

Gleneagle's Student Voice
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the Edge

Coulson takes her talent to new school

JASON ROBERTS
staff reporter

Former Gleneagle vice principal **Carol Coulson** has been reassigned as vice principal at Dr. Charles Best Secondary leaving **Andrew Lloyd**, acting vice principal, out of the classroom for the rest of the year.

In recent months the members of the Gleneagle administration team have been moving positions. It started when Coulson was seconded to a temporary position at the school district central office in early December. Coulson's position was quickly filled by Lloyd, social studies teacher, until Coulson came back at the end of the semester. In turn, Lloyd's teaching duties were filled by returning social studies teacher **Neil Canuel**. Yet in a recent turn of events, Coulson was reassigned to Dr. Charles Best secondary, leaving Lloyd as acting vice principal until the end of June.

Coulson originally applied for the district posting in late November when administrators were invited to apply for a temporary position as District Principal of Human Resources.

"I realized what a great opportunity this would be to increase my knowledge around district wide administration issues, and given that it was only temporary and that I would be returning to Gleneagle when the position ended, I sent in my application. I interviewed for the position, got it, and started in early December," said Coulson.

Coulson enjoyed the new work. "During the past two months, it has been extremely interesting work as the job is incredibly varied," she added. A multifaceted job that broadened Coulson's knowledge of district work had a large focus on hiring new teachers. "Since I have been at the SBO, we have brought 34 new teachers into our district and next week will be interviewing 50 more," she said.

Lloyd has worked at the school for 11 years and this is his first change in position. He sees both similarities and differences in working as a vice principal and working as a teacher.

"Teaching and working as a VP share the most important characteristic, which is relationships. Both positions require you to develop relationships that are based on genuine caring and concern for students and staff," said Lloyd. "As for differences... as a teacher you see the behaviour that you may wish to re-direct and then you can converse with the student about that behaviour change. From the VP perspective, collecting information about student behaviour that needs to be re-directed means the VP has to be part Sherlock Holmes and part Dr. Phil," he added.

Nonetheless being the vice principal has Lloyd missing his job in the classroom. "Some of the challenges are not getting the daily energy from students in the classroom. I'm hoping students recognize that I'm still Mr. Lloyd, not the devil incarnate that has moved to the dark side, [and] I'm missing seeing my next door neighbour Mr. [Chris] Turpin on a daily basis," said Lloyd.

The District Principal of Human Resources is returning back to her job January 31 and so Coulson was to return back to her position at Gleneagle.

"I was looking forward to this very much as I was really missing being in the school. The work was very interesting in HR but it only served to remind me of how much I like the excitement of being in a school with students and teachers," said Coulson.

However the plans changed. "I knew that there would be a school move in my future very soon, but it still doesn't make it any easier to leave a place that I have become so very attached to," said Coulson. "Gleneagle is a wonderful school with fabulous students and amazing teachers and it is never easy to leave friends," she added.



Ready to spring into a new role: In her five years at Gleneagle, Carol Coulson demonstrated the seriousness and sense of humour needed to be an effective administrator. She will be missed.

PHOTO PROVIDED BY LOIS AXFORD

Spreading smiles anonymously through social media

ALISHA LEE
staff reporter

At times, it gets hard to walk up to someone and compliment them on their hair, or their performance in P. E., or how their smile brightens your day. Luckily, a new page that has recently been circulating on Facebook makes it easier to compliment other Gleneagle students.

The Gleneagle Compliments Facebook Page began on December 17, 2012, and since then has gained over 400 fans. With an average of 20 compliments being sent a day, this Facebook page has certainly been an instant hit with the school.

"High school is a difficult time for most people," says the admin of the page who prefers to remain anonymous. "And I thought this page would be a terrific way to highlight individuals who may feel unnoticed or under appreciated."

Though most of the compliments have been dedicated to students, there have been the occasional messages to teachers, cafeteria workers and even a couple dedicated to the whole school.

"Just want to say everybody at Gleneagle is great and lovely. I feel like we're a family all together because no matter what, there's always someone to help," said one student via the page.

"I think most students agree that this page has made a positive impact within our school. I'm honored to say I received messages daily from students grateful for this page," the page admin said.

"I feel it affects the school in a positive way," said **Clayton Dowdell**, grade 11.

"The compliments page is very good because people make assumptions if you say it to their faces," said **Elle McCleave**, grade 9. "Therefore, saying it anonymously to a page where anyone can see it is great," she added. "With everyone being anonymous and anyone able to see these compliments, no one can make assumptions about you."

Despite the hubbub about the page, many still feel that complimenting someone in person is better than anonymously sending in messages.

"If you're going to give someone a compliment, just say it to their face," said **William Cassidy**, grade 9. "You don't need to hide behind the internet to give somebody a compliment."

The inspiration came from other pages that have been popping up around the area, such as Pinetree Compliments, SFU Compliments, and UBC Compliments.

"I'm overwhelmed with the amount of support this page has received and I hope that students continue to send in compliments and brighten up the lives of others. Thanks Gleneagle!" says the page admin.

UPCOMING EVENTS

January 28 - 30
Provincial Exams

January 31
Semester 2 begins

February 7
Second Formal Report Card

February 11
Family Day

New semester, new resolution, new you!

January is a time for New Year's resolutions. Yet, as exam week is coming up, it's hard to think of anything as 'new.' January is a blur of test prep and last minute assignments; it no longer gives us the thrill of excitement that New Year's brought when we were younger. We're all tired of the constant schedule of final exams and after a month of relentless revision, everyone is just ready to collapse.

But after the short break, we are preparing to enter into a new semester, a chance to start fresh. It's a time to put behind all the due dates and tests that have been piling stress upon our shoulders for the past month and just enjoy the peace for a few days . . . before the stress starts accumulating all over again.

A new semester may be a good time for New Year's resolutions. It gives us an opportunity to look into our lives and see how we can improve. We are able to set goals towards making the new semester a better one.

But with that in mind, what do you hope to achieve? Whether it is becoming more productive, making new friends or just maintaining a good grade average, it's important to set goals for what we want from the new semester.

We all know the feeling of staring at all the homework accumulated on our desks and thinking, "When did this pile get so high?"

With so many distractions at our fingertips, it's hard to focus on schoolwork. We spend hours of precious time on sites like Tumblr, Facebook, and YouTube, all the while putting off everything else we have to do.

What we end up with is a bunch of rushed assignments that got put together last minute and wasted time that we can't get back. So why not put in more time towards school? After all, Facebook and Tumblr can't get you a job in the future.

Walking into a new classroom on the first day can be quite a daunting experience. Most of the time, we experience a moment of panic as we wonder how we're going to survive this semester.

As we look into the unfamiliar faces of our new classmates, it's easy to imagine them as strangers totally different from ourselves, while in reality, they may have many shared



interests. So don't be afraid to take a chance. Say hi to the person sitting next to you, and you might just make a few unexpected friends.

The new semester also is a time to adjust to new teachers and subjects. With the change in courses, it takes a while before we are familiar with the new schedule and pacing. While some of us have schedules that have simpler courses and less stress, for others, courses get harder and it becomes a constant struggle to try and keep up with the

increased workload.

Others among us are getting ready to leave high school, once and for all. Students who have chosen to graduate early, in January, are finishing their last exams and getting ready to start life in the 'real world'.

So start making your new semester resolutions if you haven't yet, and take advantage of the new semester to get a fresh start. New courses, new friends, and new opportunities await us in the near future.

Does your sexuality make you a better friend?



edge columnist

It's the latest trend in women's fashion, an essential piece for any girl's wardrobe: the gay best friend. No amount of stilettos and bling could possibly amount to this latest fashion accessory. Unlike your normal BFFs, with whom you constantly compete, gay friends will support you and agree with you to the point of worship. A gay best friend is witty, sensitive, fashion savvy, and always honest. They take you on shopping sprees, give you makeovers, and help you with your dating life. They are even better than straight friends, who get jealous and backstab.

But is that a true friendship? A person who is sought out and handpicked specifically for their sexuality? In recent years, the "GBF" trend has become increasingly popular, to the point of absurdity. It's one thing to be friends with others regardless

of their sexuality; it's another thing entirely to actively seek out gay friends in a bizarre quest for popularity and the "perfect" friendship.

This dehumanization, not to mention extreme stereotyping of gay men, is not okay. Yet so many women go out in search of a GBF because they think that it will somehow improve their lives. Everyone wants their own personal Kurt Hummel, and most are of the mindset that any gay will do, ignoring the fact that not everyone fits the stereotype.

I am the first to admit that I am guilty of having my own, self-proclaimed "gay boyfriend". Fashion conscious, sarcastic, and an avid lover of all things Broadway, he is always willing to provide relationship advice, witty critiques, and fashion tips (whether I want it or not). But our

friendship developed out of common interests, shared humour, and the fact that we worked together at the most boring job in the history of the universe. I'm sure we would be just as amazing friends if he wasn't gay, and I would never take advantage of his sexuality or use it to make myself more popular.

Media has begun to glamorize homosexuality more and more. Perhaps it is a better alternative to criticism and homophobia, but this new view of the LGBT community is just as degrading and full of stereotypes. As appealing as it may seem to be friends with the stereotypical fashionista, it isn't reality, and it isn't right. Genuine friendship comes out of trust, mutual respect, and common interests, not unrealistic expectations for the perfect friend.

theEdge

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

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

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

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

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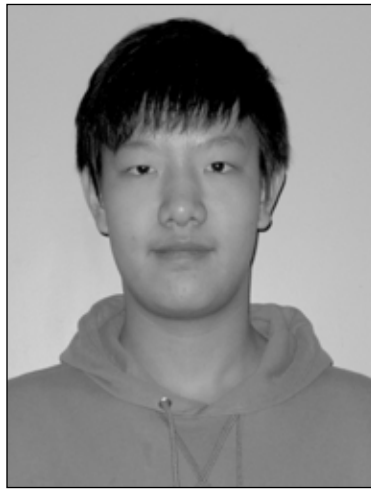
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YOU SAID IT!

What are you doing once finals are over?



Grade 9
"Be glad that there are no more finals."



Grade 10
"Go out and eat with my friends."

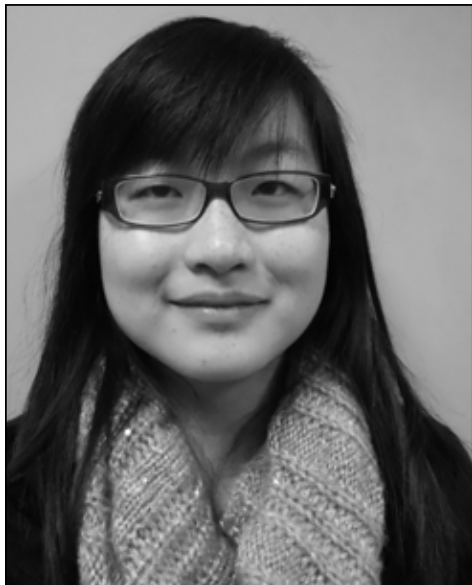


Grade 11
"I was planning on watching Asian movies with subtitles."



Grade 12
"I plan on hibernating."

Reading novels: fun, informative, fading pastime



edge columnist

influx of status updates and messages from our various social networks.

Classic novels that have shaped the evolution of the human consciousness have been reduced to homework assignments and test questions, slowly but surely, killing the wonder of reading a good book for the first time.

Why are novels not more widely read? It seems as if only those who have a passion for English bother to take the time to read a book.

But novels should not only be restricted to those who love literature. Books provide much more than just an education in English – pretty much any subject has a quality novel that addresses it.

For example, there is *The Great Gatsby* written by F. Scott Fitzgerald. While it is a book of fiction, *The Great Gatsby* provides much insight into the culture and society of the 1920's.

Fitzgerald manages to capture a lively and exciting era in history, the "jazz age", a term that he coined.

Though the 'roaring twenties' are often thought of a time of great prosperity and optimism, *The Great Gatsby* portrays the much bleaker side by focusing on the

indulgence, hypocrisy, materialism and recklessness present in that era.

But not only does literature have much historical value, its comments on the class struggle and fake luxuries are also relevant to politics and sociology.

Novels can also change the way we perceive and process information. The intricate and complicated plots teach us to look out for the finer details.

Through books, you can travel the world, fly through time and meet amazing people. Reading books like *Pride and Prejudice* transports you back into the Regency Period while the *Hunger Games* puts you in the middle of a terrifying future.

Lord of the Rings introduces you to a world of magic and adventure, while *1984* explores a world of terror and control.

In books you can find wonderful heroes

What makes reading so brilliant is the sheer pleasure you get from it

The wide range of ideas in novels allows us to expand our minds, feed our imaginations, and become more critical in our thinking.

The skills we pick up from reading can also benefit those more inclined toward the sciences.

It is interesting to note that Ms. Moore assigns her Physics 12 students a novel to read each semester.

But really, the educational benefits are only a bonus. What makes reading so brilliant is the sheer pleasure you get from it.

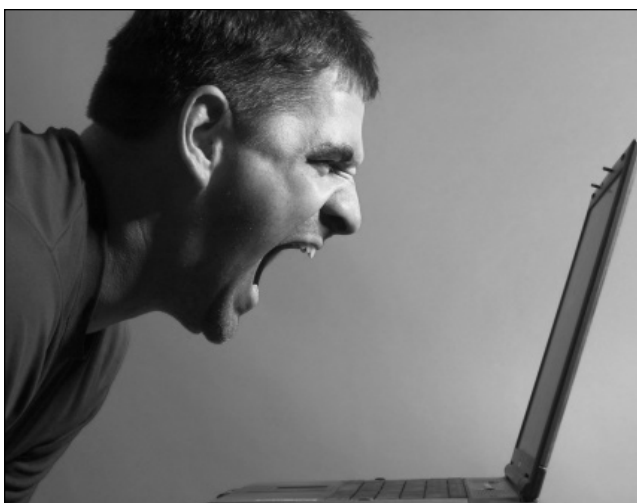
and heroines who, while not perfect, teach us the importance of staying true to what we believe in.

Books not only weave beautiful and intricate characters and storylines, but they also teach us many lessons about life. Books can speak to us at any age.

They give us the ability and freedom to live another's life; and, at the end of it all, we come back into our own lives, having glimpsed something remarkable.

So turn off the TV, put down your phones, and read a book.

Letters to the editor:



[Re: Defeating number one: victory over Walnut Creek]
Congratulations to the senior boys basketball team. The amazing win over the number one team really shows our athleticism and sportsmanship from the school.

-Jamie Yochim

[Re: Joy of Pregnancy, as long as it's not a girl]
I find that this is just an example of the sexism problem the world has been dealing with for centuries. Though we live in Canada, it is still happening, this "war on women." I have even seen some boys here at school be disrespectful to me, and other girls.

This is something that people should open their eyes to. Both men and women should open their eyes. Women and girls should not let themselves be treated like this. We should not get taught that men are the greater gender. Men should know that women can be just as great, or greater. They should not treat us like we are weak and slow minded. I know that I cannot convince everyone, but I hope I can at least get through to some.

-Ashley Smith

There is no doubt that gendercide is a horrible, shameful action. However I found myself looking for a deeper connection with the stated chain reactions. Is there proof? It is important that in subjects as emotional as this one that the conclusions do not appear as speculations, in order not to take away from the reality.

-Mariana Gorjão

It is true that in many countries, especially in Asian countries, gendercide is a problem. Many families living in the rural areas needs boys for labour and to "carry on the family name." However, many of these cases in China, especially in modern cities, are improving a lot, and many hospitals already stopped telling the gender of a fetus to the parents to be.

-Gwendolyn Ge

I was always aware of China's gendercide towards baby girls and that they were often killed. But I was not aware that this brutality still occurred and at such a high rate. It sickens me to know that millions of babies and unborn children are being murdered with no mercy. It's scary to think I could have been one of those helpless baby girls left to die. This needs to be stopped, and the best way to do that is to get people aware of the traumatic acts that are occurring.

-Janelle West

[Re: Editorial Cartoon]
Excellent job to Amanda Wong and Alice Zhang, the two comic artists; the work they put in the paper is amazing and they are both very talented artists!

-Mieko Graham

[Re: Art students present talent to prospective universities]
I really enjoyed seeing all the art students with their sculptures. It's great that arts can be such a big part of school and society.

-Rachel Davidson

Annual course selection offers new opportunities, anxieties



REBECCA MACDONALD PHOTO

Happiness is making all the hard decisions: Bindy Johal, counsellor, and grade 10, browse the "Gleneagle Course Calendar," mirroring the upcoming task of students across the campus.

REBECCA MACDONALD
staff reporter

As semester one draws to a close, students and staff alike are already beginning preparations for next fall. Course selection—a simple exercise for some, but a daunting task for many—seems to come far too early every year; few students feel ready to decide what they will want eight months from now. With everything that goes on behind the scenes, however, it is essential to start this process as early as possible.

"It's a very tough process," said **Bindy Johal**, head counsellor. "We have to start the whole thing now. I know it's early; [students] don't know what [they] want for next September, but we have no choice. We need to know now."

Johal explained that the incoming grade 9's are generally the easiest. With five mandatory classes, they have very few elective choices. Gleneagle hosts an annual information night to explain graduation requirements and course offerings.

The challenge with new grade 9's is that they are at the bottom of the totem pole. Senior students are granted priority in courses with limited space, and are given the first chance to make changes, so younger students are less likely to get the exact schedule they asked for.

"I didn't get all the courses I wanted, mainly [because most] of my classes are Honours, which narrows down my options. I'm honestly just thankful that I got classes I actually picked, instead of

classes I wouldn't want to be in," said **AJ Lahouaoula**, grade 9.

Gleneagle counsellors work hard to give students such as Lahouaoula the most choice possible. As students start becoming more ambitious with their academics, however, problems arise.

"Where it gets complicated, in Grades 10, 11, and 12," said Johal, "is when students start enrolling in summer school. They take credit classes in the summer, but we don't know about it [until we come back in September], and our courses are selected, our timetable is designed, our teachers are hired. We make those decisions in May; we have to for funding and hiring in September. Then these students, who have taken advanced academic courses, want to change their timetable to take

upper level courses. It doesn't work that way, hence the long lineups," she added.

"Another problem we often face," Johal continued, "is that students try to fast-track. Grade 10's who have done summer school, they want all the really challenging courses. . . they don't get the marks they want, and then they want to repeat those academics, which we can't do. We have to give priority to students who need the credits, not the marks. But there's often pressure from home. Parents can be extremely persistent."

Many students feel the need to rush ahead with their academics, feeling the pressure of postsecondary requirements and competitive acceptance rates.

"I am not ready to choose my profession, and grade 12 courses directly impact one's acceptance to their profession or program of choice," said **Sepehr Rashidi**, grade 11. "I found it really hard to decide what I'm going to choose for next year, since it's my final year.

With pressure to take highly academic subjects, Johal cautions against overloading yourself. New course selection policies will be enforced this year, preventing younger students from taking too many upper level courses, and giving that priority to students who need the classes for graduation.

"Students can only take one upper-level academic course as an elective, space permitting, with the exception of Pre-Calculus 12, which has to be taken in grade 11 if you want to take Calculus 12. I think it's really healthy for students to take non-academic courses in elective areas and explore different things," Johal said. [Students need to] pick classes really carefully, according to [their] interests and abilities. Really be honest and realistic

about what you can achieve," she added.

In recent exit interviews for students graduating early, a common theme was the regret of not taking enough non-academic electives. Many students wish that they had taken more time to learn new skills and explore their passions. Unfortunately, many of these classes don't run due to lack of enrolment.

"We can sometimes be creative, but it's difficult to run a class with less than 20. It's a really tough decision to make," said Johal. "If students change their mind in September, we can't always offer the courses that they want, because not enough people signed up. We can't create more sections of a class in September. Staffing and hiring is done in the spring. And if we get more than 30, but not enough for two sections, we have to make some tough decisions. Unfortunately there has to be a cut-off," she said.

All of the timetabling is done through computer programs, with manual changes done by the counselling staff. Every student is checked and rechecked for graduation requirements. If a student makes a change, the process starts over again. Johal stressed the necessity of filling out forms correctly the first time, to avoid delays and problems in creating timetables.

"Course selection takes a long time. We do the best we can, we try to help everyone, but it's reality. In university, you won't get all the courses that you want, and if your marks aren't good enough, you won't get in at all," said Johal. "But don't stress the academic stuff. Ultimately, students who have done really well in school and have benefitted from their experiences are those who try new things and just learn whatever they can. You don't get that opportunity again."

Kicking off new year by carving Canada's greatest peaks

KRISTINA ENG
staff reporter

With clear skies, "conditions were way better than last year. Probably by far the best snow I've seen in a long time," said **Kimberly Woo**, grade 10.

Participating students began the New Year with a trip up to Whistler with the Ski and Snowboarding Club. "It was super cold, so make sure to wear warm clothing!" **Wesley Wen**, grade 11 said.

"We make it easy, we make it affordable and it's a way that Gleneagle students can have a world class experience, as part of a school activity. So I'm really happy to be able to help facilitate that," said **Brian Unger**, ski club advisor. "I loved it! It's not even a question. Best mountain to ever snowboard or ski at," said **Nadia Huebner**, grade 11.

Coming up next, February 1, is a two day weekend away up

to Sun Peaks Mountain. "It's a beautiful hotel and it's a great ski mountain," Unger said.

At Whistler, students were grouped with their friends but also escorted by an instructor.

They were also given the chance to join groups by levels of experience to run down different slopes at an appropriate pace. "This was actually my first time learning how to snowboard so I was slipping and tripping most of the time. But it's all part of the experience!" said **Catherine Fang**, grade 11.

Although an instructor is provided, students did not necessarily take full lessons.

"The instructor guides you and gives you tips on how to improve your ride," Kim said. "They get to skip the lift lines and the Whistler instructor will take them all over the mountain to other places they might otherwise not find," Unger said.

Along with the guide, they were also provided safety through a

GPS tracker "called Flaik that is worn below the knee to secure your location, and then you can take your Flaik number and go to the website and see how fast you went and the distance," said Kim.

At Sun Peaks regulations are different. "I think they want to assign instructors but it's more optional there," Unger said. Basically students should be able to freely ski or board alone with friends at this mountain.

Students were pleased with Whistler's service. "When my bindings broke while on the mountain, they hooked me up with a rental board almost right away," said **Sean Lee**, grade 10. "So service was very good."

Overall, the trip was very successful.

As Kim said, "We are lucky enough to live in a city where there's snow on mountains, so why not make the most of it?"

If you're interested in taking the opportunity to ski or snowboard at this world class mountain and



SEAN LEE PHOTO

Literally chillin': Skiers and snowboarders take a rest atop Whistler mountain after a long, exhausting day on the slopes.

your name still isn't on the list, it isn't too late to join.

"We still have some room on the

March 10 trip. So if people still want to sign up, they can come see me," Unger said.

More than basketball

STEPHANIE LUI
staff reporter

A basketball trip to East Palo Alto, San Francisco, over the winter break had the senior girls basketball team readjust their thinking both on and off the court.

From December 27 to 31 the Talons travelled to Oakland to play against schools from around the United States. Eight teams were in the tournament including East Side Preparatory, Lynbrook, St. Francis, Sky Line, and Brea-Olinda.

The team was surprised by the situation of the neighborhood where East Side Preparatory was located. “[It] was in a very poor area,” said **Chiara Bordignon**, grade 11. “It made me kind of nervous.”

“The neighborhood was sketchy and rundown,” explained **Ariana Baratto**, grade 11. “While driving [there], I was really curious to see what the school was like.”

However, their views on Oakland changed when they were met by strong competitors from the United States.

“They were much more athletic, often bigger than us as they have a lot of energy

and intensity, [more] than most Canadian teams,” said Bordignon.

“They were quicker and much stronger on court,” stated Baratto. “A lot of the girls had an overall older looking appearance, for example their height and body build.”

Working harder as a team together on the American courts, the girls developed their skills and experienced “the power of good teamwork” on this trip.

“This trip to San Francisco showed me that the [United States] take sports much more seriously no matter their circumstances,” said Bordignon. “There was an indescribable sense of hospitality and dedication from the home teams, even from the parents and the organizers.”

“What amazed me the most was how the parents and organizers were beyond friendly and treated the ‘Canadian’ team like royalty,” said Baratto. “The way we were respected and welcomed is not something you come across much [from] the B.C teams.”

“I think that being able to learn and grow as a team through this experience makes this trip so much more exciting and memorable,” said Bordignon.

Competition builds spirit

MAUREEN LAO
staff reporter

There’s more to intramurals than spiking a volleyball at your best friend’s face! “It’s a competitive environment but it’s a series of events meant to bolster school spirit, new friendships and connections between students but also between students and teachers,” **Clayton Richardson**, intramurals coordinator said. “The way that we are running it this year is, they’re lunch time events and its three to four times a week. [Intramurals] is based on people wanting to sign up and play . . . [who] normally wouldn’t come out . . . I’m also trying to pick sports or events that cater to everybody [because] not everybody likes basketball or football but table tennis might be something that some students really like,” he said.

And there’s lots of benefits to being involved. “It allows [students] to be active at lunch time,” Richardson said. “It allows them to form teams and play sports that

they might not normally play. It allows them to make new friends and connections, and it also allows them to connect with staff members and teachers who hopefully partake in these events as well. Really at the end of the day, the goal of intramurals is to get a stronger feeling of school community and spirit,” he continued.

Students who participated in the soccer and dodge ball intramurals held earlier in the year, enjoyed it for different reasons. **Kallam Harley**, grade 10 said, “I get my daily physical activity, it promotes school spirit, and the competition is exciting.”

Shahriar Nabipour, grade 11 said, “I enjoy playing more sports at school for school spirit and it is a good bonding experience.”

“Basically what happens is teams compete, and the winning teams end up winning t-shirts so there are prizes involved,” said Richardson. “I stress that this whole thing is not about rules. It’s about getting up and active and playing. But sometimes you need to make sure everybody is safe, tournament format of who is going to play who, rosters, and then I think it’s cool to provide the

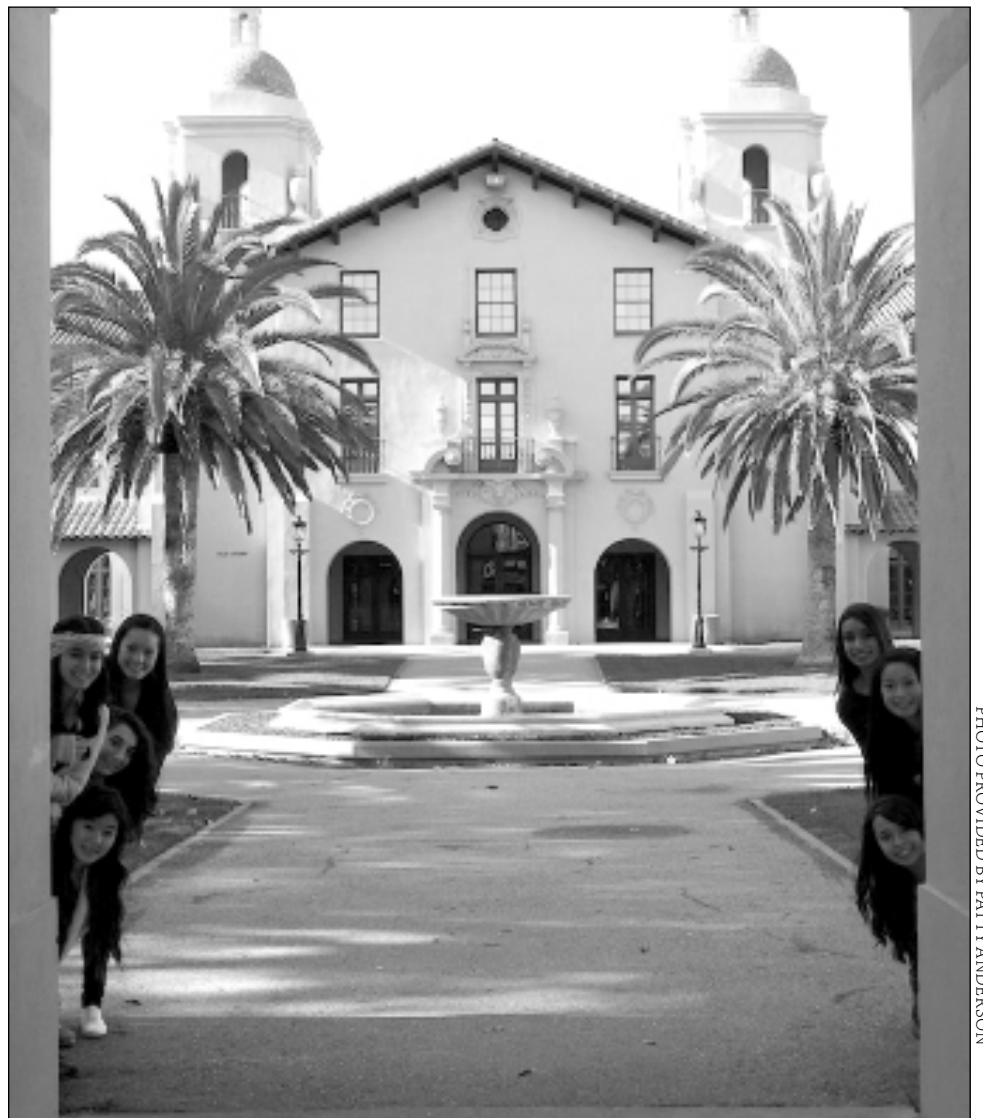


PHOTO PROVIDED BY PATTY ANDERSON

Peek-a-boo: The senior girls travel for more than just the game as they pose in front of classic California architecture. The tournament took place over winter break.

winners with something. It adds legitimacy to the whole tournament.”

For many, winning is their main goal. “To be honest, I really wanted to earn a t-shirt to show that I won intramurals before,” said **Logan Wong**, grade 11.

Playing against the teachers was another thing that’s students look forward to. “Competing against the teachers is the best. It’s the one time where you can knock the teachers over,” said **Arianna Baratto**, grade 11.

“If yourself and a few others were happening to be playing the teachers on a certain day, it’s fun to talk about it in the hallways beforehand and get excited about it, as long as it’s in good fun,” said Richardson.

“You know a little witty banter in the hallway, I think that’s great. It gives kids something to be excited about, something to look forward to. As far as the connections

with teachers and students, there’s a lot of teachers who have come who don’t want to participate . . . so they come and they watch in the stands. . . it’s just really all about making those connections,” he said.

“So far we have done soccer and dodge ball and we’re going to do table tennis. After that, we are going to do handball,” Richardson said. “In the spring I’m really open to suggestions . . . I’d like to know what sports they want to play. I’ve heard that people want to play basketball and people want to play football but if someone approaches me and says “hey I really want volleyball, California kickball, or capture the flag, I’m totally open to suggestions because I want to provide what the students want,” he added.

“I suggest all the students give it a try. Even if you are not great at sports, that doesn’t mean that you can’t fit in well on a team and experience something new,” he said.

Gleneagle graduates bring individuality to exit interviews

ISABELLE DOCTO
staff reporter

Gleneagle graduating students of 2013 are given the opportunity to reflect on their past, present, and future through exit interviews, which were added as a part of grad transitions this year.

Students graduating early, at the end of this semester, had the chance of being the test pilots for this new culminating activity.

It is worth four credits and is a required part for graduation, but **Joanna Horvath**, grad transitions teacher, thinks that it is more than just a mandatory project and that “it wraps everything up and ties up all the loose ends.”

Early graduating students who went through the process agreed that it helped put their lives in perspective.

“It asked questions about how I changed and my experience over high school. And when I actually started writing it and thinking about it, it made me realize all of my accomplishments and goals that I completed,” said **Alexa Krpan**, grade 12.

“It helped me to record my high school life and also to preview my future,” said **Monica Kang**, grade 12.

The criteria for the ten minute interview leaves a lot of room for creativity when it comes to how the students choose to demonstrate their experiences and influences inside and out of high school.

Students are free to choose outlets of presenting, whether with a standard power point presentation, playing a song, or even performing a dance.

“What’s interesting is every interview is a little bit different, because students have different ways of expressing themselves,” said **Jerry Areshenko**, counsellor, who has had experience with exit interviews at other high schools.

As students learn more about themselves through the process of creating their presentation, the teachers who are chosen to view these presentations also discover more things about their students.

“Most [teachers] have known that student throughout school. It’s kind of nice to have that moment at the end where you get to see them present,” said Horvath.

The project may cause some anxiety in students busy with school, work, and extra curricular activities, but teachers assure that it is nothing to fret about.

“I’ve done it for several years, and it’s always been a really positive thing,” said Areshenko.

“It’s not meant to be intimidating or

stressful. Just take some time and organise your thoughts.”

The English department will also help students brainstorm some ideas for their exit interviews.

Exit interviews will continue in May for students who are graduating at the end of the school year.



ISABELLE DOCTO PHOTO

Strumming his way to graduation: Grade 12, reflects on his Gleneagle experience in a style that has meaning for him.

Junior boys basketball team claws through Riverside

MARIE TURCOTT
staff reporter

Junior boys shot a solid win against Riverside at the Gleneagle tournament last weekend. Despite losing their first two games to Byrne Creek and WJ Mouat, the boys played hard to defeat their final opponent. With a couple of their players unable to participate due to poor grades and illnesses, it was a struggle for the team.

"We've only had seven guys, and we've gone through a lot of adversity, but they've stuck through it. They know how to go through tough times - I'd say that's their biggest strength," said **Andrew Lloyd**, assistant coach. "We have guys that, even though we have gone through a really tough season, are still playing hard."

This season has definitely proved to be a challenge, because of the lack of practices over the last few weeks. "We've faced lots of adversity because we have very few players and it's difficult to get guys out to practice and games," said **Anthony Toews**, grade 10, point guard.

"It's been tough so far, but we've fought through it with all the work we put in. We have a good chance, but we need to improve a lot," said **Drew Horton**, grade 10, small forward. "We started off a little bit slow, but it's the second half of the season. Things are looking up for us."

Another obstacle the team has faced is their lack of size. "We're not that big, so we need to use our speed and quickness to the best of our abilities. We're not that tall, so

anytime a team comes in with size, it's tough to rebound," said Horton. "Every team has improved a lot, and so have we, so it's a whole new level of competition as it was last year."

"Rebounding is an aspect we need to work on. We also need to improve on our overall game, and team effort," said **Daniel Benitez**, grade 10, forward. "We've had our ups and downs. We'll be doing [well], then we'll fall straight down."

"Our skills are very weak right now," agrees Lloyd. "We have to improve on them, especially the guys thinking of going on to the senior team. And the only way we can improve is by playing more."

Fighting through all their struggles, the boys have bonded together. "We stick as a team, being there for each other and have battled through our challenges," said **Gabriel Lim**, grade 10, forward. "We all play together, understand each other's game play, and we're all good friends on and off the court," added Benitez.

All the boys are looking forward to playoffs, as well as improving their overall skill, playing with the team, and getting some wins. Their goal is to make it to Fraser Valleys.

"I just hope the boys play with an effort, with a passion. I hope they don't just give up because they are losing by a lot of points. I hope they don't show up, and play just to get the season over. I want them to try to achieve something by focusing and concentrating and doing their jobs," said Lloyd.

"I think our goals of all time are be proud of your efforts, support your teammates,



Taking the three point shot: Grade 10, takes the outside shot in their home tournament victory over Riverside.

and concentrate on your job, and I hope that's what we do every game. I know it sounds cliché, but we take it one game at a time, and we try to get better."

The overall league win loss record so far is two wins and three losses. The team played at Heritage Woods on Wednesday. Results were not available at press time.

Grade nine boys motivated, always improving their game

TYLER JOHNSON
staff reporter

The grade 9 boys basketball season may seem to be off to a rocky start with three consecutive league losses, but in reality, the team is healthier than ever. As Coach **Jason Bingley** puts it, "We're not so much focused on wins and losses. As nice as it is to win in grade nine, our focus is on getting their skill development up."

A similar story comes from the players who are ambitious to win, yet are in it for the experience. Grade 9 player, **Kyler Dickey** noted that he enjoys making layups and playing the game, beyond simply winning.

Despite this, the success they have been missing may just be on the horizon during the coming three weeks. With the West Vancouver Secondary tournament on its way coach Bingley believes the team will be able to gauge their skill level and appropriately

direct their training.

However he recognizes the challenges and notes that "for a lot of the kids it's a big jump because middle school basketball season is usually only about 5 weeks, [whereas] our season is five months."

It is a larger commitment in general that he believes they have admirably adjusted to. Consequently he has seen their individual skills grow on the court, and with continued commitment believes that the team will grow as a whole. "Our team this year is probably one of the smallest in terms of [physical] size," Bingley said.

And while he doesn't believe this trait to be a handicap, he does note that they may have to push harder in the face of much taller and stronger opponents. To overcome this, they have to outmatch their competitors in terms of skill and motivation. Thankfully the motivation to train is present and growing, thanks to parent support. Bingley noted

that "We've had a lot of support with parents driving kids to games that aren't here. Usually when I look up in the stands... [I] see a majority of the parents there at the game." He's glad that the parents show their support and commitment, because it proves that "these guys are going to be a family for the next four years playing together," a family that hopes to prove its skill at the coming West Vancouver tournament.

As grade 9 player **Liam Burgess** somewhat truthfully puts it, "The grade 9 basketball team may appear to suck, but in reality [it's] just a play."

So far the team has posted league losses to Heritage Woods, Port Moody, and Terry Fox Secondary.

They recently placed fifth in the Riverside tournament, and face off against Dr. Charles Best today. Tuesday Night's Arch Bishop Carney game results were not available at press time.

Senior girls not on their game

KAILA GUIMOND
staff reporter

The senior girls basketball team gave it their all at the annual TOP TEN Shootout, hosted by Centennial, last weekend, January 18-19. They opened the tournament with an initial loss to Handsworth, the team currently ranked number two in the province.

In their second game, they met Riverside, another strong team, and lost that one as well. They lost their consolation game against Kitsilano, 51-46, "a game they should have won," according to **Jenna Bentley**, grade 12.

"We didn't play our game," Bentley said. In their final game of the tournament they defeated Terry Fox. After being 18 points behind, they fought back hard, winning 64-61.

"We're happy because we improved in the game and we got a preview of how our league game will go next Tuesday," said

Lauren Pettifer, grade 11 teammate. "We started working well as a team and we were more aggressive and tenacious. I think we are becoming more confident and playing harder with every game."

"We are working as a team more and our bench support has gotten a lot better," said **Chiara Bordignon**, grade 11, teammate. "Every game we improve a little bit and we learn from our mistakes."

The playoffs start February 19 and the team still have some things they want to improve on before then. "We have been having trouble scoring and we need to have the confidence to drive more often," said Pettifer.

"We need to improve on not panicking and staying calm. We need to help each other out on the court more and not get frustrated," said Bordignon. "Our ultimate goal is to make it to the BCs but it's going to be a challenge."

Results from the game against Terry Fox were not available at press time.



Driving it up the court: Students work hard to return the ball to the opposing team's side. Despite some setbacks, the team continues to improve.

Junior girls strive to improve in uphill season

ALEXANDRA COOPER
staff reporter

Despite skill and strategy, the Gleneagle junior girls basketball team suffered a loss against Charles Best, 49 - 17, Thursday, January 17. "[Charles Best] is a really good team. They've been together longer than

us," said **Danielle Flores**, grade 10.

Every player worked hard and showed their enthusiasm to play. "It was a tough game. I could square up to shoot more, but I think I did pretty well," said **Cameron Pettifer**, grade 9.

When asked about the team's weaknesses, **Caitlynn Chilman**, grade 10 said, "We need to practice our plays more."

Flores added, "Probably rebounding, boxing out and passing."

On Wednesday, January 16, the girls won against Archbishop Carney, 24-21. "We had intensity," said **Melon Oh**, grade 10. "I think we work well as a team, but we just need a push," said Pettifer.

They played against Heritage Woods yesterday, but results were not available at press time.

Previously in the season, they won against Terry Fox and Port Moody and lost to Riverside, giving them a three wins and two losses record. "Since the beginning of the season, we've grown," said Flores, "but we need more commitment at practices and games."

"I think we're good at getting the ball to the post to get the shot," said Pettifer.

The team has played in three tournaments so far. On January 11 - 12 at Carson Graham, they won one game and lost two. On December 1 at Charles Best, they won a game and lost a game.

And unfortunately on November 24 - 25 at Strathcona, they lost their three games due to a lack of players.

Are they going to make it to provincials? "If we work hard and have commitment, maybe." Oh says.

"Possibly," added Flores. The team practices four days a week, Monday to Thursday with coach, **Steve Pettifer**.



ALEXANDRA COOPER PHOTO

Squaring up for the shot: Grade 10, looks on as **Cameron Pettifer**, grade 9, drives towards the basket.

Flashes of greatness

DAWSON DROLET
staff reporter

The senior boys basketball team is having a rollercoaster season but is working hard to improve.

The team boasts a record of 13-8 on the season (not including exhibition and tournament games) after their last win over Charles Best.

The team also finished the Pitt Meadows Airshow tournament where they lost in the semi-finals.

The team has been building a reputation of playing very well against high ranked teams, but playing down to non-ranked teams.

The boys knocked off what was the number one team at the start of the year, Walnut Grove and also beat the new number one team, Kitsilano.

Aleks Marjanovic, grade 12, said the key

to their last victory against Charles Best was "We played good defense, and that kept us in the game." Marjanovic also said the team needs to improve on their passing in order to improve.

Although the team has areas to improve, Marjanovic said that "everyone has bought into the system."

Other than Marjanovic, the team stand outs have included **Tarik Scott**, **Denver Sparks-Guest**, **Grant Galbraith**, and **Cordell Parker**.

Commenting on the team's win over Kitsilano, Coach **Tony Scott** said "The team didn't turn over the ball a lot. We played pretty intense and pretty smart. Our execution was really good."

The team played against Terry Fox and Pinetree earlier this week but results were not available at press time. The team hosts North Surry tomorrow on Friday, January 25. The game starts at 7:30 pm.

Talons wrestlers optimistic about upcoming season

BRENDAN PARK
staff reporter

Talons wrestlers are opening their wrestling season on a confident note.

This year's team consists of experienced players and novices, with the addition of a new coach. "This year is made up of a majority of grade twelves either in their first year of wrestling...or players who are in their third or fourth year, so you get a variety of different skill levels," said **Mark Tustin**, wrestling coach.

"[There are] many more veterans coming back to the team," said **Aarman Bondar**, grade 11. "Every member of the team has something to offer, whereas last year we only have one four-year wrestler."

"This year we have the addition of another coach and that brings a whole new perspective into training," stated Tustin. "With four coaches around to help instead of one or two, it brought up our team's confidence."

Practicing every Monday and Wednesday mornings, along with Tuesday and Thursday afternoons, the team is striving to gain more experience in wrestling and understanding how to execute moves explosively and effectively. Wrestlers focus on fitness, shots, and set-ups in the mornings, while the afternoons focus on scrimmage, new techniques, and old moves.

"The goal is to actually start performing the things that we do at practice," said Tustin. "So if [the wrestlers] are able to perform the different moves we've practiced and execute them in tournaments, then that to me, is a high level of success."

The team is currently preparing for an upcoming Burnaby Central tournament, on Friday, January 25. "Our team has been achieving better than I had hoped this year so far," said Bondar. "If we win the entire tournament it would be great for our team."

However there are challenges along the way. "[It is] a challenge with schools like St. Thomas More," explained **Dylan Sydat**, grade 11. "The host school also has a bigger, more experienced team."

The team's confidence comes from their

passion for wrestling. "Everyone including yourself is putting all your heart into what you can do best is what I love," said Bondar. "Wrestling isn't something everyone can do. It takes heart to go through the pain," he added.



Fight to the finish: Students locked in a fighting embrace at a wrestling practice. They are eagerly preparing for their upcoming Burnaby Central tournament.

JENNIFER KOU PHOTO

Senior actors take directing seat



EMILY CHEW PHOTO

Taking student direction: Three drama actors from the show *Phase One* re-enact a classic drama scenario directed by their student director. Students, sees no evil, speaks no evil and hears no evil.

DONYA POURTAGHI
staff reporter

Experienced theatre students revealed their talent in a different way during the evening drama performances that took place this week. These students took a step off stage to produce and direct short plays of their own.

Through the Directing and Scriptwriting course offered here at Gleneagle, students in grades 11 and 12 were placed in a grade 9 and 10 split drama class, where they learned how to direct and write a script under the direction of **Ashley Freeborn**, theatre performance teacher. In the first half of the semester, the student directors learned the ropes, taking notes as Freeborn directed the first play the younger actors would perform, while at the same time working on writing their own scripts.

Once the first play had been performed, the young directors were left to direct their own play that they had either written or adapted.

Most students signed up for the course because of their love for the stage and their curiosity to see what it would be like to work behind it for a change.

"Well, I've been acting since I was in grade four and I've always wanted to direct," said **Hammond Yau**, grade 12, who wrote and

directed a play called *Phase 1*. "I took the course mainly to get motivation to write a play. I've always wanted to, but I'd always put it off because I didn't have a deadline," Yau said.

Not everyone wrote their own play, and there were challenges that came with that decision too. **Delaney Harrison**, grade 12, and **Amal Ahmed**, grade 11, chose to do an adaptation of a movie.

"We debated back and forth between many plays and even about writing our own, but with the kids that we had, we decided that it would be fun to adapt the screen play of *Freaky Friday*," said Harrison. "I told my kids not to watch the movie because I didn't want them to just copy it. We made it our own and did things that weren't necessarily in the movie."

Tina Rahimi-Khoshavaz, grade 12, who adapted a movie called *Another Earth*, has always had an inclination for directing. "When I was in drama class and whenever I act, I always think about how people could do things differently or how I could do things differently so it's awesome that I'm in a position where I can be that person guiding the other actors."

The student directors were put into a prominent leadership position, and many of them discovered that they had changed

since the beginning of the course. "First I thought directing a play would be easy. That was a big mistake," said Yau. "I thought the vision in my head would completely match up with reality and work out exactly the way I had it planned, but it never did. I was always adjusting the plan. I even had to change how I gave feedback because none of my actors were the same. I became way more flexible and willing to embrace the change."

Lyndsey Britten, grade 12, who wrote and directed *Goodbye*, was able to compare what type of director she was in grade 11 and in grade 12. "In general, I'm a very serious and strict director. But for some reason I was way more easy going. I gave my actors a lot of freedom this year. I'd let them go work on scenes separately and give each other feedback," said Britten. "I feel like I've become a better director because I understand my kids more. When I was in grade 11, they were just students and I was the director. Now I have that bond with them so we work together more. It's a collaboration."

There's more to Directing and Scriptwriting than meets the eye. Student directors took benefit from things they didn't think would happen. "What I really like about this course is that we have the ability to bridge

the gap between a person in grade 12 and a person in grade 9," said **Emily Chew**, grade 12, who wrote and directed a play called *Happy Endings*. "Usually, it'd be awkward to walk up to someone and say 'Hey! Can I get to know you?'" In this class, the students still talk to you like you're a friend outside of class. It's actually really nice."

"One of the great things is being able to see your production from the very start, to work with it, and be able to contribute a bunch of ideas and have it become a whole thing," said **Chelsea Rowland**, grade 11, who co-directed a play called *Strangers* that was written by her directing partner, **Cassie Baratelli**, grade 12.

"You find a new respect for the student director. It's a great opportunity to work with a fellow student in such a different way," said **Lavender Huang**, grade 10, who is part of a play called *Mind, Soul and Personality*, written and adapted by **Brendan Park**, grade 11.

"The directors really try to connect with you, not just as a superior, but also as a friend. This makes drama class even more memorable. It's impressive how the directors have so much talent and it is an honor to work with them to create and weave a story together, making it come to life on stage," Huang said.

Gleneagle breaks into social media on Twitter

JENNIFER KOU
staff reporter

Gleneagle's on Twitter (@GleneagleSD43)! As we enter into a technology driven era, this is a new way to help students get in touch with what's happening in the Gleneagle community.

"My goal is to get the word out about what's happening at our school," said **Gerald Shong**, principal of Gleneagle Secondary. "By using Twitter, students can easily look

up what's happening at school," **Jo-Anne Leblond**, the school librarian, is in charge of running the page.

Aiming to increase communication between students and school activities, the twitter page posts anything and everything in regards to school activities. From sports to what's happening in student council, special programs, drama performances, art presentations, and clubs—it's all posted on a daily basis.

"It's just a more convenient way for people

to access information about our school," said **Youmy Han**, grade 12.

Twitter is fast, simple and convenient. By making updates available to everyone online, students can easily check in and keep in touch with current school events. "Hopefully students will like this type of format," said Leblond. "It's good to have things in writing and as a reminder."

Twitter also enables Leblond to send out pictures of events "and sometimes a picture is worth a thousand words," she added.

Since a wide teenage audience uses Twitter, this platform helps keep students up to date and increases communication between the school and students.

If a club or sport would like an event tweeted, they simply e-mail Leblond and it's posted on the site. Specific updates are also posted, such as grade 12 graduation deadlines and sports updates.

"Gleneagle has to remain, if not on top, at least in the middle of the pack as far as social media is concerned," said Leblond.