

Gleneagle’s Student Voice
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theEdge

Dashing through the snow in March for COAST

KAILA GUIMOND
staff reporter

The COAST class packed their snow gear and wool sweaters and took a bus up to Manning Park for their first overnight trip of the year, February 25 to 27.

The group took advantage of the snow. “One of the activities we did was making snow caves. It was a lot of work but the finished product was something to be proud of. We really grew closer to each other and we learned some great skills for camping trips in the future,” said **Aidan Tyndall**, grade 10.

“The night snowshoe was the highlight of my trip. I wasn’t really sure how I felt about it when Ms. [**Krista**] **Bogen** mentioned it, but [it] was so much fun,” said **Archa Rajagopalan**, grade 10. “When we laid on the snow, looking up at the sky and staying silent, you really learn what the outdoors is all about. The peace and quiet was amazing, and when I got up I actually forgot that I was surrounded by 25 other people.”

“[It] was really cool, especially when we turned our headlamps off. It was dark and dead silent while we walked in the snow,” **Colin Fowler**, grade 10, agreed.

“The highlight for me was finding the book ‘*Never Cry Wolf*’ by Farley Mowat. We stowed it in the snow last year and 365 days later, we recovered it,” said Bogen, COAST teacher. “It was soggy and it had fungus growing on it, so we are studying the decomposition of this book in all the [geo-climatic] places in British Columbia. So the kids will be collecting this book in different locations, one year later. 2012 COAST kids planted them, geocashed them, so this year’s kids have to go find them.”

One of the skills the class focussed on was leadership. “At different times during each trip, a group of three students, known as a leadership group, has to lead and instruct the other classmates and answer questions the others may have,” said Fowler. “I felt nervous because it was the first time ever that the class had to make dinner on a trip, . . . I had three major concerns – if my own group’s dinner would be ready in time, if other groups’ meals would be ready on time, and if I was interacting with other COASTies enough to gain their respect.” The group had to sit in the snow and cook their meals in pots on a portable camp stove. “It was definitely challenging and a different experience. You have to be extremely aware of your surroundings and your classmates,” said Rajagopalan. “You also have to know how to phrase things and [be] succinct.”

All the COAST students can agree, this trip will be a memory they will never forget and it brought them closer, not only as a class but as a team.

“It was a good experience and wake-up call that helped me catch my mistakes early on in the semester. I am grateful that our first trip was three days, rather than the eleven day trip,” said Fowler. “[It] really brought us together as a team [because] we were all looking towards a common



LAVENDER HUANG PHOTO

The Abominable Snowman strikes again: Grade 10, though covered head to toe with snow, still poses for a picture. The COAST’s next trip is in early April on the Sunshine Coast.

goal. We have to learn how other people think and when they reach their limits, we have to learn when they want to stop,” added Rajagopalan.

Every COAST student took this trip as a learning experience, to learn from their mistakes for the next trip. “I’d bring more socks,” said **Michella Groenewald**, grade 10. “It was cold and I wanted more socks. And more water because I ran out.” The team had no running water and had to get their water from a pump 100 meters away, and then boil it. They also had to all share one outhouse. “How grateful am I for having a flushing toilet? Very grateful,” said Rajagopalan.

“I didn’t expect it to be as cold as it was,” said Groenewald. One of the nights, the temperature dropped to -7C. “A challenge I thought I was going to face....what I was really focusing on was being eaten by bears.”

“We cross-country skied into our camp, set up camp, and slept in our sleeping bags. The first night was cold for many and warm for others,” said Fowler. “Sleeping was probably the worst part of the trip. The first night I felt like I was going to freeze to death; the second night was better though,” said Rajagopalan.

“It’s our preliminary camping trip. We do six trips, and this was [the students’] first experience,” said Bogen. “The hardest part is that it’s the coldest month and on top of being the hardest month, [they’re] learning everything for the first time,” she added. “And cooking together- maybe you didn’t like what your group cooked, maybe some people put too much water in their rice pot and they had rice soup for dinner, but they ate it because that’s all they had,” Bogen said. “That’s the stuff we expect to happen. Nobody’s going to get hurt but it might not be the quality we were hoping it was going to be.”

But Bogen has confidence that the trip has served its purpose. “I know [they] will get much better at cooking and making really good choices by the end of the semester,” she said.

“I think the group did really well and we accomplished all our goals when it came to the cross country skiing and snowshoeing. The tents held up well and it didn’t snow too much; we actually had some sunshine, and boy, did we feel good,” said Bogen.

Before the overnight trip, the team had gone on a training day on Cyprus Mountain to prepare.

Gleneagle shows off unique talents

DAWSON DROLET
staff reporter

Gleneagle’s talent show took place Friday night, March 8, strutting the talent of the school.

There were 20 presentations involved in the show.

Talent show co-host **Trey Levy**, grade 12, said “The night went really well. It definitely improved school spirit. Some students really surprised me with talents I never knew they had.” Talent show co-MC **Firoze Mansurpur**, grade 12, said “I feel like the night went really well; lots of talented acts performed! Every performance was amazing and every act had their own unique sound. I never realized we had so much talent at Glen,” she added.

Talent show host **Lyndsey Britten**, grade 12, said “I always love the talent show because the audience is so supportive and it’s an overall great experience. All of the acts were amazing, but the stand out performance was the acapella duet by **Julia Ewonus** [grade 10] and **Sabrina Campbell**

[grade 11] singing *Titanium*.” She said “I’m really hoping that the talk of the talent show gets people involved and interested and hopefully even more people show up next year.” She admits to being nervous about the night but that feeling quickly disappeared as they sold out.

The best part about this talent show may be that it was setup and run by the students themselves, two students in particular. **Donya Pourtaghi**, grade 12, and Britten were the head contributors to the event even happening.

Not only did the night give a chance for students to shine, it also raised \$1,100 that will be put towards the school musical “*Thoroughly Modern Millie*” which is being performed in May.

Catherine Sutherland, grade 9, **Monaz Irani**, grade 9, **Katie Inouye**, grade 11, and **Rebecca Macdonald**, grade 12 helped run the tech, sound and lights. **Hammond Yau**, grade 12, had also helped Pourtaghi and Britten backstage.

The talent show gave students an opportunity to shine and show off skills that ranged from accordion playing to karate.

UPCOMING EVENTS

March 15
Retro Day

March 18 - April 1
Spring Break

April 10
Spring Dance: Flare

Taking a risk, reaching your potential

Sometimes it just seems easier to breeze through high school with the bare minimum; do nothing more than what is expected of you, just do what you need to and be perfectly average. But without risk, without effort, there is never any excitement or potential.

If all you do is fly under the radar, whether out of apathy or fear of failure, you'll never experience the feeling of accomplishment when you do succeed. You'll never grow or improve, never have those opportunities that seem to present themselves when a risk pays off.

By taking chances and putting ourselves out there, we not only open ourselves, but we reflect positively on our school and community.

The halls of Gleneagle are full of untapped potential, and when individual students choose to shine, the whole school shines.

This past Friday the drama department hosted Gleneagle's Got Talent, their annual student showcase, featuring musicians, dancers, poets, and martial artists, some of whom perform and compete on a regular basis, and some of whom possessed incredible talent that nobody knew of before the event.

It is these hidden talents, those who take a leap of faith for the first time, who inspire us to succeed, even if that means pushing through countless failures first.

When one person stands up and faces his or her fears, it ignites an entire movement, especially in a high school, where many try so hard to be "normal" that they suffocate themselves and hold back from their true potential.

Graduating students often suffer the most from this apathy and lack of self-confidence, underselling themselves as application deadlines come and go. The line between modesty and worthlessness becomes blurred, with some students even refusing to apply for scholarships or to universities, assuming that they will be rejected.

Even teachers are affected; with the constant pressure to be an inspiration and role model for their students, some teachers are hesitant to take risks in their personal or professional lives, perhaps for fear of failure and ridicule,



or even because they worry that they will lose the respect or trust of their students if they do make a mistake. New teachers, especially, are often reluctant to coach sports teams and clubs, or engage with students outside of the classroom, unless they have absolute certainty that they will be successful.

But what is it that we are so afraid of? Nobody accomplishes anything without making a few mistakes first.

Our biggest critics will always be ourselves, and those who do judge probably don't deserve to be listened to.

Gleneagle is such a supportive school, with both

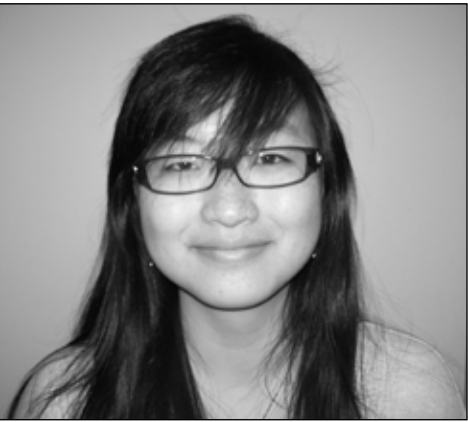
staff and students always encouraging and applauding achievements. There is so much talent and success in our school, but what we see is such a small part of what is really there.

So now, as we leave for spring break, and then come back with fresh faces and new ideas, take a minute and think about what you have to offer and how you can share it with the world.

We are all full of potential, it is the courage that we lack. So have some courage.

The world will thank you for it.

Quiet voices, busy minds: what it means to be an introvert



edge columnist

Do you know someone who enjoys spending hours alone? Someone who is dynamic and spirited when having quiet conversations, but seems awkward when they are forced to interact in large groups? Who needs to be dragged outside and often needs the rest of the day to recover from the outing? If you answered yes to any of these

questions, then chances are, you have an introvert on your hands.

Now don't panic. Introverts can be friendly and they usually don't bite (Just don't mention that you watched the movie instead of reading the book).

Introverts are often thought of as shy, or antisocial. But that is not necessarily the case as shy people are anxious in social settings while introverts generally are not. Introverts are also not cynical, though some of us tend to be realistic to the point of pessimism. Rather, introverts are people who, simply put, find other people tiring.

Extroverts are, by definition, energized by being around other people. In contrast, introverts need to turn off and recharge after being socially 'on' for a few hours. This isn't being unfriendly, nor is it a sign of depression, and it certainly does not call for medication.

For introverts, to be alone with their thoughts is as restorative as sleeping and as nourishing as eating.

While extroverts are extremely easy for

introverts to understand, introverts are much harder for an extrovert to understand. Extroverts spend much of their time working out who they are in voluble interaction with other people.

Often times, extroverts have little or no grasp of introversion. They assume that company is always welcome and cannot grasp the idea that someone would need, or even want, to be alone.

Extroverts tend to dominate the political playground, where only the garrulous are really comfortable. For instance, Jean Chrétien, former Canadian Prime Minister (for those of you who slept through social studies), seems to come fully to life only around other people. Our current Prime Minister, Stephen Harper, is an introvert, and is often labeled as aloof and cold.

Because of this social and political dominance, we have turned into an extrovertist society. Certain expectations are set; being outgoing is considered normal, therefore desirable.

Extroverts are seen as bighearted; being

a 'people person' is a good thing, a compliment. Introverts are often described with words such as guarded, loner, reserved, self-contained – narrow, ungenerous words that suggest emotional parsimony and a small personality.

But often, it is because while extroverts thrive on 'small talk', while introverts prefer not to engage in inane chatter. Introverts like to think before they talk, whereas extroverts think by talking.

Being trapped in a world of 98% content free babble is tiring for an introvert; they tend to withdraw from the conversation, going to their quiet place to recoup their energy.

Now that you have a basic understanding of introverts, you can learn how to best approach and interact with them. First, make sure the introvert is relaxed and ready to interact. Startling them may cause them to withdraw. Second, when you spot an introvert lost in thought, don't say, "What's the matter?" or "Are you all right?" And third, sometimes it's best to not say anything at all.

theEdge

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

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

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

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

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YOU SAID IT!



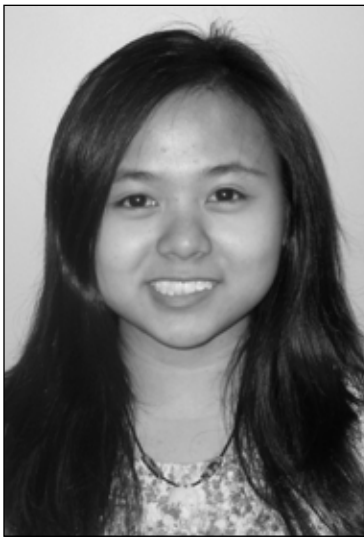
Grade 9
“I saw my bird die.”



Grade 10
“Camping in the woods for five days.”

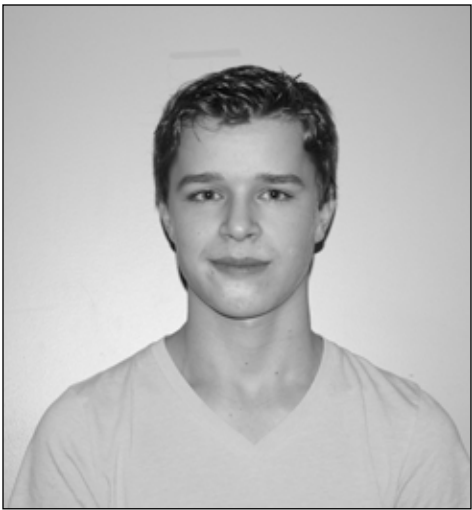


Grade 11
“One time I told Ms. Freeborn I wouldn’t be at Musical Theatre.”



Grade 12
“The first time I played Slenderman.”

Dealing with vain reality . . . or lack thereof



edge columnist

In 1973 *An American Family* debuted on national television, initiating the world to what is now referred to as reality television. Over the next few decades, a few shows were added to the genre: *COPS* in 1989, MTV’s *The Real World* in 1992. However in recent years the amount of unscripted television has grown exponentially; ever since *Survivor*’s successful debut in 2000, reality television has skyrocketed into a dominant position on network television, with entire channels

dedicated to showing them. I’m not going to argue with the integrity of the programs or argue whether or not they’re staged, which they probably are; what’s more interesting is why people watch them, and why now. Watching television has always been a form of relaxing, a short escape from daily life. Whether it’s sitting down on the couch after a long day at work or letting your eyes glaze over on a lazy Sunday, for the majority of viewers T.V. has never been about quality, or high-brow content.

When the Romans became bored, they had gladiators to appease the masses; we have *American Idol*.

This fact becomes apparent when looking at any statistic. For the past seven years reality television has captured over 50, to 70 percent of audience viewership. Yet it’s so strange because if you ask anybody who watches reality T.V., they’ll say they hate it or it’s trash or that they only watch it out of pity. So why are people wasting their time, and possibly lowering their IQ, by watching the Kardashians every week when they know it’s so awful? It’s become a bad habit that people need to kick, like eating too many sweets. It’s

crazy too, that while some of the the best television ever made is being broadcast, there is this huge influx of shallow reality programs. The television studios will always follow the money so it is easy to explain the supply. When *Survivor* was debuted in 2000 as a fresh new idea, people ate it up. The insane profit margin and quick production time enticed every station; they could shoot it and have it out the door in weeks. As the market place flooded, the quality became diluted to become what it is today and we accept it. With the advent of social media, twitter, facebook, tumblr, etcetera, it seems that everyone wants their 15 minutes in the spotlight. The narcissism is often astounding. The number of people you can find vlogging on youtube or tweeting on twitter about their daily lives (like anyone else gives a damn) is depressing to say the least. In the constant stream of conversation no one manages to say anything either; it’s just them regergitating everything they see in pop culture. Reality television has become

an extension of this, enabled by social media. The stars of these shows market themselves to stay relevant and the whole world watches them under a microscope because their own lives are boring. Living in a first world nation, with every amenity available to you as long as you have the money, it’s easy to get bored. Where else would you find such frivolous vanity but in a place where survival is no longer a real issue? This leads to a lot of worrying comparisons to other civilizations in time. When the Romans became bored, they had gladiators to appease the masses; we have *American Idol*. To top it off the best part of the show for many people is watching and laughing at desperate and confused people who aren’t completely there, as they audition and are promptly laughed at, torn apart by the masses: ex. William Hung. When did this become acceptable? Preying on the weak for freak show entertainment. The vulgar and rude behavior is just moving backwards in social development. That isn’t to say everyone is like this. There’s likely a whole other generation of Travis Bickle’s out there, hoping for real rain to come and wash the garbage off the streets. Hopefully this trend in our culture doesn’t last and we’ll be able to pass on a new dark age.

Letters to the editor:



[Re: Asian parents: complex effects of high expectations]

Where I’m from, grades are organized into a system where they are listed from first place to worst; everytime this list is posted, it is to every student’s disadvantage, except the student who scored first place. It’s a competition among everyone, and to help me [escape] this environment, my parents came to Canada. I don’t appreciate the stereotype of “Asian parents” when I take a look at what my parents have done for me, and hope such a prejudice soon becomes forgotten.

-Sarah Jung

Although some Asian parents are led to believe that “Confucianism implants the idea that humans can be improved to perfection,” in reality, perfection is farfetched and impossible. Nowadays post secondary students are required to be well-rounded and not just interested in studying; post-secondary institutions like to see their students interested in a sport, volunteering within the community, etc. So if Asian parents want their children to be “improved to perfection” they should reevaluate what perfection might be.

-Ashley Stuart

I can’t speak for others, but I don’t go very long without hearing people complaining about Asian parents. I agree with Stephanie in that Asian parents seem to expect excellence from their children but I was slightly insulted at her suggestion that Asian children are learning multiplication while “other kids” are still doing adding and subtracting. As a Caucasian, as I guess she would call me, a member of the “others”, I suppose my parents couldn’t care less about my grades and I should be thrilled to get a B, right? I understand this is not what she meant, but my point is that this pressure is not exclusive to Asian families and us “white kids” don’t necessarily get a free ride.

-Kristyn Zoschke

[Re: Questioning standardized testing in 21 century education]

I adamantly disagree with the viewpoint Rebecca takes in regards to math and science subjects. Without provincial exams, some teachers may not be able to ensure equality between courses. For example, I may work extremely hard to ensure a 90% grade in Yip’s hard-but-fair chemistry (which I loved), but at other schools, chemistry [may be] a slack course in which high grades are easy to achieve. For this reason, standardized tests are truly vital to equality in education.

-Jonathan Toews

Rebecca’s article on our education system was very informative and I agree that “perhaps it is time to start changing the way [material] is evaluated” in schools across North America. Standaradized tests are worth too much in schools and I believe that it’s not the best way to demonstrate student learning. It is the 21 century and I think it’s time to change how we “judge someone’s intelligence and understanding” instead of using the archaic method of standarized testing.

-Farhad Omid

Bias cannot be escaped but can be recognized

JENNIFER KOU
staff reporter

There is no opinion that is unbiased. From the moment we are born, we start to form biases; every thought that passes through our minds is affected by our own, inherent bias. It is almost impossible to discuss anything without our personal bias showing through.

But what is bias? Biases are ideas. They define our expectations and encompass things we think of as “right.” They can interfere with communication by closing our minds to new information. “I don’t think we will see a world, culture or society, completely bias free; it’s a part of human nature. We have opinions and therefore we have biases,” said **Lois Axford**, socials studies and English teacher. We tend to emphasize certain things that support our beliefs and ignore others that contradict them. The problem is that we become extreme in our opinions, and we don’t even realize it.

There are many factors that contribute to building your bias. “Whether it be because of your upbringing, your education, or your political affiliation . . . everyone has their own inherent bias,” said **Peter Poka**, social studies teacher.

People are products of their environments. Our culture and upbringing plays a massive part in shaping the way we view the world and our biases. When we are taught about history and current events, “we see through a western world, Eurocentric lens,” said Axford. But in different areas of the world, people are taught to see things differently. “I used to study in Shanghai, and they’re always biased, especially for World War II. Every textbook had a Chinese bias to it; they depicted the Japanese as enemies, Chinese soldiers as heroes who [died] for our country,” said **Youmy Han**, grade 12. The government is biased, as they only want to show themselves in the best possible light. They pass their biases and opinions onto the students, effectively brainwashing them into a point of view that is not necessarily correct. History plays a very important role in affecting our biases. By understanding

history, we develop a better understanding of current events. “[History] explains and helps you understand the lasting effects of the cold war, the topics of the middle east that are on going and the economic factors and the world around you,” said Poka. Yet the only access to history we have is through various historical documents, most of which are extremely biased. “History is almost 95 percent subjectivity, 5 percent objectivity,” said **Richard Zhang**, grade 11.

A major example of historical bias is World War II. People on different sides of the war were told different versions of events that skewed the way they viewed the war. “Both sides told the people that ‘we’re winning, we’re winning’ even when that wasn’t always the case,” said **Kyra Lehniger**, grade 11. “I was speaking to a history teacher in Japan and they have a completely different perspective on why the Japanese invaded [Southeastern Asia],” said Poka, “He was attempting to justify the Japanese movement into China and Philippines as ‘we were only trying to get rid of the white people,’ which is totally different from how we’ve always seen it.” They grew up being taught a different version of events and that affected how they perceived the world.

“History is about interpretation. You can’t argue the basic facts, but you can argue why it happened and the effects of it,” said Poka. The way history is being taught and interpreted now can also affect how we view certain groups, creating bias and sometimes even prejudice. “We are using our current ways of thinking with respect to human rights and a multicultural society to look back historically and say that white society was evil and doing bad things,” said Poka. “It’s very problematic to look at historical events from a purely modern perspective.” It creates an unfair bias towards certain groups and people. Attempting to understand the actions of people from the past while in the mindset of a 21-century student can cause us to unfairly judge the actions and decisions of historical figures.

Our learning environment plays a big part in affecting our biases as well. Living in Canada, we tend to see things from a democratic standpoint. “Canada tends to



JENNIFER KOU DRAWING

be more liberal while in China, everything is hard lined or has a communist light to it,” said Han. We tend to view democracy as the best political system, as that is the system that has worked so well for us, but that is rarely the case. “Sometimes democracies fail because . . . the infrastructure isn’t in place to support a democracy before the society becomes democratic,” said Axford. Teachers have a very big impact on how students develop their opinions and form their biases. Some schools have a very left wing political view that they pass onto students. While not necessarily bad, they are only students one perspective of events. Gleneagle has a socials department of varying perspectives. “You have teacher’s like Poka, [Mike]illiard . . . who are right winged and then . . . Axford who’s liberal,” said Zhang. Students are able to get different viewpoints on events and can form their own opinions based on that. “Sometimes

when I talk to people from other schools who might not have as differentiated a socials department as we do, they think that the world is dying, that we must save trees, that the Enbridge pipeline is the worst thing that ever happened,” said Han “I think bias can interfere with how people develop their ideas.” Learning how to distinguish bias and how to develop your own opinions are important skills to have. “It’s always better if you have the ability to distinguish. . . between the ability to mindlessly follow whatever you hear and accept it as a truth,” added Han. Everyone deserves a chance to figure everything out for themselves and make their own opinions. “I think that early on we should teach little kids about making their own opinions, and selectively getting information from balanced sources so they are able to figure out what makes the most sense to them,” added Zhang.

St. Patricks day: a religious celebration or time to party?

JASON ROBERTS
staff reporter

Everyone’s Irish on March 17 – St. Patrick’s Day, the international celebration of Irish culture. There are parades and apparel, shamrocks; a constant barrage of green

assaults our retinas, the best example being the Chicago River which is dyed green every year. And the partying, oh the partying – the highlight of the occasion for most. Cities are filled with all night celebrations, and the copious consumption of alcohol. You have your Lucky Leprechaun, the pot o’ gold, Irish

julep - the list of novelty drinks goes on. The partying side to it is so far gone it seems to be its defining feature; Guinness Irish stout is practically a corporate sponsor. It all becomes ironic however, that this college party holiday has completely religious roots and that blue was the day’s colour, not green. Much like Mardi Gras, St. Patrick’s Day started as a religious celebration. The holiday is named after Saint Patrick, the patron saint of Ireland, because he started it. Saint Patrick was born into a religious family; when he was 16, he was captured and held captive by Irish raiders. He soon escaped however and fled to England to become a priest. He became the patron saint of Ireland through the actions he took years later when he returned to Ireland and introduced Christianity to many of the locals, converting villages from their native polytheism. Saint Patrick’s Day honours these events and was the celebration of the introduction of Christianity to Ireland. The traditional Lenten restrictions, limitations on extravagance during the Christian season of Lent, would be waived for celebration. Saint Patrick’s Day has grown out of its religious origins at the same time it’s

grown out of its original colour. When the order of Saint Patrick was founded in the late 18th century a light blue was chosen as its official colour. Over the years, Green has been adopted as the Saint Patrick’s Day colour. There is not a pin pointed reason for the change but as association with the state and church fell, green was easier to associate; green is part of the Irish tri-coloured flag and Ireland is often called the “Emerald Isle.” However many of the original symbols of Saint Patrick’s day still remain today. The shamrock, for example, was used by Saint Patrick to explain the Holy Trinity, the Father, the Son, and the Holy Spirit, to the native Irish inhabitants and has always been a symbol of the holiday. Other symbols like the harp are part of old Irish culture. The Irish leprechaun does come from ancient Celtic folklore but was never associated with the holiday. It was Walt Disney who in 1959 made a film with a leprechaun; it was a far cry from the Celtic version and more closely resembled a fairy. Over the years as the world becomes a less religious place, Saint Patrick’s Day has transformed with the times from a wholly religious holiday to a celebration of everything Irish.



JOAN ROBERTS PHOTO

Never fear, grammar gurus are here: peer tutors to rescue

ALEXANDRA COOPER
staff reporter

Did you ever think grammar could be gripping? Well it is, now that the “Grammar Gurus”, the new peer - editing group, is lending a helping hand in a class near you. This useful program will be offered mainly for English and social studies courses. If students feel they need help with their writing they can notify their teacher and the teacher can put the request in for a Grammar Guru to come to their class.

“We’ve been going to classes, introducing ourselves . . . the grade nine’s seem more excited because they have that energy but I think everyone, once we start coming in and helping, will really appreciate it,” says **Steven Bae**, grade

12. The group has been busy in the English and social studies wing explaining the program to students and teachers. “We had a miniature grammar lesson where this girl came up to the board and drew a semi-colon and was like “Okay, what’s that?” and we told her about it,” said **Veronica Wu**, grade 12.

Students who normally wouldn’t go to student services for help will have a chance to have their questions answered. The group was formed after “the teachers could see that there was need for students to improve their grammar and sentence structure,” said **Lori Gregory**, student services teacher. “Ms. Gregory had this idea that we could start this up and help people, not just ELL students, with proofreading and editing,” said **Gabby Tin**, grade 12. The

Grammar Guru’s are made up of grade 12 students who are adept in English and grammar. “Ms. Gregory kind of chose us based on our English skills, but it’s not like we’re the best in the school; it’s more of [the amount] of experience in English [we have],” said **Adrian Lee**, grade 12. “We are all peer tutors except for Veronica; she’s volunteering her time.”

“[My friend’s] were like “Oh, Veronica should do it. Veronica Wu,” and Ms. Gregory approached me and I was like “Sure. Why not?”” said Wu. When asked about the name “Grammar Gurus”, Lee said, “That was Veronica,” but Wu disagrees: “I just know it wasn’t me who [thought of] it but I think it was Steven. Steven came up with that.” This is the start of an initiative that has the makings of an integral part of student learning at Gleneagle.

Reduce, reuse, recycle: green team takes part in BC green games

ISABELLE DOCTO
staff reporter

Gleneagle’s green team is going for gold in the annual BC Green Games, sponsored by Science World, publicizing environmental initiatives that they have implemented in the school.

The green team has a chance to be chosen as a winner of the “8-12 Viewer’s Choice” with a \$500 cash prize and a \$1000 cash prize decided by expert judges.Their entry is based on a video they submitted showing the environmentally friendly changes they have made at Gleneagle, particularly the organic waste and blue bin recycling collection system seen around the school.

“We want to share how we’ve done things because recycling can be done in different ways,” said **Jennifer Allot**, grade 11. “I think by sharing different environment initiatives, green projects will sprout up faster at other schools.”

They also want to raise awareness among students and teachers about using the compost and recycling bins more for getting rid of their waste.

“I think the system itself is good; it just needs to be used more by the average student because we have a great waste management

team that picks up bags weekly,” said Allot.

Steven Bae, grade 12, agreed adding how they have created the catchy persona of Carlos the Composter as part of their initiative.

“[Carlos the Composter] is a kind of mascot that’s going to go around and educate students on why it’s important to compost and what kind of stuff you can compost,” said Bae.

Other green initiatives include encouraging students to bring their own lunch containers rather than using the disposable ones at the cafeteria, and collecting food waste and scraps in the cafeteria’s kitchen. They are also working with Chef **Frank Abbinante** with the process of implementing biodegradable packaging in the cafeteria.

If the team wins the prize, they hope to allocate the money towards fundraising for more green initiatives.

“We want to purchase more bins where people eat in the cafeteria because we know that’s a big source of food waste and we also want to finance rain stands for the garden,” said Allot.

Talons are encouraged to vote for the Green Team this month at bcgreengames.ca for the “8-12 Viewer’s Choice.” The winners will be announced in April.



Cool composters: Both grade 11, film a video to promote waste management as a submission for the BC Green Games.

Gathering cans, making plans, TALONS contribute to the community

JORDAN LOUIE
staff reporter

Poverty is an issue that we continue to raise awareness for . . . but do we ever take it to heart? Talons leadership students **Aman Atwal**, **Haley Knowles**, **Carlin Bannister**, **Victoria Melo**, and **Natalie Kraemer**, all grade 10, definitely are. “We are really trying to raise awareness for local hunger and

poverty,” Atwal said. The group of girls is trying to bring awareness to poverty around us, instead of in third world countries. “It’s such a local issue and we want to try and help our local community first,” Atwal said. “We really hope that people want to bring in food, because it goes to a great cause. All proceeds go to SHARE and its non-perishable food items,” Atwal added.

Most students are able to go on vacations, have large family dinners, and relax

during the upcoming spring break, but not everyone has that luxury. “It’s really near Easter and food banks are always asking people for donations. You can’t go wrong with donating to a charity that always needs help,” Atwal said.

Not only is the group arranging this school wide food bank, they are working hard to get students motivated. “We’re going to put boxes in block 2 classes,” Melo said. “Which ever class brings in

the most cans by March 15 gets the pizza party,” Atwal said. On March 13, during the student interviews, this Talons group is asking parents to donate a can or \$2. Their name will then get put into a raffle and the prize will be an electronic docking station.

This food drive is one of many events TALONS leadership students have organized to contribute to the community. The drive runs from March 11 to 15, wrapping up tomorrow in Block 2.

High hopes for fledgling grade nine debater who makes it to nationals

REBECCA MACDONALD
staff reporter

Three members of Gleneagle’s debate team stepped up to the podium at the BC provincial debate championship, held in Trail, B.C. on March 2-3. **Liam St. Louis**, grade 12, **Nicholas Kraemer**, grade 12, and **Reza Zarebidaky**, grade 9, competed alongside 160 other students ranging from grade 6 to 12, hoping for a chance to represent their province at the national championships in May.

Zarebidaky, new to the world of debate and competing at a provincial level for the first time, won in his category, and has qualified to attend the national championships, held this year in Vancouver, BC.

“I’m going to go; it seems like a really

cool experience, even though I really didn’t expect to qualify...and then next year I [can go to] the BC qualifiers to be a part of Team Canada,” said Zarebidaky.

Debate topics at this year’s provincials were heavily politically-based, with a focus on law. Zarebidaky’s given topic, “should judges be elected or not”, was one with which he had little familiarity. Luckily, he had plenty of support from his teammates.

“Liam helped me a lot with my prep work. He’s really awesome, always helpful,” said Zarebidaky.

St. Louis and Kraemer, who had previous experience as debate partners, were lucky enough to both qualify, and debated together in Trail, placing in the top half of all competitors.

“I’ve never competed at a provincial level

before and that was kind of cool, to know that you were up against the best that your province has to offer,” said Kraemer. “[Debate is] really fun...if everybody had debate experience and had experience backing up their views with facts...then I think the world would be a lot better educated.”

“There aren’t really any other activities that a high-schooler can do that teach a student the same things that debate does. You [learn] how to speak, how to develop arguments, and [it’s] an experience that forces you to think critically...[and] to think about both sides of the argument,” added St. Louis. “Debate provincials was an awesome experience. . . . I’m really glad that I went.”

“I did reasonably well, [not] top ten, but I was satisfied,” said Kraemer. “Reza did really well though, and I don’t think he even

realizes how good he is.”

St. Louis agreed. “I’m especially proud of our grade 9 debater, Reza Zarebidaky. At the beginning of the year, he was kind of reluctant to join debate; he tried to quit a few times, but we didn’t let him, and now look at him! He qualified for regionals when he didn’t expect to; he qualified for provincials when he didn’t expect to, and now he’s moving on to the next round.”

“It’s an opportunity that I think everyone should have,” said St. Louis.

“Whether it’s to become a better public speaker, a better thinker, a smarter person, to win scholarships, to get into universities, or to meet some great people from Gleneagle and from around BC, ... from around the world. There’s nothing like debate,” he added.

Senior boys basketball narrowly miss provincials

STEPHANIE LUI
staff reporter

Beating two number one teams and winning twenty-three games in the season wasn't enough for the senior boys basketball team to further their season into B.C provincial playoffs.

Losing the sudden death game 70-48 to Enver Creek Secondary on Monday, February 25, the boys were "disappointed at the loss...they tried hard but came up short," said **Artem Zapoyozhets**, grade 12.

"It was disappointing because we never anticipated losing the game," stated **Tony Scott**, head coach. "To be able to compete, [the team] needed to work hard and be mentally focused towards the goal, but they weren't focused...not enough consistency to make it into provincials."

The team played against Delta Secondary on Wednesday, February 20, and dominated the game 76-63.

Playing against teams within the top 15 ranking provincially, the team reflected on their hard earned successes. "It was a really good season," said Zapoyozhets, "We played hard, won some big games, and grew as a team."

"We gave it our all on the court," explained **Grant Galbraith**, grade 11. "When we played together and communicated, our games were extremely successful."

But triumphs are not without bumps and obstacles along the way. "Being a young team, we didn't know what to expect moving to the senior level," said **Tarik Scott**, grade 11. "Offense is an area we could've focused more on and learning how to score within a set of principles."

"I think the physical strength and build of our opponents were much stronger in the senior team," stated Galbraith, "It was physically and mentally more challenging in this season's games."

"We're a close team," said Tarik Scott. "There's a lot of respect for each player and their abilities."

"[The boys are] tight," said Tony Scott. "On and off

court, and outside of basketball, the boys all seem to care about each other. Coming from different backgrounds, it's neat to see [the team's chemistry] formulate."

Since the beginning of the season, the team has "improved on every aspect of the game...and was strong in defence," said Tony Scott.

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

"Winning all three teams in the Calgary tournament is one of the most notable highs of the season," claimed Galbraith, "We won and had fun."

"When we were losing all we knew was to fight back," said Tarik Scott. "We fought, won and lost as a team."

The senior boys basketball team is hopeful for next season. "We will come back strong and go all the way next year," stated Galbraith.



Airtime: Grade 11, squares up to score against Terry Fox while a defender tries to block the shot. The boys missed out on a provincial chance, losing to Enver Creek.

Senior girls host potential Talons basketball players

STEPHANIE LUI
staff reporter

Waves of grade 6's had the opportunity to get a taste of high school basketball on Friday, March 1.

A basketball tournament was held at Gleneagle for nine middle schools in the district including Scott Creek, Maple Creek, Summit, Moody, Kwayhqitlum, Pitt River, Minnekhada, Montgomery, and Como Lake, to celebrate the season's end.

"[The schools] needed a bigger facility to host the event," explained **Patty Anderson**, head organizer. "There was more room for the kids to run in [the Gleneagle] gym."

The gym was separated into two courts to allow four teams to play concurrently.

With the entire event managed by students from the senior girls basketball team, "the tournament was smooth as the girls watched the concession and reffed the games," Anderson said.

"Our job was to referee the plays and make sure the kids were playing safe," said **Chiara Bordignon**, grade 11.

"We made sure to keep the games rolling," stated **Brittani Yee**, grade 10. "Most importantly, we wanted the grade sixes to enjoy the sport of basketball."

The event's success was due to the hard work of the senior girls basketball team.

"We were clenched for time as the jazz dinner night was running right after us," said Anderson. "The girls did a great job cleaning and moving the place back to its original state."

"I hope next year's tournament [can] bring as much attention from the middle schools as this year's," said Bordignon.

Gleneagle gymnasts place top ten in BC competition



Defying gravity: Student performs her floor routine at provincials.

KRISTINA ENG
staff reporter

Arden Nelson, grade 9, **Daniella Letourneau**, grade 10 and **Ally Mandley**, grade 12 participated in provincials with all three finishing in the top ten, on March 7 and 8 at Brooks Secondary School in Powell River.

At level 4, Letourneau placed tenth all around, with fourth on vault, ninth on bars, and fourth on the beam. Mandley also placed ninth on bars.

"Level 2 had the strongest competition, which is the level that Arden and Ally are in. Level 2 had the most competitors. In the end, you are always competing against yourself to do better than you have done in the past," said **Michelle Wilson**, coach. "I was very happy with how the girls competed. All you can do is your best and I think all three girls did this."

"Gleneagle has qualified for the BC's before...so it is great to see our school back again," said Wilson.

Pre-competition, Letourneau shared that she gained Gleneagle a ribbon in her latest meet "three weeks ago, and I got gold on vaults, floor and beam, silver on bars, and gold all around."

"I like to see athletes improve their skills at each practice. I also love to see athlete's routines come together at competitions after all the hard work and training that they put in," Wilson said. "I coach gymnastics because I have always been interested in the sport. I was a gymnast since the age of seven and I also competed in high school

gymnastics. I love the sport and the individuality that gymnastics allows each athlete to incorporate. I wanted to stay involved with the sport after being an athlete so I decided to start coaching," she continued.

Wilson's transition from competitor to coach may be serving as a role model to her students. Beginning gymnastics at age four, Letourneau says, "I want to start coaching, and I want to do high school gymnastics until I graduate." As a highly intense sport, she states that she has gained a lot from gymnastics. "It keeps me in shape. Doing competitive gymnastics has really made me think of what I eat and how to stay healthy."

BC HIGH SCHOOL TABLE TENNIS CHAMPIONSHIPS



**GLENEAGLE GYM
FRIDAY MARCH 15, SATURDAY MARCH 16
COME OUT AND CHEER FOR OUR TALONS!**

Talons wrestlers impress at provincial competition

DONYA POURTAGHI
staff reporter

Sweat, weigh-ins, and takedowns. Those three words were the theme of Gleneagle’s wrestling team as they competed at the provincials, hosted in Duncan on Vancouver Island. The team experienced three days of exhausting matches, with three members placing in the top five bracket. It was a long event, with matches starting as early as nine in the morning and ending twelve hours later, at nine in the evening.

“Right after weigh- ins, we had a quick dinner and went to bed right away, because the next day we got up at seven o’clock, we got to the venue at eight, and we started wrestling at nine,” said **Aarman Bondar**, grade 11, who placed fourth in the tournament. “It was really good because you didn’t have a match every twenty minutes; you had a match every couple hours. It’s really competitive because these wrestlers aren’t the worst on their team; they’re the best. Top five from every zone,” he added.

There was also some drama in the air at provincials when **Stephanie Ma**, grade 12, was almost not allowed to participate because she did not fit the qualifications for her weight class. The only thing that was holding her back was her hair. “When I was getting weighed in. . . I was .1 over the .2 allowance already. If I was over my weight class, then that was the end of wrestling for the season. So either I wrestled or I



COLLIN CHUNG PHOTO

What to do? Student ponders his options against Alberni opponent as they circle around the mat at provincial competition in Duncan. Haghighat-Joo finished fourth in the province.

just sat in the stands,” said Ma. “I had seen someone else who had cut their hair for a weigh in, so I thought ‘okay, I’ll get mine cut too’. It turned into a bob at first, but that didn’t make a difference. So then I was told to. . . not eat or drink yet in case one of the coaches was able to argue it out. . . later one of my coaches came and lifted my hair and snipped it all off. After that, I was able to wrestle.” Ma was able to finish in fourth place at the end of the whole ordeal.

The end of the tournament marked the

completion of a very satisfying season. “As a school, we did better than most years,” said **Sasan Haghighat-Joo**, grade 12, who placed fourth in the tournament. “We had three people place in the top five, including me, so that’s pretty good. For the most part, I think everyone put in their best work there,” he added.

Coach **Collin Chung** agrees, stating that they “had a successful season, as far as team results go. In the Tri-Cities the boys were the most successful team. We placed

higher and had more placers than in any other Tri-Cities team.” Chung goes on to mention how important experiences like this tournament are to young athletes.

“When you go on these trips, there’s always a memory being made. For me it’s every year, but it’s not the same for the athletes, who don’t go to BC’s every year. It’s things like this that I remember from when I was a kid and I think a lot of our athletes will remember these things as well,” he added.

Senior boys rugby hoping for explosive start to season

BRENDAN PARK
staff reporter

The senior boys rugby team prepare to kick off their regular season today against Centennial Secondary. They have played two exhibition games and a practice game with Centennial two weeks ago.

“Playing against Charles Best was a really good match-up, said **Aarman Bondar**, grade 11 captain. “Our team and their team have an even amount of skill, and from that we were able to practice and make a huge difference for our gameplay. Tying BEST however, was an upset with them scoring in the last play. But it only makes the team and I want to come back to practice and get that

much better. Wanting to win and putting in the effort is what I think we lack on this team, but it is improving significantly.”

“Centennial doesn’t understand what a new team we have become over the last week with the addition of new players and veteran players,” added Bondar. “We want this first win and we are hungry. They are going to fear how much we can hit them and drive them backwards over and over again.”

“Centennial should be prepared for our intensity,” said **Mitch Howey**, grade 11 inside center. “We are a very intense team and we’re ready to fight, we’re ready to kill. But the thing is, we have composure; we’re out there to win but be respectful at the same time.”

The senior team played against Centennial two weeks ago in a controlled scrimmage game, much like a stop-start match. The senior team won their first exhibition game against Heritage Park 15-8 last Tuesday and tied their second exhibition game 15-15 against Charles Best on March 1.

“I think one of our struggles is we’re always having to introduce new players to the game,” said **Peter Poka**, head coach. “This makes it difficult to have some continuity and build from year to year, because we’re always starting fresh in February.” However this does set the table for an outstanding senior team next season with plenty of juniors coming back for blood.

“We haven’t had that many practices together this year but we’re definitely improving as a team and more of a unit this year,” said Howey.

Poka has been involved with Gleneagle’s rugby team for 15 years, every year since he’s been teaching at Gleneagle. He is assisted by coaches **Clayton Richardson** and **Jerry Areshenko**. “I just want to see the kids compete,” said Poka.

“I play rugby because it is one of the most interesting sports I’ve ever played,” said **Andrew De Los Reyes**, grade 11 flanker.

“The bonds of friendships created are like no other. The rush of running down the field with all your friends is insane and it’s just a great environment to learn.”



NOLAN SPELLER PHOTO

Taking shelter under fire: Grade 12, defiantly covers up the ball as the players from the Charles Best Blue Devils aggressively tackle him to try and obtain possession. The team plays its first league game this afternoon, against Centennial.

Sell out performance: triumph for jazz gala

MAUREEN LAO
staff reporter

Band students and culinary arts students brought their A-game to the Jazz Dinner Gala on March 1 with a sell-out musical triumph.

“**Alan Matheson** was a special guest from Vancouver who is a professional jazz musician/composer [who] played with us. We featured five of his songs and he played lead trumpet,” said **Sean Lee**, grade 10 jazz band member.

“We played two sets of songs which contained a plethora of genres such as swing, Latin, ballad, funk, and rock. The first set had four songs and the second set had five songs. We also played some Alan Matheson charts like *‘Intimacy of the Blues’*. I enjoyed playing these songs a lot especially because we played some vocal charts such as *Save the Last Dance*, *Fame*, and *Sway* which featured some wonderful singers from our vocal jazz group,” Sean Lee continued.

Grade 12 vocalist **Emily Black** said, “I sang *Orange Coloured Sky*. It’s a fantastic song. It’s so much fun while performing because you just kind of lose yourself.”

According to **Micah Lao**, grade 12 jazz band performer, “This year’s jazz dinner gala was different from previous years [when] we’ve had special guests like the Bruce James Orchestra and Rumba Calzada come in. What makes this jazz dinner gala special is that this time it features more of Gleneagle jazz band which I thought was a really good touch and also they took out the dance floor so they were able to seat more people in the house.”

Ed Trovato, band teacher and organizer of the gala said, “Musically speaking, my goal was to challenge all the jazz students to perform at their utmost best and to entertain their audience which they did and to really raise the bar and have a level of professionalism on the stage that exceeds high school expectations.”

The songs and atmosphere created a great vibe. “I really enjoyed just the overall atmosphere of the night. It really seemed like professional groups were performing to an audience like a real gig,” said Sean Lee.

“I loved the music, I loved the people, Chef [**Frank Abbinante**] and Chef **Roberto [Arciago]** did an amazing job cooking, and I really appreciate all the volunteers who



SIMON CHI PHOTO

Lighting up the night: Friends and family celebrate a night of music by supporting Gleneagle’s music programs in the annual jazz dinner gala. Students and a professional musician were in performance.

came to cook for us,” said **Jessica Zrally**, grade 12 vocalist. “I loved the whole atmosphere for this jazz dinner. The lights were beautiful, everyone looked beautiful, and Mr. Trovato did a really good job organizing it.”

“It sells out every year because we have such a supportive community and they really value music and enjoy getting the most out of their dollar . . . And of course there is the silent auction and all the other fun things that we do to make the evening a lot of fun and it just flows,” said Trovato.

“We’ve been doing this pretty much every year. People like its good music and food, and the auction offers a lot of amazing items,” **Sarah Lee**, grade 10 vocal jazz member agreed.

“It shows the [chef apprentices and culinary arts students] how to work under pressure and with higher

numbers; it also engages them as a team environment. Everyone had their own role, worked very hard, and in the end, it was a lot of fun. I thought it turned out fabulous,” said Abbinante. “Our students and I talked to a lot of the customers and guests that evening and they really enjoyed it.”

According to **Cassidy Stahr**, grade 10 vocal jazz member, “It’s a fundraiser but it puts the fun in fundraiser. It’s fun for everyone performing. It gives them a chance to perform in front of this fancy new concert setting.” She felt that the night allowed music students to “get a taste of what it will be like in Disneyland which is where we are going in spring break.”

“The months of grueling practice before the gala were definitely worth the reward of a sell-out performance that rocked the stage,” said Sean Lee.

Dirty Radio takes Gleneagle by storm Kindness Rocks provides afternoon of live music, valuable life lessons



ISABELLE DOCTO PHOTO

Music with a message: Dirty Radio performs for Gleneagle at Kindness Rocks Concert. The concert raised awareness for bullying and its consequences.

ISABELLE DOCTO
staff reporter

Whether the stories struck a chord with students or the music helped to inspire them, the Kindness Rocks Concert held on February 27 was another platform to raise anti-bullying awareness in the community.

Gleneagle was the venue for this concert filled with high-energy music and an important message conveyed by the performers and their personal experiences with the persisting issue.

“Many of us, as you heard, had been bullied; we had some really tough circumstances that we had to overcome,” said **Jeanette O’Keeffe**, a performer and the co-producer of the event.

“At the end of the day I wouldn’t be here if I hadn’t been a victim of bullying because I wouldn’t have the passion, and I wouldn’t have the story to tell,” she said.

Along with musical performances by Dirty Radio and **Anami Vice**, speakers such as O’Keeffe, **Brock Tully**, world renowned author and co-creator of the event, and youth advocates expressed their thoughts on the issue.

Impacting students with personal bullying experiences continued with a tribute to **Amanda Todd**’s story, providing a powerful student perspective on the matter.

Carol Todd, Amanda Todd’s mother was present at the concert and believes that events like these that present students with real life stories like Amanda’s will help in the progress of raising awareness.

“You can have presentations like this and it reaches a huge number of kids in a way that they can relate to,” she said.

“There has to be a time where presentations have youth talk about their experiences with bullying, cyber-bullying, or mental health and how it affected them; those kinds of things really make an impact too... it’s hearing about other stories,” she said.

Some Gleneagle students had similar reactions to the event. **Lyndsey Britten**, grade 12, who performed in the concert as a dancer agreed that the concert helped to

spread the message to students. “It still had a definite impact with how they tied in all the music. I love the arts because you can bring a message across with it,” she said.

Other Talons felt that it was geared more towards a younger audience than to high school students.

“I think it did help, but it was towards more younger kids,” said **Ariana Baratto**, grade 11.

Willy Choi, also grade 11, agreed, adding, “I think it would’ve been better for us if it was more speeches rather than getting us up and dancing to anti-bullying songs.”

There may have been mixed reactions to the concert by the Gleneagle student body, but the event’s message was still the same.

“One of our biggest messages is to try not to take things personally, and not get caught up in being a victim... just focus on what you’re here to do and what you love to do,” said O’Keeffe.

Carol Todd agreed adding, “We can all be scared forever and run away from it, but you have to think of the victim and how that person feels, and even the bully who is a victim too of something and that’s why they’re [bullying].”

The event was organized by Scott Creek Vice-Principal, **Mike Slinger** and was attended by over 4200 students from the district.