she has one less thing on her plate.

“Cooking is also something that I enjoy doing. I like organizing dinner parties and entertaining people,” she said. She loves reading as well as golfing, and is planning to join a golf group in addition to being a part of a book club.

“There are new events on the horizon,” said Nelson, with her characteristic optimism. “The world is just waiting out there.”



Running a little late: Caryl Nelson remains her usual calm, cool, and collected self as she competes in the annual staff year-end car rally with former counsellor Julie Baerg.

KELLY COOPER PHOTO

MIKE MCELGUNN PHOTO

Grade 9 basketball: boys learning key elements of teamwork

TAMARA BABCOCK
staff reporter

The grade nine boys basketball team is pushing statistics aside with a better-than-average record this year.

So far, the team holds a ratio of 5 wins to 8 losses. Their most recent win against Port Moody Secondary ended with a score of 50 to 35. They have also entered into three tournaments, and plan on participating in at least two more.

Coach **Andrew Lloyd**, Gleneagle teacher, says that compared to the statistics of previous years, “[this year’s] team is better than our record indicates.” Although Lloyd has coached basketball for 9 years, this is his first year coaching the grade nine team.

There are six or seven experienced players on the team, according to Lloyd. **Luka Savovic**, grade 9, is one of these players. He has been playing basketball for 6 years, and plans on continuing the sport after this year. Savovic says that his “coach is really great,”

and has helped him gain confidence.

Steven Bag, grade 9, has 2 years of experience at the game. He is really enjoying being on the team, and plans on “continuing [basketball] up until [he] graduate[s].”

The team has two captains, **Conrad Chow** and **Grant Galbraith**. Lloyd values them not because of their skill at playing basketball, but because “they really understand the concept of ‘team,’” and they can communicate the messages of the coach to their teammates.

Both Bag and Savovic say the team has greatly improved since the start of the season on November 29. Lloyd says the boys have developed a stronger understanding of what it means to be a team.

Lloyd still thinks there is room for improvement, however. Because many of the players are inexperienced, Lloyd says “as a team, we have...a low basketball IQ.” Only time and experience can help them gain a deeper understanding of the game.

To motivate the players before a game or practice, Lloyd often tells them that “we need to become tougher dudes.”



Fast feet: grade 9, drives hard to bypass a Port Moody defenceman in regular league play.

Senior boys working on focusing, improving win/loss record

JOSH PATTEN
staff reporter

The Talons are working hard to step up their game to finish the season, making up for earlier losses.

Last weekend at the Pitt Meadows AirShow tournament, the boys began with a loss against Kamloops, 66 to 58. The Talons rebounded with two wins against Cowichan, 75 to 70, and Argyle, 74 to 49. The Talons concluded

the tournament with a loss against Sutherland, 66 to 51.

Last week, the black and gold narrowly missed a win with a 48 to 47 loss against Heritage Woods, in which Heritage managed to score one more point with five seconds left in the game.

In previous tournament action, the overall outcome at the annual January 6 to 8 Terry Fox Legal Beagle tournament was “disappointing,” said Coach **Tony Scott**.

“Our first game came out really

well. We were prepared to play a better team,” said **Turell Scott**, grade 12.

“It wasn’t our best effort; [it] wasn’t our best game,” said **Alex Klocek**, grade 12. “We just got to get together, and we got to pull together, the team.”

“We started off good in the first half, but in the second half we dropped off,” said Turell Scott.

Despite the fact that the Talons were able to beat White Rock Christian 59 to 41 in their first game of the Legal Beagle tournament, the

next two games, ended in losses with 79 to 33 against Terry Fox, and 85 to 58 for Vancouver College.

“The first game, I think our mentality was in the right spot,” said Turell Scott. “Then the next two [games], I think we got a little too confident. It’s like we weren’t focused on the game.”

“Our goal is just to stay focused, and play as intense as we were in the first half [of the Legal Beagle tournament]” Turell Scott said.

“It’s only mid-way through the

season, and we’re on our way back,” said Klocek. “Right now our goals are: we want to be seeded really well in the district tournaments, so in our league we want to do really good; we want to be top three in the league.”

Their next test is a rematch, from the bronze medal game in the Talon Challenge tournament in December. The Talons will face off against the Byrne Creek Bulldogs at Byrne Creek Secondary school; tip-off is at 7:30 tomorrow night.

Junior girls stepping up to challenges of high school competition

ANDREA KLASSEN
staff reporter

The junior girls basketball team has a tough road ahead of them on their journey towards provincials. The team is coached by **Sarah Reed**, a former player of **Patty Anderson’s**, who had the time and opportunity to coach a team this year.

The team, made up of 14 grade nines and one grade eight, are a “very new team and still have a lot of skill to work on,” comments the coach, but as **Lauren Pettifer**, member of the team says, “[we are] coming together more as a team every day.” Petti-

fer also commented on the differences between playing basketball in middle school and high school. In high school, it is “more competitive..[there is] more height...[and] you have to work to get court time, where in middle school everyone has to play the same amount.”

The team is off to a rough start, losing most of their games; most recently 45 to 26 against Centennial on January 11, and a 15 point loss to Archbishop Carney on January 13, but that doesn’t dampen their spirits. As Pettifer says, “We all try to be supportive of each other as a team. Criticizing will happen, but we try to be positive and encourage each other.”



Eyes on the prize: grade 9, looks to get open for a scoring opportunity against Centennial.

Her voice is echoed by Reed saying “There is always room for improvement and...I would like to see the girls take on these next games with more confidence.”

The team played against the Charles Best Blue Devils on Wednesday at home, but results were not available at press time. The

Former NBA player pushes junior boys to master fundamentals

MARIANA GORJÃO
staff reporter

“We’re going to be a threat in the districts,” said **Farhad Omid**, grade 10.

Gleneagle’s junior boys basketball team is eager to play.

“They were thinking of not having a grade 10 team this year,” said **Lars Hansen**, coach.

Coach Hansen used to play for the NBA team, the Seattle SuperSonics.

“Coach Cam Smith asked me to come out, to see if we could generate enough enthusiasm for the school to have a grade 10 team,” said Hansen. “The boys are working hard. We’re a bit inexperienced ... but we’re big and strong so hopefully we can get the job done.”

The team has played 10 games, with four wins and six losses. Last week was very tough for the squad. They played three games in a row. They lost against Pitt Meadows in a exhibition game and Carney 38 to 48, but won against Heritage Woods in a easy game 41 to 24.

“I’m nervous about every game, but I guess that’s good, so you’re really in the game then,” said **Aydan Smith**, grade 10.

team’s sights are set towards the future as Pettifer would love to “get to the playoffs.” Reed is not leaving anytime soon saying, “I’m looking forward to working with these girls again next year! We will have a very well developed team when they reach the senior basketball level.”

“I think we have to be smarter, be more aggressive. We need to show a little bit more courage and determination. Every game is an opportunity for us to get better,” said Hansen. “In a grade 10 team all it takes is someone coming out and play[ing] hard, no matter who they are; if they play with enthusiasm and good fundamentals we can win.”

“We’ve improved a lot,” said Smith. “We didn’t play together last year, so we have to work extra hard, harder than everyone else to get where they are, because they have been doing it for longer than us.”

Omid agrees: “We need to work on communication ... chemistry with the team,” he said.

“I think we have the potential to become a really great team, if we stay together until grade 12,” said **Aleks Marjanovic**.

“Aydan Smith has really helped us to at least establish ourselves as a team who has the opportunity to win,” said Hansen. “And on top of that, we have Farhad who is a big strong boy. He does a good job when he wants to come out and play.”

“We are physically big and strong. I would say that we have the physical strength to beat every team in the district,” said Marjanovic. “We are off to a good start. We have a big year ahead of us.”

Gleneagle pride soars with Vancouver Canucks

KEVIN CAWTHRA
staff reporter

A former Talon is living the dream. **Jeff Tambellini**, as a child at Heritage Mountain, a “tween” at Moody Middle or a high school student walking the hallways of Gleneagle, always dreamed of playing for the Vancouver Canucks.

“As a kid, since I was six years old, I’ve always wanted to play for the ... Canucks,” said Tambellini.

Last July his dream came true: not a farm team hopeful, not a nervous bench warmer, Tambellini is turning heads this season.

Tambellini has some memories of Gleneagle that helped shaped his success. “I remember **Tony Scott’s** class very well. If it wasn’t for that weight class, I wouldn’t be where I am today,” he said. “My favourite teachers at Gleneagle were **Mr.[Mike] Milliard**, **Ms. [Marja] Van Gaalen**, [currently teaching at Heritage Woods] and Mr. Scott,” he added.

“My biggest accomplishment throughout my career must be playing for the Canucks,” said Tambellini.

On July 22, 2010, he signed a two way deal for \$500,000 at the NHL level and \$105,000 at the Minor league level. Tambellini is on pace for a career year, with 9 goals and 15 points in 30 games. His first goal as a Canuck came on October 22 against the Minnesota Wild. The Canucks went on to win that game 5-1.

Tambellini officially signed an entry level contract with the Los Angeles Kings on August 15, 2005. He was often assigned to the minor league affiliate team in his days as a King. On March 8, 2006 he was traded to the New York Islanders; he finished his season in the big ap-

ple notching 4 points in 21 games.

Tambellini agreed it is much different playing in the American hockey markets. “In L.A., I played in the big building (the Staples Center) and in New York it felt like you were playing for the last place team,” said Tambellini. He even says that the post-game media scrums were way different. “In New York, there would be maybe two to three cameramen at most following us; in Vancouver there’s at least 50 people in the locker room, waiting for interviews and so on, after games,” said Tambellini.

While playing university hockey in the United States, Tambellini had the opportunity to play at the World Juniors in 2003-2004. There he got to play alongside young stars such as Sidney Crosby, Ryan Getzlaf, Jeff Carter, Mike Richards, and former first overall pick, Marc-Andre Fleury.

In his years of playing hockey for the University of Michigan, he received numerous individual honours. In his freshman year he won Rookie of the Year, notching 45 points in 43 games. He also went on to be named to the first all-rookie team, and second all-star team in the Central Collegiate Hockey Association. In his final season he had 57 points in over 42 games, a season in which Michigan went on to win the Mason Cup for the second time in three years.

Although originally attending high school at Gleneagle, Tambellini moved out to Chilliwack to play hockey as he finished high school. He played for the Chilliwack Chiefs junior team. Tambellini racked up an amazing 46 goals and 117 points in 34 games in his final year of Junior. He fondly remembers that team.

“In my second year playing for



JEFF VINNICK PHOTO/VANCOUVER CANUCKS

Proud in home town colours: Jeff Tambellini, former Gleneagle student, is happy to return to the lower mainland and play for the Vancouver Canucks. Catch his next home game tonight at 7pm.

Chilliwack, it was a great team, and I had lots of fun there with the guys,” he said.

It’s been a long time since Tambellini grew up as a young hockey prospect in Port Moody. “I was

training every day. I had to keep up with school, and I also played for the Port Moody Hockey Association. Being committed to that team, school, and training, was a lot of work, but I managed,” he said.

Now the hard work is paying off for the 26 year old. “I am happy with where I am right now. I don’t want to change anything. The main focus is to win,” said Tambellini.

Tournament experience leading to success for senior girls

PAULINE MACAPAGAL
staff reporter

Gleneagle’s senior girls basketball game is steadily improving throughout their tournaments. Last week, Gleneagle won two out of four games at Centennial. The highlight of their tourney was winning 41 to 39 against Oak Bay, ranked second in the province. They also won 57 to 32 against Yale, despite their losses to Centennial and Carson Graham.

The team won the Carney Classic Tournament last week, defeating St. Patrick’s Regional Secondary, 54 to 34 in the final.

“It was great to bring home some hardware as tournament champions!” said **Jaimie McLaughlin**, grade 11.

This tournament followed on the heels of winter break tournament play in San Diego, and at home in the lower mainland. In the Carney Classic Tournament, the team competed against GW Graham, Mission and St. Patrick’s Celtics.

In the final game, the Talons were neck and neck with the Celtics up until the third quarter of the game. “We made a run, which gave us a considerable lead,” McLaughlin said. “This was good, as we now know what

we need to do in this kind of situation,” she added.

“It feels really good,” said **Jessica Jazdarehee**, grade 12, on being MVP for the tournament.

“But at the same time you can’t focus on individual accomplishments [and] just [have to] focus on playing your game and giving your best effort and doing what the team needs you to do,” she added.

McLaughlin was “glad” to have played against GW Graham first, as “learning how

“It was great to bring home some hardware as tournament champions!”

to win against a team like them helps prepare us for other, similar games.”

“[The] San Diego tourney was outstanding! We got the chance to play a division 1 school and a division 2 school,” said **Patricia Anderson**, coach.

“We were actually playing for third place, but because of the flooding that was happening, games were moved, and we had to forfeit our last game to catch our flight home,” she added.

In their California competition, “we lost our first game to a very skilled Mission Hills squad of San Marcos. Our next game was versus San Marcos High School and we pulled out a great victory in an extremely intense matchup. Our final game was against Serra High School, which we won pretty easily,” McLaughlin explained.

“We also had the chance to play some very good teams at the Douglas College tourney through the holidays, [which was] a great experience,” said Anderson.

The team lost to Mouat, the third ranked team in the province, followed by a victory against Carney. The last game against Chilliwack resulted in a defeat, but the girls have gained “valuable experience” from the tournament, Anderson said.

“They are getting better with every game they play; getting tougher, stronger, and playing more like a team,” said Anderson.

“I am back coaching senior after a seven-year break, and I realize how much I have

missed it,” she added.

The team is fairly young this year, with only one grade 12.

“We also have a few players that don’t see the floor that well yet, or have enough experience to make the play,” said Anderson.

“We need to improve on everything. But areas that need the biggest improvement on are team communication, talk on the court, and strength,” McLaughlin said.

Also, “one area we have to improve in, is rebounding the ball,” said Jazdarehee.

But despite the rebuilding phase of the team, they “have done very well to date,” said Anderson.

“We will compete with any team, not always beat them, but we will compete,” she added. The team has “a bit of speed, bit of inside game, bit of outside game, and the scoring is always very distributed,” Anderson said.

But the key to the team is their sense of teamwork.

“We are hardworking, play as a team, don’t worry about who gets the points; very unselfish, very disciplined,” Anderson explained.

“From the beginning to now, they have really begun to care about each other a lot. It shows on the court,” she said.

Gleneagle Movie Club: free films, place to belong

HELEN DOO
staff reporter

From the chains of hell in a medieval prison to Santa's Workshop in the North Pole, Gleneagle's Movie Club shows all kinds of movies and is a nice place to sit back and relax after a long and stressful morning of school. The Movie Club is a group of students who get together to watch movies at lunch on a 12 by 12 foot screen while they enjoy their food.

"We show just about anything as long as it isn't rated above PG13," said **Scott Findley**, the organizer of the club. "We usually do thematical things. Right now it's the historical fantasy films with... *The Three Musketeers*, *the Man in The Iron Mask*, and *The Count of Monte Cristo*. At Christmas time, we show Christmas films and around Halloween, we'll do some scary films. And sometimes, we'll show three Johnny Depp films, for example, as a theme around one actor," he added.

"I go to the Movie Club because I enjoy watching movies and it feels like I'm in the movie theatre with the big screen. It's really cool," said **Marianne Alcala**, grade 10.

"I mainly watch the action movies, the new movies, and whatever else they show there," said **Jarrett Kung**, grade 10. "I just wish that they could show more of the newer movies, but I still really like being there."

"It's usually students in the younger grades that come, but at the same time you have all the grades in there because it's something that they're interested in or there's a film on that they want to watch," said Findley. "There are students who come who are the same students who have been coming for years, and they're the students that say, 'Hey, this is what I do. This is my fun time.' And they get their friends together to have a good time and joke around while they watch the movie."

All this started about three years ago when Findley decided that there should be a club where he could show some movies and the students could come and enjoy them.



HELEN DOO PHOTO

Lunch in front of the big screen: Students kick back and relax in **Scott Findley's** theatrically adapted classroom during lunchtime, enjoying a free film along with their food. PAC support has added to the student viewing pleasure.

"I started it because I wanted students who had no place to go or wanted to just sit and eat their lunch but didn't want to do it in the cafeteria or hang out in the hallways, have a place to go. It's a community now, where we have students that have been coming for three years. It's a thing they've been doing since grade 9 and it provides them a place they get to enjoy, have fun, and see some movies that they probably would have never watched before. They go, 'This is actually not bad! I've never heard of this before!' and they get exposed to something new that they can enjoy," Findly said.

Findley transformed his classroom into a replica of a theatre so that his visitors can get the feel of the movie theatre without "paying your \$12 to watch it on the big screen

with your \$48 popcorn," he stated. Unlike at home, it has a huge screen in a darkened room with couches and an elevated platform.

"The only thing that has changed over the past years is the size and the scope of what we have. It used to be just a regular projector screen with a couple of speakers. And then over time with generous donations from the PAC, they bought us a 5.1 DVD surround and bigger screen," Findley said.

Then about a year and a half ago, we asked the construction students to build us an elevated level platform so that we can have desks higher up," he added.

As for the couches, it started with just one that I brought from home and as you can see now, we have seven or eight couches in

the room so that we have two rows of seating," said Findley. "It's also for my students so that they can enjoy class while they're on a couch."

And for people that would like to watch something in the Movie Club that hasn't been shown yet, Findley has a little future surprise.

"I'd like to put my movie collection available for students online so that they can see all the films that are there. If there's something that they'd like to see that I haven't shown yet but have a copy of, we could watch it in the Movie Club. That way, they'd be choosing the movies that they would like to watch," said Findley.

The Movie Club is open to anybody in Room 111 at lunch time.

Gleneagle to share *The Breakfast Club's* universal appeal in spring play

EMMA ROBERTS
staff reporter

Gleneagle Theatre will present an adapted version of *The Breakfast Club* as their spring play this April.

"Last year we did an adapted *Ferris Bueller's Day Off*, and a lot of teenagers that I've been working with have expressed that it would be so much fun to do *The Breakfast Club*. We have a really great group of kids—many of them graduating next year—that really want to do something fun, something specific to their age, and something together before they move on," said **Ashley Freeborn**, director and Gleneagle drama teacher.

"I was in drama class one day, and Ms. Freeborn and I were casually talking about what we would do for the spring play, and she threw out the idea of *The Breakfast Club*. I kind of latched on to that. I got really excited," said **Erin Bodin**, grade 12. "So after school we found the script, and a while later we started adapting it."

"We have a really tight-knit group of kids, so that's kind of why we chose it," said Freeborn.

Some of the content had to be edited out to make it suitable for a high school stage. Freeborn, with the help of Bodin and **Nicole Stevens**, grade 12, took this initiative.

"We had to remove a lot of the more sexually connotative parts," said Bodin. "At one, point Allison talks about how she's a nymphomaniac and how she's had sex with her

therapist, so we couldn't have that. But, we just modified it to get rid of a lot of the swear words. There are a lot of F-bombs," she said.

"We kept all of the main themes and the main ideas from the story. It's just a few things that aren't really as necessary, that we thought people coming to see it might not appreciate that much," said Stevens.

"We were able to make it more suitable and age appropriate. However, *The Breakfast Club* is on TV all the time and at all times of the day, so it's readily available to anybody who wants to see it in its original version," said Freeborn. "That being said, I think it's important to keep the main core of the movie, because otherwise we're not being truthful to the story and the characters and their relationships. So we have had to keep some pieces that, on appearance, may not be appropriate, but in reality I think they're needed and an important part of the story," she added.

"And ultimately it's applicable to us because we're about the same age, and even though it happened in the eighties, it still deals with a lot of the same issues," said Bodin. "I think everyone can relate to it," she added.

"The movie really speaks to everyone and I think everyone's going to really appreciate it. Not only would the cast fall in love with it, but everyone who came to see it would as well," said Stevens.

"I'd like it to be more than just a little play that we normally do. I'd like it to be more of a school thing where people from school get excited about it," said Bodin. Auditions for the play began this week.



EVANGELINE SHIH PHOTO

Art students recently received notice of early acceptance to **Emily Carr** based on portfolio reviews.