

# the Edge

Gleneagle's Student Voice  
Vol. XVI/ Number 7  
March 9, 2012

## Camping in wonderland: COAST students at Manning Park

**KAREN LAU**  
staff reporter

COAST students embarked on their first major trip of the year on February 21, simultaneously beginning a semester-long experiment that links students' roots to environments in the province.

The twenty-four students spent three days camping at Manning Park, where minus-one degree weather and eight feet of snow seemed the norm.

"A lot of students spent time trying to figure out how to stay dry," said **Krista Bogen**, COAST teacher. "It's hard to find things to wear that are comfortable, and it's hard to stay happy. I think [students] were quite challenged when it came to . . . keeping their bodies warm and feeling excited about being on a trip," she said.

**Jenny Kim**, grade 10, experienced these challenges firsthand. "I didn't put my shoes into a garbage bag [when we got off the bus], so when we got to the camp, my boots were wet . . . The whole evening, I was stuck by the fire trying to dry my boots," she said.

Fortunately, according to **Adam Hayes**, COAST teacher, the students' initial misery was not prolonged, nor was it very hard to get into the excitement once they acquired the basic skillset necessary for survival in the outdoors.

"The students this year have been very quick at learning certain skills. I found it impressive how quickly they were able to learn how to utilize the stove," said Hayes.

One such activity was the burial of a self-titled poem written by **Jason Yen**, grade 10. According to Hayes, it was not until the final moments before their school bus left for Manning Park that he and the students even found out about this aspect of Bogen's project—the geocaching of student poetry.



PROVIDED BY COAST STUDENTS

*Catching the moment: Surrounded by heaps of snow, towering evergreen trees, and serene peace of nature, grade 10 and COAST student snatches a picture of the winter wonderland.*

Geocaching is a worldwide game, played simply through the use of a GPS. One tries to find the location of a container that someone else has hidden, then leaves one of his or her own.

However, for their purposes, the COAST group decided not to use a container at all, instead just leaving their poetry on a piece of cardboard, hidden under several feet of snow in a secret location.

"We're going to five different locations in the province, and each of them is a different geo climate . . . from the dry interior to the wet coast to the northern region," said Bogen. "In each of these geocaches we're going to put a book

and a poem." "My poem . . . was about my history and how I believe my life is related to another's, as [well as] nature," explained Yen.

"My very first sentence was 'I am from the cycles of life.' [Ms. Bogen] wanted a poem that actually related to nature and biodegradation," Yen added.

"Using a GPS, we found a place in the woods of Manning Park . . . [Yen] geocached his poem without a box . . . just a paper in the environment," said Bogen.

Geocached with the poem was Farley Mowat's *Never Cry Wolf*, a novel. A Canadian author, Mowat's "passion for his coun-

try's environment" is the reason for Bogen's choice.

Coordinates of the objects will not be revealed until next year, when the next COAST class will take the same trips and try to find remnants of what their precursors have left behind.

"Next year's kids are going to discover how much of the book or poem is left after one year of decomposition in each of the different climatic regions," said Bogen.

This "exercise in things left over" while teaching students about decomposition and GPS systems, is also one that Bogen hopes will promote the idea that "Words are alive forever", as a

piece of paper buried under snow hardly represents the death of the idea contained within it.

The week following spring break, COAST will also be going on a mountain biking excursion on the Sunshine Coast, where a second poem will be placed in the ground.

"The Sunshine Coast is considered Canada's best mountain biking [location] . . . Great trails and excellent riding environments," said Hayes. "Some students haven't had much experience on a bike. . . . We're really looking forward to it."

"Compared to last time, it's going to be warmer, definitely," added Kim.

## Students skip classes to show support for teachers' strike

**DARREN MULDER**  
guest reporter

In the midst of the complex teacher job action, some students have taken a stand and raised their voices.

This took the form of a student walkout this past Friday March 2.

An event that originated on Facebook, thousands of students from across the lower mainland signed up to walk out of school on Friday March 2.

The movement was created as a means to stand in solidarity with teachers, and support their bargaining struggle with the provincial government.

Students are also walking out to send a message to the government that "we [BC students] are serious about this strike, and that

we care about lowering class sizes and giving teachers what they want," said **Shakiba Zahabioun**, grade nine.

"If there are less students in the class, then the teachers will be less stressed, and be able to help

*"We are serious about the strike . . . lowering class sizes and giving teachers what they want."*

the students more, and we will be able to learn better," she added.

In addition to lowered class sizes, the BC Teachers Federation is also demanding a pay raise for all the hard work teachers do.

"I think that the public doesn't know how much the teachers actually put into their jobs.

"They come before and after school to run tutorials, and they have to do it on their own time,

as well as marking on their own time," said **Nolan Speller**, grade 10.

Despite this show of support for the teachers, there is still some speculation that this walkout will not have done much good to achieve its goals.

"I don't think that the government will listen to the student walkout at all because all that is going to happen at this rally is students talking about how this strike is wrecking their education, while they're missing school on a regular school day," said Speller.

Despite the fact that some are pessimistic that the government will listen to the walkout, it is one of the first and only student

movements that has allowed the student voice to be heard throughout BC.

The fact that this walkout was planned during school hours does present a bit of a problem. "I think that a lot of the students who are walking out aren't actually going downtown to the rally; they're just taking the opportunity to get out of class," said Speller.

"[With a strike being declared for the first half of last week,] we want to get as much school as we can before the teachers leave."

The BC Teachers Federation gave its notice to the public that they will be withdrawing their services for March 5 to 7.

As many know, the teachers have been in formal job action, and have been attempting to bargain with the provincial govern-

ment since September.

So far, these negotiations have had very little success. The effect of the student walkout, and whether the provincial government takes any notice of it, remains to be seen.

### UPCOMING EVENTS

**March 10**  
Spring Break begins  
**March 26**  
First day back to school

# Tug-of-war threatens to pull community apart

As tensions rise between legislative government and B.C. teachers, job action could threaten to tear apart the sense of community within the walls of Gleneagle.

Our school remains an open environment in which educators and students are capable of developing long-lasting relationships. Nevertheless, job action is placing strains on these relationships by preventing students from connecting with their teachers before or after school, evoking different opinions, and inciting a three-day strike and student walkout.

We are all here for the purpose of education, yet what is usually a very smooth atmosphere, could become rocky.

In order to make a stand for education, the union asks its members for a variety of actions. On some days, teachers are told to work “bell to bell.”

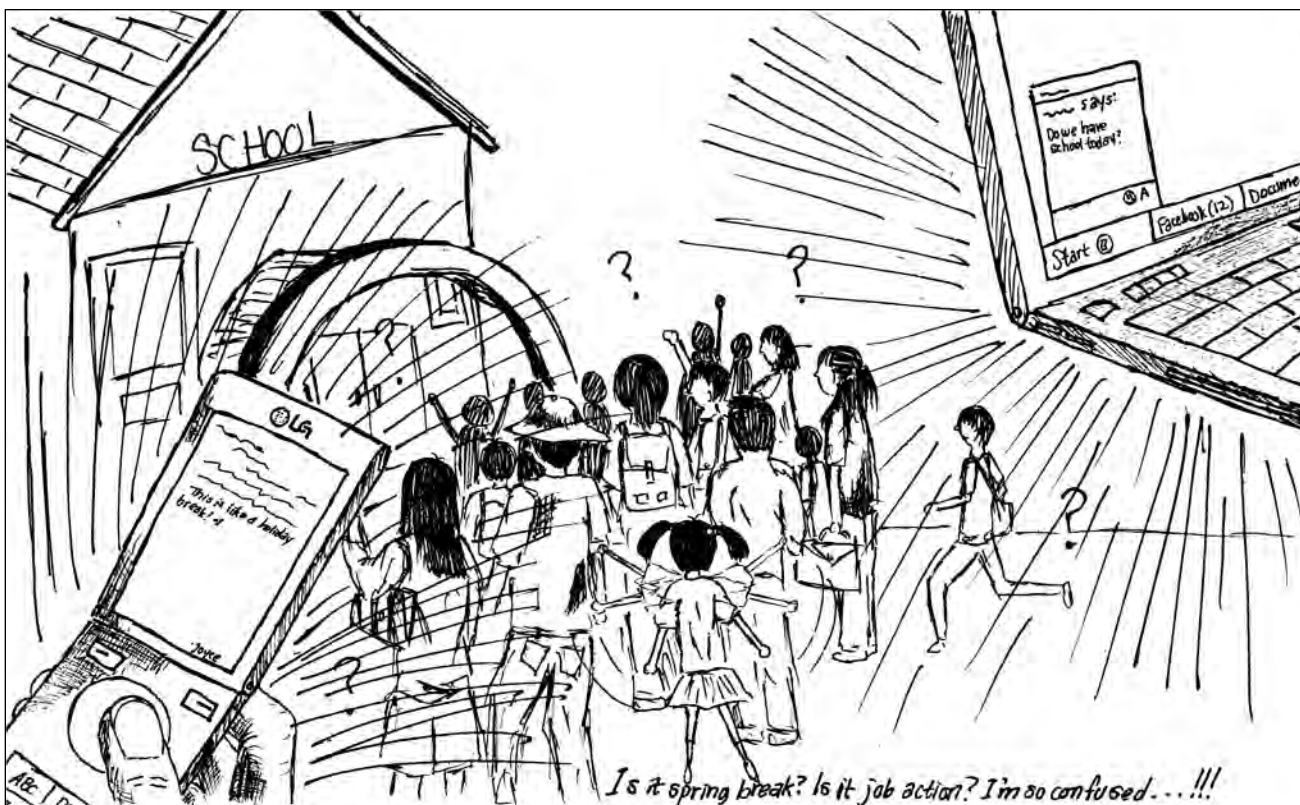
On these days, individual students wanting additional help are finding it difficult to meet their needs, whether it be in Math, Social Studies, or Fine Arts.

This also curtails many of the “extra” activities that happen in our building.

For example, because the choral group will soon be attending a vocal competition in Powell River, preparation is crucial to the success of the group. Deprived of these opportunities, situations become more difficult, both for students and teachers alike.

Similar to these classes, extracurricular activities and clubs are also being affected. Even predominantly student-run groups require the support of staff.

We may all have different opinions varying from “teachers are too demanding” or “the government is being belligerent,” to a more sympathetic “teachers deserve what they desire”, or “public education needs better funding,” but our differences threaten to create a rift between us, sinking us deeper into opposite states of mind.



It is difficult to put our differences aside, but it is crucial to maintain our positive relationships. Working hard to prevent the loss of closely-knit connections can reverse the threat.

However, time is money, and unfortunately, that “money” is running out. With a three-day strike, a statement is being made at the same time lessons are being crammed. Teachers are stressed, in turn, causing students to be stressed and vice versa.

The student walkout, which occurred at 2 p.m. on March 2, 2012, further interfered with planned lessons as many block four courses were missing a considerable fraction of the class.

Gleneagle is a school that welcomes and embraces diverse talents, differing interests, and varying opinions. It is important to the entire school community that we remember this, as we walk this difficult path.

## To do or not to do: the procrastinator's dilemma



edge columnist

paper column to be written exactly twenty-four hours before it is due, there is an excuse for everything to be done much later than it should be.

Procrastination is a lifestyle that twenty percent of people have identified as their own. The act of delaying a task that must be completed, many psychologists feel, cannot be categorized as a time management problem, as a procrastinator is simply one with a more optimistic view of their timetable. Dr. Joseph Ferrari, associate professor of psy-

chology at De Paul University in Chicago, believes “Telling someone who procrastinates to buy a weekly planner is like telling someone with chronic depression to just cheer up.”

### A procrastinator is simply one with a more optimistic view of their timetable

Prior to doing this research, I had made a weekly planner for myself. Even then, I found it completely ineffective in motivating myself, and I still do. Despite numerous to-do lists and their empty check boxes lined up, awaiting that lucrative tick, there seems to be no way to pry myself from scrolling through internet blogs or needlessly doodling in the margins of my paper when clearly there is homework to be done. In fact, the perfecting of these square boxes—aligning them with the margins of the page, shading the corners, writing the task

down beside it in such precise handwriting that procrastination could not possibly be an option—is a terrible distraction in itself. In fact, some planners even encourage postponement. After I got my new phone, the first app I downloaded was “Do It (Tomorrow)”, a visually-appealing organizer with just two dates available: today and tomorrow. One click, and a task of today would slide over to the right of the page, where the elusive “tomorrow” awaited. Dr. Ferrari believes in three different

types of procrastinators: thrill-seekers, who take joy in a last minute rush; avoiders, who fear criticism and would rather display a lack of effort over a lack of skill; and decisional procrastinators, who, like myself, are uncertain to the point of dodging responsibility—and therefore the task—altogether.

Simply put, if you have time to do it, there is no good reason not to. Assuming you're just as efficient now as you will be at two a.m. after ten workless hours, the amount of time you spend working and unhappy is the same whether you postpone or not. Yet, the amount of time spent not working but unhappy is far greater. The added stress of having less and less time to do work can only increase one's sleep deprivation. As well, procrastinators are at a much greater risk for alcoholism and weakened immune systems. Teamwork is also made impossible when one is unable to provide a progress report or honestly state the amount they have contributed.

Many find that procrastination is a result of self-deceit, which leads to heightened, unrealistic expectations. One believes they can complete their work more quickly if given less time, or due to one of the excuses above. As most of us have experienced, this is hardly, if ever, the case. As such, the logical first step towards breaking this habit would be to hold oneself to the same expectations we hold for everybody else. There is no such thing as perfection, and there is no easy or hard way to learn this.

For the majority of us who are indecisive, Theodore Roosevelt's words remain true to this day: “In a moment of decision, the best thing you can do is the right thing to do, the next best thing is the wrong thing, and the worst thing you can do is nothing.”

Of course, as mentioned, procrastination is a chronic hindrance. It is not a state one simply snaps out of, nor is it a habit particularly easy to break. Extreme cases require intense therapy and counselling. Even in an average person, redefining one's work habits and lifestyle is too much to do in a short time. In fact, far too much of the advice given, I struggle to follow myself.

If the numbers hold true, then at least one-fifth—approximately 240—of us Talons are victims of a chronic disorder.

No, we're not going to die, though long-term suffering is not completely unfeasible. While not a condition, procrastination is a sure-fire way to improve your chances of health or behavioural issues, and ensure that absolutely nothing productive gets done in whatever time you have been allotted. Whether it's studying for a test last minute, neglecting to return your library books until you are fined, or leaving a news-

But from one recovering procrastinator to another, I'd rather spew it all out now as opposed to much, much later.

## theEdge

**Gleneagle Secondary**  
1195 Lansdowne Drive  
Coquitlam, BC, Canada  
V3B 7Y8  
604 464-5793  
fax 604 464-5796  
theedge@sd43.bc.ca

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.

**Member of the Quill and Scroll Society**  
International First Place Award Winner: 2011, 2010, 2009, 2003, 1999  
George H. Gallup Award Winner: 2006, 2005, 2004, 2002, 2001, 2000  
**Advisors**  
Lois Axford  
Kelly Cooper  
Aryn Gunn

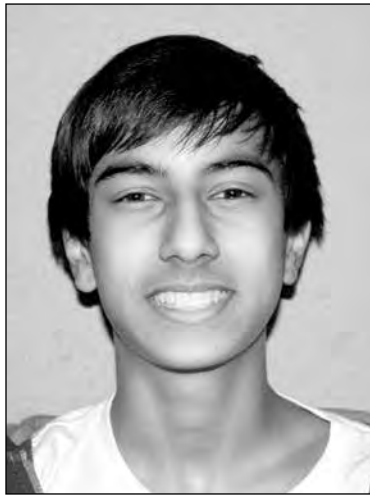
**Staff**  
Marianne Alcalá  
Theo Ang  
Sophia Chan  
Joyce Chang  
Youmy Han  
Emily Kim  
Megan Lao  
Karen Lau  
Scott Lee  
Stephanie Lui  
Jade Nguyen

Sumbul Vallani  
Janice Wu  
Alice Zhang

**Additional staff**  
Cassie Baratell  
Darren Mulder  
Nolan Speller

# What does the strike mean to you?

**YOU SAID IT!**



Grade 9  
“It means a lack of education for students. They’re striking for our education, but at the same we’re missing school.”



Grade 10  
“Its really not that fair. High school’s really important and we need to learn the things we need to learn, so we can graduate.”



Grade 11  
“The strike means that it is going to be a lot harder on the grade 11’s and 12’s this year.”



Grade 12  
“While I respect the teachers’ view on the strike, I don’t think that it’s a good idea for them to go on strike and be asking for so much while we are in such bad economic times.”

## They all get A’s: Intelligence roots from brainpower, not genes



**MEGAN LAO**  
edge columnist

With grade 9 long gone, I should be fairly adept with the quirks of being in high school, yet several things still continue to puzzle me.

I am still trying to make sense of the stereotypes that plague the halls of Gleneagle, the most notorious of all being the regular: “You got an A+ on the test? Oh wait, you’re Asian. Duh.” Instead of “Wow! Great job!” - all I get is “You obviously got a good mark because you’re Asian.” Why do people discredit my hard work solely due to the fact that I am Asian? Is it wrong that I have been born into an Asian family?

People seem to be convinced by the myth that Asians are instantly given keen talent for solving quadratic equations and molecular formulas the moment they take their first breath. I am here to prove that this myth is false.

We come into this world with different abilities, but simultaneously, we possess the potential to become who we want to be. Every person is unique and has a unique capacity to learn; expectations should be personal goals and should be assigned to individuals, not ethnic groups. To suggest to an Asian that their ethnicity plays a role

as to how academically successful they are is wrong.

When we describe someone as “intelligent,” we quickly jump to the conclusion that this person is a bookish brainiac who is a little socially awkward. However, intelligence is derived from ability in mathematics, creativity, music, athletics, social skills, logics, or critical thinking.

Have you heard of the quote, “The strength of one man is the weakness of another?” This exact principle is completely applicable in evaluating intelligence. Although math may not seem to click with you, you might be the fastest runner in your PE class, or an accomplished writer. The combinations are endless; you may have skills in more than one area, perhaps even in all, but it is nearly impossible to have none.

People do not take into account the hundreds of other variables which affect an Asian student’s overall performance. Imperative traits, such as hard work and a good attitude, contribute to intelligence,

but are ignored when it is suggested that a select race is smart.

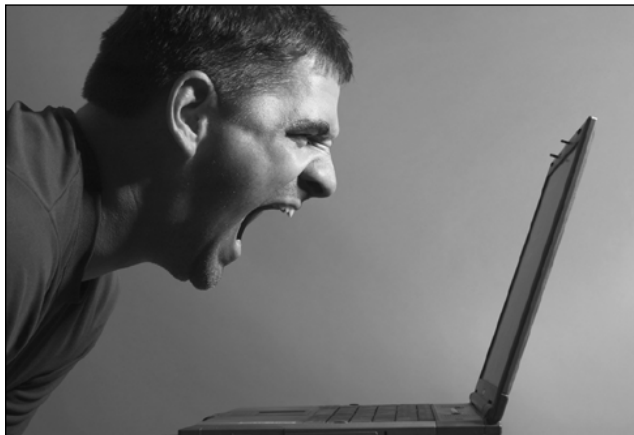
No matter what ethnicity individuals may be, their intelligence cannot be judged by their ethnic background. When you look around Gleneagle, the different forms of intelligence are visible through student leaders, athletes, teachers, and stage performers. And guess what? Many of these admirable individuals are not Asians!

By categorizing Asians as people who are smart, it derails intellectual members of other ethnic groups. This type of thinking cripples everyone as it insinuates a vast cultural difference in ‘brainpower.’

So before you convince yourself that you are never going to get that A for Math just because you are not Asian, stop! Regardless of race, you are talented with special gifts, and no one was, is, or will be you. Make the most of what you have now, and always strive to improve yourself.

Now, if you’ll excuse me, I need to finish up my English homework...

## Letters to the editor:



[Re: Beyond deaf: high decibels bring danger to ears, overall health]

I agree wholeheartedly with Janice Wu’s article alerting proper ear health. Every time I pass someone in the streets and I can hear the music coming out of their earphones, it makes me cringe in concern. As an audiophile and gamer, I understand the importance of keeping the ears sharp, and I applaud Janice for bringing this to light.

- Steven Zhou

In Janice Wu’s “Beyond Deaf” about the potential risks of high decibels-blasting music in our ears. We live off music; music is our soul and a connotation to freedom. It’s a world where we can escape to relieving our stress, but who could have known that very kingdom where we escape to, is gradually killing us. Listening to loud music incessantly

could potentially deafen us and pose potential hazardous effects. After reading this article, I’ll rethink twice about “cranking” up the music.

- Kevin Shen

This article by Janice Wu is very eye-opening for me because I myself have been listening to music at rather high volumes. I have noticed my hearing deteriorating over the past four years. I never put much thought into it, but after reading this article I have been wondering the extent of this problem. I can hear my music at 3 to 5 just fine, but I’ve caught myself asking friends to repeat themselves a lot in the past. I don’t know if I should panic or just stay calm and turn my volume down!

- Carlo Fernandez

[Re: Asserting individuality in face of societal pressure]  
The editorial ‘Asserting individuality . . .’ touches on a peculiar subject. Agreeably, relationships are hyped and seem to be more important than they actually are. Looking at the high divorce rates in North America, one may suspect that relationships these days are meaningless and superficial.

- Won Tae Lee

[Re: Junior boys stampede into semi-finals after stellar season]

The junior boys basketball are awesome. I’m so proud that they are district champions. Way to represent Gleneagle, Jr.

Glen boys ball!

- Ryli-Belle Jensen

[Re: Student laments end of classic “Kodak moment” era]  
Youmy Han’s column delivers a palpable, sentimental blow to our technology-infatuated society. I’m afraid to say, it is merely that—a blow. While antiquated models of cameras may be nostalgic to have fun with, ultimately the convenience of digital cameras and their numerous uses have deservedly replaced them. I say: goodbye Kodak, hello digital.

- Steven Bae

I am an avid photographer and disagree with your point of the classic camera dying. Polaroid is making a large comeback as many photographers are reverting back to tradition for the sake of artistic flare.

- Natalia Skrzyp

**Editor’s Note:** In the February 16 edition of The Edge, Marco Spagnuolo was mistakenly identified in the hairdressing photos as Anthony Crosfield. Our apologies.

# New exchange students speak of cultural differences



EMILY KIM PHOTO

**Welcome to Canada:** After a year spent in Canada, students create new friendship bonds with others.

**EMILY KIM**  
staff reporter

In a country where multiculturalism is the norm, a certain type of individual goes unnoticed in the bustling hallways of Glenaele, easily merging with the rest of the student body.

Foreign exchange students, especially those who have been in Canada for less than half a year, are constantly finding themselves in situations where secondary school suddenly becomes less open to their differences.

For example, **Juliana Murofushi**, grade

11, from Sao Jose dos Campos, Brazil, has only been here for a mere seven weeks.

"There were less students in the class, so it was easier to interact with the teacher... I think that our colleagues helped us a little bit more," said Murofushi.

**Airi Takaku**, grade 10, from Tochigi, Japan, on the other hand, has been in Canada for approximately one year. Takaku also finds there are differences in schools and teachers, but instead of making things more difficult, they have helped ease her into a new lifestyle.

According to the seemingly settled student, teachers are "more strict" in her

home country whereas "people are friendly" in Canada.

Not only are teachers stricter, but secondary schools on other continents, in general, are said to be much harder due to shorter school days, smaller classes, and heavier workloads.

Murofushi claims, in Brazil, school begins at 7 a.m. and finishes at 1 p.m.

"We stay in one class with the same people, every day, and the teachers kind of come to us. So, you choose some classes that you want to focus on..." said **Henriette Holm**, grade 11, from Nykobing Falster, Denmark.

**Kerstin Janku**, grade 12, from Prague, Czech Republic, adds, "Every time, every day, there is just so [much] homework. It's just unbelievable!"

Although Janku may not miss the amount of work, she does miss her "friends and freedom."

A particular student who can relate to the experiences of participating in an exchange program, but is not currently in one, is **Olli Ha**, grade 11, from Weida, Germany.

Holm and Ha both agree that the higher age of majority here has made adjustments to their current lifestyles and restricted their freedom, as described by Janku.

"[I miss] that I can't go clubbing here," said Ha.

Moreover, culture shock is a term used to describe the stages of emotion a person may go through when subjected to new traditions and customs.

In Glenaele, the culture shock that usually accompanies entering a new country

has yet to affect most students. Instead, they have simply become accustomed to the Vancouver and Coquitlam regions.

Although most of those who have been in Canada for half a year or more claim to have seen everything they wanted, it is difficult to truly see all that Vancouver has to offer. It is safe to say that the beauty of the area has captured the attention of many—if not all—newcomers.

"Vancouver is beautiful—one of the most beautiful cities I've ever seen. Most people are friendly wherever we go... I've already almost seen everything, but what I want to see still is a bear," said Holm.

"I also think that people here are really friendly. They can help you with whatever you want," adds Murofushi, "I still want to see Granville Island, and I want to go to a Canucks game."

With its vast variety of activities offered all year, there is something that everyone can enjoy.

"I love mountains, like Grouse Mountain... because I like snowboarding. I really like the beaches during the summer; then you can go to the oceans, and it's very nice," said Janku.

However, every city also comes with its faults. For Holm and Ha, it is the higher age of majority, but for Janku and Murofushi, it is the rain.

The experiences of foreign exchange students are influenced by their surroundings and the people in them, but ultimately, each student discovers that they attain a specific role in their school and local community as if it were a second life.

## Learning language, learning culture: integrated approach

**KAREN LAU**  
staff reporter

"Welcome, open minded people."

Such is the greeting offered by **Martine Udell**, French teacher, at the beginning of each term to her newest language students. While there are no guarantees as to whether she is truly receiving open-minded people or not, she believes they will emerge from her class possessing this essential trait.

"I believe that learning a second language helps you become more open-minded," said Udell. "Whether it's one language or three, it just helps you become more open to other cultures."

And at the heart, cultures are exactly what languages are about. According to Udell, it is impossible to teach a language without its corresponding culture, and it's the culture itself that draws students to any particular language. In a diversely populated country like Canada, one would expect nothing less.

**Doug Mancell**, Japanese teacher, believes in developing openness, though in a very different way.

"I think it's really important to open up [a different] part of the brain... that's good to exercise [by] learning a new language," said Mancell.

"There's been a lot of research done on Alzheimer's... and learning a language can really help to prevent the onset of things like that," Mancell added.

A little further down the road perhaps, but preventing illness is not quite what we're thinking of when we sign up in February of each school year for that fateful language course.

But if there ever was any doubt as to why we would learn a new language, there are plenty of reasons beyond that university entrance requirement.

In fact, **Kevin Henry**, Spanish and French teacher, encourages students to learn for the sake of the experience, not just for credits.

"[There is] a wide gap between students who are very interested [and] engaged and also find it very easy, versus other students who... perhaps are in a language course because they need the credits," said Henry.

"It opens up doors to a bunch of jobs," explained Mancell, "[In] Japan, there's... the hub of technology. You can also gain employment in tourism."

In Canada, it may seem silly to read a label in French, or even Chinese, Japanese or Spanish, when you clearly



EMILY KIM PHOTO

**Parlez - vous français? :** As the class listens attentively, **Martine Udell**, French teacher, engages her students in opening themselves to new cultural experiences.

see it in English first, but elsewhere in the world, it's these little things that make a significant difference to the travelling experience.

"In any country you go to, if you can speak their language even a little, they're going to receive you a lot more warmly," said Mancell, who speaks Thai in addition to Japanese after spending significant time in those respective countries.

"Everybody in the world is learning English these days. You can go anywhere in the world and speak English, but you can never really get to know the people of another country as they are in their own environment, without knowing their language," said Henry.

And why learn a language without intending to travel? If the whole point of learning a language is being able to speak it almost as fluently as a native, there's no way to find out without hearing it all around you in person.

Not surprisingly, being surrounded by thousands who speak French, Japanese, Spanish or Chinese is far more effective than sitting with your friends in a classroom full of Anglophones.

"When I taught in middle school, we [went to Quebec] and it was life-changing for kids... It just opened up a whole

new part of the country that they never even acknowledged before," said Udell.

"[In class,] I have to pretend that we are in a French country every day," Udell added. "I have to give them a sort of taste of Quebec when they're in here in this classroom."

Teachers find that students tend not to take language classes as seriously as another such as math, science or social studies. Yet, these subjects may be more similar than we think.

"I think there's a strong connection between the way you approach math and the way you approach a language, in that there are foundations you build upon, and there are applications. With grammar, for example you learn the rule, you apply it, and you also have to know the rules you learned previously to do that," explained Henry.

"Students need as much focus when they're learning French as they do when they're doing a math problem, and I don't think they understand that," said Udell.

"The end goal is to communicate. If somebody can understand what you're trying to say, even if you've made a lot of grammatical mistakes, [you still] get your message conveyed. That's the number one thing," added Henry.

# Hairdressing students learn from pro at Suki's

**ALICE ZHANG**  
staff reporter

Gleneagle's hairdressing class recently expanded their knowledge and technique through a visit by a hairstylist from the high-end, internationally recognized salon, Suki's.

"Suki's is a great supporter of the hairdressing program all over the lower mainland. They will come a couple of times, as many times as possible, to do special classes for us," said **Janna McCullough**, hairdressing teacher.

Suki's was founded in 1972 by Suki Takagi, former student of Vidal Sassoon. It started as a small salon in Vancouver and its name and size grew quickly over the years. By 1978, Suki's Advanced Academy was established as a place to train staff members. Suki's is also the first salon in Canada to use colour technicians. Currently, Suki's is prosperous and internationally recognized with four salons, a full spa service, their own academy, and over two hundred employees.

"Suki's is one of the most respected salons. [They are] known worldwide...we're very privileged to have them come in and take time out of their busy days to come and help and support us," said McCullough. **Lynn Do**, hairstylist at Suki's South Granville location, demonstrated a layered haircut while going over correct stance, proper sectioning, proper cutting angle, the trends in hairstyles, and many more "little tips [that are] not for the hair, but more like social skills," as she puts it. Do and **Bill Moreland**, director of marketing and operations at Suki's, stayed past the lunch hour observing Gleneagle's students meticulously practicing their newly learned skills on their mannequins.

"What is one of the great things about Suki's is they have continuing education for their students and apprentices," said McCullough. Every Wednesday, junior and senior Suki's stylists and apprentices attend classes to learn new styles, new techniques, or polish current techniques and styles. Suki's stylists always have to know the newest trends and keep their techniques as sharp as possible.

"[Suki's is] very well structured and they have a very strong system going because they train their students for their salons rather than training for the industry," said **Tia Szendrei**, grade 12, hairdressing student. A number of hairdressing students, including Szendrei, have already applied to train at Suki's. A few students have the experience of working in the quick-paced, dynamic environment of Suki's hair salon during their apprenticeship. **Sunita Rai**, grade 12, describes her three-month apprenticeship to be "hard, but it's a good thing."

Szendrei says that seeing the Suki's presentation gives her "something to look forward to." She adds that "[Suki's] would be a great place to start off."

"Often times, students will get positions as assistants, then apprentices, and then they continue at the Suki's Academy to train further. I recognize that they have very high standards and that's what I want from my students," added McCullough.

McCullough usually invites guest hairdressers on a monthly basis to share their wisdom and experience with her students. Presenters are mostly stylists from the community and Vancouver who do presentations on client consultation and other topics. McCullough adds that "Bringing [in] people like that gives my students a reality check with what's really out there and what they should aspire to."



*Learning from the professionals: Lynn Do, Suki's hairstylist, creates a fresh style, on grade 12 hairdressing student's hair, after demonstrating a layered haircut.*

## Recycling successful through combined efforts

**EMILY KIM**  
staff reporter

Whether it is in the form of daily collection and sorting by skill development students, or a Saturday afternoon bottle drive organized by Student Council, recycling plays a significant part in the everyday lives of Gleneagle staff and students.

"A lot of people are reluctant to take on the responsibility [of recycling], but what I'd like everyone else to know is recycling is everybody's business, and if we all took a part in doing it, it would be easy," said **Collin Chung**, student services teacher.

More specifically, skill development students have been tremendously effected by Gleneagle's current recycling system.

"I think it's a really good opportunity for them, especially because they have a job, they get to contribute to the school, and they get stuff out of it," said **Meaghan Brownlee**, grade 11, student volunteer.

**Jane Gorse**, Special Education Assistant (SEA), adds, "It teaches them that there are rewards when you work hard because we take them out to a field trip every week."

The money raised from cashing in drinking containers provides the students with various benefits including: frequent trips within the community for treats and activities, seasonal parties, graduation gifts, and donations to both national and local charities on their behalf. The work, which can be included on a resume, is considered legitimate work experience.

Instead of direct participation, all students can play an active role in recycling every day. Reminding teachers to occasionally place classroom bins in the hallways before they're overflowing, is one example.

"It would be nice if people, when they put away their [recyclable items], to empty it first," said **Marianne Alcalá**, grade 11, student volunteer.

Another equally important issue comes in the shape of half-eaten sandwiches, food wrappers, and paper: items that

should be placed in either a trash can or recycling bin are being dropped into the opposite container.

"Despite these white bins being obvious recycling containers, we do still see a lot of [drinking] containers in the garbage cans. When we notice, we try and pick those up, but we can't get them all. It's kind of a shame that we have a recycling program but this still goes on," said Chung.

Student Council is also helping reduce the waste in our community. This year, the group has already organized two bottle drives: one on February 18, where they raised about \$300, and another, this past Saturday, where they raised \$230.

"What we did, basically, was we had two sides: We had the people that were going to

pick up bottles, and people that were going to sort the bottles," said Scott Lee, grade 11.

While the collectors knocked on 500 doors and loaded hundreds of drinking containers into vehicles, the sorters counted the bottles following strict guidelines such as 288 pop cans per bag.

The objective of the two projects was not only to raise money but to emphasize the importance of recycling and what can be gained as the result of it as well.

"Technically, it'll take years and years before it will biodegrade. We can help our city out by recycling and by reducing the amount of trash," said Jang.

"We're basically knocking two birds with one stone: Saving the world and raising money," concludes Lee.

## Rowing club meets tough tides

**SUMBUL VALLANI**  
staff reporter

This year, students have paddled through ripples by launching Gleneagle's first Rowing Club. "There are approximately 12 kids that are regulars and there was a lot of interest as soon as it was advertised in the fall," said sponsor teacher **Adam Hayes**. "I think 12 is pretty good for a first go [because of] the associated cost for equipment and the weekend commitment," he added.

"The students that are involved are very organized and keep on top of the different tasks that a sports club require," said **Danielle Sayer**, grade 12. "**Archa Rajagopalan** [grade 9,] and **Mieko Graham** [grade 11,] are the students that take charge. They were the ones that spread the idea of the club in the first place," she said.

The members receive training and actual instruction from rowing experts and coaches outside of school. "I row for the Inlet Rowing Club based at Rocky Point Park. The coaches that coached me are now coaching the Gleneagle Rowers," said Rajagopalan. "Their names are **Sonja Lonne** and

**Chris Stewart**, both of which have years of coaching experience, and row at the university level," she added.

They will also get to go off to private schools and engage in rowing competitions. "They are gearing up and learning about rowing... and now they are in a second stage where they are beginning to compete," said Hayes.

"So far, we have completed one competition in February... in Vancouver and it was an indoor erg race. We have another one on March 18," said Rajagopalan.

"At least once a week, the team gets to practice on the water, but during the winter we do a lot of dry land workouts on a machine that is meant to simulate rowing called an 'erg,'" she added.

"I usually don't meet with the whole team [but instead] just the leaders of the team," said Hayes. "They fill me in with what's going on and then I give them advice and support them," he said.

Boys and girls from any grade are welcome to join and no experience is necessary. "It's all about interest, and I think these kids have a passion. It's fairly student run," said Hayes.

# Talon senior girls advance to provincials

**SCOTT LEE**  
staff reporter

Capturing an impressive fourth in the Fraser Valleys, Talons will be soaring into provincial playoffs, as the senior girls have clinched a spot after competition in one of the toughest zones in the province.

"In the opening round, [we] will play the fifth ranked team in the province, and move on to York House (ranked third), and then Brookwood (ranked second)," said **Patty Anderson**, coach. "If we make it to finals, we play the number 1 team."

Well known for its small, but fierce roster, according to Anderson, the season has been incredible with huge obstacles such as having few substitutes. "We have 6 [players including] a grade 12 that joined us at the end. We wanted to leave the junior team intact so we went with a very small roster," added Anderson. The short bench provides little flexibility, and demands an incredible "hustle for every loose ball," according to **Jessica Jazdarehe**, grade 12.

However, the size is not a deterrent in their goal for the top in provincials.

"Competition at provincials will be hard, but it's nothing we won't be able to handle. We've been practicing two, sometimes three hours a day, six days a week all year," said Jazdarehe. "We're prepared for anything that we'll

face at provincials."

**Jenna Bentley**, grade 11, justifies the practices and said, "We have to be in extremely good shape and work hard in practice so when it comes to a game we can rely on everyone to do their part."

Numbering six players not only gives fluid teamwork for the girls, but incredible compassion.

"I think our success lies in the fact that we care so much about each other and are willing to do anything for each other on the court," said Bentley.

Their roller coaster season has not been limited to the players, as the coach recounted their hard earned victories.

"Coming second in a Victoria tourney with six kids, showing very well in Las Vegas -winning our pool and moving to semi-finals, only to lose in overtime, top ten tourney at Centennial, beating Kelowna with 4 players...I love this group," said Anderson.

Regardless of the results of the provincials, five out of six girls will be back to represent the gold and black as grade 12s for another season.

"We will always compete...The bald eagle is one of the majestic birds, but true to their character, [they] will protect fiercely, much like our girls. They have showed a lot of character, integrity, hard work," said Anderson. "And such as the saying goes, 'when spider webs unite they can tie up a lion,'" she concluded.



*Reaching for the stars: Grade 12, strives for position as she encounters a member of the opposite team, while soaring in the air for a rebound.*

KEVIN CAMYTHRA PHOTO

# Gleneagle wrestler brings home first ever gold

**MARIANNE ALCALA**  
staff reporter

Finishing an exhilarating season with a bang, a Gleneagle wrestler brought home a gold medal from the BC High School Wrestling Provincial Championships in Penticton.

, grade 12, received first in the province in the 48kg boys weight class. Alizadeh became the first ever BC champion student wrestler from Gleneagle. Through hard work and training from practices and past tournaments, Alizadeh demonstrated "[an] electrifying fashion showing dominance with his explosive moves [demonstrating] not only strength and power but sweet technical superiority," according to **Collin Chung**, wrestling coach.

"I wasn't expecting gold," commented Farid. "But I just worked hard [and I] didn't give up."

Along with seven fellow teammates and Chung, the team attended the BC High School Provincial Championships February 24 and 25, in Penticton.

Out of the seven competing athletes, four Gleneagle wrestlers placed in the top six of their weight category. **Julie Cho**, grade 12, ranked sixth place in 60kg girls. **Candice Owen**, grade 12, received fifth place in 57kg girls weight class, while **Stephanie Ma**, grade 11, placed third in 43kg girls weight class.

"The tournament was definitely an insane experience," Cho commented. "I was super nervous, especially because this was my first time at provincials. But I had a really good time, despite being sick for the en-

tire trip, and enjoyed both wrestling some really tough girls and watching some incredible wrestlers wrestle some incredible matches," she said.

"[At first] I didn't expect our team to be very competitive this year since we lost many grade twelves last year," Chung said.

"This year is our best ever showing. To get away with one BC champion, one bronze medalist and two other placers, it's the best we've ever done," Chung added.

Owen said, "I think the team did a fabulous job at the championships. We made some personal records for our school and that's something to be proud of. Each one of us put in our best effort...I couldn't be more proud of my team mates. We all accomplished something and we should all be very proud of ourselves as individuals," she said.

"I think everyone did very well at the championships," Ma commented. "We all worked very hard and improved throughout the season. And I believe that we all did the best we could. And of course we couldn't have gone this far without our coaches."

As the season ends, some members of the wrestling team have mixed emotions.

"It's bittersweet to realize the season is over," Cho said. "Also it's a little sad to say goodbye to something that has become such an instrumental part of my life in the recent past."

"I really wish I could look ahead and say I would come back for another year because I had such a good experience this year, but all good things come to an end, and that's why I'm glad I made the most of it," she added.

"Wrestling season definitely flies by and it's always sad when it comes to an end," Owen commented. "It's amazing how you can become so close with your team in such a short period of time. I'm going to miss all my teammates as well as my coaches who put in their time to train us each week and helped us to be the best wrestlers that we

could be," she added.

"All together," Alizadeh said, "our team did really well and we all made it up there."

"They have won matches against difficult opponents," Chung says. "I'm looking forward to next year and [am] hopeful that we will keep it up and we can hope for a maybe even better next year."



*Gold standard: Grade 12, Farid Alizadeh (not pictured), concludes the wrestling season by becoming provincial champion in the 48 kg boys weight class.*

COLLIN CHUNG PHOTO

# Junior boys victorious at Fraser Valleys

**STEPHANIE LUI**  
staff reporter

For the first time in Gleneagle history, the junior boys basketball team are the Fraser Valley and District Champions and are heading to the B.C. Provincials ranking top four in the province.

Going undefeated in their league this season, other teams will be looking to “gun down [our team] in the provincials” according to **Andrew Lloyd**, coach.

The boys took victory as they won their first match 58-13 against Westview Secondary in the Fraser Valley playoffs on February 20. Continuing their winning streak in the playoffs, the boys killed Riverside Secondary 52-28 on February 22, Mouat Secondary 63-54 on February 23, MEI Secondary 38-25 on February 24. The team finished off the Fraser Valley playoffs with a close win of 44-40 against Walnut Grove Secondary.

“We are really happy and excited for the provincials,” said **Arjan Nikpay**, grade 10.

But their triumph this season was not easily earned. “We have been training hard all season long,” said **Conrad Chow**, grade 10. “We have frequent practices after school as well as practices during the weekend.”

**Howard Tsumura**, exclusive reporter from *The Province*, writes about the challenges of advancing as a junior boys basketball team, “In B.C. high school sports, all roads eventually lead to provincial championship tournaments. But if your starting point is the Fraser Valley, and you’re a junior boys basketball team attempting to qualify for the B.C. championships, you’re following a path that many say is the toughest road to navigate in all of provincial prep sports.”

The key to their success is the wide range of talents and skills brought into the team from different individuals as well as strong teamwork. “The boys bring their talent to their positions,” said Lloyd. “All the players bring a lot of depth into their play but more importantly their heart...that’s what makes this team one of the best I’ve coached.”



**A winning combination:** The junior boys basketball team poses for a photo following their 44-40 overtime win over the Walnut Grove Gators, successfully becoming this year’s Fraser Valley champions.

“We are more vocal on the court,” said **Omi Ahsan**, grade 10. “We play better because we love each other like a family.”

“[The boys] follow a system of preparation...they prepare like professionals. It showed in [their] final game in the Fraser Valleys,” said Lloyd.

With provincials nearing, the boys are aiming high and looking positive. “[I want] to at least make it into the semi-finals,” said Ahsan, “to not fatigue mentally and physically in provincials and to stay focused.”

**Matthew Goroza** wants to “create history in Gleneagle and win first place [in provincials].”

“[The team] is trying to get their bodies well-rested and are focusing more on prac-

ticing their individual skills to prepare for the provincials,” claimed Chow.

“[We will] continue to prepare for every game and getting ready for the opponent,” said Goroza.

Since the beginning of the season, the team has “evolved tremendously; gaining skills, confidence and talent,” according to Lloyd.

And with each passing game, the boys were together through ups and downs, creating memories along the way.

“The most memorable moment was winning district championships,” claimed Nikpay. “We were the first team in Gleneagle history to go undefeated in the league.”

Chow’s best memory was “working hard

and building on our successes together throughout the season, pushing through adversity,” he said.

The provincial playoffs began yesterday at Vancouver College where the Talons played Lambrick Park, but results were not available at press time.

“Though we’ve exceeded our goals immensely, we will not get sidetracked,” said Goroza. “There is still unfinished business and higher goals to reach.”

“We’re working hard and we’ll definitely bring home some medals,” claimed Nikpay.

“I hope we will become an even stronger team next year,” said Chow, “to play as a team and win another battle.”

## Girls rugby off to triumphant start

**JANICE WU**  
staff reporter

Talons girls battled through their first exhibition game at Banting last Wednesday against Charles Best and Port Moody, winning both games 9-3 and 6-3.

“We played really well as a team. Even the new players stepped up their game, though it’s their first of the season,” **Amy Leem**, grade 10, said.

All pumped up and excited, they are going for an eight day trip to Hawaii this spring break to play tournaments against local teams like Charles Best and other teams from different parts of North America.

“We have very little knowledge of who we’re playing, but we’re just hoping it’s going to be a good experience for the older players as well as the newer players, so hopefully we do well and win what we can,” **Lisa Snyder**, grade 12, explained.

“I’m hoping we’ll do well, but the point of the trip is obviously to have fun and get the girls some experience; the opportunity to play against different teams from different countries, so we’re not really going there looking to win,” **Stevie Schnoor**, one of the three community coaches, commented. “We’re really going there to get more experience for the rest of the season.”

This year, there are many new players compared to last year, allowing a full team on the field with substitutes available. With an emphasis on fitness training in the early start of the season, the team is also looking to bond and build relationships.

“So far, I think our turnout has been amazing compared to last year because we have a good thirty girls on our team, which has kind of been unheard of for the past cou-

ple of years,” said **Shaelynn Zaurrini**, grade 11 and team captain. “So we’re really excited about those numbers. We’re seeing a lot of potential in athleticism here, so that’s really good,” she added. “Rugby’s a game where there are 15 people on the field at all times and that’s a pretty big number. So you want to have those subs because we do see injuries, not all the time, but points where people get tired and need to come off, so we need to have subs to come in. It’s really important to have those people, even if their skill level isn’t that high. Like all these new girls, the rookies that are coming in, that’s exactly what we want on our team,” Zaurrini said.

“We have a good team, but they need to [continually] work on their skills everyday because once we get the skills down and everyone is on the same level, then that’s when we can take the step up to the next level and really compete,” Schnoor said. The good thing is that the team is, “...athletic in general and that’s something that you can’t teach, so that’s something that’s on our side and we’ll use for the rest of the season,”

“As captain, I want to give a lot of encouragement,” said Zaurrini. “When I was young in grade nine, we saw a lot of confusion. We didn’t really know what we were doing back then. [Today,] we just want to make [the new players] as comfortable and help them develop their skills as best as they can. I know we’re not the coaches, but pretty much just help them and show leadership,” she commented.

Since it’s a new year with new players, their goal this year for the team has also changed.

“Last year, in the provincials, with 13 rivals we came in fifth, so we actually did pretty well, but for this year we think we want to aim for the top three ranks in BC,” Leem said. “We want to get into Fraser Valleys.”



**On the line:** Grade 10, lines up for a free shot in the pressure cooker Fraser Valley final.

# Ensembles jazz up a night on Gleneagle's stage

## *Crowd indulges in evening of food, music, chance to dance*



YOUNMY HAN PHOTO

**Singing their hearts out:** Vocal jazz enlivened the stage with their soulful voices, featuring grade 11, who performed a solo. The jazz dinner dance serves as an annual fundraiser for the music department. This year, the music department was able to invite the Bruce James Orchestra as special guest performers in addition to Gleneagle's jazz groups.

**YOUNMY HAN**  
staff reporter

People enjoyed an evening of music and dancing at the fourth annual Jazz Dinner Dance on Friday, February 24. The dance raised approximately \$3000 towards the music department.

The show kicked off with the Little Big Band (Jazz Combo group) at six o'clock, followed by the Little Band at six thirty. The Vocal Jazz group then performed "Dream with the Angels," "Africa," "Come Sail Away," and "Besame Mucho," with solo performances by **Lexi Burgess**, grade 10, **Amy Han**, grade 10, and **Scott Lee**, grade 11. Then Gleneagle's Jazz Band performed a series of pieces, with solos by **Donya Pourtaghi**, **Jessica Zraly**, both grade 11s, and **Chelsea Forster**, grade 12. After that, Bruce James Orchestra took the stage and entertained the guests for the rest of the night, including performing a song, "Sway," with Lee.

"It was amazing. The performance: it always surprises me how good they are. The atmosphere was great. The food: delicious. It was just great," said **Mariana Gorjão**, grade 11, who attended the dance with her friends. A total of 100 guests were present for the evening.

According to Gleneagle music teacher **Eddie Trovato**, the purposes of the Jazz Dinner Dance was to: number one, showcase all the jazz ensembles, and more importantly, inspire grade 12 students to continue on with their music studies by bringing in a

semi-professional band that night; and number two, to simply raise money for the music program.

"I'm really pleased [with the students]... from start to finish, and even off stage they were great," said Trovato. "Even the custodians would stop in the hallway to thank me; they were so grateful the kids stayed behind to help pack up and clean up. Overall I

couldn't be happier," he added.

Student teacher **Elizabeth Berwick** agrees. "The students were awesome. They were so professional the way they handled the night," she said.

"What I loved about the performances is that everyone's personality seemed to fit their song. It was a great experience to sing with the big band," said Pourtaghi.

The Jazz Dinner Dance also served as a rehearsal performance for the Vocal Jazz students, who will be attending the upcoming seventeenth annual Vocal Summit at Powell River, BC, with Gleneagle's choir students.

They will be seeing performances from choir groups all over the Pacific Northwest area, including vocal group Groove For Thought,

a finalist of the hit TV show *The Sing Off*.

"It was really just great to see how the music program is supported throughout the school," said Berwick.

"All of the comments I've heard were positive. Our feedback sheet was really good," said Trovato. He is looking forward to a fifth Jazz Dinner Dance next year.



YOUNMY HAN PHOTO

**Strong voice takes over:** With a voice admired by many, grade 12, sang a solo at the Jazz Dinner and Dance, with the jazz band to mesmerize the audience and accompany dancing guests.