



MIKE MCELGUNN PHOTO

**YOU'VE GOT TO FIGHT FOR YOUR RIGHT TO DANCE:** *With the teacher's job action and all the budget cuts, you would think these students were standing up for increased funding for education. Instead, it's a key moment from "Footloose" as they fight to have a dance.*

## Teacher job action gets underway

**DELARAM HOORFAR**  
**YASAMAN HOORFAR**  
*Staff reporters*

Labour unrest is back in schools as BC teachers began stage one of job action on April 21. Teachers will still be doing all regular duties and any pre-existing volunteer and arrive at school one hour prior and leave one hour after school.

"There is very little impact, if any, on the students. Honestly, most students have not noticed a difference even though [the strike] started on April 21," said **Cindy Quach**, Gleneagle union representative and English teacher.

"Stage one is to act as a way of generating speed in terms of trying to resolve the areas of concern like class composition and size with regard to improve also compensation packages for teachers," said **Mark Tustin**, Gleneagle union representative and PE teacher.

"Teachers do so much more than teaching [when] they are [not] required to do so," noted Quach. "That's why we shift away from meetings and paperwork and bring our main focus on teaching."

"There are many different layers employees can try to influence or help bargaining progress. At this point, there are no plans to interrupt school or to close schools," said Quach.

"I have not been vocal about such things but I am starting to become increasingly frustrated by the way the government is handling the education system," said **Brian Unger**, social studies teacher.

## Gleneagle loses its Edge, deep cuts to electives

**ALISHA LEE**  
**NATALIE KREAMER**  
*Staff reporters*

The District 43 budget deficit has resulted in even less funding for high schools for the upcoming school year. Dramatic cuts include the cancellation of many courses including journalism which publishes the Edge.

"I had English lit 12 cut," said **Alice Huang**, grade 11. "I was really disappointed when I heard it

wasn't going to run next year."

**Kim Venn**, grade 11, had AP Economics cut from her timetable. "It was one of the few AP courses that fit my timetable . . . I could self-learn the AP course, I don't think it will be as intense or beneficial as the school course," added Venn.

Policy number 17 in School District 43's Code of Conduct states "These expectations are fostered in a positive climate in which: all students feel safe,

valued and trusted, and have the opportunity to develop, assume and maintain responsibility and self-motivation." This point is now debatable as students may feel limited when their choices are taken away.

"To me, one of the most important aspects of high school is the opportunity to explore your interests and [do] what you [like]," said **Emily Boyco**, grade 10.

**Irina Kouznetsova**, grade 10, echoes this thought. "Knowing

that all these courses have been cut makes me feel discouraged."

"By removing those courses, I will not get the same level of English education in high school," said Boyco who hoped to take English lit or creative writing.

All of these course cuts have Gleneagle students wondering what is going to happen next. However, if enough students enroll in each course it could mean the difference between the class running or being cut.

## SD43 slashes services at all schools

**JENNIFER KOU**  
**KAREN LAU**  
*Staff reporters*

Teachers, cafeteria workers, and school buses are among the staff and services being reduced next year due to the district's \$13.4 million deficit. Significant cuts were made to balance the budget and many areas will suffer.

The 2014/15 budget was passed on April 29 by the Board of School Trustees, and will be in effect by September. The board reduced a contingency fund by half a million dollars on the final night of recommendations and recovered five full time teaching positions.

92% of the district's budget is marked for salary and benefits according to **Mark Ferrari**, district secretary-treasurer. With the deficit, the district has "no choice but to look at jobs. The trick was to reduce jobs in a way that would impact our students and our success as minimally as possible," Ferrari said.

District schools are given a specific number of full-time teaching equivalents that determine which classes will run and how many positions will be in place. SD43 will be cutting 98 full time teachers, four administrators, 33 educational assistants, and 22 support staff members. Psychologists, speech pathologists, and librarians are among the teaching staff being cut. These reductions amount to 78 percent of the cuts and save over \$10 million.

Support staff members are also being cut. Teacher librarians are now gone from all elementary schools reducing the availability of library services. Cutting janitorial staff across the district means a decrease in custodial draw time for schools, and coverage will no longer be guaranteed during the last week of summer.

All before and after school bus-ing programs will be eliminated, except in cases of students with special needs. Other special needs services that run outside school

hours, however, have been cut.

All middle school cafeterias will be closed next school year, and a number of secondary school cafeteria programs will be modified if they currently operate at a loss. School supplies budgets will be decreased as well.

"We're one of the top performing districts in the world and we will continue to be one of the top performing districts in the world," said **Tom Grant**, district superintendent. "It just might be a little tougher for us to assure that."

According to Ferrari, inflationary pressures and stagnant funding from the provincial government are the biggest culprits behind this growing deficit.

The district receives a base amount of money per student, but, "the problem is that we're faced [with] all sorts of inflationary pressures," said Ferrari, citing rising hydro and gas costs - two items that cost the district a combined \$625,000 - as examples.

•Continued on page 6

## INSIDE

**FEATURE FOCUS:** From musicians, cadets, grad concerns, and philosophy features for all.



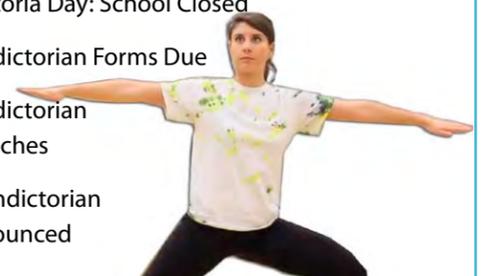
**8 KICK OFF YOUR SUNDAY SHOES:** Students shine in spring production of "Footloose."



## 4&5

## ONtheCALENDAR

- MAY 13** Fun N' Fit
- MAY 7-9,14-16** Spring Musical: Evening Performances
- MAY 19** Victoria Day: School Closed
- MAY 21** Valedictorian Forms Due
- MAY 27** Valedictorian Speeches
- MAY 30** Valedictorian Announced



# Ministry, board squanders fuel to fire education system

School district 43 is \$13.4 million in debt. This is due to the fact that British Columbia's ministry of education did not give the district enough money to keep up with inflation. In fact, if they had, our district would have a surplus!

Want some more highly unfortunate facts? District 43 is the third largest district in BC, yet for some unknown reason we are 56 out of 60 districts in terms of funding. Let us put that into perspective for you. The lowest funded district receives \$7,020 per student while district 43 receives \$7,025 per student. However, the highest funded district receives just shy of a whopping \$25,000 per student. Is anybody else starting to see how irresponsible the ministry of education is with money? One of the first things you learn in practical mathematics is that if you have five dollars, you can't spend seven. When did it become acceptable for despots to bend those rules?

The school board originally announced that 103 full time teaching staff cuts, yet with more chopping in other areas, that number was reduced to 98. It's not just the teachers being affected though: four district administrators, 33 educational assistants, and 22 support staff in district 43 alone will soon find themselves out of a job.

Do others find it a bit odd that while our educators find themselves unemployed, the school board has not cut a comparable proportionate percentage of jobs? Unfortunately, the tyranny of the school board does not end there; funding has also been cut back on special needs programs and mental health specialists. The district now has ONE psychologist to cover ALL schools.

Sadly, it still doesn't end there either as elementary schools will no longer have librarians or music teachers. Remember middle school cafeterias? Come September that is all they will be, a fleeting memory. That's right, folks; students who rely on cafeteria food for lunch will be out of luck. High school cafeterias, Gleneagle's excluded due to the fact that it runs a profit, will see a 10 percent increase in prices.

While some may think this editorial piece is harsh against the ministry of education and school board at *The Edge*, we beg to differ. It is because of them that there will no longer be funding for the journalism program in the



coming school year. Due to these cuts, we will no longer have a school newspaper, and at least six Gleneagle courses have been axed indefinitely.

Undoubtedly some of our own beloved teachers and staff will fall victim to the 153 cut jobs in the district. These cuts will be to those teachers who are the newest and have the lowest seniority.

While there are many passionate teachers with seniority, is it really fair that new teachers be denied a chance to feed

their families and pursue their calling, merely because of budget cuts and underfunding? In principle, those with experience have earned it through years of teaching, but does, an extra five years on the job really make a better teacher?

You've heard what we have to say, and you know we're angry and you know why. Change to a system never happens without a bit of muscle, be that muscle. Fight for your education and fight for your teachers. Fight for the future generations to be thrown into this beholden district.

## Governments propose acts that violate Internet privacy

Edge columnist

The Internet was first made available for public use in 1992. A little over two decades later it has completely dominated our lives. It revolutionized the way we view the world, how we connect with others, and how we share our experiences.

The Internet changed the way we view ourselves. Social media platforms have opened up new methods of self-expression where pictures and posts reveal intimate details. The Internet has blurred the lines between our perception of public and private; it's blurred in the eyes of the government as well.

So why is this problematic?

A common argument for government supervision is that if there is nothing to hide, then privacy shouldn't be a concern. Yet would random, unconsented searches through personal belongings be acceptable, even if there was nothing to hide? No, because it is a breach of privacy: it takes away our sense of security and leaves feelings of helplessness and frustration. That's exactly what companies and governments are doing with online data.

The problem is a suffocating powerlessness and vulnerability created by the collection and use of personal data, and the lack of consent or participation in the process. The harms are bureaucratic ones—indifference, error, abuse, frustration, and lack of transparency and accountability.

Privacy is not about secrecy. Privacy is a plurality of related issues that serves as more than just covering up wrongdoings. Furthermore, the underlying problem with

nothing to hide." But now there exists large dossiers of everyone's activities, interests, political views, reading habits, finances, and health. What if the information is leaked? What if the government mistakenly concludes that you're likely to engage in a criminal act? What if the government thinks your financial transactions look odd—even if you've done nothing wrong—and freezes your accounts?

Unregulated, warrantless personal information disclosures certainly pose a threat to our security on the web. Any information is sensitive information. Information gather-

“Governments across the world are making laws to regulate an Internet – laws that could mean the end to online privacy.”



— Edge columnist

ing programs are problematic even if no information that people want to hide is uncovered. A simple photo can be easily matched to a Facebook profile or a Twitter account. From there, it only takes a bit of skill and persistence to uncover an address or phone number, private information that you don't want in the hands of strangers.

But don't worry, Big Brother is watching.

the nothing-to-hide argument is the assumption that privacy is about hiding bad things. By accepting this assessment of privacy, we are conceding far too much ground and inviting our personal information to be tracked and recorded for the sake of 'security'.

Governments across the world are making laws to regulate the Internet with laws that could mean an end to online privacy. Last year, the United States government introduced the Cyber Intelligence Sharing and Protection Act (CISPA): a law that would allow independent organizations to share data without a warrant or consent with the government under the guise of public protection. This bill was introduced twice in the House of Representatives, passing both times. Initially rejected by the Senate, the bill didn't even reach a vote the second time. President Obama, faced with overwhelming public opposition to the bill, even promised to veto the bill if it had passed.

The Harper Government has proposed a similar bill currently tabled in the Senate called the Digital Privacy Act and it's much worse. This bill allows for the exchange of information between the government and companies, but also permit companies to voluntarily disclose personal information to another company without a court order and without telling the person affected.

The bill was created with the intention of cracking down on copyright laws, allowing companies to track consumers Internet usage and monitoring any illegal activity. But more than that, this bill could serve as the gateway to future legislation that completely takes away Internet privacy.

"My life's an open book," people might say. "I've got

# TALONSTalk

With \$13.4 million in cuts to schools and services, *The Edge* asked: "How do you think the district budget will affect you?"

“It affects our generation. They cut classes that would’ve helped students.”

—grade 11



“The budget cuts will force admin to spread resources thinly which will not allow students to receive the specific attention they need.”

—grade 12



“I am really worried that this will continue for my grade 12 year and I don’t like it.”

—grade 10



“If they cut all the literature courses it would be annoying since I am a big English person. I feel like my opportunities are getting abolished.”

—grade 11



“Schools should have a diverse array of courses so that students can have the option to pursue the courses they like.”

—grade 10



“Budget cuts will take away courses that I want to take in the future and it will limit the resources we can use.”

—grade 10

## Discrimination still an important subject in 21st century

Edge columnist

Welcome to the 21st century, where it is illegal for employers to discriminate amongst job applicants based on race, sex, sexuality, religion, disability, age or class, with exceptions occasionally made for bona fide occupational requirements. One would think that there are no other loopholes, but Hollywood, just like many of its action heroes, has found one.

The United States claims to be the melting pot of the world, with almost 40 percent of its population comprising people of colour. As such, four out of ten characters in American films should rightfully be of an ethnic minority in order for their stories to accurately represent what the population has to offer. Instead, less than 24 percent of speaking roles are non-white characters, and of them, a staggering number are portrayed by actors of the incorrect ethnicity.

A blatant example is 2010’s “The Last Airbender.” Despite being set in an Asian and Inuit-influenced world and featuring Chinese martial artists, all of its protagonists are portrayed by white actors. And here’s the real twist of the knife: all of the villains are South Asian, implying that conflicts amongst ethnic groups can only be settled by a particular race.

Of course, the movie was castigated by critics and casual watchers alike, so its flaws are unsurprising. But what about 2011’s “Drive”? I enjoyed it, my friends obsessed over it. With a 93 percent rating on Rottentomatoes.com, it has probably sparked a new generation of Ryan Gosling fanatics, and deservedly so. But, few pay attention to the fact that Irene, the film’s female lead, was originally a Hispanic character named Irina. Carey Mulligan, an actress of Irish and Welsh origin, was cast without an audition.

Don’t get me wrong; to say I adore Mulligan would be an understatement. My problem, instead, is that the team behind “Drive” missed a significant opportunity. By forgoing the audition process and naming no Hispanic actresses even considered for the part, they have deprived an under-represented populace a chance to see themselves on screen.

“Less than 24 percent of speaking roles are non-white characters, and of them, a staggering number are portrayed by actors of the incorrect ethnicity.”

— Edge columnist



Because that’s what it’s all about, isn’t it? I watch movies to live vicariously, to put myself into the shoes of a skilled fighter or enigmatic getaway driver and imagine that life is a breathtaking sequence of outrageous events. If stunts don’t do it for you, it’s not the genre that matters. Whether it’s “Tangled” for the fiftieth time, or curling up with “(500) Days of Summer” and a tub of ice cream, we watch movies not only to be entertained, but to explore what cannot be explored with real people.

Films teach us more than we readily admit, and when films show that minorities play an even lesser role in society than we think, that is what we learn, and what our future becomes. Ethnic representation can be life-changing, both outside the ethnic groups and within them.

Take Lucy Liu, a Chinese-American actress currently starring in CBS’ “Elementary”. Many objected to the casting of a woman, never mind a person of colour, as Sir Arthur Conan Doyle’s beloved John Watson. Her role, however, signifies a huge step forward for popular culture.

“When I was younger, I wanted so much to belong,” said Liu in 2012. “The things on television . . . could I relate to them? Maybe emotionally. Maybe from a story standpoint. But could I see myself on television at the time? No. I could only see myself as a person viewing that.”

Representation in the media extends beyond the movie sphere. NASA astronaut Mae Jemison became the first black woman to travel in space in 1992. She cites her primary inspiration as Nichelle Nichols, an African-American actress who portrayed Lieutenant Uhura in “Star Trek: The Original Series.” Nichols also served as encouragement for Whoopi Goldberg, who until seeing “Star Trek,” was unaware she could even be an actress.

It’s true that these women are from another an older generation. It’s also true that racism is less rampant today than it was fifty years ago. But today’s youth are still significantly subjected to discrimination.

A 2012 survey conducted by Cooperative Children’s Book Center discovered that only 7.5 percent of children’s books feature characters of African American, Asian-Pacific American, Latin American and Native American descent combined. An even more alarming CNN study conducted that same year showed that watching television lifts the self-esteem of white male children, but decreases that of black males, and all females.

Characters of colour should not be plot devices when they can be so much more. And films themselves? They’re not “just movies” anymore – they are devices for changing the future.

## LETTERS to the EDITOR

**Re: Missing Malaysia flight stresses importance of gratitude**

While reading your article about the missing Malaysian flight, it made me look at my own life and realize that I am lacking in gratitude. I came to the realization that life is precious; we should cherish it and take advantage of every opportunity we are given. We cannot foresee the future, but I accept the fact that accidents and tragedies will happen. That is why we should be conscious when we make decisions, because who knows where they may lead. Thanks for writing this article and for showing that a little gratitude can go a long way in helping others in our world.

- Sage Sarabosing

**Re: Networking, appearance, confidence-keys for public speaking success**

This article is efficient and useful by giving advice about networking; “make friends and connections”, appearance; “dress nicely, stand tall when [we] walk”, and confidence; “trust [ourselves] and have faith.” Those are awesome suggestions.

However, the way article was written, was quite casual; by using “I” and “you.” When writing an article, or even a paragraph, it’s preferable to not mention ourselves. Instead of using “you”, word “we” could be applied to make the writing more inclusive and professional.

- Mink Borwornsenec

*The Edge welcomes letters to the editor and will be printed as space allows. Email your letter from your student account to theEdge@sd43.bc.ca or give it to any English teacher.*

**Re: Students explore careers in work experience placements**

It’s very encouraging to see how the work experience course place so many aspiring students into suitable programs.

Through this placement program, teens get to reassess their interests while acquiring knowledge about career fields around them. Great references and boosted resumes can come out of this in addition to the networking gained through the process.

Huge props to all the work experience teachers for helping these teens improve their practical skills, opening their gateways to new opportunities, and easing their transition into adulthood.

- Galen Wang

**Re: Talented artists to pursue dreams in art, fashion**

When I first read this article, it grabbed my eyes and it is not because I’m interested in art. Everyone wants to follow their dream and interests about how others follow their dream.

For someone who is interested in art, they want to know about how graduate students work on their portfolio, from the story of their experiences I could read how they try and are challenged in their work.

Also, before I read your column, I was really curious about how hard graduate students work on their portfolio, and the interview finds a solution to my problem.

- Na Yeon Kim

# Student musicians juggle passion, school, social life

**YILIN ZHANG**  
Staff reporter

What do you call a cow that can play a musical instrument? A *moo-sician*! Now what do you call talented people who balance work and music? Student musicians!

Young musicians wow their audience with their skills, mastering difficult pieces. But how much time, how much effort, how much dedication is put into their practices for every second of their performances? Most student musicians often start from an early age, sometimes even as early as four years old like **Alison Kim**, grade 9.



student musician

"I [started to] play piano when I was five or six," said **Jonathan Zhang**, grade 12. "I liked listening to songs when I was younger, so I just thought I can play them now."

Starting to play an instrument at such an early age seems wonderful, but for young children it can be a burden. Building a passion for music when students are young can't be forced; they have to discover the brilliance of music themselves.

"As a kid I liked to do something fun," said **Iris Hung**, grade 12. "Then as I got older, I started realizing how I was doing it for the music itself not just as an extra-curricular activity."



student musician

Not all talented student musicians need to start at such a young age. "I was 11 years old when I [first] played piano," said **Sepehr Rashidi**, grade 12, who also plays guitar, and bass in his band "Alluvium." "I went to a concert. That was my first time listening to proper instrumental music, and I thought 'wow, this was really cool,'" he added.

Although Rashidi "loved the vibe [and] the people that were there" which motivated him to be enthusiastic about music, some students face challenges. "There are moments when you just start to lose your passion," said Kim. "[It's difficult] to find a reason to keep on playing."

"Sometimes there are problems with practicing the same stuff over and over again. It's not as fun," said Zhang.

Student musicians not only face pressure in competitions, performances, and exams. They also face the challenge of



**MULTITASKING:** Grade 10, plays the trumpet and piano simultaneously during a solo practice session. Many student musicians are skilled with multiple instruments, ranging from oboe to accordion.

balancing time between music, academics, and a social life.

"It's a huge time and mental commitment... whether I want to sacrifice a lot of things to do as much music as I do," said Rashidi.

Balancing music and academics is a challenge since "you only have eight hours when you finish school and over half of the time is spent on music," said Kim.

The path of a hard-working student musician is tiring and frustrating, yet the end result, makes this exhausting path worthwhile in the end.

"Practicing can be something very rewarding," said Rashidi. "Once you take a step back and think why you're doing this exercise [then] execute something you couldn't before, [you realize] that's why

[you] did it. It's a very clear reward," he added.

Sometimes the stress of all these practices, schedules, and expectations can take its toll, and that doesn't always end well. However for other student musicians, there are some tips to help the journey.

"I went to a concert. That was my first time listening to proper instrumental music and I thought 'wow, this was really cool!'"

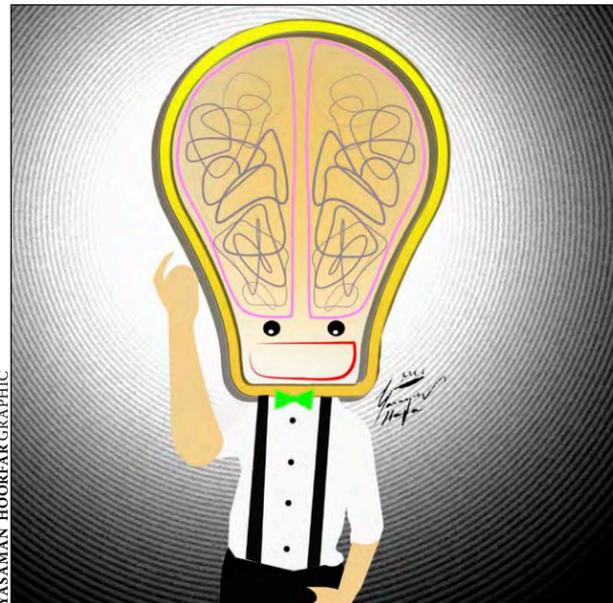
— **Sepehr Rashidi**  
grade 12

"I stop stress by doing the thing I love to stop myself being stressed out," said **Cassidy Stahr**, grade 11.

"Minimal Facebook," said Rashidi, "[get] lots of sleep, and exercise every night. If your body's healthy, then your brain is healthy too," he added.

So support lend your support to student musicians. It's not an easy path, and there's still a long way to go. But a word of encouragement only takes a *minuet*, and it's definitely worth the *treble*.

## Philosophy extends understanding, investigates human interests



**A FLASH OF BRILLIANCE:** Humans delve into the inner workings of their minds and the universe in philosophy.

**YASAMAN HOORFAR**  
Staff reporter

Do you ever think about how to think? Do you ever ponder what life means and what and who we are as individuals in this vast universe? Every once in a while I start thinking deeply - staring at the wall or out of the window - about life.

Being able to understand why things are the way they

are is a gift and not all of us are granted this truly valuable skill. However, the study of philosophy may be one way to nurture a depth of understanding of beliefs, surroundings, and the universe.

"Philosophy is the love of knowledge," said **Bryan Jackson**, philosophy teacher. "We are all wondering what life means, why we are here, and what makes a good life. Philosophy introduces the history of how individuals and societies have answered these questions going back to our hunter-gatherer days and offers diverse answers to those questions for us to draw upon," he added.

The study of philosophy helps unlock doors to knowledge and to think not in the box or out of the box, but to think and learn that the box does not exist.

"The word itself comes from the word 'love of knowledge' and deals with encompassing questions that humans have been interested in for many years," according to **Saman Arfaie**, first year university student at UC Berkeley.

"It is also important to note that philosophy is divided into metaphysics, ethics, axiology and logic," continued Arfaie. "Philosophy is the systematic study of knowledge

which involves critical thinking to interpret," he added.

In order to learn and think philosophically it is important to let go of what we think we know, embrace the new and in depth knowledge of philosophy to be able to think powerfully.

"Philosophy is to understand and explain the unknown feeling of human emotion and the understanding of nature as yet science is not yet ready to explain," said SFU student, **Sepehr Mahbob**.

Some love to teach this powerful knowledge, some love to learn it and some even teach and learn.

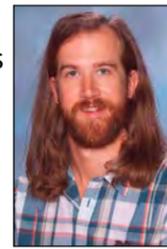
"The opportunity that philosophy offers me is the ability to experiment with being this kind of teacher, who teaches the love of knowledge," said Jackson. "That's a pretty open-ended job description that is an inspiring challenge for me," he noted.

Every area of knowledge and study has its own beauty. It is also good to learn how to use this powerful knowledge. Wherever knowledge is, that's where debate appears.

"Philosophy is thinking," said **Aidan Cossey**, grade 12. "Putting those thoughts into words is the significant other half of the study," he added.

"We are all wondering what life means, why we are here, and what makes a good life. Philosophy introduces the history of how individuals and societies have answered these questions."

— **Bryan Jackson**  
philosophy teacher



# Gleneagle graduates filled with uncertainty, questions

**DELARAM HOORFAR**  
Staff reporter

University? College? Job? These are the questions that all graduating students ask themselves as they get closer to June.

For students who are passionate about a subject and want to pursue it in the future by pursuing a post-secondary education, there are many questions to consider.

Which university is the best fit? What if acceptance doesn't happen? Where is the best place to live? How to pay for it all?

Going off to university is one of the most exciting turning points in life. "There is

so much more freedom [in university]," said **Donya Pourtaghi**, 2013 graduate and Simon Fraser student. "You must make decisions on behalf of your own education and it's about what you want."

Pourtaghi notes there are also downsides to the experience as well. "University is a crazy business model and if you're not smart about it, you can land yourself in so much debt that will make it hard to live your life comfortably in the future," she added.

But should everyone go the post-secondary route? "I don't tell the students what to do," said **Bindy Johal**, counsellor. "They have to decide what is best for them. They

have had advice from their parents and I guide them with the application process. I think it depends on the student," she added.

"I chose to attend university for several reasons," said **Steven Bae**, 2013 graduate and future Queen's University student. "I knew I wanted to pursue medicine, so university was a natural choice. I also love learning [but] most importantly, I think university gives you life experience."

Living on or off campus is a major choice for students and is an important issue to consider.

**Kasra Vahidi**, 2013 graduate and valedictorian, attends the University of British

Columbia but does not live on campus. "Since I don't live on campus [or] near campus it takes me a long time to get there and I [have to] wake up at 5 o'clock every morning," he said.

It is important that graduating students consider these issues and try to make the best choices regarding post-secondary.

While all these factors are significant and can impact a student's success, the most important thing in all of this is echoed in the words of one of the world's most successful entrepreneurs and college dropout, **Steve Jobs**: "The only way to do great work is to love what you do."

# Cadets creates courageous, responsible, future leaders

**ERIC LIU**  
Staff reporter

Responsibility, diligence, and courage are only a few of the leadership skills that participants learn in the Cadets Program. Regardless of the branches of air, army, or sea, cadets are future leaders in the making.

Members of sea cadets learn sailing, rifle and marksmanship, seamanship, as well as various nautical skills throughout the year. Every summer, cadets also have the chance to attend free summer training, and are even paid \$70 weekly by the government.

Through the yearly and summer training, if a cadet becomes an expert at a trade, they will then have the chance to become a staff member at summer training, and get paid \$75-\$90 a day depending on their duty and position.

Aside from summer training, the Cadet program also enhances one's intrinsic and extrinsic abilities. "Like a lot of the junior cadets that are at the corps, I was a quiet person when I joined Cadets," said **Bryan Hui**, current coxswain (leader of 201 Grilse), chief petty officer first class. "I was never really good at the up-front stuff, and maybe sometimes a bit too serious...however, as time progressed, I was able to improve my presenting abilities and interpersonal relationships," noted Hui.

"Privileges and benefits often comes with responsibilities, and that applies in Cadets too," **David Shao**, grade 10 and petty officer second class said. "Every year, we pay our tribute to veterans by presenting ourselves at Remembrance Day services, and being a member of our respective school's color party,"

noted Shao. "We also have an Annual Ceremonial Review every June. This is our chance to demonstrate what we learned in the training year, and to show off our amazing drill and uniforms," Shao added.

Just like all other forms of training, sea cadet experiences can sometimes be dull. "During our junior years, there wasn't a lot that we can do," said **Mike Wu**, grade 10 petty officer second class. "We basically just showed up on training nights every week, and spent hours working on our uniforms. However, as my time in Cadets went by, so did the fun. I am starting to be trusted with a division, I started having fun as I became a leader in the program," Wu added.

**Alice Huang**, grade 11 and petty officer second class, can list many reasons why she finds Cadets intriguing. "I stayed because of my friends, but it has also taught me leadership skills. Cadets is a very interesting experience," noted Huang. "It was really good because when I moved here and transferred to Grilse [sea cadet corps], I found many people who had similar interests as me."

"Cadets has given me leadership training, first aid, marksmanship, the ability to play alto sax ... but most importantly, it gave me confidence," said Hui. "The confidence to stand in front of 100 other peers and lead them, and this very confidence will benefit me throughout my entire life."

Through participating in the program, cadets develop lifelong skills that are all essential to being successful in life. "To sum it up, Cadets have given me so much" said Hui. "I've taken a lot out of it and I've put a lot back into the program . . . I feel there are deep connections between myself and the corps."



Sea Cadet



Sea Cadet



**GETTING MARCHING ORDER:** Gleneagle student and petty officer second class in Sea Cadets on parade for the Annual Ceremonial Review at the Port Moody Legion.

## SAVE the Edge

With the announcement that courses with smaller enrollments won't be running next year, *The Edge* is asking:

"Do you like to write?"

"Do you like to express your opinions?"

"Do you wish you were better at talking to people?"

"Do you want to save the Edge?"

If you answered **YES**, to any of these questions, see your counselor to sign up for Journalism and

## SAVE your Edge

### Journalism Facts:

- Open to grades 10-12
- Runs outside of the regular timetable
- Meets 2 times before school & 2 times after school every 2 weeks from mid-September to May
- Flexible scheduling options for students involved AP courses, Musical Theatre, Choir, Band, Athletics, and Extracurricular
- Looks great on a resume and Post-Secondary Application

## Youth workers provide support to Talons in need

**AMANDA HUANG**  
Staff reporter

Everyone has times when they need to talk to someone about problems. Sometimes that person can be a parent, a teacher, or a friend. But sometimes, students need a different kind of support and that's where youth workers come in.

"There are lots of issues we have to deal with," said **Nicola Cridge**, youth worker. "Alcohol, drug issues...some time or so pregnancy, peer conflicts, [and] a lot of parent-teen conflicts."

It does not always need to be major issues like bullying when a student needs to find a youth worker. Sometimes rushing to school and forgetting breakfast, can even be a reason to connect with a youth worker.

"In some cases helping people is just by providing them breakfast," said Cridge. "They know they're late, [and] I don't need to tell them they're late. [I'm] just offering them some smiley faces."

Students are always welcome to talk to youth workers on any issues. "I can talk

about anything to Ms. Cridge," said **Bradley Miller**, grade 11. "As long as it doesn't affect other student's safety Ms. Cridge will keep it confidential. I feel safe to talk in her office," he added.

Cridge also takes part in the Enchantment project that "helps graduates that have a hard time affording the whole graduation process," said Cridge. "We do One Enchantment Evening for the girls. They get dresses, hair, makeup, and grad photo packages," she added.

Gleneagle also offers Chinese and Korean youth workers who help international students in adapting to a new environment and language.

"For international students...their parents are overseas, they don't speak the language, and culturally there is a great difference," said **Mati Ma**, Chinese youth worker. "They don't know whether they can go to the washroom during class time because in some countries it is not allowed."

Whenever a student needs help from the youth worker, Cridge will always set her work aside because students "are our priority. They always comes before work."



Nicola Cridge youth worker

## NEWSinBrief

*Illuminate Dance goes out with fizz*

Gleneagle's last dance of the year suffered from a 50 percent drop in ticket sales compared to the winter formal. 150 tickets were sold for the Illuminate dance on April 23, compared to 300 for the Winter Solstice on December 12.

Student council, who hosted the dance, cited several reasons for the low attendance. "The DJ from the winter dance had a negative review which caused the student body to think the second will have bad DJ service as well," commented **Derek Wong**, student council president, grade 12.

– Olivia Sun

*Law field trip opens courtroom doors*

Yesterday, 39 Law 12 students visited the Supreme Law Courts in Vancouver.

"It was a very informative experience. As students, we were able to witness first hand what we were learning about in class," said **Marie Turcott**, grade 12.

– Alisha Lee

*Creativity wins gold*

Odyssey of the Mind, an international educational program, held a competition on April 26. **Clayton Dowdell, Leanne Felton, Emily van der Velden, Zoe Fajber, Sara McMahon, Faly Mevamanana** and **Don Stevens** all grade 12, won gold out of six other high-schools. The competition requires the creativity to solve various problems, and involves student teams from many countries around the world.

– Marie Turcott

*Mental health issues brought to light*

Leadership 12 hosted a "Talk To Me" event on April 28. The seven speakers addressed anxiety and mood disorders.

"Dealing with mental illness is such an important issue as quite often people treat those with mental issues as outcasts or do not completely comprehend the issue and make many insensitive comments. It's heartwarming to see my students acting in such a mature way," said **Adam Hayes**, Leadership teacher.

– Anika Lee

*Rowing speaker promotes health*

**Darcy Marquardt**, Olympic silver medalist Canadian rower and professional Esteem Team speaker, will visit Gleneagle on May 21 to promote healthy lifestyles among students. This event will be hosted by a leadership 12 committee.

– Marie Turcott

*High ranking in speech provincials*

**Jeffrey Dawson**, grade 9, placed 8th in the speech provincials. He will be going to speech nationals on May 23-26 at West Point Grey Academy in Vancouver.

– Alisha Lee

## Fun 'N' Fit event to shape up Talons

**YILIN ZHANG**  
Staff reporter

Over 160 Talons will work out their stress on May 13 in a 'Fun 'N' Fit' event organized by six leadership students. Workshops such as yoga, taekwondo, mountain biking and more will be offered in afternoon sessions. There will be complimentary healthy snacks for all participants.

"What motivated me to start this event was the fact that many people have been through a tremendous amount of stress, whether from school, extracurricular activities, or our social lives," said **Kipp Hsieh**, grade 12 leadership student.

"Fun 'N' Fit was our hope to create an event filled with diversity so more students would enjoy it," said **Lavender Huang**, grade 11 leadership member.

The leadership class attended the Motivate Canada conference in Ottawa in January. "The purpose of large events [such as] Motivate Canada, were to develop wellness events that would better the school," explained **Adam Hayes**, leadership teacher.

Members then began planning the event in February. "Over the March break, [leadership students] put together the promotional video, they put together the poster, [and] all the speakers were confirmed," said Hayes.

"As this was a 100 percent free event, we had to rely a lot on sponsorships and volunteered hours from the speakers and instructors," said **Iris Seo**, a grade 12 member of the committee.

The event even sparked the interest of Coquitlam Mayor, **Richard Stewart**, who will be attending the event as well.



ZOE PAYON PHOTO

**READY, SET, ROLL:** Grade 9 student, rolls his way to victory at the special needs track meet on April 30.

## Korea capsizing inspires fundraiser for families

**MARIE TURCOTT**  
Staff reporter

Two grade 12 Talons, **Sang Lee** and **Iris Seo**, have started a fundraiser for the families of the South Korea ferry accident on April 16. There were over 200 casualties when the ferry capsized, with a majority of the victims being grade 11 students. Hundreds of families were left to struggle with their losses, and still many bodies are yet to be accounted for.

"With 'Pray for Korea,' what we wanted to do was help the victims' families. Right now it's been about [three weeks] and ... they are recovering bodies and most are presumed dead," said Lee. "There were around 476 passengers and only 174 were able to survive. It's pretty much the 2014 version of the Titanic," added Lee.

The girls have tried to get participation from the school, as well as other organizations around the community.

"We've distributed envelopes to each class and we've given out small speeches to introduce what it is. We've also done announcements, we have donation boxes in certain businesses and we're also getting Ford to do a little fundraiser for us," Seo said.

"For everyone that test drives a car, Ford is willing to donate \$20, up to \$6000. Student drivers and parents are encouraged to participate," said Lee.

"Our big goal is over the span of three weeks to raise over \$2000 that we would send that off directly to the victims' families and the survivors," said Lee. "Our due date would be May 9, but depending on the date we land with Metro Ford, it could extend to a later date or earlier."

"I think it's an absolute tragedy and it definitely hits home," said **Ariana Baratto**, grade 12, and one of the leadership 12 students that became involved with the project. "I even didn't fully know what was going on until Sang [Lee] and Iris [Seo]

came to the class and talked to us about it,"

"The reactions vary from student to student but some react in apathetic ways, we can't really fix. Most of the victims were grade 11 students and I thought that was very relatable," said Lee. "If that doesn't do it for them, I don't know what will."

"After all this media release it's obviously going to die down, but this issue is not going to over until we find all the bodies from the bottom of the ocean," said Seo. "We just want to make sure that people won't forget about this accident, and we want to pull it through to the end."

"The most important thing about this initiative is that we want our thoughts to be with the families. It's not necessarily about the money but we want to figure out ways we can help the families and the victims cope with this situation. That's our greatest goal," concluded Lee.

Donations are still being collected in period 2 classes or can be made at the office.

## Budget cuts affecting teachers, students, parents

•Continued from page 1

Recent CPP, EI, and the medical services plan to increase, in addition to higher salaries have all exceeded the rate of inflation as well.

"There was a well deserved wage increase for some of our unionized workers [that] the province negotiated, but gave up no money for . . . and the province is by far our main source of revenue," said Ferrari.

SD43 ranks third in student enrollment among school districts in BC, yet places 56 out of 60 in terms of funding received from the province.

"The funding formula that's used by the ministry is not equitable from our perspective," said Grant. "We think the formula is a little too skewed to districts up north, and therefore we get less."

Northern districts receive more funding as they face higher costs, despite providing the same services.

"The funding formula is dated. It's been a long time since they've done a revamping of it, and in some instances it, simply put, doesn't make sense," added Ferrari.

According to Ferrari, the lowest-funded

school district receives only \$5 less than SD43, but the highest-funded is allotted just shy of \$25,000 per student.

"It's really the ministry that decides the per student funding, and we're really at their mercy," Ferrari added. "One thing we work really hard [at] is speaking with the ministry, letting them know about our inflationary pressures and ensuring that grant funding is . . . equitable."

**Lisa Cable**, concerned parent and organizer of the group Parents4BC, led a rally in front of MLA **Linda Reimer's** office on May 2.

"[I wanted] to send a strong message to Victoria and let them know that parents are upset . . . [and] want to be involved," Cable said.

More than 100 parents and students showed up at the event in hopes of showing the province that those affected by the district deficit will not endure in silence.

"I'm an advocate for some peaceful dialogue and exchange, and if this is the way those parents feel they have access for government, then I support them," noted Grant.

According to Ferrari, the board office has held multiple public events for the budget and received quite a bit of public participation. "It would be great if we could increase that," added Ferrari. "I think parents are a very powerful voice and they need to get involved."

"Ultimately, what we want is to have an education system that is built upon a dialogue between the government, school districts, teachers and parents and other interested parties," said Cable.

"[It shouldn't be] about political posturing [or] about winning votes. It's actually about having people in schools that are going to work with our kids to ensure that they get a quality education," she added.

"I think the biggest thing with budget cuts is they affect programs, they affect kids, they affect teachers," said **Andrew Lloyd**, vice principal. "They force schools and administrators to make difficult decisions around programs."

"It's a big deficit, but our budget is larger. . . Is it going to be tighter? Absolutely. Is the vast majority of what we have in place still be there? Absolutely," said Ferrari.

# Girls rugby controls field, dominates play

# Boys rugby play do-or-die game



DIANE SWARTZBERG PHOTO

**TAKING THE HIT:** Grade 12 player stands firm against rival Surrey school and stays tough against her opponents. The tackle was not enough to stop talons from dictating the outcome of the game.

**JENNY YANG**  
Staff reporter

The girls rugby team continued to dominate their opponents as they triumphed over Clayton Heights 40-5 on May 6.

The girls will now compete in the Fraser Valley playoffs today against Yale with the provincials set for May 22 to 24.

In earlier play, the girls rugby team dominated Semihamoo in Surrey on May 1 with an impressive score of 55-5.

“The game was great. We started it off a bit slow, but by the end of it we pulled through,” said **Amy Leem**, grade 12, team captain.

“It was a bit challenging due to the heat and they were winning all our rucks for some reason. So there’s little bit of put

down there but we picked it up and kicked through,” said **Emily Murphy**, grade 12.

Until the provincials, the team wants to further develop their skills. “We need to improve ball handling skills, our ruck, and coming up hard on defense,” Leem mentioned.

The team believes the key part of the success is teamwork. “In our first practice, we were worried about whether we can recover from losing last year’s senior players,” said Langton, “but, we have amazing coaches and our team honestly loves each other like a family and because of that we became stronger and stronger. This helped

the rookies a lot.”

“We are extremely happy with the progress [the rookies] made. I feel comfortable leaving after this year knowing that they will be able to improve even more than they already have,” said Murphy

“We started it off a bit slow, but by the end of it we pulled through.”

*Amy Leem  
grade 12, team captain*



# Golfers golden in senior tourney for seventh time

**BRIAN CHEONG**  
Staff reporter

Gleneagle golf team made history by winning the senior district tournament on April 30 for the seventh year in a row with a crew composed of all junior players. **AJ Ewart**, grade 9, **Henry Lee**, **Chris Matthews**, and **Riley Banyton**, all grade 10, took first place with a combined score of 294.

“I was delighted with the team’s performance. All of the guys had season best performances,” said **Brian Unger**, coach. “They all played to their potential and brought their A game.”

“It was a tough tournament. . .but in the end we were able to win and that’s all that counts,” said Lee who managed to score 64 in the course, the lowest of the day.

“[He] had a insane performance. He scored 64 and that could be the lowest score that has ever been recorded by a high school player” said Unger. “He simply played amazing golf and scored an insanely low number. It was almost surreal.”

“I’m really glad that we won and we all had a good game. We couldn’t have won the tournament if we all didn’t play good,” said Lee.

“I think that we are all happy and proud of each other for the win,” said Banyton. “We now have to keep on improving our skills and get even better for the tournaments down the road.”

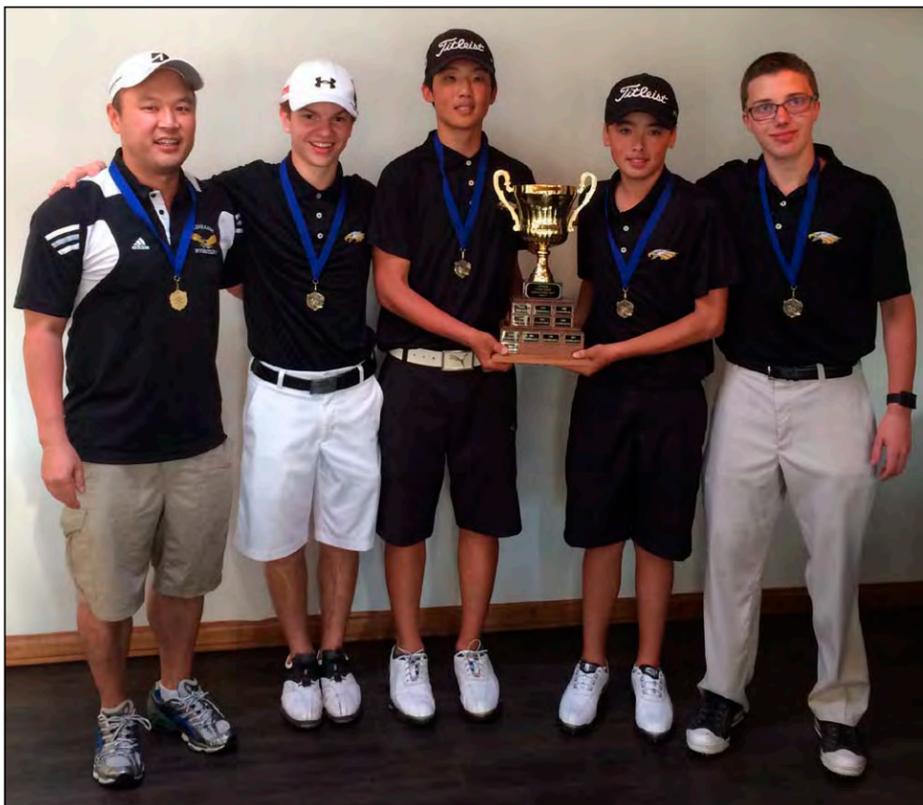
There are still several events left in the season. The team will play tournaments in the West Fraser Valley championships, Fraser Valley and provincial gold championship

“The team and season is still very young. We have to keep on working for us to be the best we can possibly be and hopefully keep on winning,” said Unger.

Lee is particularly excited for the West Fraser Valley Championships. “If we play like we did on Wednesday, we will have a good chance of winning again,” said Lee.

“We have every chance of placing first in the [West Fraser Valley Championships] as long as we keep trying our best,” said Banyton.

“We’ve been district champions for seven years in a row. That is a tremendous legacy we have here at Gleneagle that our team is continuing to uphold,” concluded Unger.



BRIAN UNGER PHOTO

**GOLF TEAM NO BOGEY HERE:** From left to right: **Collin Chung**, teacher with Gleneagle golfers.

**ANNE RHEE**  
Staff reporter

Senior boys rugby team played against Centennial on May 6 in the first round of the Fraser Valley playoffs. Results were unavailable at press time but it was a “do or die game,” according to coach **Chris Turpin**. If the boys win they will play Elgin Park today.

The team earlier triumphed over Port Moody by 59-10 on May 1. “It was very successful in the sense that ... all of our players got plenty of playing time, which is often the challenge,” said Turpin.

The boys were confident going into the Port Moody game. “We [destroyed] them for sure,” said **Bruce Wong**, grade 11. “Our strength is our backs since they are fast.”

Ironically, players on the Port Moody team were recently teammates of several Gleneagle ruggers. “We played with a couple of them on the tour [to California during spring break] and know that they have big players in the team,” said **Matt Hardie**, grade 12.

On April 24, the team dominated Terry Fox by 43-0. “Our guys are skilled and good at moving the ball around,” said Turpin. “They showed us against Terry Fox that they can be strong in contact ... and can compete physically with anybody.”

Since beating Terry Fox, the team also won against W.J. Mouat in Abbotsford on April 29 without even stepping on the field. “They forfeited to us because Terry Fox had killed them and we beat Terry Fox,” said Turpin.

To get into provincials, players are putting efforts to stay fit. “[We’re] trying not to get injured for rest of the season,” said Hardie.

## SPORTS in Brief

### Girls soccer to rebuild

The girls soccer team finished the year in a hard fought tie against Riverside. They developed as a team and built strong foundations for next season.

– Marie Turcott

### Track team set for Fraser Valleys

Seven members of the track and field team, **Daniel Paley** and **Hana Tyndall**, grade 9s, **Cheryl Chow**, and **Justin Questroo**, grade 10s, **Eric Chatten**, grade 11, **Richard Groenewald**, and **Conrad Chow**, grade 12s, made it to the Fraser Valleys Championships.

– Amy Li

### Tennis team forfeits

The tennis team forfeited the match against Port Moody on May 5. Despite previous games against Heritage Woods, Archbishop Carney, Maple Ridge, Terry Fox, Pinetree, and Riverside. The team has only won against Charles Best with the score of 10-1.

– Yillin Zhang

### Badminton

Gleneagle’s junior badminton team played their last game at the Fraser Valley tourney on May 1. Team ranking based on the matches were unavailable at press time. The senior team has Fraser Valley championships tomorrow at Pinetree.

– Anika Lee

# “Footloose” musical belts out tale of teen empowerment

**YASAMAN HOORFAR**  
Staff reporter

The musical theatre department cut loose yesterday with the opening night performance of “Footloose: the Musical.” Shows continue tonight, tomorrow, and May 14-16.

“When we choose the musical we like to make it different from the ones we’ve done before,” said **Lyndsey Britten**, choreographer and 2013 graduate. “I really enjoy that we have done such a variety in the past years,” she added.

“As a child of the 80’s, I’ve always been a huge fan of **Kevin Bacon’s** ‘Footloose,’” said **Ashley Freeborn**, drama teacher, also director. “It’s about celebrating youth and listening to them with an open mind and heart. I thought it would be a lot of fun for my students to undertake such a meaningful and exciting show. I could not be more impressed and excited about their progress. They will surely knock the socks off of the audience,” added Freeborn.



Andrew de los Reyes  
grade 12

**Andrew De Los Reyes**, grade 12, plays the male lead **Ren McCormack**. “When I got the main role in the play I was really excited to be able to play the part,” said De Los Reyes. “Now I can bring out all that I have learned in the past two years and channel it into this year’s show.”

“Our cast has really bonded into a family,” said **Jennifer Gillis**, grade 12 and female lead **Arial Moore**. “I’m very proud of every single person involved in this cast.”

“Footloose” tells the story of an upbeat Chicago teen who moves to the small town of Boment. However, dancing and rock music have been banned by the town council. As a result, the teenagers fight to bring back the art.

“I think it will be the most successful show in the past four years because a lot of people know ‘Footloose,’” said **Leanne**



**SHOULD I STAY OR SHOULD I GO NOW:** Students act out a scene from “Footloose: The Musical” as Gillis rejects Stack’s advances in the play for a different kind of romance.

**Felton**, grade 12. “Everyone has a character in the show they can identify with.”

“This a teen empowerment show,” echoed Gillis. “It has the power to captivate and compel the audience.”

“I think this show is different from last year’s because it is

centered on teenagers, and them fighting against authority and finding their own voice,” said **Rachel Vassen**, producer and technical theatre teacher. “I think it will be more successful than the shows we have had in the past years because it has a younger theme,” added Vaessen.

## Art club “raising school morale” with colorful Gym C mural

**ERIC LIU**  
Staff reporter

Soon Gym C will have a splash of color, as the art club is making a mural that highlights some of Gleneagle’s achievements over the years.

“Our whole goal is to decorate that empty space in gym

C,” said **Colin Chung**, art teacher. “When you go in to gyms [A and B] you see paintings like the basketball and the eagle, and we want the same in gym C.”

The art mural will have an eagle in the center. It will also include paintings of students engaging in competitive sports, such as wrestling.

“The art club wants to contribute to raising school morale

and spirit by painting the mural, as it will bring Gleneagle students together,” said **Joyce Chang**, grade 12. “This will be something that will last visually in the school,” she added.

With only five weeks remaining it may be a struggle to complete the mural before the end of the year. “Throughout the year many people quit the art club . . . with greater involvement we can accomplish more,” said Chang.

## ArtsFeature

### Piano becomes Talon’s “passion,” while art becomes grad’s “solace”



**HARD WORK ACKNOWLEDGED:** Gleneagle student, grade 11, won the first place in the piano competition after putting hours of effort into practicing everyday.

**JENNY YANG**  
Staff reporter

Art needs talent and effort, but the most important ingredient is passion. For **Shirley Cha**, grade 11, and **Dianah Yang**, Gleneagle graduate, their passion pays off.

“I started playing the piano [when] I was five years old, and I just loved playing for hours and hours,” said Cha.

Cha still remembers the moment she promised herself to be a pianist. Like Mozart, when she touched the keys, she instinctively fell in love with piano.

“[When] I was young, I always forgot my hunger when I play[ed] the piano. I [felt] like I [was] in the music,” said Cha, whose mother sometimes had to force her to eat dinner because she never moved once she sat down at the piano. As Cha got older, she

practiced more complex pieces, challenging herself without hesitation.

Yang’s love of art started when she was four. “I always doodled and coloured on papers,” she said.

Yang could draw anything if there were crayons and paper. If she ran out of materials, her parents always bought new supplies. Soon, her drawings and paintings overwhelmed their walls.

Like the expression “no pain no gain,” Cha and Yang have faced some hardships along the road to their dreams.

Sometimes, Cha got distracted and questioned herself, but then she envisioned herself being a great pianist. “When I think of the future, I am able to focus and carry on,” she said.

Cha practices a minimum of two hours on weekdays and often more than six hours on weekends. After playing piano, homework is always waiting in her binder.

Yang faced a different kind of hardship. When she was in elementary school, her peers shunned her because she carried atopic dermatitis. Every day her skin was swollen, oozing, and itchy.

“They called me filthy. They didn’t want to get close to me,” Yang said. From then on, she spent more time drawing in solace. However, she wished to blend in with others and one way was to show her drawings.

“When I drew pictures and showed them to my friends, they got close to me. I was really excited,” Yang said.

Due to their strong passion and talent, both Cha and Yang have overcome both interpersonal and personal obstacles.

Yang’s affection for art grew and she was happy that many people loved her drawings. She still carries a sketchbook and draws freely. She now attends the School of Visual Arts in the United States, and her name is currently on the dean’s list. Her true affection and ardor were greatly acknowledged by her professors and peers.

“I hope others can also feel comfort from my drawings like I do,” said Yang.

In 2012 and 2013, Cha participated in the Coquitlam District Music Festival. She played two challenging music pieces each year and won first place both times. Cha’s endeavor and passion were also well acknowledged and rewarded.

“Music is freedom of expression. It allows me to search deeply into the innermost depths of [myself],” said Cha. “Music, to me, is the greatest form of art. It touches our minds so deeply and so personally.”

Cha continues to strive for her ambitious dream, and she is currently preparing for the Associate of the Royal Conservator, Toronto level of Royal Conservatory of Music examinations.