

Gleneagle’s Student Voice
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theEdge

Spirit week sparks tons of Talon pride

CASSIE BARATELLI
guest reporter

GO TALONS! was the spirit all last week at school as students from grade nine to twelve alongside the teachers took part in Spirit Week.

“I heard a lot of grade 12’s talking about how we hadn’t had [a Spirit Week] yet and how they really wanted to have one, so I just asked Mrs. [Bindy] Johal if we could have one and she said that was totally doable if we had people who wanted to do it,” said **Veronica Robbins**, grade 12, and a member of Con-X.

Spirit Week consisted of four days instead of five due to Friday’s Pro-D day, and began with Pajama Day on Monday, followed by Twin Day, Talon Day, and Jersey Day. Spirit Week was planned by Con-X and Leadership 11.

“We found out that Con-X was taking care of [the Spirit Week], but we realized they weren’t really doing much to put it into action,” said **Sarah Cho**, grade 11, who’s part of the Leadership 11 class.

“I made the event on Facebook but there weren’t really any posters up and [Leadership 11] made them during class time,” said Robbins.

With the Leadership 11 class taking over the project one week before the events, there was not a lot of opportunity for big

advertisements.

“We put up posters, we did the announcements, [and] we put up the banner, so I think we tried our best,” said **Jacquelyn Chung**, grade 11.

“I feel like [there aren’t] a lot of people [who] are pumped up about it because they didn’t have much notice about it,” said Cho, although Monday’s Pajama Day proved Cho wrong right away as many students came dressed – or perhaps underdressed – in their pajamas.

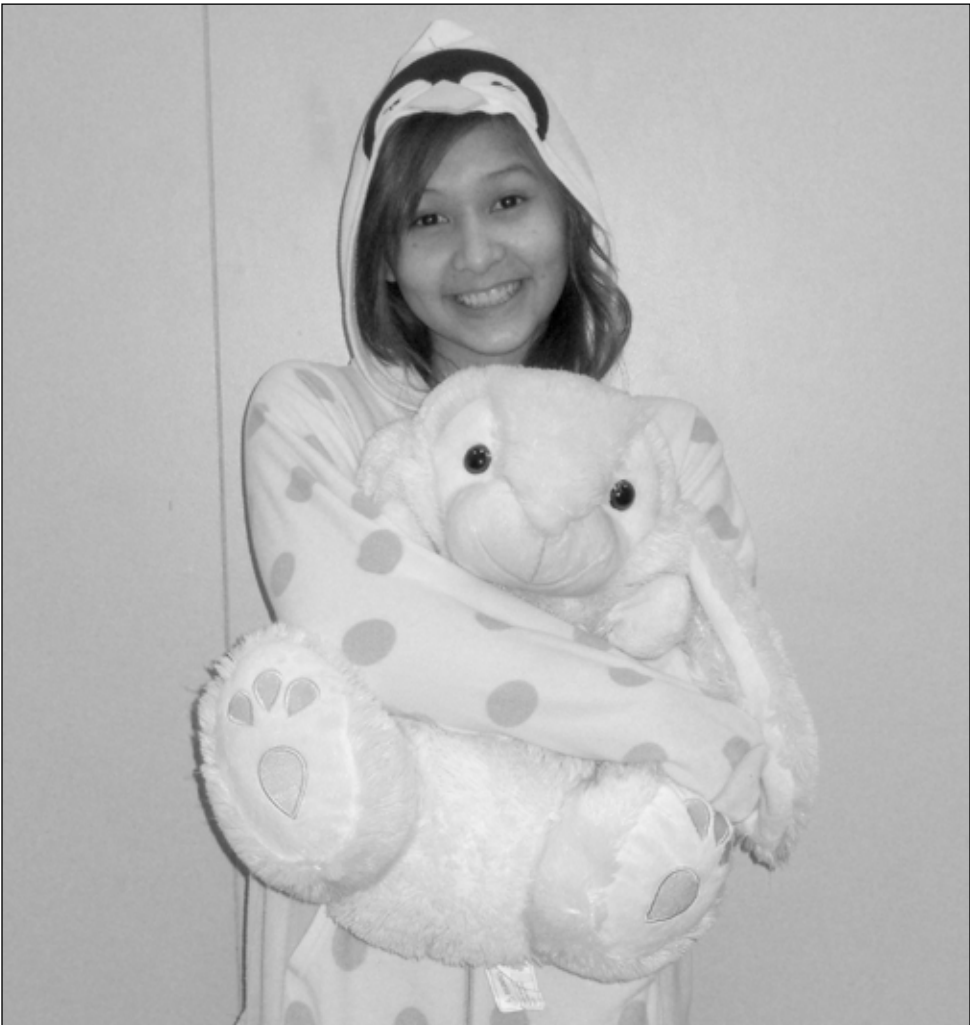
“Talon day is the best day obviously because we’re all Talons!” said Robbins.

“I think they’re excited to help create school spirit, and work on [it] by running this Spirit Week,” said **Chris Turpin**, Leadership 11 teacher.

While the event was put together on such short notice, there was still time for changes to be made. Thursday was supposed to be a Retro Tight and Bright day, but was switched to Jersey Day in honour of the Canucks game.

However, Tight and Bright Day has been turned into Retro Week, planned for March 11 to 15: Monday will be the 50’s, Tuesday the 60’s, Wednesday the 70’s, Thursday the 80’s and Friday the 90’s.

With the partial disappointment of some students due to the cancellatioin of tight and bright day, Retro Week will be an interesting platform for creativity among students as well as an exciting way to make up for the replacement day.



Ready for bed: Grade 12, snuggles up with her bunny after rolling out of bed for pajama day. Day one of Spirit Week saw many students clad in pj’s.

DONYA POURTAGHI PHOTO

District maintains status quo despite budget shortfall

YOUMY HAN
ALISHA LEE
staff reporters

With School District 43 currently planning a \$5 million budget cut to cope with the recently discovered budget-shortfall, Gleneagle students and staff question how the school will be affected.

After a board meeting in January, School District 43 discovered a budget shortfall of \$7.5 million. With plans to develop a budget cut of \$5 million, it is likely the district will still be carrying a \$2.5 deficit to the 2013-2014 school year.

Right now, the district is sticking to cutting supply budgets and discretionary spending, and avoiding cutting staff and slashing programs mid-year.

“We’re in the business of teaching and learning, so...[we] always want to make sure that whatever cuts happen at the school level, they minimize the impact on students,” said **Andrew Lloyd**, acting vice-principal.

“[Right now], all the cuts and freezes at the school level, are more around supplies, or any purchases we wanted to do for preparations in the future,” said **Gerald Shong**, principal.

“In a school, if we have to reduce how many teachers we have, we will have to rebuild student time-tables, and with grade 12’s needing courses for graduation ... that’s just not possible,” added Shong.

Given the large number of specialty programs such as TALONS and COAST, as well as Gleneagle’s fairly large arts and drama programs, Shong believes that if the school “manages everything very well and [is] responsible, it should have minimal impact on [the student population.]”

Lloyd agrees, saying that so far, there will be no changes to any programs already in progress. “[We] will continue to run [these programs] as we move forward into the spring

and look at our enrollment... [and] number of classes.”

According to Lloyd, School District 43 is also trying to keep to their basic commitment with class size and composition.

“Our district is also very much a proponent of...class size and composition. They’re committed to a rule of thirty students and to keep that number at thirty because... having thirty students means that [there is] a greater opportunity for students to be successful,” said Lloyd.

Asked whether the cuts will reduce the teacher’s population at Gleneagle next year, Shong answered, “It is based on our school’s enrollment. So when school enrollments change from year to year...our staff will change slightly.”

At the same time, students pose their questions and concerns as well.

“As a graduating grade 12, I’m very glad that I’m not going to be around the next few years,” said **Liam St. Louis**. St. Louis believes that with the political climate of the provincial government, there will not be a lot of funding available for the education system, and it will create a negative impact on the schools in the next few years.

“Over the last 10 to 20 years or so, we saw a huge decline within BC and across Canada with the number of students. Yet, at the same time, we’ve seen [a lot of money] being added to the school budgets from the governments...You have to consider where in the school system the money can be best spent for what it’s meant to do, which is to work for students,” said St. Louis.

As for dealing with the budget cuts, “whether it’s having less teachers, larger classes, less [program] offerings, less computer systems, less books, not renewing the textbooks – whatever happens, it won’t be good for people in the education system,” he added.

At the same time, **Richard Zhang**, grade 11, believes that although it is unfortunate School District 43 is in a tight corner right now, “we’re missing the money, so we’ll have to find it somewhere. I don’t think cutting the budget is a horrible idea.”

Zhang also adds that, “compared to the schools in the states, our schools are relatively well funded. Teachers are paid relatively well. So I don’t really have a problem with cutting the funding that much.”

SD43’s enormous deficit was mainly caused by 223 fewer students enrolled than projected, less funding from the ministry, over-estimations of the revenue to be gained from international education, as well as substantial unexpected cost pressure such as utilities.

“In a case like this, sometimes we just have to be smarter about things, about where we spend money. As well, once we’ve done that, we ought to then prioritize what we need to maintain,” said Shong. “[As principal], I look at our organization. I look at the programs we run. I look at all the costs for everything. I look at where we could be smarter,” he said.

“On an emotional level, it’s never nice to say we’re struggling financially. On a practical level, this happens from time to time. It’s not the first time it has happened in our district either. Districts have to make adjustments necessary to make sure things work out,” concluded Shong.

UPCOMING EVENTS
March 1
Annual Jazz Dinner Gala
Interim Report Cards

March 13
Parent-Teacher-Student Interviews
Spring Music Concert

March 15
Last Day before Spring Break

Learning to be flexible: what is not in the books

It's the beginning of the year's semester and you're all excited; you plan to be organized and to take perfect notes in each class in a crisp spiral notebook. Then by the end of the week, your notes look like chicken scratch and the cover of your notebook has an orange juice stain. With unreadable notes, you bomb your test. There goes your perfect record.

You might have planned to spend the summer with your lover and have romantic evenings on the beach - until he breaks up with you and you're crying to all your girlfriends. And on top of that, you are in summer school. There goes your beach plans.

You miss choir often because of the work overload, and you are kicked out before going to California. How else are you going to spend your spring break?

You might have had your whole life planned out when you were younger. For girls, 'marrying a prince and becoming a princess' and 'living in a castle' might have crossed their minds when they thought about their future.

For boys, they may have dreamed of putting 'Power Ranger' under job description. But things change as we get older; suddenly being a princess doesn't seem as interesting as being a marine biologist and being a power ranger is...well, not very likely.

Within a year, what you planned to do could change in a second. And we, as human beings, learn to just...roll with it. We adjust our plans and change our minds every day and sometimes, it's altered by stress or sadness.

We deal with stress every day, inside school or out. From a bad breakup to having trouble balancing your actions or even

using internet and doing homework, it's all stressful and time consuming. But, we get through it. Although we can't seem to find the time to truly perfect our science projects because we had to study for a law test, then we just have to accept our 'slightly above average' grade even though we know we could have worked harder.

As students, as human beings, we have to be flexible when things don't end up going our way.

Flexibility is a life skill and we're all going to need it to get through the ups and downs of life. If you can't be flexible, life is not going to be so kind to you.

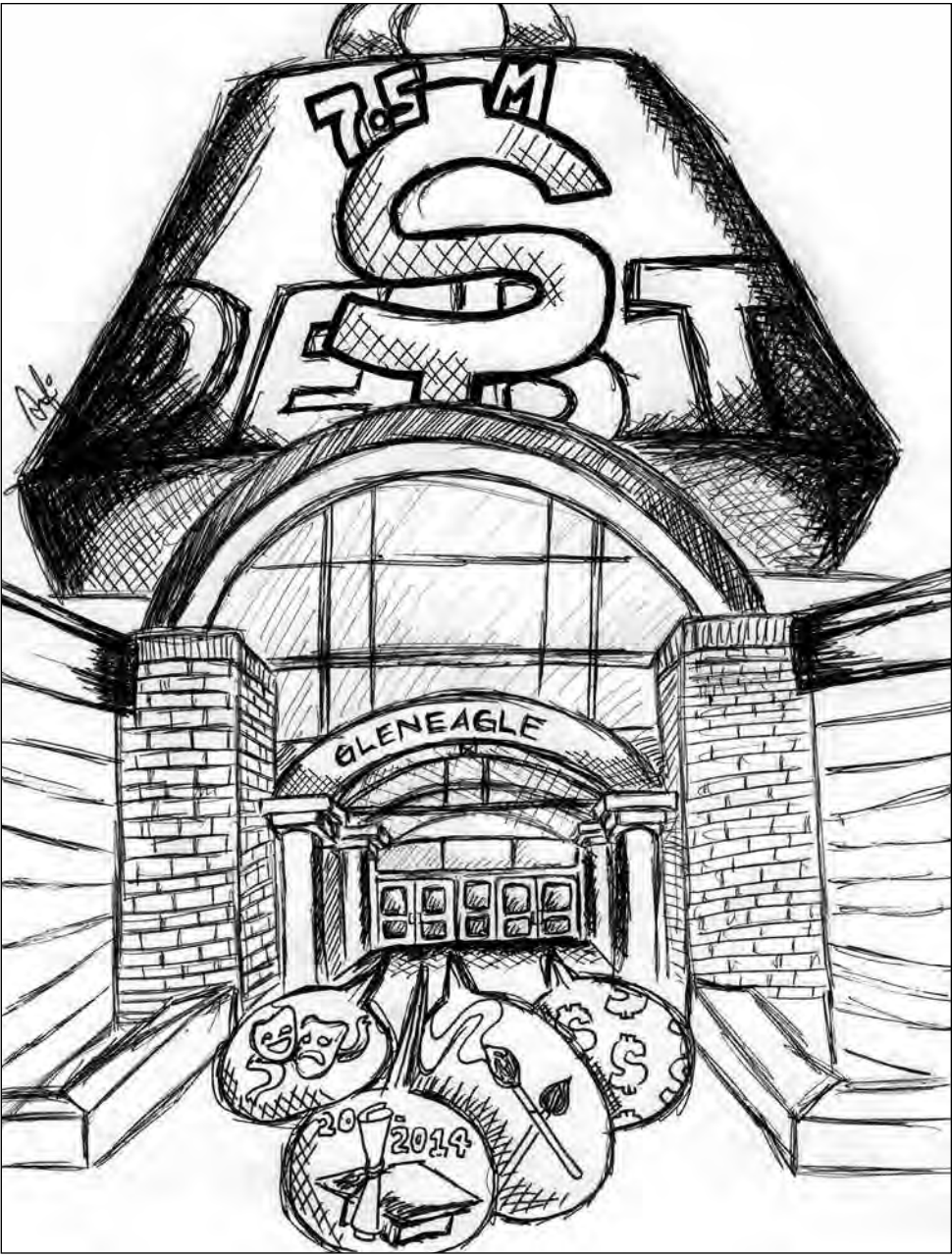
We might not get into our first choice of prestigious university and we might flop badly at that first dream job we envisioned.

We may not make that certain team but really, what are we going to do? Throw a tantrum and cry to the coach for another chance? That might have worked when we're dreaming of becoming a power ranger, but not now.

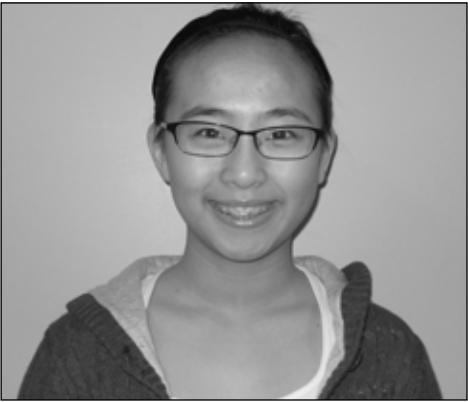
Keep your dignity and learn from it. It might be a challenge to get through, but accept it and move on. Think of it more as an eye opener.

Just recently, we learned that school District 43 has come to a financial bump in the road, which none of the staff or students expected.

They must change their plans and unfortunately, some activities will have a setback. And as it will affect students and teachers, we need to adjust and just go with it. We can perhaps now see the real value that School District 43 gives us, not only the stress and the funding, but also the lesson life of flexibility. Because being in high school, we sure learn to pick up on that skill.



Asian parents: complex effects of high expectations



edge columnist

The depiction of Asian parents, specifically the Chinese, as overbearing, demanding, and domineering in their children's academics is the stereotypical framework of Asian parenting.

Asian parents are especially infamous for having near-insatiable demands for academic excellence. In school, their children are expected to be in Advanced

Placement courses. While all other children were learning how to add and subtract in elementary school, you can bet that the Chinese kids were already being drilled on the multiplication tables.

Report cards are carefully analyzed by parents in accordance to the famous "Asian grading system". That "A" on your report card no longer stands for excellence; in the

behavior of the stereotypical Asian parent, the main explanation would be that they were raised under the heavy influences of Confucianism. Opposing the western belief that "no one is perfect; just try your best", Confucianism implants the idea that humans can be improved to perfection. The Chinese saying "the more you work at it, the better you get," summarizes the mindset

parents could bring out their full potential.

However, the extreme pressures on the child could also push a child to rebellion and depression. There are also cases where the children discover their passion in one of the many extracurricular activities they take, yet the parents coerce them to focus on academics.

While the strict Asian teaching system has its benefits, and parents should have high aspirations for their children, a child's happiness and well-being are the most important factors to consider. Expectations should be high in subjects that the student excels in. If math is a difficult subject for them, encourage them to try their best, but don't expect them to be top of the class or to pursue a career as a math professor. While Asian parenting can produce well-rounded and talented individuals, a mix of both the strict eastern beliefs and western ideas can unleash the full potential of children, at the same time providing them with important social skills. Their efforts should be applauded.

"Confucianism implants the idea that humans can be improved to perfection"

eyes of Chinese parents, it becomes "A" for average. High academic achievements are not the only requirements however; after school schedules are filled with tutoring, piano lessons, and other extracurricular sessions that could increase their child's opportunity for acceptance into a prestigious university.

Having high expectations is just second nature, as natural as breathing. Though there are many factors influencing the

of many Asian parents. It is also thought that poor grades are a result of laziness, not stopping to consider their child's ability and weaknesses, but automatically assuming that the children are not putting forth enough effort.

The high expectations of Asian parents have inflicted both positive and negative effects on their children. If a child was born with intellectual capabilities that can fulfill the Asian standards, the demands of their

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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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YOU
 SAID
 IT!

What’s the weirdest thing you have ever eaten?



Grade 9
 Pig feet and chicken feet



Grade 10
 Jellyfish



Grade 11
 Frog legs and alligator tail



Grade 12
 Cow tongue

Questioning standardized testing in 21 century education



edge columnist

Standardized testing is an extremely controversial topic, with no simple solution in sight. Practical, yet often ineffective, the way we evaluate learning in our current education system is inherently flawed. In

many high school courses, tests are worth upwards of 80% of your final mark. Even in a humanities-based class, where discussion and essays are such a large component of the course, a provincial or final exam is often what will make or break your grade. Provincial exams, SATs, FSAs, department-wide tests, and language proficiency assessments are all examples of standardized testing: an objective way of determining how well students are doing in school, where everyone is evaluated on the same scale, and answers are black and white, avoiding putting teachers in a compromising position where they must choose how to mark individual students. What this kind of evaluation fails to take into account, however, is the other side of a student’s learning. Things like creativity, insight, opinion, and inference are completely overlooked. When a course is accompanied by a standardized test, teachers teach to the test, covering only what is necessary to succeed, and not finding time to delve into other topics that students may find interesting or useful. As

a result, all students graduate with the same basic knowledge. But is this a good thing? It means that everyone has the same quality of education, but it also suggests that all high school students are entering the world with the exact same knowledge base and skill set, whatever the government or school district determines to be necessary for success. This begs the question “What is education?” What do we value in our education system? If students are simply required to memorize facts and regurgitate them a few weeks later, only to then forget all that they have supposedly “learned”, then why do we bother going to school? All across North America, educators are talking about new 21st century learning styles, incorporating technology and student voice, allowing students to share ideas and show their learning in new ways. But not everyone has jumped on the bandwagon yet, so we still expect everyone to memorize their textbooks and fill in their multiple choice questions, with the sole goal of passing their courses,

and no aspiration to learn or engage in their education. Is it really fair to judge someone’s intelligence or understanding based on their ability to spout out facts on a particular day? Some students struggle with the pressure of test-taking, others are just better at demonstrating their learning through other mediums. Students with learning disabilities, people who have a hard time staying focussed for long periods of time, or even someone who comes to school sick one day, are all at risk of suffering academically when assessed with these kind of tests. It has nothing to do with their intelligence or potential to learn, however, and everything to do with external variables over which they have no control. The education system is constantly changing and evolving to best suit the needs of our society. In recent years, drastic changes have come about in the way material is taught and learned. Perhaps it is time to start changing the way it is evaluated as well.

Letters to the editor:



[Spreading smiles anonymously through social media]

I totally agree with Alisha Lee about Gleneagle Compliments putting a smile on everyone’s face with the compliments from some people. I also know that in Pinetree, for example, they have ruined the idea by making pages for “dissing” and who the worst people at the school are, and that’s just wrong. So I think it takes a bit of maturity for this to work, and I’m glad Gleneagle is showing everyone else how it’s done.

-Keegan Harley

[Re: Reading novels: fun, informative, fading pastime]

I agree with Jennifer Kou that reading seems to become less and less popular. I notice that every time I take a bus or sky train and see people always looking down at their phone. I am a slow reader, but I enjoy reading different books. It not only helps me improve my English, but also helps me make new friends. The reason I made my first group of friends was actually because we all love the same teenage novel. We talked about it all the time and even went to see the movie together!

-Yi-Ting Kao

I agree with Jennifer’s opinion as she said in the article “reading is slowly becoming a leisure pursuit of the past.” I was one of the people that always delayed reading independent novels at home because I was busy doing my school work and finishing my volunteer hours. But I find these days that I actually have time for reading if I don’t spend some time on the internet. Thank you Jennifer for reminding me about the importance of reading novels.

-Alina Lim

[Re: Gleneagle graduates bring individuality to exit interviews]

I think that the exit interviews are a great way to summarize my four years in high school and to put everything into perspective. It’s a great opportunity for all of us (graduating class) to express our individuality and show what a diverse and a unique group we are. Although it will take some work to prepare, I believe it will tie together a lot of loose ends and be a great celebration of our accomplishments throughout high school.

-Jenna Bentley

[Re: Does your sexuality make you a better friend?]

This article caught my attention right off the bat because of the initial extreme stereotyping and objectification of gays. Characterizing gays as “always honest,” even better than straight friends…” and as a “fashion accessory,” seems especially far-fetched and over glorifying. A friend is a friend, and more significantly, their own person, no matter their sexual orientation.

-Courtney Zoschke

What shame that we see on TV, so often, the blonde twenty-something girl holding her iphone to her tear-streaked face while her flaming homosexual BFF comforts her in that stereotypical, take-no-crap voice. Some woman court GBFs, as the columnist said, for glamour and attention. Bimbos, they are. One’s sexuality is not tied to his or her personality. LGBT people have many sick, degrading nick-names already; they do not need “possession” added to the list.

-Veronica Wu

Although some girls may be fond on having a “gay best friend,” due to how the media glamorizes them, I don’t believe that is necessarily true for the majority of us. Friendships come from trust and our common interests with gay friends. Friendships have nothing to do with one’s sexuality, but the qualities we adore, and gay men tend to have most of those qualities.

-Yasmeen Mezban

How did Valentine's Day get started?

ALISHA LEE
staff reporter

February 14. Valentine's Day. A full 24 hours to celebrate your affection with certain loved ones. But is the fourteenth of February not unlike any other of the 364 days of the year? What is it about that one day that makes us all rush out to the nearest chocolate, flower and card shops to buy gifts for our significant others?

The origin of Valentine's Day dates all the way back to 270 AD, when the Roman emperor, Claudius II, outlawed marriage. Believing that married men weren't strong soldiers because of their emotional attachment to their spouses and families, Claudius banned marriage in hopes of keeping the men in his empire mighty and eager to fight. Valentinus, a bishop, decided to help the stricken young lovers in the empire by performing marriage rituals in secret. When the emperor found out, he was enraged and imprisoned the bishop before sentencing him to death.

As Valentinus sat in prison awaiting his dreadful fate, he befriended his jailer, Asterius, and his blind daughter. The jailer's daughter brought the bishop food and messages, and eventually, the two fell headfirst in love with each other. Valentinus prayed to God to restore the sight of his beloved, and much to Asterius and his daughter's surprise, found that God had bestowed vision upon the woman.

Shortly afterwards, Claudius decided on a date to execute the priest. The night before his execution, Valentinus asked Asterius for a pen and paper to write his beloved a letter of farewell before signing it: "From your Valentine." The romantic and affectionate bishop was beheaded on the February 14, the next day.

The end.

It's clear to see that Valentinus's story is one of true love and makes hearts melt in sympathy for the two lovers torn apart by Claudius. So you may be wondering now, "Why are we celebrating on the day of Valentinus's death?" Of all the time the priest and blind daughter spent together, he not once openly declared his affection for her until sending that letter of farewell on his death day. And is that not what Valentine's Day is supposed to be about – admitting adoration to a special someone?

What about the present day Valentine's Day? What about



this day makes us want to shower our loved ones with cards, chocolates, and roses?

"Well, those things are all sweet and elegant, which is what people think of love to be," an employee at Purdy's said. "It's just crazy to me to see how much people splurge on each other when they could do something small and simple like watch a movie together at home and just cuddle."

And it's true. According to Statistic Brain, the average American consumer spends a little over \$116 on gifts coming to an average annual spending of \$13.19 billion.

"I've been non-stop wrapping flowers all day," said a worker from Fran's Flowers. "Not that I'm complaining

though; it's nice to see so many people buying something special for their partners, even if it's mainly on one day of the year."

So, from the death of Valentinus back in 270 AD, to present day, though gifts and ways of celebrating have changed over the years, the meaning behind this special day remains the same: to live a life with love.

"It doesn't really matter what its actual origin is because it's an awesome idea of a holiday," Clayton Dowdell, grade 11 remarked. "Just a day where everyone can love everyone. A day where we can be reminded that we're all human and require love and attention."

Girls feel pressure to reach impossible beauty norm

JORDAN LOUIE
staff reporter

Was there ever a time when we didn't compare ourselves to others? Nowadays, girls look at themselves in the mirror and are disappointed in their reflection. Our culture has changed our image of the 'perfect' or 'pretty' girl over time. People

now desire stick thin skinny girls who have perfect hair and straight teeth. Four out of five girls in America are unhappy with their appearance, and Kendall Heintzelman, grade 12 of Bedford High School, said, "I have really low self-image; I am extremely self-conscious all the time and convinced I look fat or ugly or something."

Aileen Saadatmand, grade 10, added, "I would change something about the way I looked if I could." Over time, the media

has changed everybody's views on what girls should look like, with magazines or provocative music videos. "The media certainly makes me feel worse about myself," Heintzelman said. Shows like The Biggest Loser and Prevention are focused on making people thinner and changing their appearance. This can make girls everywhere believe they themselves are too 'fat'. When this happens, many girls diverge into eating disorders, hurting themselves and people around them. "I have an eating disorder, and while much of it is genetic and mental, a lot of it came from my cultural surroundings; my parents were always dieting, I had skinny friends . . .," Heintzelman said.

The image of a pretty or perfect girl has changed over time. "I've noticed that there are younger girls that are becoming more self-conscious. Now sometimes even eight year olds are worried about their weight or appearance," Tanya Johnson, teen counsellor, said. When girls walk into a supermarket, all they see is the faces of flawless woman staring back at them on the cover of magazines. "Our culture definitely plays a big role in how we feel about ourselves. We are always shown comparisons and especially with commercials, they're always telling us how we can improve ourselves and we need this and that to improve ourselves," said Alyssa Chan, grade 12.

Although this stereotype and perfect image of the pretty girl has taken over our

media and culture, girls still believe that pretty isn't just what's on the outside. "Being pretty is when you feel comfortable about yourself. You wake up in the morning and you like what you see," Saadatmand said.

"I think 'pretty' is based on physicality and how skinny you are. It really should be about your personal attributes and character," Megan Lao, grade 11, said.

"Girls can learn to appreciate their appearance as well. Although it's tough for many women," Johnson said. "Sometimes when young girls are suffering with feeling like they don't look good enough or aren't smart enough it's great to teach them to really focus on some of the positive aspects of themselves and some things others appreciate," she continued.

When girls are critical of their appearance, it impacts many others. "It can affect relationships, schoolwork, and even more. I've worked with girls who have isolated themselves from friends or had trouble with their school work because of it. It impacts them but it also impacts their lives in pretty much every way," Johnson said.

Over time, our image of the perfect girl has been morphed into something it truly is not.

Pretty, or gorgeous, or beautiful is not about how soft your hair is, or how straight your teeth are. It isn't about the size of your nose or color of your eyes.

When you see yourself, do you see someone who is 'pretty,' or do you see someone you are proud of?



You don't know you're beautiful: Grade 10, tries to hide herself in a paper bag. She depicts how many females feel about their appearance.

Code Red: Are we prepared? RCMP seems to think so

JASON ROBERTS
staff reporter

Gleneagle tested the waters for the school district with its first Code Red drill, designed by the RCMP to protect students

from immediate violent threats. Gleneagle was one of two high schools in School District 43 to take part in a Code Red drill Wednesday, February 13.

“The Code Red idea in its present form has only been around for the last couple of years

but all schools have had protocols in place in the past to deal with difficult or dangerous situations. The Code Red idea became formalized through the work of Assistant Superintendent Julie Pearce, the RCMP, and Port Moody police departments,” said Gleneagle vice principal **Jeremy Clarke**, who helped organize the drill.

In previous years Gleneagle has had similar protocol to the new Code Red drill. It has been in the light of the recent school shootings in the United States in Newtown, Connecticut that has caused the Code Red idea to become formalized. A school wide assembly was held immediately after the drill where Gleneagle principal **Gerald Shong** and the participating RCMP officers spoke about the importance of safety and preparedness.

The introduction of the drill acted as practice for students, RCMP, and school staff. Code Red was announced over the PA system three times marking the start of the drill. Teachers locked their doors making sure no students were left out in the hall and all students were meant to take cover from windows out of any possible lines of sight into the class where they could be harmed. RCMP officers went through Gleneagle checking every classroom, assuring every room had followed instructions. “The drill went very well. The RCMP was very happy

with how well students and staff responded during the drill. The RCMP did give school staff some feedback on some areas where we could improve. For example we had an outside door that was locked but did not close all the way allowing entry into the building. We also had one class that had windows covered but students were still visibly working,” said Clarke.

After this preliminary test, the Code Red drill will come into fruition next school year with more schools taking part in the drill. It’s likely that in the future Gleneagle will practice Code Red drills once a semester alongside the familiar fire and earthquake drills.

Welcome grade eights

DONYA POURTAGHI
staff reporter

We all remember the moment when we first stepped into the halls of Gleneagle Secondary. Not at the start of grade nine, but during the grade eight walkabout. This year, the event was organized differently.

Usually, prospective students were split up into groups and went from room to room for presentations by elective teachers. The difference this year was that the presentations were given in the MPR for all of the grade eights at once.

However, the length of the program proved to be a problem. **Bindy Johal**, a counsellor and the main organizer of this event, was faced with the same problem last year. “By the time the kids got to the eighth or ninth presentations, they were bored. But the same thing happened when we put the presentations together,” she said. “We tried to change it up by throwing in vocal jazz and musical theatre, but it’s hard for them to sit through.” Something that Johal would like to see more of would be more student input within the different areas of electives.

“Middle school teachers thought that the student presenters were great. So if we could have more students presenting, for example, a student involved in the auto program, that would be great. Having that student voice really resonates with the kids,” Johal said.

Cheyenne Manning, grade 12, was asked to do a presentation on the Jumpstart program offered in Gleneagle. She was given the freedom to present whatever way she wanted, and focused on making the students think about what type of learner they are and if they are a good fit for the program.

“In my generation of Jumpstart, we had a lot of people who thought the program was meant for them, but then it totally wasn’t. This year, the teachers [of Jumpstart] are trying to avoid having kids get stuck in a program where they wouldn’t enjoy themselves. . . the type of learner you are relates to how much you will get out of the program,” she added.

Con-X played a big part in the grade eight walk about. They acted as ambassadors for the school and made sure things were running smoothly. **Kyle Smith**, grade 12, was the MC for the event, and was popular among the grade eight teachers because of his smooth transitions from subject to subject.

The walk about is the first step into high school for most grade eights, and it signals a huge change coming up in their future. Between the charismatic members of the Con-X and the passionate teaching staff, the environment offered at Gleneagle is nothing short of open and welcoming.



You have the right to remain silent: RCMP officers help prepare Gleneagle for the possibility of a Code Red lockdown. Everyone remained quiet and hidden in their rooms.

New teachers bring new experiences, new ideas

KRISTINA ENG
staff reporter

Along with the new semester, Gleneagle has gained three new teachers each in different departments. “I’ve met lots of nice students, the teachers have been really friendly and I have a beautiful class room,” **Kathryn Karylo**, Spanish teacher, said.

“Everything is quality . . . I’ve done a lot of TOC’ing in the last few years and I have three top favourite schools, and this is at the top of that list,” said **Neil Canuel**, social studies teacher.

Teaching keyboarding and English 11, **Erika Lundgren** said, “My school background is in English, but all my contracts so far in teaching other than TOC’ing, have been in math. So this is the first time I’m able to teach what I’m supposed to be teaching.”

“Before I was actually teaching Home-Ec at a middle school in Port Coquitlam. Teaching Spanish is my passion,” Kaylo said.

“I’m currently teaching Social Studies 10 and Socials Studies 10 Honours, and Economics 12,” said Canuel.

“I’ve been a TOC for six years... TOC’ed probably in every school in the district, but all my contracts have been at Riverside,” said Lundgren. “Gleneagle is like the mirror image of Riverside, so it’s fun. I know where everything is; it’s just all different people,” she added.

The new teachers have had a variety of experiences prior to coming to Gleneagle. “I owned a game store for ten years called Chaos Books and Games on the corner of Columbia and 8th and then I sold that and went to university to become a teacher,” Canuel said. “During that time I got involved in archaeology, and I’ve been practicing archaeology for the last 4 years, going to Greece for three of those years with SFU. Last year it was a Mycenaean palace we were looking for and excavating and it’s an ongoing project for the future. I don’t know if I’ll be in with them next year because it’s a very involved project and I’m doing a lot more teaching.” On the other hand Lundgren said “I just returned from maternity leave; I have a daughter, so I’m just getting back into teaching.”

Both Karylo and Lundgren are getting

involved with our school by chaperoning the dance in April. “I typically coach the swim team at schools I go to, but I think the swim season is over,” Karylo said. Canuel is already involved in some extracurricular activities. “[I did] the murder mystery [last] Friday, playing Bernie Booze... If my schedule permits, I’m looking at doing the 24 hour famine...I’m hopefully going to help with some of the organization for some of the rugby,” Canuel said.

A common thread among these teachers is the importance of effort. “I just want people to come, try and have fun because I’m passionate about Spanish. I kind of expect everyone to be passionate as well,” says Karylo. Canuel expects “100% from my classes. I expect students to work hard... I push everybody to stay focused, work towards an idea and if you don’t get it, ask questions, work with me on it. The effort you put [into] it overrides anything else,” said Canuel “The first time I came here, last year for Mr. **[Brian] Unger**, when he had his accident . . . my time here was phenomenal. So when I got the opportunity to teach here, I didn’t stop . . . and I was here at Gleneagle.”



Everybody’s definitely listening: New socials teacher, Neil Canuel, adds his own personal flare to his lesson. Students are busy taking notes as he delves into the nuances of Canadian history.

Junior girls end season on sour note after loss to Carney

JENNIFER KOU
staff reporter

The junior girls basketball team suffered a loss on February 12, marking the end of their season. Playing against Archbishop Carney in district playoffs, the girls played with heart but lost 37-17. “We tried our best but the other team was upset that we won the last game so they were fighting really hard this time,” said **Camryn Pettifer**, grade 9. She was the top scorer in the game, scoring a total of seven points. The girls were not at the top of their game at the district playoffs. The quality of gameplay dropped off during the second half. “There were defensive lapses in the second half

and some pretty poor shooting,” said **Steve Pettifer**, team coach. “Archbishop Carney was the third seed and they were still better than us in the second half.” “We didn’t get to practice since last week, but I think we played well considering,” said Camryn Pettifer. Due to the lack of practice, players did not feel prepared and that showed through their game play. The team had an average season this year, and they went into the playoffs determined, but resigned. “Even though we tried really hard and we’ve played pretty well during the season so far,” said Camryn, “I think we were kind of expecting it.” Although the team works well together, Camryn admits

that, “we needed a bit more practice and some of the girls weren’t as committed as we hoped they would have been.” Although it was not the best season they could hope for, Steve Pettifer said, “I really enjoyed coaching these girls and I hope a few of them will move up to the senior team next season.” When asked about their strengths, Camryn Pettifer claimed, “We are good at driving to the basket and we have some good guards,” adding that defense was a fairly strong point. The team has been playing well, but not without weaknesses. “We need to work on our passing,” said Camryn Pettifer. “We didn’t really know how to pass the ball and make it flow so we could not get chances for many shots.”

Grade 9 boys end challenging season with upbeat attitude

ALEXANDRA COOPER
staff reporter

Another season draws to a close as the grade nine boys basketball team won their last game against Centennial, Thursday, February 7. The boys had a difficult season with a one in seven league record.

“The first half of the season the boys struggled . . . I think it was just the guys getting to know each other personally and seeing what type of basketball players they were,” said **Jason Bingley**, coach. Coming from middle school, the team had to adjust to high school sports and competition. “Over the last month, we started to see

a little more success, getting a few more wins and having a lot more competitive games,” he added. The boys played in two tournaments, Riverside and West Vancouver Secondary coming fifth in both. Commitment played a big part in outcome of the season. “We had too many practices and games where less than half the team showed up, and it wasn’t fair to the rest of the players, said **Bijan Celani**, grade 9. “There were some issues with commitment. . . .but there’s a good core group of about nine or ten guys that are

probably going to be in the program for the next couple years,” adds Bingley. On the other hand, there was a lot of improvement as the season progressed with the team only missing playoffs by one spot. “I think this year we were just trying to focus on the fundamentals and trying to improve playing as a team,” said Celani. “The second half [of the season] was a lot better with them starting to recognize not only their own strengths but their team’s strengths,” said Bingley. The team shows promise for their upcoming years in Gleneagle’s basketball program.

Senior girls fighting for life in Fraser Valley playoffs



Aiming for victory: Grade 12, searches for an open team mate as she drives towards the basket during game against Yale on February 14.

BRENDAN PARK
staff reporter

The senior girls basketball team continued to fight to stay alive in Fraser Valley playoffs, losing to Riverside on Tuesday, February 19. They won by a large margin against Lord Tweedsmuir with a score of 51-33 on Monday, in the first game of the tournament. The girls have to win all their remaining games to get to provincials. “We worked hard but we need to cut down turnovers,” said **Lauren Pettifer**, grade 11. “It’s a lot of pressure because we could either keep winning and make BC’s or our season could completely end.” “We shot poorly last night,” said **Patty Anderson**, coach, “and our foul shooting is not that great. They’re playing really well

though; they’re playing the best all season. They’ve come together at the right time and I think they’ll do fine.” The goal for many members of the team is to reach BC’s. The Fraser Valley’s is the necessary stepping stone for the team to reach that goal. “We can’t practice as much due to continuous games,” said **Chiara Bordignon**, grade 11. “Though it’s tiring at times, the team’s spirit really keeps us going.” “I love coaching the senior girls. They’re great girls and they work super hard. They are a great family to work with,” said Anderson. The Talons won their last two games in league play beating NAI, with a score of 90-88 in overtime with **Breanna Yee**, grade 12, getting a highlight 39 points, and defeating Yale on the February 14.

Gymnastics team wins gold

CASSIE BARATELLI
guest reporter

Gleneagle’s gymnastics team took home the gold – actually, they took home a few. At the Fraser Valleys, the team took home one fourth place medal, three first place medals, and the level four first place team award thanks to our three gymnastics competitors – **Ally Mandley**, grade 12, **Daniella Letourneau**, grade 10, and **Arden Nelson**, grade 9. “We compete [in four] events each competition: floor, beam, vault and bars,” said Mandley. “I prefer vault and floor. I like bars but I don’t like beam just because it’s really freaky doing stuff on such a thin [surface].” Mandley brought home the fourth place win on floor during Fraser Valleys, and the first place medal in districts, which both took place in Delta. “I got first for vault, beam and floor so those are my better events; I’m really bad at bars,” admitted former competitive gymnast, Letourneau. “This is my first year for high school gymnastics but I was a competitive level five gymnast before, but I quit in the summer.” Letourneau, who quit gymnastics due to a back injury, says high school gymnastics is helpful because she “could choose what I couldn’t do with my back, and it’s only once a week. It just keeps me in it.”

Letourneau also helped Gleneagle win the level 4 first place team award. “It was nice to win the school a ribbon!” she added. With Provincial Championships coming up March 7 to 9, the team is practicing harder than ever to be better than the rest of BC. “I think our team is ready; I feel like a lot of people have improved,” said Mandley. “I think everyone’s working really hard.” “We practice once a week at Tag Gymnastics in Port Coquitlam on Monday nights from six-thirty to nine,” said **Michelle Wilson**, gymnastics coach. “We would like to practice more but unlike other school sports, we have to pay to use the facilities,” she added. “It’s important that we practice really hard,” said Mandley. “The tumbling line in my routine is actually a round off double back hand spring.” As a level two gymnast, she’s one of the few who haven’t been injured. **Jeanne Mok**, grade 12, and **Nikki Kheifets**, grade 12, were both a part of the gymnastics team until they were injured. “I still consider them on the team but they were injured so they don’t compete anymore,” said Wilson. With provincials in less than a month, Letourneau leaves us with a final hoorah for good luck: “We’re just going and competing with our levels. It’s gonna be against all of BC within our levels so it should be hard and fun!”



Making a splash: Daniel Grade 11 and Grade 10, flash smiles of victory for the camera. Both have won top ten placings in the recent provincial swimming championships placing second and fifth respectively.

13 Talon wrestlers to advance to provincial competition

MARIE TURCOTT
staff reporter

The wrestlers tackled a tough crowd at Burnaby Central School on Friday, February 15. The boys came in second for the Lower Fraser Valley Zone Championships. The group fought hard to stay on top, and will continue to work hard in hopes of ending well with Fraser Valleys and making it to BC Provincials. Gleneagle had 18 wrestlers and 13 qualified for the BC's. There were 13 teams competing this year, including Tri-cities, Burnaby, and New Westminster in addition to two private schools.

Two gold medals were awarded to **Sasan Haghihat-Joo**, grade 12 and **Aarman Bondar**, grade 11. Five silver medals, a bronze medal, and many more for placements fourth to eleventh were also given to Gleneagle wrestlers.

"Gleneagle has not been out of the top three or four over the last seven years, establishing our school as one of the most consistent wrestling team contenders in our zone," said **Collin Chung**, wrestling coach.

"This year's second placing for the boys team is the best we've ever done in the boys team standings finishing very close behind last year's defending zone champs STM who were much larger in numbers. Also almost all Gleneagle boys team points came from the middle weight classes of 57kg, 60kg, 63kg, 66kg, 70kg, and 74kg. These were the biggest and by far the most competitive weight classes," Chung added.

To prepare, **Andrew Chan**, grade 12, said he's "just practicing, improving and fine tuning my moves and figuring out my game plan. I'm looking forward to ending my season strong, because it's my last year of four years and I just want to have a good end to the season."

"To be a good wrestler I think you have to have a lot of commitment because it is a really long, tiring season. You also have to listen to the coaches because you don't really have much to work with, so you have to be willing to learn in order to improve because there are always things you can be doing to get better every day," Chan added.

"You need a bunch of things combined, like technique, strength, resistance and you also have to be able to last a long time under a lot of pressure," said **Amy Amirjabbari**, grade 10.



Golden Talon Pride: Student stands in victory beside coaches Collin Chung and Mark Tustin. He is one of the 13 Gleneagle wrestlers headed to the BC's.

"The hardest thing I've faced is making sure I come to practices every day because it gets tiring after a while but just persevering and managing to keep working through all the obstacles," said Chan.

"My weaknesses are not always carrying out what I learn and practice at our practices during all my matches and to keep my weight down has been difficult for me. Also I'm working on practicing the moves properly during practice," said **Stephanie Ma**, grade 12.

"I got third place in BCs last year which was pretty cool. I was mainly focusing on doing my best and to do better than

the year before that, which was seventh or eighth place, so I feel that it's a big improvement for me," said Ma. "My goal as an individual is to do my best, to do better than last year, and try to have fun while wrestling. As a group, we're working towards being more committed as a team."

"We're all trying to do our best and make it as far as we can," agreed Amirjabbari. "The best part is seeing each other improve. We also get to see another side of each other."

BC provincial competition is in Duncan on Vancouver Island, this Friday.



Space Jam: Grade 11, drives overtop of startled Terry Fox players on the way to victory. The basket was good.

Boys face Fraser Valley competition

DAWSON DROLET
staff reporter

The senior boys basketball team has kicked off the Fraser Valley divisional playoffs this year with two wins against North Surrey and Terry Fox followed up by a loss to Pitt Meadows.

The boys are expected to do well in the playoffs as they finished third in their league out of 11 teams.

In the team's opening playoff game, they won decisively against North Surrey 56-46. Head coach **Tony Scott** said, "I think we came out and we were more focused,

we played more as a team and we were able to get all facets of our basketball concepts working." He then went on to say "everything seemed to be clicking really well."

The team has improved in certain areas that are coming in handy for them at this point in the year. Scott added, "We're starting to get better at making sure we take care of the ball; we're starting to get better opportunities in transition; our shooting has become better and defensively we're doing a good job but we still have to work on controlling the ball."

Commenting on the teams win

over Terry Fox, senior player **Aleks Marjanovic** said, "We fought hard, we battled." He then added "Everyone stepped up, bench players and starters." The final score was 62-54.

The team lost to Pitt Meadows, 49-59 in a well fought effort. Marjanovic said, "We didn't come mentally prepared."

The teams faced off against Panorama Ridge Secondary on Wednesday at Tweedsmuir in a sudden death game that determines if they will continue to face other teams; results were not available at press time.

Junior boys experience individual, team growth as season ends

TYLER JOHNSON
staff reporter

The junior boys basketball team had their season cut short last Wednesday when Centennial bested them, taking a position in the playoffs and marking the end for our home team's year. However as grade 10 player **Galen Wang** believes, it may not have been the most successful season on account of wins and losses, but it was successful through team spirit.

He attributed this success to

the work of coach **Drew Slaght** and the enthusiasm of his fellow teammates. He recalled the intense and rigorous training that paid off when combined with the team's desire to win. Notably he mentioned their game against Charles Best amongst other season successes. He noted that despite the odd absence at practices, there wasn't much they could have done to improve their win to loss ratio. He noted that one of their insurmountable challenges is being "one of the smallest teams, in terms of both members and

height." Yet like other members of his team he embraced the idea of a challenge, and as such enjoyed any moment they experienced on the court.

There was a journey experienced throughout the season, and he recalled that they grew as a team and as players. Even as they experienced defeat, the team and coaches triumphed in other areas. He reinforced this idea by sharing the fact that although he promised against it, assistant coach **Andrew Lloyd**, was screaming at the top of his lungs by the end of the season.

NOLAN SPELLER PHOTO

PHOTO PROVIDED BY COLLIN CHUNG

Teachers solve mafia whodunit at 1920's Juice Joint



Role Models? I don't think so: Gleneagle teachers dressed in 1920's garb pose prior to the presentation of "Murder at The Juice Joint." Roles ranged from crime bosses, to private eyes, to indecent women. The event was a fundraiser for the drama department's spring production of "Thoroughly Modern Millie."

STEPHANIE LUI
staff reporter

Gleneagle's drama department hosted the "Murder at the Juice Joint" a murder mystery interactive dinner on Friday, February 15. The performance was a fundraiser for their upcoming musical "Thoroughly Modern Millie." The night was filled with entertainment and performances ranging from musical pieces such as "Long as I'm here with you" and "The Nuttcracker suite." **Emily Black**, grade 12, performed "All that Jazz", and **Delaney Harrison**, grade 12, sung a solo from Millie labeled "Only in New York." The guests were served a full three course meal and the entire cafeteria was decorated into a 1920's speakeasy to fit the theme of Modern Millie

as well as the murder mystery. To top it all off, the guests were also able to interact with 1920's characters played by Gleneagle teachers. The guests were involved with solving the murder of the north side crime boss. The murderer ended up being **Carol Coulson**, former Gleneagle vice principal, who played the Mayor's wife.

Rachel Vaessen, the technical and theatre teacher, was the main organizer for the event. "What I had thought about was what we could do so that people could be supportive and have fun throughout the show by giving people something to do," said Vaessen.

"The work has been collaborative. What we started with was the idea of having a fundraiser that would get the people wacked. **Lyndsey Britten**, [grade 12] did choreography; Ms. **Ashley Freeborn**,

drama teacher, did a lot of media and planning with Ms. **[Hersie] Innet** helping out too. There was a lot to do but we were ready," Vaessen added.

Many of the teachers were playing the roles of 1920's characters for the murder mystery, including **Clayton Richardson**, socials teacher, **Gerald Shong**, principal, Coulson, and **Scott Findley**, English teacher. The teachers were the ones who were in-charge of panning out the murder story. Findley was the "north side crime boss... I'm the big bad intimidating criminal of this family, so think your Godfather, Tony Soprano, [who] uses power and influence to get what he wants," said Findley. Many of the students were thrilled and amused by the teachers acting, many for the first time.

Besides the teachers involved in the fundraiser, many students of the drama

department also helped backstage. Due to the service of alcohol, the students were forbidden to go down to the guests and interact as the teachers did. However their help running technical services and organizing proved invaluable.

"Helping out backstage was so much fun. Though I am the choreographer and performed as well, I have been stage manager before so it wasn't anything new and Donya was the real one in charge backstage seeing as I was performing," said Britten.

"It was a little stressful because with this fundraiser you couldn't have a set schedule because there was so much improvising. Regardless, everyone had so much adrenaline and spirits were high," she added.

Gleneagle's Musical Theatre department will present "Thoroughly Modern Millie" on May 8, 9, 10, 15 and 16.

Talon-ted students excel at Evergreen Emerging Talent

MAUREEN LAO
staff reporter

Gleneagle art students are dominating the sixteenth annual Emerging Talent Show at the Evergreen Cultural Centre this month. "Virtually all the schools in SD43 participate in this show"; however, "[Gleneagle] has the largest number of pieces in the show," said **Mike McElgunn**, photography, ceramics and sculpting teacher.

According to **Melanie Stokes**, art teacher and organizer of Emerging Talent for the district, there are "approximately 70 pieces in the show and 25 Gleneagle students who participated [which was] just over one third of the whole show."

Many people go through the gallery which allows them to vote for the People's Choice Award. According to McElgunn, "The people's choice is great because hundreds and hundreds if not thousands of people go through. . . we had a huge crowd at the opening."

Seeing the art pieces on display is one of the many things the art teachers love about this show. According to McElgunn, "These are students who have worked hard; we've known most of these students since grade 9. It's just such a pleasure to see . . . their finest work at this point."

Stokes said, "I'm very proud of them. Every year I'm always excited to see what creative ideas the students come up with. They work so hard and they do so well and it really is a credit to our school."

"Each student gets the opportunity to

submit up to three pieces," Stokes said. "The panel of jurors decides what goes into the gallery,"

A gold, silver, and bronze were awarded to students for overall art judges' choice during the opening ceremony. **Meiko Graham-Carty**, grade 12 was awarded gold, and **Travis Anderson**, grade 12, won silver.

However, the art teachers agree that they feel uneasy about the whole awarding



Picture Perfect: **Travis Anderson**, grade 12, and **Grace Yu**, grade 12, show outstanding talent with their pieces, *Light Shifter* (left) and *Modern Lady* (right).

system. Stokes said, "There shouldn't be [competition]. There never really has been before. The competition is [if] they are good enough to go into the gallery but once they're accepted, that's it . . . they should just showcase excellent work."

McElgunn agreed. "It's more about look at all the people that got in. Look at the amount of work that got in; look at the quality of the

work," he said.

Emily Choi, grade 12 said, "This experience is going to help me because I got to learn how to frame things and the process of putting things into the gallery and submitting which was really cool,"

"[This event] will definitely help if you are going into the art program because it's a formal place and you get to be professional," said **Sujung Jang**, grade 12.



"You get critiqued by three judges who are typically retired art teachers from the district and they have seen all kinds of artwork. It's good to get your work critiqued to figure out your improvements and your positives and negatives," said **Cheyenne Manning**, grade 12.

"Any way that we can get our art out there, any way that we can display our art helps us

get spotlight," said Anderson. "If there are any scouts out there for scholarships then we can have opportunities for that."

"I think it's really great that Gleneagle got so many pieces in . . . because we have some talented people at Glen," **Grace Yu**, grade 12 said.

Students created each of their pieces based on different ideas and inspiration while using a variety of techniques.

"Because they are self-directed the students come up with their own ideas: one of them is a childhood memory, another one could be a social issue and sometimes they can be based on myths or legends," said Stokes.

"And sometimes they are something they've always wanted to try . . . every piece has some sort of meaning to its owner."

"I think this is a wonderful opportunity for students to be able to showcase their work in a gallery. It's a great thing for them to be able to put in their resumes," Stokes added.

"I always get a big charge of energy when I go to the gallery and see what not only my students but students around the district are capable of doing," she added.

Every part of this show was really a team effort. "Although . . . I organize [the show] for the district, all the art teachers here in Gleneagle work equally well together in helping the students get there. Ms. **[Aryn] Gunn** works with the graphics students, Mr. McElgunn works with helping kids photograph their work, and so it really is a team effort," Stokes said.