

Gleneagle’s Student Voice  
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# theEdge

## Eight compete for voice of Gleneagle grads

REBECCA MACDONALD  
staff reporter

Eight grade 12 students delivered a collection of humorous, eloquent, and thought-provoking speeches on Monday in the hopes of earning the coveted spot as this year’s valedictorian. Three finalists, **Scott Lee**, **Kasra Vahidi**, and **Lyndsey Britten**, all grade 12, were chosen through a preliminary student vote.

The valedictorian was chosen yesterday to represent the class of 2013 at the Gleneagle Commencement ceremony on June 16. Final results were not available at press time.

At Gleneagle, the grad class is given a voice in choosing their own valedictorian. Hopeful candidates must obtain a minimum of ten student nominations, as well as support from an English teacher and one other Gleneagle staff member.

Candidates must have a good academic standing, and be strong citizens and role models in the school community. Once nominations are approved by counsellors and administrators, potential valedictorians are given a prompt and asked to prepare a speech of no more than three minutes. This year’s prompt was ‘imagine’.

“There’s always some concern with kids, not so much teachers, that it’s a bit of a popularity vote. . .that’s why there needs to be criteria,” explained **Bindy Johal**, school counsellor. “But I don’t know how you could go about changing that. If you base it only off of GPA then you’re not necessarily getting a good representation. . .[You have to] show that you’ve grown over four years’ time. You’re not going to get someone who’s just popular; I think that’s the key thing.”

“At the end of the day, the person who wins [is] more than just popular, they bring integrity and leadership to the table, and they are academic students,” Johal added. “If anyone could run maybe it would become just a popularity contest. There are always



Beaming brilliance: Grade 12 students were all nominated to run for valedictorian.

some who are concerned, often people who are a bit bitter about the selection. Sometimes the audience just isn’t ready for what certain people have to say, or they don’t understand a certain sense of humour. That’s part of knowing your audience.”

For many, deciding to run for valedictorian was an easy decision, and jumping through a few small hoops was not a problem. Britten and Lee both knew that they were going to run, as did fellow candidates Vahidi and **Lauren Wilson**, grade 12. Others were more apprehensive.

“I’m really glad I [ran]; it was a really great experience,” said **Andrew Chang**, grade 12. “I struggled with [the decision] a bit, but. . .there was a lot of support.”

“There were definitely moments where I thought ‘I don’t want to do it!’,” said

Britten. “**Donya [Pourtaghi]**, grade 12] and I are really close friends and at first when we found out that we were both running we [joked about] the competition, but in the end, we’re friends, and we’re not [campaigning]; we’re just preparing our speeches and supporting each other.”

The goal of the valedictorian speech is to represent the entire class, sending a farewell message, some advice, perhaps some laughs and tears, and speaking on behalf of all of the graduating students at Commencement.

“I think I can represent the people, that’s all. I was really nervous. I mean, it was just friendly competition, but in some ways that’s even worse than real competition,” said Lee.

On the other hand, standing out from the crowd can be an asset as well. The most

important role of valedictorian is the speech itself; you must be an engaging speaker, and connect with the audience.

“I wasn’t trying to be a normal valedictorian,” explained Vahidi. “I thought it would be funny if I talked, and it was. It wasn’t really soulful, I didn’t really have any motivating stuff in there. . .I think I’m really unique [at Gleneagle] and [running for valedictorian] was definitely worth it.”

Grade 12 students were invited to rate each of the eight speeches based on three criteria. These scores were then tabulated by Gleneagle staff, who announced the top three candidates later that day.

The final vote occurred Wednesday, where grade 12 students, including valedictorian hopefuls, voted for one of the three finalists.

## TALONS go in-depth to explore their passions

MAUREEN LAO  
staff reporter

Delving deeply, the TALONS students displayed what they learned during the past year to family, friends, and teachers on Monday, May 27. The night was filled with eager guests, amazing on stage performances, and interesting displays.

“[The night] was spectacular and the crowd was huge; there were TALONS alumni, lots of great parents, and a lot of the mentors showed up. It was overall a very inspiring evening and [there] was great entertainment,” said **Quirien Mulder ten Kate**, TALONS teacher. “The students did an amazing job putting it all together because they basically took charge of the event; it was very impressive,” she added.

“For in depth I did cosplay,” said **Marie Turcott**, grade 10. “Instead of doing a poster board or an on stage presentation, I dressed up as my favourite character and walked around as well as carried a display of other pieces that I have done to show other people how I have gone through this process.”

Not only did many of them learn a lot from this project, but they also enjoyed this five month process.

“It’s different because we never really get to study something for five months. . .it is very different from studying something for only two classes,” **Katie Shin**, grade 10 said.

“It’s basically a five month project about anything you want. Most projects you get in school aren’t like that so it’s just really open-ended and fun to do,” said **Steven McCullough**, grade 9. “You get to spend time doing something that you want to do instead of following the criteria set by teachers.”

This long term experiential project gave the students an “opportunity to really explore [their] passions in depth [by being] hands on,” said Mulder ten Kate.

“The point of this particular project is that they immerse themselves in the experience. It can be anything that they like but it has to be hands on. . .the idea is that the students have a mentor whom they work alongside of during the project as well,” she added.

Something valuable was learned and taken out of this project by all of the students. **Kyler Dickey**, grade 9, completed a project that involved bartering which included negotiating, trading items, and learning about business. “I mainly learned more about business and negotiation through this project,” he said.

Grade 9 student **Samantha Robinson** explored drawing, especially people, in her project. “I learned how to draw better and I got to learn a lot of things actually about animation and colouring from my mentor,” she said.

“I learned about dedication because doing something for five months is hard and you really need the passion for whatever topic you are doing,” said Shin.

The students aren’t the only ones who are learning. “I learn a lot just by watching the students. I learn about a whole variety of topics and skills that I otherwise never would have been exposed to,” said Mulder ten Kate.

“I think for some of them, it reinforces their passions and makes it stronger because they are given the time to commit themselves to it. For others, they have realized that by doing in depth [they] would never want to do it again,” she added.

### UPCOMING EVENTS

June 5  
Awards Night

June 12  
Athletic Banquet

June 16  
Commencement Ceremony

June 18  
Last Day of Classes

June 21  
Grad Dinner Dance

REBECCA MACDONALD PHOTO



# Cycle of change: big shoes to fill, new roles to play

The year is ending; summer is approaching with all its good-byes, farewells and final speeches amongst this year’s graduating class. The birds are leaving the nest, their four years are up, and the grade 12’s must find their path. University, trade school, or straight into the workforce – these are all viable options.

You may see them in business firms, their faces plastered on billboards, or casually walking down the street. Their roles in our world in the coming years are entirely up to them; however their legacy will not be forgotten by those who come after them as they evaporate into the world.

The younger grades who’ve been told which class to take, which teachers were kind, what was important to study for, even something trivial like what tasted good in the cafeteria, won’t forget what their seniors provided them – a verbal guide to high-school handed down through first-hand experiences.

And again we’ve arrived at the end of the year; the grade 12’s are leaving and somebody has to fill their shoes. The role of the senior students is undeniably important. The school principal tells us this every year because it’s true; we may have counsellors but nothing will replace the trustworthy advice you can get from your peers.

The senior class leads by example; they set the stage for the rest of the school’s students, and are role models for all. Sometimes it’s hard for students to see where they are going; it can be unclear at times, they may be wary but it’s the grade 12’s who lead the pack. They’ve already traversed the path and grade 9’s, 10’s and 11’s can follow in their footsteps and get themselves on track.

And so again it’s the end of the year and the grade 11’s are moving into grade 12. They may be anxious about the next year being their last, as they get pushed to the edge of their comfort zone, but they have important roles to fill. What the grade 12’s provided in leadership and maturity



the grade 11’s will have to step up and provide next year, and the grade 10’s after them and the grade 9’s after them. It’s an autocatalytic process, one that causes itself: every

year that’s 300 kids moving out into the world and that’s 300 kids following right behind, each one with their own story and path.

# Benefits of failure: necessary for living life fully



ingenious invention failed miserably at the science fair? It doesn’t matter which; ultimately, it doesn’t make any difference. To fail is to be ever changing, and to be ever changing is to become the best possible version of yourself at any given time. And that, my friend, is how to live your life.

. . . Sorry for the confusion. Are you feeling uncomfortable? If you are, that’s perfectly normal. But before you write

You scoff at the idiocy of the scenario I’ve just painted for you and think to yourself, “I’d never do that. Why am I reading this nonsense?” But imagine if I replaced your theoretically broken leg with a failed grade in math? The circumstances would completely change, right? If it’s a failed grade, then you’re completely justified in keeping it to yourself. But why? “Well,” you answer, “it’s a matter of weakness. I can’t let

stare? Why haven’t we been taught by previous generations that while success is always nice and ten times out of ten, a positive thing, failure is just as, if not more, essential to who you are as a person?

The point I’m trying to make here is simple: failure is necessary in life. Without it, how do we measure true success? Without struggle, there isn’t really anything to be proud of. Without failure,

*Without struggle, there isn’t really anything to be proud of  
Without failure, there isn’t really any reason to wake up in the morning*

edge columnist

Congratulations on your failure! The most spectacular failure I’ve had the pleasure of hearing about. You should be immensely proud of yourself. I mean this in the most genuine and heartfelt way. In fact, your failure is so wonderful that it demands to be celebrated! Let’s go throw a party. I’ll plan it all, don’t worry.

First, I need to know what you accomplished so I can produce the appropriate banner for the occasion. Didn’t get into the only university you wanted and applied for? Missed the championship free throw? Your

my column off completely, let me pose a couple of questions.

Firstly, if your leg was broken, you wouldn’t go to ridiculous lengths to conceal this fact from your peers, right? How foolish would you look trying to walk around with your lame leg trailing behind as you refuse to believe that it’s broken in the first place? Eventually, one of your friends would have to sit you down and put some ice on that leg and tell you that it’s completely okay to have a broken leg, as long as you’ve learned from whatever mistake broke your leg. Then, that friend would promptly drop you off at the nearest hospital so you would begin healing.

other people see that I am imperfect in any way. It’s embarrassing and what if I’m the only one who failed? People would think I’m stupid and they’d assume that I’d never get into university and then word would travel to prospective employers who would –,” Stop. You’re acting irrationally here.

Last I’ve heard, there are around seven billion people in the world. Are you suggesting that you are the ONLY human being in the ENTIRE world who has failed math? Why is that something that you should keep a secret? Why should you have to act like failure is a disease that will scare you and make people point and

there isn’t really any reason to wake up in the morning.

So I humbly request that you reflect on your life, making sure not to sweep your defeats under the carpet.

Hopefully as the years go by, we can drop this foggy stigma surrounding such an integral part of our lives.

Kids will grow up learning to embrace their ups and downs. Hopefully they’ll have the common sense to realize that those who seem perfect are obviously faking it. They won’t hold it against them. Instead, they’ll reach out and invite them in, so in the end, there will be more to celebrate.

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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# What is your best Gleneagle memory?

YOU  
SAID  
IT!



Grade 12  
“VOICES 2013.”



Grade 12  
“This year’s band trip to California.”

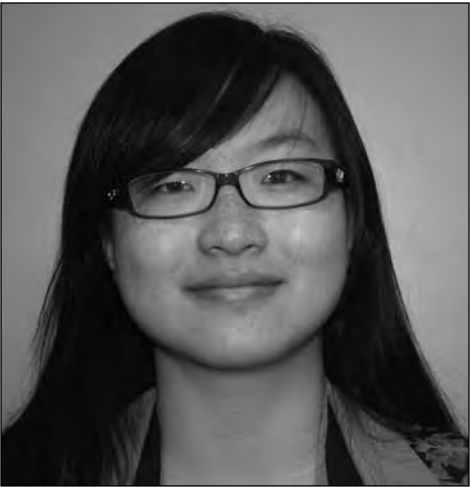


Grade 12  
“The outdoor club trip to Tofino with Edna.”



Grade 12  
“COAST!”

## Geekdom is the new chicdom - bring out yo’ thick glasses



edge columnist

Whether in bookstores, movie theatres or coffee shops, they are everywhere. Nowadays, it seems as if no matter where you go, you are greeted with a sea of cheeky graphic shirts, thick-framed glasses and over the knee socks. The era of the nerd has arrived; and, geek is now chic. Through comic books, video games and Hollywood blockbusters, the nerd culture is being unfurled.

I am a nerd and proud of it; but up until

the last few years, there was nothing more terrifying than being judged for my love of science fiction, computer games and myriads of other ‘geeky’ pursuits. For years, words like geek and nerd have had negative connotations. They were bandied about as insults and used as derogatory comments describing the socially inept. These words immediately summoned images of thick

budget Hollywood superhero films have popularized being nerdy.

*Iron Man 3*, just recently released, was both critically and commercially successful, earning over a billion dollars worldwide. Christopher Nolan’s *Batman* trilogy has garnered a massive cult following and a surge in comic book readership. J.J Abrams’ *Star Trek Into Darkness* was a greatly

*Quirky and slightly eccentric has become the new cool; everyone is coming out. . .new and nerdy*

glasses, bad skin, and general social anxiety. But now? Quirky and slightly eccentric has become the new cool; everyone is coming out of the proverbial closet, new and nerdy. Ranging from anime to science fiction to video games, the previously underground subcultures have been thrust into the spotlight and they won’t be going away any time soon: the ‘rise of the nerds’ has begun.

It’s more than just new technology and a widespread fascination with gadgets; pop culture influences have become the driving force for this new surge of popularity. Shows like *The Big Bang Theory* and big-

anticipated film and although it received some criticism from Trekkies, first time *Star Trek* watchers enjoyed it immensely. As these films become increasingly popular, everyone is eager to jump on the bandwagon and Hollywood is quick to cash in on this new trend; currently, Marvel has about eight films in production.

It’s not just movies that are embracing the nerds. The success of the rebooted BBC science fiction series *Doctor Who* has created another level of geek culture. Not only are there people openly and unashamedly talking about the merits of

different Doctors and their companions, but also there is a new wave of children running around with Dalek lunchboxes.

These shows and movies have generated vast and incredibly loyal fan bases. Fans are becoming increasingly vocal about their interests, congregating on Tumblr (a popular blogging site with over 100 million users) to start discussions, share images and gifs, and explore new creative outlets; it’s brimming with imagination. People are creating original artworks inspired by their favourite on screen moments or characters; and, the rise of fan fiction has promoted literary originality like no other.

Though sometimes downright terrifying, underground cultures continue to evolve, exploring the edges of art in hopes of creating something innovative and extraordinary. As these fringe cultures are brought into the mainstream, fans find alternate creative avenues to express themselves and give rise to the new avant-garde.

The nerd culture is incredibly eclectic and includes many sub-cultures. If you are just beginning to explore your nerdy side, I implore you: live long and prosper. You have much to learn, young padawan.

## Letters to the editor:



Congratulations to all of Gleneagle’s teams and clubs that have been featured for their recent success. Our Odyssey of the Mind team is off to the world finals, our golf team just won the district championship, “Voices” was extremely successful, and our drama department’s new play, “Thoroughly Modern Millie” is set to impress on stage. Gleneagle’s latest achievements are a testament to the spirit talent and work ethic that Gleneagle students are known for.

– Kristyn Zoschke

[Re: Sr. girls rugby]  
Congratulations on what’s been such a good season so far. It’s nice to have such a great team to cheer for and that builds school spirit.

– Ashley Schaffer

[Re: Learning to drive – Teenagers’ first steps into adulthood]  
Learning to drive is a big step into adulthood. The responsibility of operating your own vehicle is overwhelming at first; well, it was for me. Constantly being aware of your surroundings and making sure that you are being a safe driver is a good indicator on whether you are ready to handle yourself out on the road alone.

– Mina Jung

I understand your article is about learning to drive, but I think the students you chose to interview weren’t the most beneficial. Taking quotes only from younger students, with a freshly acquired L, doesn’t help portray an accurate image. They only talk about passing their written tests, and their fears for when they begin driving. None of this actually shows students learning to drive, and in fact paints a negative picture, potentially scaring already nervous drivers. If you had interviewed older students who have their N’s, or have had their L’s for a few months, you could more accurately write about teens’ experiences actually learning to drive.

– Mara Silgailis

[Re: Thoroughly Modern Millie]  
I’ve never been much of a theatre fan, but Thoroughly Modern Millie has definitely changed my perspective. I was utterly stunned by the talented cast, and the props and sets were superb as well. Congratulations to Gleneagle’s Flock Theatre.

– Edna Ng

I recently saw Gleneagle’s Flock Theatre presentation of Thoroughly Modern Millie and was speechless. From the swanky flopper dresses and powerful voices, to the charming hand painted sets and the dancing in your seat, sweet, choreography, I was “thoroughly” amazed. Millie has a smooth blend of humor, romance and 1920s culture. I ended up seeing the show more than once. I was addicted to the enormous amount of group energy. Lastly I think Mr. McElgunn and Ms. Gunn deserve a big thanks as well. The set pieces and billboards are fabulous! Congratulations to all the amazing, talented superstars of musical theatre on a show stopping performance.

– Cheyenne Manning

[Re: Too preoccupied with celebrity lives to live our own]  
I agree with Jennifer Kou, as she states that the media highly exaggerates the importance of “keeping up with trends.” But who starts these trends? We have all witnessed and participated in the guilty act of attempting to act or speak like a celebrity. The attention and focus on celebrity lives are overpowering the “real news” such as bombings, political and other international events. We fail to recognized the significance of the news that are left unheard, for we are too focused on other people’s lives rather than living our own which is the proper thing to do.

– Jin Roh



# Skill development students spread sunshine, smiles



**Ready, set, grow:** Skill development student grade 9, records the growth of one of his sunflowers while classmate grade 12, waters. The flowers will be given to nominated students and staff later this spring.

**DONYA POURTAGHI**  
staff reporter

When thinking of flowers as a gift, we usually picture one of three things. First, a collection of daisies hastily bought at the supermarket to lovingly say that “I remembered our anniversary!” Secondly, the ever effective bouquet of lilies that overflow from hospital rooms never fail to show that “I hope you get better soon!” And finally, the single red rose that every contestant on *The Bachelorette* dreams of and hopes will be presented to them, to show that the lovely hunk of man standing in front of them is thinking about forever. Needless to say, flowers have gotten a bad rap as effective gifts for decades, but a group of students from the Skill Development program have decided to change that.

Under the guidance of **Rachel Vaessen**, skill development teacher, **Jenna Kadhim**, grade 12, **Gleb Kharkovski**,

grade 9, and **Abdul Salami**, grade 11, have taken on the task of giving back to the school community by raising sunflowers from seeds, and then presenting them to students and teachers who have been nominated by members of the school community, as chosen by the skill development students themselves, because of the bright light they have brought into someone’s life.

“It’s about people who deserve to have sunshine in their life,” says Vaessen, explaining the planning behind the whole project. Inspired by her natural interest in planting and the great learning value in raising plants, Vaessen saw merit in the idea of integrating aspects of learning and life into one leafy undertaking.

“I was thinking of having a project where we can grow things because I enjoy plants. I kind of gravitate towards that, but I didn’t want it to be growing plants just for the sake of growing plants,” said Vaessen. “I was also thinking

about how it’s important to be grateful and to give back to other people and thought ‘well we could grow plants for ourselves and that’s wonderful but that’s at its lowest level. What if we grew plants that we could give away to other people?’ So I thought why not plant something annual like sunflowers, and then the idea of growing some sunshine back into other people’s lives sprang up.”

And just like that, the ball was rolling. The skill development kids were very enthusiastic about it, Kharkovski in particular. “I’d say Gleb was the most passionate about it because he would come in and he would check the plants everyday and he also told me that he wasn’t sure that I’d bring the plants back after I took them to my house just to make sure they got enough sunlight,” laughed Vaessen. “He was very protective of them,” Kharkovski said that he found his love for gardening by helping his mom out in the yard and that seeing something so small grow up made him really happy.

Each student had his or her own chart to track the progress of the seeds in their pot. Sprouts were measured with care and lines were drawn to show just how fast their plants were growing. They were responsible for watering their plants regularly and doing any other work required to keep their flowers healthy. Kadhim said that although she had fun growing the plants, it was difficult remembering to water them. If she could give her sunflower to anyone in the world, it would have to be Will Smith, she said, giggling.

Salami says that he has learned how to take care of a plant and all the hard work that goes along with it. He is very excited to see which students or teachers will be nominated and looks forward to choosing the best candidate.

“I’d say that my ultimate goal with this was not to teach my students how to grow some sunflowers or think about gratitude, but just to get them more involved in the wider school community,” Vaessen concluded. “I would love to see more involvement from the skill development students in the school and even more students come to room 116 and feeling comfortable here. It doesn’t have to be a space that nobody goes into but instead a place where you will be welcomed.”

So be sure to listen for announcements regarding a certain bright yellow flower as the school year winds down and stop by to nominate someone who has affected your life for the better. Sometimes it’s not about the anniversary or the broken arm. Sometimes it’s about taking time out of our hectic high school lives and slowing down to enjoy the people who we might sometimes take for granted.

It’s about time we changed the age old stigma around flowers and appreciated the students who have worked hard to make this school a significantly sunnier place.

## Melanie Stokes receives award for teacher excellence in art

**ALISHA LEE**  
staff reporter

It’s not every day the BC Affiliate Award for Excellence in Art is awarded, much less to someone from Gleneagle’s own staff. **Melanie Stokes**, art teacher, received this award at the Canadian Society for Education in Art’s National Conference held May 9 to 13.

“I was nominated. . .by the president of the British Columbian Art Teachers Association. So I had to provide a resume and pictures of student work and my own work. Basically, the criteria is your involvement with art education, all the things you’ve done outside of the classroom,” Stokes said.

Stokes has been a member of the BCATA Executive for five years, and has been on the Visual Committee for the Evergreen Gallery for six years. She has been a member of the Art Teachers Association for 20 years, and a secretary for 15 of those years.

“I like to take the art out of the classroom and involve students in community projects,” said Stokes. “So that’s a part of it as well. And the other part is that I do a lot of art on my own. . .and I think they’re looking for someone who overall, over a period of time, has proved themselves or their program to be what they call an excellence in art,” she added.

Stokes’ students have done multiple projects for the community including murals for retirement homes, children’s care centres, and are currently working on a fifty foot mural for a nearby thrift store.

“We’ve also been involved with two installation projects. One of them was a garden sculpture for their residents. It involved water fountains and Mr. [Mike] McElgunn’s [art teacher] students and mine worked on it a few years ago. The other

one is the one in the front area of our school; that was done by our students. Another one was a big installation project at. . .Terry Fox School,” Stokes said.

“Each project we’ve done has to represent their mission or guiding principles: compassion, and choice. So those things had to be evident in the actual piece and at that time, the **Dalai Lama** was visiting Vancouver. He was giving the Dialogues, which is a series of speeches in Vancouver, and the people organizing it had seen the installation piece and thought it would be a nice addition, so they actually shipped it down to the Orpheum and put it in their foyer so it was there for the duration of his talks. That really was special. . .it was quite a wonderful thing to go down and listen to the Dalai Lama speak, but also have our artwork out front,” Stokes recalled.

Stokes’ students are pleased that she has been given this recognition.

“She totally deserves it,” said **Cheyenne Manning**, grade 12. “She’s very hard working, strong-willed, and she knows what she’s doing. I think this is absolutely wonderful for her, and I’m glad she’s getting the recognition she deserves.”

“I’ve had Drawing and Painting 11, Art 9, Art Careers in Art 12 with her,” stated Manning. “She’s helped me a lot with independent projects. Art 12 and Art Careers were the biggest things we worked on and she was a big mentor for me, helping me and guiding me through the process of creating my own individual pieces without very much school structure. She helped me produce a lot of my work that ended up in Emerging Talent,” she added.

Stokes said she enjoyed the trip to Montreal, attending the conference, networking with colleagues and exploring Old Montreal. She said she “packed a lot into the weekend, but it was fun. . . [and it] was certainly an honour to be there.”



**Notre Dame:** One of the sights **Melanie Stokes**, art teacher, visited in Montreal, where she was awarded the BC Affiliate Award for Excellence at a national art educators’ conderence.

DONYA POURTAGHI PHOTO

MELANIE STOKES PHOTO

# COAST explores Gulf Islands on sea kayaking trip



PROVIDED BY LAVENDER HUANG

**Now this is education:** COAST students, both grade 10, enjoy calm waters on their excursion. They learned about B.C.’s salmon industry.

**ISABELLE DOCTO**  
staff reporter

COAST took advantage of British Columbia’s vast waters on their ocean kayaking trip in the Gulf Islands earlier this month.

With the weather warming up, they moved from snow-oriented activities such as snowshoeing and cross-country skiing to water activities, with this trip being their first kayaking experience.

“Ocean kayaking is a massive outdoor activity in the Gulf Islands, so we took them up to the Sunshine Coast to introduce them to it,” said **Krista Bogen**, COAST teacher.

**Lavender Huang**, grade 10, welcomed the change in climate saying “every trip got better as we transitioned from winter to summer.”

The students were introduced to safety procedures on water such as how to rescue themselves if they capsized. They also practiced their navigation skills in water, learned how to understand tides and currents, and how to manoeuvre in the water.

A COAST trip is not a COAST trip without a hello from spontaneous Mother Nature, which they received on the first day of the journey. “We were driving to the Sechelt Inlet where we were going to launch our boats, and we could see white caps because the wind was so strong, so we just stayed

[on land],” explained **Sarah Lee**, grade 10. Nevertheless, the waters calmed, and the students were also able to get an up close and personal look at part of the Socials 10 curriculum, visiting an on land sturgeon fish farm.

“The main industries in BC are part of the Social Studies curriculum, so **Mr. [Adam] Hayes** [COAST teacher] introduced the students to the concept of fishing,” said Bogen. “We introduced the students to fish farming practices and that gives them the basis to make better decisions about what’s best for wild fish as opposed to farmed fish and whether the two are compatible and sustainable.”

With the year coming to an end, Huang feels that joining COAST has helped her fulfil new experiences.

“When I went on our first trip it was so different for me because I’m not really an outdoors girl, I’m a girly girl...so before COAST, I never camped, I’d never gone snow-shoeing or cross country skiing,” she said. “I am so glad to get the experience and to meet so many different people.”

Lee agreed adding, “This whole program is a unique learning experience for everyone and it’s a privilege to be in it.”

COAST is currently on their second to last trip of the school year, an eleven-day canoe trip, which “gives the kids an extended feel of being in the wilderness,” said Bogen.

## Talent abounds at Literary Eve

**ALEXANDRA COOPER**  
staff reporter

Delicious desserts weren’t the only reason people attended the literary evening at Gleneagle library on Friday, May 24, as it staged of some of Gleneagle’s exemplary English students reading their accomplished works.

The students performed narratives, satire and poetry. Students of all grades read their works, such as **Jordan Flatman**, grade 9, with his narrative, *Time*, or **Alice Zhang**, grade 12, with her poem, *Seconds and Moments*.

“When I first heard about [the literary evening], I thought, “Yeah, I’m going to go for this. This is my last year of secondary school and I should take this chance,” Zhang said.

Each speaker brought their own personal touch to their pieces and it was apparent in the audience’s reaction how the writing came alive.

“When I went up there, I felt that there was no pressure and I was just going to do my best and that’s all,” Zhang added.

“The inspiration I had for my piece was [as] we’re growing up, it’s like we’re losing time and we’re getting closer and closer to the day when our time is finally over,” said Zhang. “Sometimes we regret not doing the things we wanted to do earlier but the past is the past.”

“I was hesitant [about reading] because

I’m not really a good speaker. . .I performed it like I would in front of my sister, like cornily,” said **Katrina Jang**, grade 12, who read her piece, *Let’s Try Slacking It*, a satire on how much easier the life of a proverbial slacker would be. Diverse subjects were broached from grade 12, **Travis Anderson’s** satire, *Normal*, on the artistic ways of The Old Masters, grade 11, **Zoe Fajber**, who read *Bus Stop*, a narrative about her uplifting experience with an old woman. .

“I was originally kind of nervous [about performing] but then [my teacher] told me there would be cake, so I changed my mind,” said Fajber.

“My story is about a camping trip that I was a part of planning . . .I was having issues doing my part of it, which ended up with me thinking I was a terrible person until I went to a bus stop and a random elderly, Asian lady told me what time it was and shoved me onto the bus I was supposed to be getting on,” she added.

The MC’s for the night were **Jonathan Toews** and **Veronica Wu**, both grade 12, who were a complementary pair who creatively transitioned the audience between speakers as well as provided brief explanations about the genres being performed. The light banter between the two brought an upbeat and warm atmosphere to the evening.

Nineteen pieces were presented in all. The literary evening was hosted by the English department.



ALEXANDRA COOPER PHOTO

**Presenting with flair:** Grade 12, put smiles on faces with her satire about mothers who compete through their children’s achievements.

## Young film makers steal show at BC Student Film Festival

**JENNIFER KOU**  
staff reporter

Gleneagle students impressed judges with their original films at the BC Student Film Festival. Out of over 200 films, three Gleneagle students took the top spot in their respective categories and two others earned craft awards.

The BC Film festival took place May 10-11 at Capilano University in their Bosa film department.

Hundreds of students attended from around the province and six Gleneagle students went with **Jodey Udell**, film and animation teacher.

**Sarah Lee**, grade 10, won first place in Junior Experimental for her film, *The Letter That Never Came*. “I was shocked,” she said. “I didn’t expect to win first in BC.”

Although this is her first time making a film, she created a film with a strong message and “the judges were impressed with the quality of it,” said Udell.

Lee made a black and white film based on a poem written by **Steven Bae**, grade 12, who won a craft award for Best Writing in Junior Narrative Drama. Lee uses her film to address the issue of alcoholism.

“I wanted to relate to people who had parents who were

alcoholic,” Lee added, “It’s really common now in our society that people have parents like that.”

“I was ecstatic,” said **Travis Anderson**, grade 12, who placed first in Senior Animation for his short animation, entitled *Exile*. “It’s been sort of a work in process for the last three years,” he said. “Each year I’ve been doing an animation; it takes me about three to four months to finish one.”

Anderson’s success did not surprise his teacher. “He is one of the best animators in the province at his age, so I expected him to win,” said Udell.

“It’s supposed to be a sequel,” said Anderson. “A big inspiration for this was the wish to travel. I really want to travel more in the future, and I thought that putting that into a story would be really cool.”

Last year, Anderson based his film on the concept of time travel, but decided to change it up this year. “I took that concept and did something strange by making him travel to the space between spaces. It was something strange, something fun, and something I get to really play with using the images. I wanted to go crazy with it.”

**Nathan Traversy** and **Dmitri Leonenko**, both grade 11, worked together and came in first for their public service announcement, *Stop the Hurt*. The film is targeted towards

stopping the cycle of bullying.

“I was surprised,” said Traversy upon receiving his award. “I didn’t think it was that good.”

Though working together, Leonenko said, “it was more of Nathan’s idea. I helped him with the filming and the different aspects of it, like effects and putting it all together,” he added. “I tried to push the actors more to make it better.”

“They had a strong message and it was well put together. I thought they had a good chance,” said Udell. “I figured they would be in the top three anyway, but winning was really a bonus.”

Although impressed with his overall product, Traversy said, “When I have to see [the film] over and over again in the editing process, I can see all the flaws.”

Leonenko was proud of their work. He said, “The idea was really unique. I’ve never seen anyone portray it the way [Traversy] did before. I think it turned out really well.”

“I was really impressed with the work [Lee, Anderson, Traversy and Leonenko] did, which is the reason I pushed for them to put their work in,” said Udell. “The number of films at the BC’s is huge, over 200 films entered, and they are always the best of the best. There is lots of competition.”

# Students sew their way towards helping young mothers

**JORDAN LOUIE**  
staff reporter

Gleneagle textiles students are sewing blankets and bibs that become part of layettes, which are packages of baby supplies, for teen mothers who need some support. “I thought it would be nice for my young students to make something that is going to the same age students as themselves - young moms,” said **Susan Priestly**, textiles teacher. “I try and do a ‘give back’ project every year in the textiles program, so I thought this would be close to home because it involves people from CABE [Secondary School] and they might know students who have gone there for the young moms program,” Priestly added.

“It’s important because it shows that students can . . . volunteer to help and provide people with needs, [especially] those who can’t get it for themselves,” said **Shirin Forouzan**, grade 11. “Even if we’re young, we can still do something to help people.”

“[Some] mothers maybe have financial problems, so it’s [often] hard for them to provide material for the babies who are born, since it can be expensive,” said **Yasaman Hoorfar**, grade 9.

The class is working with Comeau Lake United Church and are directly involved with a women’s group called the Daisy Group.

“We started out many years ago – probably 21 years,” said **Marilyn McCutcheon**, Daisy Group member. “The needs of new moms in the downtown east side, in First United Church [caught our attention]. They didn’t have anything to bring a new baby home. That was when we realized that was our first need,” she said. “We’ve been making 40 – 50 layettes every year. We do this every single year, and May is our month.”

The layettes students are helping put together consist of



MAUREN LAO PHOTO

**Making the cut:** All grade 9s, are diligently working on their bibs and blankets sewing project for young mothers in cooperation with the Daisy Group.

diapers, bar soap, formula, face cloths, onesies, Sleepers, sweaters, hats, plastic toys, and the bibs and blankets the class is making.

Layettes also go to young families that visit the SHARE food bank, and SHEWAY, the Aboriginal organization that helps youth. “They go to Women’s and Children’s hospital in Vancouver [too],” McCutcheon said. “Mothers have their

baby, and then we give the layettes to the hospital, in a special unit – where the moms go – so when they have the baby and are ready to go home, [the hospital] gives one of our layettes to her,” McCutcheon said.

The textiles class gave the blankets and bibs they have made to the church on May 27. They have made 20 bibs and 14 blankets for the young mothers.

## Gleneagle’s youngest debater first in BC, fourth in Canada

**KAILA GUIMOND**  
staff reporter

Gleneagle’s youngest debater, Reza Zarebidaky, grade 9, placed fourth at the Canadian national debate competition as well as being the top grade 9 debater in BC.

“My partner, who is from a bilingual school in Burnaby, and I went to the semi finals,” said Zarebidaky. “And as speakers, I was ninth in Canada. Before the finals, we had beaten the team who had come in first. And it kind of feels good to know that,” said Zarebidaky.

“For one of the topics, Liam [St. Louis, grade 12] helped a lot. This whole year he has helped out a lot,” said Zarebidaky. “Sometimes I didn’t want to go because I didn’t think I would win. But he said ‘go for it’ and I did end up winning. He helped a lot with the information because some topics

you feel are too one sided but when you get into it, you feel like you have a good case,” he added.

“I’m not sure I could say I trained Reza. At best, I gave him a chance to train himself” said St. Louis, leader of the debate team. “He was always responsive to feedback from me and everyone else, and that’s what counts. When he focuses and knows what he’s trying to say, he’s excellent, of course. But when he isn’t paying that much attention, he has a tendency to get off track and just not pull through. So generally, he has the potential to be incredible - if he puts his mind to it,” he added.

“Every person in debate, if they put in the effort to come to practices and develop their skills, improved tremendously and showed that Gleneagle students can compete at a podium as well as we can on the field,” said St. Louis. “If you put in the effort, you will

succeed. Simple as that.”

St. Louis started the club because “a year ago, [he] thought high school debate only existed in Hollywood movies.”

“Beginning this year, no one at Glen really knew what debate was,” said St. Louis. “But over this year, a lot of people - myself included - have widened their minds and trained themselves to think in different ways, and that’s something that’s really amazing to see,” he added.

“The reason I joined debate was because I want to go into business stuff when I grow up and be able to talk to a crowd,” said Zarebidaky. “I was really bad at it so I went into this because I figured it would improve my persuasiveness,” he added.

The debate team has started and ended with successful tournaments won by other Gleneagle students. “Barring Reza’s accomplishments, we’ve won another

tournament and placed among the top teams at several more,” said St. Louis, “all this while building a team from scratch in our first year. I’m proud of all of us, and hopeful for what we can accomplish next year,” he said.

“For next year, I’m hoping to just do the same thing, like go to regionals again and make it to provincials,” said Zarebidaky. “And from there if I do well enough, I could go to senior nationals. That will be the greatest accomplishment.”

“The best thing about debate is the same as it is for any sport: the rush of adrenaline and desire to always do better,” said St. Louis. “When you play a really intense game of rugby or are running a marathon, you probably wouldn’t call that ‘fun’. But you still enjoy it. Debate is like that because it’s intense, it’s competitive, and it drives you to be your absolute best,” he added.



ISABELLE DOCTO PHOTO

Grade 12, won a bronze medal at the SD43 Open Mic Festival for her rant.

## Gleneagle participates in World Partnership Walk to eradicate poverty

**STEPHANIE LUI**  
staff reporter

Bringing poverty to national attention, Gleneagle students took steps to improve lives in the World Partnership Walk on May 26.

Fifteen Talons formed a team to join hundreds of other teams Canada-wide in ending poverty and empowering citizens. The World Partnership Walk was held at Lumbermen’s Arch, Stanley Park, where walkers covered a five kilometre trek. The event, created by the Aga Khan Foundation, aims directly at programs that give poor communities a chance to become self-sufficient.

“Basically the World Partnership Walk is an international event with participants in countries all over the world,” said **Kelly Bryant**, grade 12. “We put together a team from Gleneagle to partake in this great cause.”

“This is not a race,” explained **Raiya Suleman**, grade 12. “It is more like The Underwear Affair, an event that works

towards a cause and change.”

Contributing to this cause, Gleneagle students are raising money for the Aga Khan Foundation, an international non-governmental organization, to support sustainable improvements in the quality of life of poor communities in Asia and Africa. All proceeds go towards improving living conditions of those suffering from harsh circumstances.

“As students may have seen in the foyer or heard on the announcements...we are hoping to raise around two-hundred dollars,” said Suleman. “We have had a henna concession booth and online pledges for people who don’t attend Gleneagle.”

Participating in this walk for the first time, the Talons are excited to gain and learn from this event.

“I looked forward to this, meeting people who support the same cause,” stated **Steven Bae**, grade 12.

“This is something I’m very passionate about and I am excited to be a part of something so special,” exclaimed Suleman. “...definitely a learning experience that I will never forget.”



# Girls rugby team makes strong show at season’s end



KELLY COOPER PHOTO

**Bear hug:** Grade 12, tackles an opponent in an attempt to take possession of the play. The girls faced Lord Tweedsmuir in their first game at provincials at UBC. The team finished fifth at the provincial level after three days of tournament competition this past weekend.

**BRENDAN PARK**  
staff reporter

The senior girl’s rugby team ended the season strong placing fifth at the provincials, which were held at UBC May 23 - 25. The girls lost to Lord Tweedsmuir by two tries, defeated Penticton and lost a nail-biter to Elgin Park, by one try in overtime. “I thought we played amazing throughout all three games even though we were sore and tired,” said **Raha Dang**, grade 11. “The first

team we played [Lord Tweedsmuir] were very fast. We played strong on defense and it was a close game.” “Provincials definitely made our team stronger,” continued Dang. “We started depending on our team more, and knowing each other more.” The team was coached by **Stevi Schnoor** and **Crystal Nikolai**, both former Gleneagle rugby players. “We’ve had amazing coaches,” said Dang. “I feel like we have

the best coaches in BC because they believe in us so much. We go into games thinking that we might not win, but our coaches really help us give us the mindset that we will beat the team despite the odds. They truly believe in us so much that we feel like we can win every game. They taught us so much and at each practice we learned new plays, tricks and techniques,” said Dang. “I hope next season we get to see more girls coming out to join the team,” said **Amy**

**Leem**, grade 11. “We always lack numbers and we are always looking for people who are willing to play for the team and not for themselves. We’re looking for people who are willing to learn and to transition into a new sport.” “It’s sad to see all our seniors leave after playing with us all the time,” added Leem. “All our new players stepped up however, and we improved a lot since the beginning of the season.”

## Naughty Nine lead intramural flag football competition

**YOUMY HAN**  
guest reporter

After two weeks of fierce competition between five teams, the last two games for intramural flag football are finally here. Stache will be playing against Brick Squad today, and Naughty Nine and The Teachers will finish up the tournament games tomorrow. Finals are next week if weather permits. Currently, Naughty Nine places first with three wins and twelve points, closely tailed by The Teachers with three wins and ten points. They are followed by Ravens, Stache, and Brick Squad, each with no wins, and six, six, and two points respectively. Organizer and referee **Clayton Richardson** appreciates the support from both students and staff, and believes the final games will be exciting to watch. “Skill wise, the teacher team. . .[has] ex-football players who played collegiate football,” said Richardson. On the students’ side, Richardson noticed some hidden talent. “Some kids that I know don’t play any sports in the school, have demonstrated how athletic they are,” he added. **Antonio Farina**, grade 12, is a member of

the Naughty Nine. They outcompeted three (or all four, depending on their Tuesday game against the teachers) of their opponents. Farina says their team demonstrated good skills throughout the games. “We got some really good throws from our quarter back, **Dawson [Drolet]**, grade 12]. . . and some pretty good kicks from **Cameron [Brock]** grade 12].” added Farina. Brock adds, “**Kennedy [Shaw]**, grade 12] has been making some good catches, good runs.” Naughty Nine believe they should further work on defense and accuracy. Richardson praises the high level of athletic performance shown by the intense competition. Last Thursday, the teachers’ team barely pulled a win at the end of the game with a score of 3-2 against the grade 9 Ravens. “I think the biggest success story has been watching the grade 9 team. They really came out of their shells,” commented Richardson. Apart from the competition, Richardson says that the purpose of the intramural games is for people to “participate, have fun, and meet new people.” “I think creating connections between students and staff and everyone else in the building. . .through sports is an awesome

opportunity. I stress to anyone that asks, it’s not based on skill – while it is a part of the competition, obviously it’s not the number one factor,” said Richardson.

## Talons sprint to track provincials

**JASON ROBERTS**  
staff reporter

The track and field team put up strong performances at Fraser valleys with four athletes placing high and moving on to provincial competition taking place May 30 and 31. **Ally Mandley**, grade 12, will compete in senior girls long jump, **Cheryl Chow**, grade 9, will compete in senior girls triple jump, **Eric Chatten**, grade 10, will compete in senior boys high jump, and **Justin Questroo**, grade 9, will compete in the grade 8 and 9 400 metre event. These athletes came off first and second place wins at districts competed in Fraser valleys and are looking promising for provincials. “We have a really good group of quality athletes this year,” said **Michelle Wilson** who coaches the track team along with **Billy Demonte**. At the district finals Gleneagle put forward a good team.

Richardson is planning to hold one last intramural sport for the school year after flag football, and encourages the student body to take the opportunity and become involved. “I’d say our team is more quality over quantity, so our numbers aren’t as big,” said Wilson. The team still placed very highly with most athletes placing in the top three. Despite having a small team Gleneagle has a presence at provincials Mandley won three medals at districts, including first place in senior girls long jump despite it being her first year in that event. “She just did it [long jump] this year and it’s kind of random that she got in and is doing this well,” said Wilson. She also placed second in the 100 metre, 3rd in the 200 metre. Chow finished 1st in both the junior Girls long jump and Triple Jump. Questro finished 1st in the junior boys long jump. Eric and **Adam Chatten**, grade 10, finished 1st and 2nd respectively in the junior boys high jump and Benny Huang finished 4th in the junior boys long jump. Provincials are taking place in Langely at McLeod Athletic Park today and tomorrow.

# Student artwork displayed at Coquitlam Centre

**MARIE TURCOTT**  
staff reporter

Students presented their artistic masterpieces for the public to enjoy at the Coquitlam Centre Art Show which wrapped up last weekend. The artwork was on exhibition from May 21 to 27.

Six secondary schools participated in this event, and each was permitted three boards. Boards from the schools were laid out around the mall. This year, scholarships were awarded to three Gleneagle students: **Sarah Jung**, **Travis Anderson**, and **Grace Yu**, all grade 12.

“The Coquitlam Centre Art Show is pretty much a display of the creative talent in the Tri-Cities for students,” said Anderson. He won the Top Male award. “It’s about getting exposure. As artists, you need to get your art out there.”

The artwork ranged from photography, graphics, painting and drawing. Due to lack of space, 3D pieces are not typically entered.

“All the secondary schools in the district are invited to bring their best work to be put on display and it gives teachers and students a chance to display the best of the best, grades 9, 10, 11 and 12. Most of us try to get work from different grades,” said **Aryn Gunn**, art teacher.

“For the scholarship board, three are selected from the school and they compete with one another for the Gleneagle top students scholarship. It’s an exciting time for student and scholarships. And this year, because of all the kiosks, we have three boards now, and one for the scholarships.”

“The scholarships are given to students who are definitely applying to post-secondary outlets,” said **Melanie Stokes**, art teacher.

“They may be studying fashion design, fine



MARIE TURCOTT PHOTO

*These are not for sale: Gleneagle art students displayed their original works in the annual Coquitlam Centre student art show. Their talent in photography, digital design and painting were part of the selection from district 43 high schools.*

arts, going to Emily Carr, or to anywhere in North America. The scholarships are only good for a year, so they really have to be applied by now,” Stokes was heavily involved in the organization of this event.

“[The judges are] usually retired art

teachers, and art educators. It’s anyone really who understands secondary student art,” she said.

“They judge on a criteria of technical expertise, originality, pushing the boundaries. They don’t want to be looking

at anything really derivative or without much thought put into.”

“I knew there would be a Gleneagle student who got one, but I didn’t know it would be me. I was really happy,” said Jung, who won the Coquitlam Centre award.

# End-of-year band, choir concert strikes high note



ANDY ALBRIGHT PHOTO

*All that jazz: The jazz band and vocal jazz performed a hallway concert two days prior to the year-end concert. The performance was appreciated by teachers and students.*

**KRISTINA ENG**  
staff reporter

Gleneagle’s music department took the stage last night for the fifteenth year end concert. As the last show for the grade 12’s, they were featured throughout the concert. The bands and choirs performed a variety of songs, some of which flooded back as memories of their California trip. Several had originated from Disney films such as *Aladdin* by the junior band followed by the seniors with *The Little Mermaid*.

The jazz band featured the grade 12’s

as soloists “because it was their final performance of the year so we want them to finish off with a bang,” said **Sean Lee**, grade 10.

“It was the time to showcase what we accumulated through this entire year. In our past concerts we were still developing and we were able to showcase the final product of what we have learned,” said Lee.

Preparing since October, the performances had the packed audience swaying with the variety of pieces and songs.

Traditionally the PowerPoint presentation was a huge hit at the concert; completed with music it displayed the highlights of

this year’s music program.

“Each concert is unique in its own way whether it’s a Christmas concert, a year end. They’re all unique in their own special way. Because of the pieces that are selected and how they all flow together and create an overall program,” said **Ed Trovato**, music teacher.

“I felt kind of sad and nostalgic,” said **Micah Lao**, grade 12. “This is my last concert of my high school career so it’s sad for me I guess. The songs we’re playing are really fun to do so it’s going to be happy as well,” she added.

Featuring the seniors was a large purpose of this concert as “it is your last high school concert so it’s just a chance for you to show everybody what you’ve learned. . .in the music program,” Lao said, “letting them have their final spotlight before they head out into the big world. I’m going to miss being in the music program, because I’ve been in the music program for four years so it makes me feel like, it’s going to be over soon,” she said.

Pre-performance, **Debbie Jung**, grade 10 said, “I’m not that nervous because we’ve had a lot of preparation for the band concert. . .For each concert we have a special thing, for example, like in our Christmas concert we let everybody sing with us when we were playing carols. But for this concert we’re having a guest conductor come up.”

“It’s the best concert of the year,” said **Kimberley Woo**, grade 10.

“All our hard work and our practice, we showed the talent and the California trip. The grade twelves leaving is always an emotional concert. The year end

performance is usually my favourite performance,” she added.

“Since this is the year end concert it just shows how much we’ve developed since the beginning of the year, especially the grade 9’s,” said **Maureen Lao**, grade 10. “It just really showed their improvement and how this music program is influencing them in a good way.”



CASSIE BARATELLI PHOTO

*Grade 11 was named poet laureate for this year’s Port Moody Centennial celebration.*