



WILL FAJBER (TOP), SCOTT FINDLEY (LEFT), AILEEN ZHANG (MIDDLE, RIGHT) PHOTO

CAROLING TO CREATE CHRISTMAS CHEER: Concert choir (top), four grade 10s performed classical and contemporary holiday songs Wednesday night at the Christmas concert.

Winter concert spreads Christmas cheer

AILEEN ZHANG
Staff reporter

The music department held its annual Christmas concert on Wednesday. The junior, senior, and jazz bands, concert choir, and vocal jazz have been working hard and practising since early November to bring holiday spirit to others through their music. The concert featured “a huge variety of seasonal favourites, ranging in a variety of styles in all the ensembles and some really cool arrangements,” said **Eddie Trovato**, band and choir director. “The Christmas concert is a favourite, it is always very well attended,” said Trovato. “There’s lots of support here for the music program.” “I enjoy that choir is a performance-based course where all of our hard work goes towards fantastic concerts throughout the year, including this Christmas one,” said **Kendra Seguin**, grade 10.

Pieces included *Ding Dong Merrily on High* by the choir, *A Chili Pepper Christmas* by the jazz band, *Noël Noël* by the junior band and *O Come All ye Faithful* as the finale by both the senior band and the choir. “There [were] also a couple of sing-along pieces so the audience can actually participate,” added Trovato. Despite having just over a month to prepare for this concert, the choirs and bands put on a show that showcased the musical talent at Gleneagle. “It’s great to see the amount of progress in just a short few weeks between the fall and Christmas concert,” commented Trovato. “The newcomers have matured significantly compared to the beginning of the year,” said **Iris Yao**, grade 12 clarinetist and piano accompanist for the concert choir. “They have improved not only by gaining deeper knowledge of the repertoire, but also through the exploration of their musical potential through different learning

techniques,” added Yao. “The overall experience of playing with others is great,” said **Lucas Hung**, grade 9 trumpet player. “Everyone contributes a little to make the group sound awesome as a whole.” Gleneagle’s vocal jazz choir also performed live for the CTV Toy Mountain Broadcast on December 9 at Guildford Town Centre. They performed a variety of Christmas songs, including *Rudolph the Red-Nosed Reindeer*, *Snow* and *Baby Please Come Home*. “It’s performances like these that really let us reap the rewards of all our hard work. We have worked exceptionally hard to make sure we are up to calibre to perform for the whole province,” said **Hira Lalani**, grade 10. “We, vocal jazz, are so grateful that we were approached by CTV to spread the Christmas spirit,” Lalani concluded.

Students spend night at Whoville winter dance

CHRISTINE CHOE
Staff reporter

The Grinch, Cindy Lou Hoo, and over 300 students dolled up in formal attire to spend a magical night in Whoville. At Thursday night’s dance, organized by student council, the gymnasium was transformed into the town of Whoville from the movie *How the Grinch Stole Christmas*, with illuminated abstract houses, giant revolving snow globes, and an LED photo booth. The DJ played songs old and new, upbeat and slow to satisfy most of the student’s preferences. “I loved the music that was played and the decorations were really nice,” said **Sydney Ko**, grade 10. “My friends and I had an enjoyable night!” Students were served complimentary chips and drinks, courtesy of sponsorships from Superstore and Thrifty’s. “We tried to focus more on the DJ this year and the quality of music,” said **Jaewon Park**, grade 12 and external communications director. “What we found in the previous years was that the decorations were very elevated, but the biggest concern of a lot of students was the music.” “This year we got a DJ that could take requests on the spot and someone that was aware of what kind of music teens our age listens to,” added Park. Different from the portable photo booths used in past years, this year the executives rented an LED inflatable photo booth which provided a spacious area for students to take memories of the night. “I particularly liked the photo booth because this year’s gave a cool atmosphere befitting the overall theme,” said **Parmida Noroozadeh-Rahimi**, grade 11. “I like the concept of being able to capture the moment of the formal through a picture with all your friends.” Half-way through the dance, the photo booth’s already popular line stalled due to malfunctions. “We apologize for the problem that arose, someone fiddled with the printer so we could only provide digital copies and not the actual hard-copy of the photo at the time,” confirmed **Ashlee Ahn**, president of student council, grade 12.

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INSIDE

CHECK YOUR PRIVILEGE: Christians and non-Christians alike learn to put aside their differences during the most joyous time of the year.



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LETTERS TO THE EDITOR: Students and staff weigh in on political correctness and the SkyTrain Evergreen extension.

OVERSATURATED?: Gleneagle’s winter season is characterized by its jovial energy, as well as perhaps an excessive amount of events and fundraisers.



ONtheCALENDAR

- JANUARY 3** First day back from Winter Break
- JANUARY 6** Puppy distressor
- JANUARY 18** Drama performances
- JANUARY 24** English 12 provincial exams
- JANUARY 26** Last day of semester 1
- JANUARY 30** TEDxGleneagleSecondary
- JANUARY 31** First day of semester 2

Christian privilege misses true Christmas, Christ’s message of love

December has always been a religiously diverse month, containing holidays like Christmas, Hanukkah, and Bodhi Day.

Despite Canada’s cultural mosaic, Christmas is more prominent. Though celebrated by people of all different religions, Christmas is still undeniably a Christian holiday, celebrating Jesus Christ’s birth.

As some people are unwrapping presents surrounded by family members, others who do not celebrate it are left out of this time of the year.

Christian privilege is the idea that people who are Christian receive a greater benefit over other groups’ faiths. This privilege is year round, but most common during the holiday season.

Christians get to spend their holiday with a usually guaranteed statutory day off to be with loved ones. Yet, rarely is any time given off for Hanukkah, Pancha Ganapati, or even secular holidays, such as Kwanzaa.

Christians also encounter celebrations for Christmas virtually everywhere, especially with Christmas carols.

Though there is nothing inherently wrong with these songs, the problem lies with the fact rarely are there songs about Jewish dreidels or the Hindu Lord Ganesha.

In an attempt to be more inclusive, holiday greetings, decorations, and celebrations are becoming less Christian-exclusive.

As “Happy Holidays” replaces “Merry Christmas” and menorahs take their place next to the Christmas trees, many Christians are claiming there to be a “War on Christmas.”

One backlash happened in 2015 when Starbucks revealed their annual holiday cup to be a plain red cup with no designs sparking outrage for some Christians.

Joshua Feuerstein, an American evangelist and internet personality, released a viral video that even caught the attention of CNN. Feuerstein encouraged his “Great

American and Christian” viewers to start a movement and “not be politically correct, just correct.”

Much like other dominant groups that are losing their enjoyed preferential status, Christians see the advance of other religions to become equal to them as an attack on them and their beliefs.

It’s at times like this, that Christians should perhaps remember that in the Bible, Mark 12:31, Christ himself said “love thy neighbour as thyself” and that this was the greatest commandment of all from God.

It’s important for Christians to realize that they do have privilege and to use it to help those around them to give visibility to less dominant religions and create change.

After learning about and accepting that they have privilege, there’s actually a lot Christians can do that is empowering and constructive, such as amplifying the voices of non-Christians on topics of religion or just learning about other religions while striving for a better understanding of the experiences and beliefs of non-Christians.

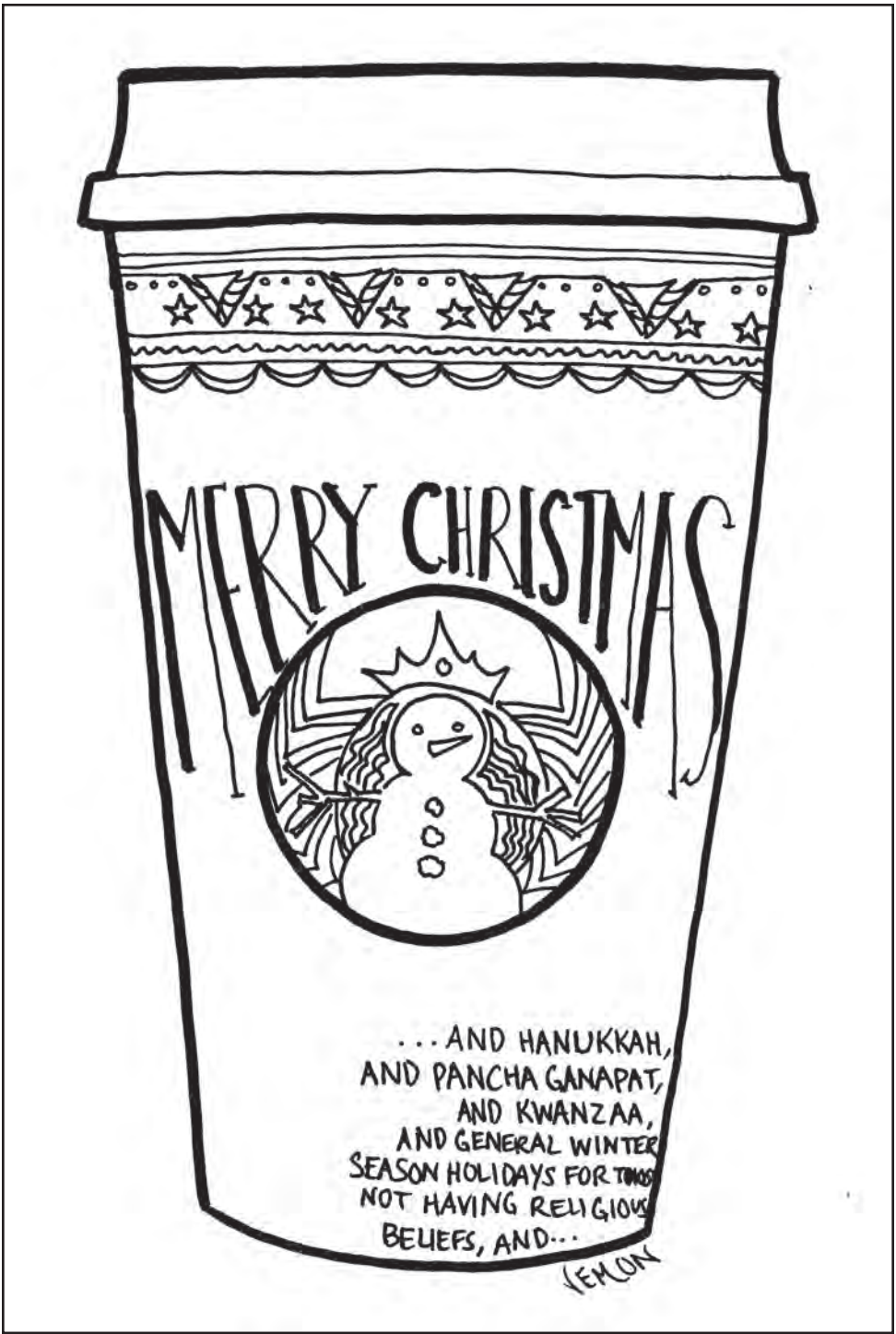
For example how many people know that in Islam, Jesus is seen as a prophet and referenced over 180 times in the Qur’an?

Christians can engage in conversations with other Christians about how their actions and words are affecting other religions. Christians can use their privilege to induce change as Christians are more likely to listen to fellow Christians on these topics.

However, it is not only Christians who can do these things; it is important for everyone to take action in order for change to happen.

No matter how people are celebrating their winter festivities, actively supporting all religions is the most important part to creating a religiously inclusive holiday time.

The fact that Christmas continues to dominate the holiday season just goes to show how far we still have to go before we can achieve this.



Cell phone dilemma: convenience versus distraction, asks reporter

TIANA ZHAO
Edge columnist

Today, it is common for almost everyone to own a cell phone. Everywhere and at any time, people take their phones out and start messaging friends, listening to music, watching videos, or playing apps.

Once they start, it seems almost impossible to stop.

Can this generation survive without their phones for one month?

Excluding the eight hours used for sleeping every day, it would be 17.5 million seconds, and so some it would be 17.4 million second too long.

Yet consider this: Do students really need their phones?

Aaron Smith, a researcher from Pew Research Center in Washington, DC noted that 17 percent owners felt convenience was what they liked most about their phone. At 12 percent, others valued the ability to call at anytime, 11 percent liked that their cell phone could help them get assistance in an emergency.

9 percent liked using the internet, email, or apps, and only 8 percent cited the ability to connect with family, according to Smith.

While cell phones do many great things, perhaps it is their convenient usage that is truly the problem.

According to the Mobile Mindset Study conducted by security app Lookout, 58 percent of U.S. smartphone owners check their phones at least every hour.

54 percent check their phones in the middle of the night, before going to bed, or as soon as they wake up.

40 percent check their phones on the toilet.

30 percent check their phones when at a meal with someone.

24 percent check their phones when driving. 9 percent check their phones during a religious service.

Worse yet, many teenagers, cannot control ourselves once they start using our phones.

“The truth is I couldn’t easily put my phone down,” said **Yunqian Yang**, grade 11. “Times flies so fast when I am spending time

playing games on my phone. Sometimes, I just keep playing for two or three hours before I suddenly realize I have homework to do. So I have to stay up really late to finish my homework. And

on the second day, I would feel really tired and sleepy,” added Yang.

“Sometimes, I just want to check the weather, but then I see someone sends me a snapchat,” said Yang.

“Then I am like ‘yeah, I should read it, because it is impolite to not to reply’. So, I start checking my snapchat. Then, someone likes my Instagram photos, so I open my Instagram and check it. Then, someone texts me on Facebook. Like that, an hour later, I don’t even know why I checked my phone and I never get to check the weather,” added Yang.

“If this generation cannot survive without their phones, what will future generations be like?

—Tiana Zhao
Edge columnist

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ARTONA

Britney Fitzgerald, Huffington Post journalist, noted that “if in some catastrophic events, [people] were to lose their device, 73 percent of people admit they would feel ‘panicked’ while another 14 percent would feel ‘desperate’.”


If this generation cannot survive without their phones, what will their future generations be like?

If the answer is similar to those 14 percent of people who would feel desperate or the 73 percent who would feel panicked, then they should take a step back and reevaluate their relationship with their phone.

TALONSTalk


With the exam week in January being dramatically shorter and different, *The Edge* asked:
“How will the new provincial week schedule affect you?”

“It’s unfair that just because the grad class of 2017 is the last, we get less time to prepare in comparison to grade 12s of the past.”




— grade 12

“As a grade 11 with no provincials, I will have consecutive finals, missing the week to recuperate after the stress induced by all my tests.”




— grade 11

“We have a clear unfair disadvantage this year with this change because we have so much less time to prepare for exams and finals.”



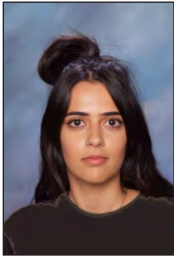
— grade 10

“I will have a healthier routine because of it; school gives my life structure. Without school, my eating and sleeping schedules worsen because I don’t have a strict schedule.”




— grade 9

“A decent break would allow more time to re-regain motivation, especially because this specific provincial is crucial for university or post secondary applications.”



— grade 12

“We should have more time off, but it won’t massively affect me. Some people could be overreacting about it, but I still wouldn’t mind an early holiday.”



— grade 11

Provincial week schedule different than the norm, panic ensues

JENNY BI
Edge columnist

With the implementation of the new BC curriculum, all provincial exams except English 12 and Communications 12 were eliminated, causing the final exam week to be drastically changed.

This new situation is creating an unfamiliar environment for students and staff. This schedule was brought in when the 30 optional provincial exams in August 2011, when they were made optional in 2006.

In the past, two double-block days happen consecutively to accommodate testing for final exams. This is usually followed by provincial exam week, in which students are not expected at school unless they need to take a provincial exam.

With most of provincials not running, however, there is no need for the typical one-week examination.

Scheduled to happen in late January, the English 12 exam will take place on the morning of January 24 followed with a period 3 double block in the afternoon. January 25 will bring about the Communications 12 provincial exam in the morning, and

a period 4 double block in the afternoon. January 26, students will have period 1 double block in the morning and period 2 double block in the afternoon.

School will not be in session Friday, and the Monday after is a Pro-D day. Semester 2 officially starts on Tuesday, January 31.

As opposed to the one-week break in the past, students will now receive three school days to prepare for the new semester. Not only does this new schedule worry students, it also brings stress and pressure to staff.

Kelly Cooper, English teacher, teaches English 12 in block 1. Her class will be taking the English 12 provincial on Wednesday, followed by a double block on Thursday.

“I feel terrible about it because I was planning on using those crucial last hours to give my students the optimal opportunity to do well,” said Cooper. “We need to use every class possible to prepare... [The schedule] is not impossible to work with, but it does put us at a disadvantage because it limits our practice time,” adds Cooper.

Additionally, marks will be due on Friday, just one day after the last final exams are concluded. As marks are typically due at 9:00 a.m., some teachers will have less than

18 hours to mark the exams.

“It’s ridiculous to expect us to mark overnight; it’s very difficult to do and we should be given more time,” said **Darrell Bryce**, physics teacher.

“I don’t want to eliminate the final exams either because I think it’s a very valuable evaluation,” added Bryce.

“Unfortunately, I think it’s the best we can do,” replied **Mark Liao**, chemistry and biology teacher. “It is pretty tough on teachers, but the principals have worked hard to find the best compromise to satisfy what teachers want in terms of final exams and for counseling and administration to get semester two underway.”

The counseling office will likely experience a rush of students again as well.

Although the earliest possible day of knowing course marks is Friday, changes to timetables cannot be made until Tuesday,

“This is a situation never encountered before, creating an unfamiliar environment for students and an extremely stressful position for the staff as well.”

—Jenny Bi
Edge columnist

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the same day the new semester starts.

“The vast majority of schools are year long, so the educational board in Victoria doesn’t really consider how the semestered schools are going to handle this,” said Liao.

With the impact of the new curriculum, will it continue to bring stress, or will things go uphill?

What will the schedule look like in June? How will students be affected then?

Since the initial publishing of the marks due date, **Ken Cober**, principal, has recognized the need to provide teachers with more time for marking.

The final report card mark due date has now been moved from Friday to Monday.

January 23	January 24	January 25	January 26	January 27
Regular class day	9 AM-12PM English 12 Provincial Examination Double Block Period 3 in PM	9 AM-12 PM Communications 12 Provincial Examination Double Block Period 4 in PM	Double Block Classes Period 1 in AM Period 2 in PM	
January 30	January 31	February 1	February 2	February 3
9 AM Semester One Final Report card marks due for teachers			Semester One Final Report Cards Go Home	

GOT something to SAY?

SPEAKOut!

Don't just think it...

Just type it, be free of libel, sign it, and submit it to an English teacher

OR email it from your student account to theEdge@sd43.bc.ca

LETTERStotheEDITOR are welcome

“Politics of political correctness” prompts teacher, student responses

The letters received to last issue’s editorial have been numerous and vocal as both staff and students share their views about political correctness, a lack of discourse, and how humanity is sometimes forgotten in politics.

Re: Politics of Political Correctness Goes too far at US post-secondary

I was disappointed to read the editorial in the November 24 edition of the Edge, as I believe it fails to further constructive dialogue around inclusive language at Gleneagle, and rather reinforces a narrow and flawed view of free speech in educational institutions.

The author highlights public figures and educators lamenting “the politically correct crowd” which “prevent[s] meaningful discussion” on college campuses, but fails to offer a single supporting example of such censorship in action.

Instead, the editorial opens with a lengthy summary of words the New York City Department of Education would prefer not to include in its standardized tests.

It is worthwhile to note - as many students may agree - that a test is not an opportunity for “meaningful discussion,” but a culminating activity for students to demonstrate the outcomes of hopefully meaningful learning opportunities, like dialogue or debate.

These learning opportunities may or may not include discussion of the diverse intersections of cultures, spiritual beliefs, and past traumas in New York schools; nowhere does the Department of Education outline topics or ideas that are not acceptable in classroom spaces.

Further, the author decries the lack of “workshops and open forum talks on the necessity to erase” harmful and dehumanizing words like racial or ableist slurs, and then includes - without discussion, investigation, or judgement - two of the most offensive examples in the lexicon.

This, to me and many of the students who spoke to me about the editorial, seems an unjustified attack on people of colour and those with mental or physical disabilities. While it may be true that “banning topics of discourse has never been effective,” I would ask what the editorial gains from including language which attacks, demeans, and re-victimizes vulnerable members of the Gleneagle community?

Choosing not to use racist, transphobic, ableist or other dehumanizing slurs does not “shut off discussion or dissent,” to quote my colleague [Mike] Milliard, unless the dissent is that these slurs and terms (intended only to harm) genuinely add to constructive debate.

For my part, I would say that they do not: intellectual inquiry is not aided by the ability to offend and dehumanize people we ought to be trying to include in a more diverse representation of views. Encouraging

“Beneath the headlines of stories like this, what we most often find described as ‘political correctness’ might be better described as ‘common human decency.’”

—Bryan Jackson
Talons & philosophy teacher



a more inclusive space for dialogue and discussion of a community’s values is the explicit purpose of education in a pluralist democracy.

Asking members of an educational community to respect the humanity of its members does not stifle debate, as free speech advocates might complain; indeed, by creating a forum for respectful dialogue of difference, schools make more sensitive topics accessible to a wider base of participants.

Too often, those lamenting a culture of “political correctness” latch onto sensational straw men to further an agenda that seeks to uphold the powerful’s right to exclude, demean and dehumanize those already on the margins of society, when what the movement toward inclusive language seeks in actuality is a forum for their humanity to be heard, acknowledged, and respected.

It is a shame that given the relevance of this discussion at our own school, with passionate defenders of LGBTQ+, aboriginal, and women’s rights among both staff and students, that discussion was elided in favour of sensationalizing the plight of those who wish to use language to offend and harm.

Beneath the headlines of stories like this,

what we most often find described as “political correctness” might be better described as “common human decency.”

If we’re not letting - and even encouraging - such a sense of common purpose and shared humanity to run amok on our school campuses, I would argue that education has gone mightily astray.

— Bryan Jackson, teacher

Freedom of speech is one of the few principles that make Canada one of the best countries to live in.

School campuses of all places should be the highest priority when it comes to providing a platform for open discourse.

Even if we disagree with something someone says, we should still respect their right to say it. Debate should be encouraged, as opposed to banning words because one side is afraid of argument.

To ban words, even racist, sexist, or homophobic ones, is to ban thoughts, and to ban thoughts brings us one step closer to an Orwellian fantasy.

If words get banned because people are too cowardly to argue and then get “offended,” I fear to what extent this power could be abused.

— Kyle Smolko, grade 12

Even though the usage of certain scurrilous words should be restricted, this word list has gone too extreme.

Banning the usage of words like “dinosaur” or “birthday” just seems absurd and ridiculous.

Post-secondaries, among all the places, should be the most open-minded.

This movement to restrict words sounds like something an ancient despot would do. It is ironic for such a thing to happen in a country like America whose citizens are so proud of their rights of freedom.

— Ivy Xu, grade 12

Political correctness is certainly growing more prominent. I agree that at certain times, the idea of conformity can go overboard, but that does not change the



necessity of acknowledging individual rights and identity.

Referring to [Mike] Milliard’s comment on this movement not always being in a safe environment, I have to concur.

It is a sad truth that people do not always agree with one another, and there will always be brutish conflicts.

Students or adolescents have to realize that the world is bleak and self-serving as opposed to the happy-endings childhood paints it out to be.

Being over sensitive is an insidious killer.

— Matthew Lan, grade 12

In “Politics of political correctness goes too far at US post-secondary”, [Bryan] Jackson claims that, “University campuses have always been starting places for civil rights movements.”

He also states that, “There are certainly extremes in [the] movement, one can only deny the importance of it.”

I agree that people only deny the importance of the first step to change.

Although there is a lot of criticism against this movement, I believe that this step is essential in order for society to move forward.

— Solomon Song, grade 12

I believe that while the intentions of this movement may not be coming from a bad place, those who believe in shutting down all forms of discussion will greatly and negatively affect our future.

The infringement of the freedom of expression is just one of the many steps toward a fascist-like regime.

— Tina Doig, grade 12

In the article, “Politics of political correctness goes too far at US post-secondary” about political correctness, Michael Milliard says, “University students cannot be continually placed in a stifling bubble. They will not be forever protected by the university campus, which is something that this movement does not recognize.”

I agree with what Milliard says, because I think that people are too sensitive nowadays and need to toughen up in preparation for the real world.

— Justin Savage, grade 12

Re: Banned & Challenged Books

In the editorial article about banned and challenged books, it says that books with forms of censorship are banned at most US post-secondaries.

I disagree with this idea because some of the books that have been banned portray realistic examples of what happens in the world, and students should have knowledge about gender formalities.

— Gitty Khaliqi, grade 12

I understand that some contents in the books can be inappropriate for certain ages, but I believe that we are at an age where we can be mature enough to respect and learn from the content laid in front of us.

— Kelsey Hazelwood, grade 12

•The Edge welcomes letters to the editor. They can be given to any English teacher or sent to theEdge@sd43.bc.ca

Evergreen extension brings positive, negative change

Re: SkyTrain Evergreen extension rolling into Tri-Cities next Friday

I agree that the SkyTrain is going to make commuting more convenient as Jasmin Ghorbani says in the article, “SkyTrain Evergreen extension rolling into tri-cities next Friday.”

Unlike the buses, the new line will take shorter time for local residents to go through Vancouver, Burnaby, Surrey and the airport.

On the other hand, one must also consider the disadvantages that the new line brings to people. For the most part, the removal of the bus stations may bring negative results.

However, I think the advantages outweigh the disadvantages as students can easily participate in different events downtown or shop without facing the terrible traffic.

— Katherine Liu, grade 12

In Alirod Ameri’s article named “SkyTrain Evergreen extension rolling into tri-cities next Friday,” I was informed by the writer of

the removal of 97 B-line bus and that he did not think the retirement of the bus would have an impact on people in the community with their transiting from place to place.

I agree with this statement because the Evergreen extension will actually only take a total of 15 minutes to Lougheed station opposed to the 25 minute ride the 97 B-line would normally take.

I have to agree that the Evergreen extension will positively change how we commute as well as giving us a much quicker and more convenient way to travel from place to place.

— Kyla Kinna, grade 12

I really appreciate how the new SkyTrain station is bringing people delight and excitement. However, despite the fact that SkyTrains are much faster and come more frequently, I consider their existence in Coquitlam useless.

As we all see, the three stations are super close to each other – there’s really no need

to spend so much time and effort on it. Even when we didn’t have the station from central station to Lafarge Lake, it still didn’t take too much time on the way.

The appearance of the Evergreen line also comes with inevitable noise; it especially affects those exercising at the park.

But before the line starts, nobody can truly tell what its influence will be. Hopefully, it will be positive.

— Evelyn Chen, grade 12

I’m concerned that students who live nearby Lougheed need to spend extra time going to school, due to the elimination of the 97 B-line. The 97 B-line takes less time than the Skytrain since the Skytrain station is a bit further away from school.

Moreover, it might affect the quiet environment in Coquitlam, since it brings more people here. However, it might boost the economy here, bringing in more revenue to shops in the mall.

— Steffany Kong, grade 12

Students shine at national art portfolio day



FIERY STUDENT ART WORK: **Yannick Lo**, grade 12, created the art piece shown above and presented it at the National Art Portfolio Day. **Jessie Gao** and **Fanny Chang**, both grade 12, also showcased their art work on the day. These three artists are all students of the class, Art Careers 12.

TIANA ZHAO
Staff reporter

Gleneagle artists presented their work to their dream universities for the National Portfolio Day on December 3 at Emily Carr University.

Art students were welcomed to attend the event to receive reviews on their artwork from representatives of 27 institutions accredited by the National Association of

Schools of Art and Design.

“Rhode Island School of Design and California Institution of Arts are my dream schools,” said **Yannick Lo**, grade 12, “Hopefully, I’ll get a helpful interview,” added Lo.

National Portfolio Day is an opportunity for students to discuss their artwork with knowledgeable people from a variety of fine arts schools.

Although it is not an examination or

competition, some students still feel a lot of pressure.

“It is a great opportunity for me to hear what others have to say about my artwork,” said **Jessie Gao**, grade 12.

“To be perfectly honest, I am feeling quite anxious. Application deadlines for many art institutions are coming so soon, but I’m not even satisfied with my current pieces yet,” added Gao.

“Portfolio day means tons of stress,” said **Fanny Chang**, grade 12, “Knowing the fact that you might not be able to get [into a university] scares me. However, [portfolio day] can open my path in pursuing this career because the representatives might really like my work. So, it’s like go big or go home. But, as far as I’ve heard, [the representatives] are pretty nice,” added Chang.

To pursue an art career, Art Careers 12, a unique program in Gleneagle, helps serious students interested in pursuing a career in arts plan for their post-secondary entrance as well as helping them create their portfolios.

“I’m the type of person who’s much more confident with a brush and a palette than in an office full of formulas and numbers,” said Gao.

“It’s inspiring being surrounded by other aspiring artists with such different art styles,” said Lo, “It’s also very helpful in developing my portfolio, and learning what exactly should go into it. I’ve always loved art and anything that lets me be creative. I’m a very quiet person, so art provides a way for me to express my thoughts and emotions non-verbally,” added Lo.

“Art Careers 12 is like an open studio for students like me and the rest of my classmates who are wanting to go into art,” said Chang. “We can have the time to work on our portfolio in class, which is such a bonus. I’m glad that I’m in the class,” added Chang.

“Of course being a fine artist can have financial risks, but more than anything, I think overcoming others’ perceptions is the biggest challenge,” said Lo, “Some people don’t think it’s a valid career, or think it’s the ‘easy route’ for those incapable of an academically rigorous career,” concluded Lo.

Talons actors soar at final MetFest show

TIANA ZHAO
Staff reporter

Talons actors and actresses presented their MetFest play *One Way Ticket*, in the district theatre competition at Riverside secondary on December 2.

This year, Terry Fox secondary advanced to the Sears Fest with their play *Bittergirl*.

“It’s not the result we were hoping for, but we gave our best possible performance and it was well received,” said **Lyle Hendriks**, grade 12 and writer of the play.

Students performing at MetFest included **Waleed Hakeem**, **Katie Crompton**, **Hannah Denholm** and Hendriks, all grade 12, performing onstage, with **Natalie Rosner**, grade 11, voice acting offstage.

“I think the whole cast and crew felt a little bit of the pressure as the competition neared,” said Hakeem, grade 12, “But we had been doing a really good job of trusting ourselves to perform the best we can, as [Amy] Clausen says, to ‘give our gift’ to the audience,” remarked Hakeem.

“I hoped we could win because we have been working really hard,” said Crompton, “But so have the other schools. Even if we didn’t win, I am so happy with the work we have done and I am so proud of everyone involved,” added Crompton.

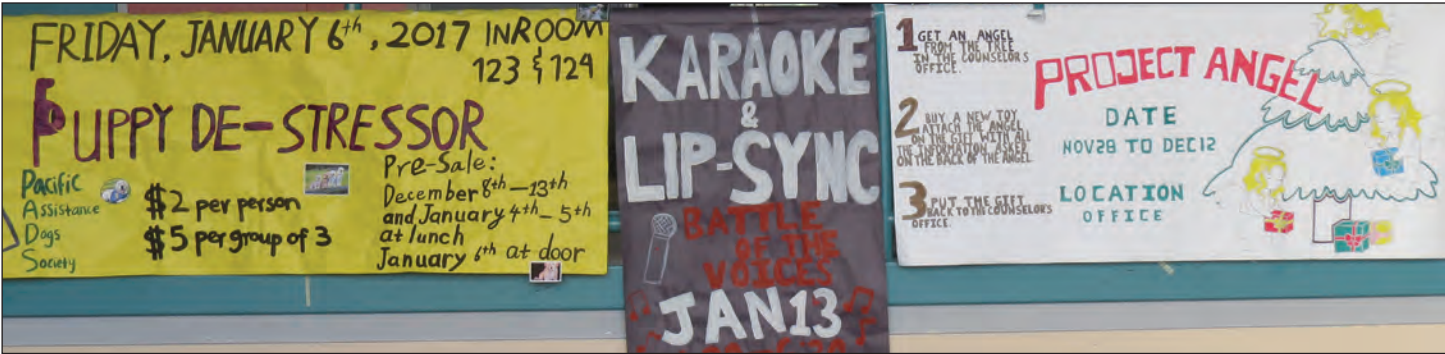
This is the last year for Hakeem, Crompton, Denholm and Hendriks to perform at MetFest as Gleneagle actors.

Compton feels future actors should savour every minute of the process.

“Don’t get too hung up on the competition. It’s such an incredible opportunity to learn and get to know people who share the same interests,” concluded Crompton.

SPIRITofGIVING@GLENEAGLE

While the holiday season often provides opportunities for giving back to others, lately there have been too many groups and organizatons leading to one reporter asking about an “oversaturated school community.”



BANNER OVERLOAD: It is not unusual for the front foyer to be crowded with banners competing for student attention for fundraising at this time of year. Edge columnist, **Jamie Fajber** yearns for more coordination between clubs, especially during the holiday season.

JAMIE FAJBER
Edge columnist

Snow is falling, but spirits are rising.

Charitable undertakings are common at Gleneagle in wintertime. In fact, in the past two weeks, the foyer and kiosk have seen a food drive, a clothing drive, and a book drive from various clubs around the school. Waffles have been created and hot chocolate churned out, all to raise money for great causes.

Of course, success between events varies wildly. The clothing drive received great

response, while the food drive had a tepid turn-out. The waffle sale sold out, whereas the hot chocolate sale had lots of inventory left over.

This is normal, and expected; not every fundraiser will be met with enthusiasm immediately.

However, the divergent levels of cooperation that the student body gives to each fundraiser is also due to the oversaturated school community.

Gleneagle has more clubs than any of our local contemporaries in the district. In addition to the already existing strong

leadership and business sphere in our school, it all combines into a tumultuous and busy landscape of projects.

Banners in the foyer overlap each other as they become too numerous to fit, and announcements are axed from TalonTalks as the morning ritual extends longer into the staff’s teaching time.

In part, this is due to the fact that fundraisers put on by leadership or business students are partially motivated by academic factors, and clubs sometimes push for fundraisers to justify their place in the school’s ecosystem.

Neither of those motives are bad, as they lead to charitable work being accomplished, but they are distinctly different from the intrinsic motivation to do good in the greater community.

Without unified purpose, the various committees end up clashing with their many and varied individual events, inevitably bringing about a more apathetic school community as student’s tune-out the constant wash.

And, in the bleak midwinter, when the needy are neediest, it is important to fight apathy and harness the unique passion that comes about in the holiday season, and make tangible positive impact.

Perhaps, as Gleneagle’s Christmas season winds down, the student leaders of the school can look forward to next year and consider consolidating their resources and combining initiatives to accomplish even more.

After all, this is Gleneagle Secondary: where the school’s collective energy seems limitless. With the capacity to create change, this special community can dive deeper into it’s own untapped potential, with just a little cooperation.

HOUSE
REPORT

Project angel
delivers hope
for children

ANIKA LEE
Staff reporter

With the holidays drawing closer, numerous student projects have propped up the past few weeks, all aiming to ameliorate the holiday season for others within the community. In particular, Gleneagle’s leadership 11 class, in partnership with Share society, has once again brought back the school classic project angel, which ran until Wednesday, December 14.

Project angel has been a continuous Gleneagle tradition for over a decade now, working to provide children in need with presents purchased by Gleneagle students and staff.

To take part in this initiative, students or staff members grabbed an angel from the Christmas tree in the counselling office and placed the angel back with a present for Share to distribute.

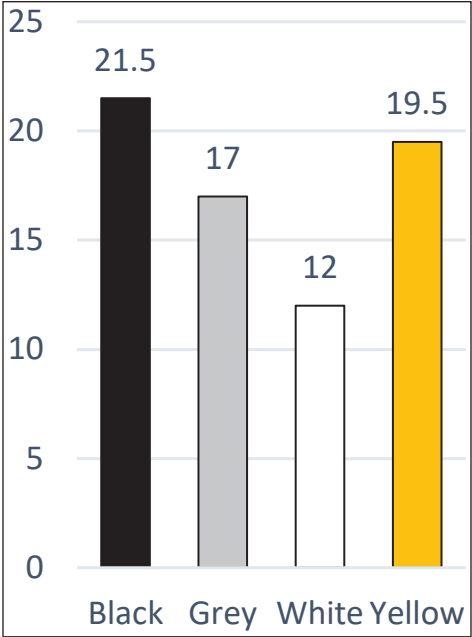
“Although many of the students within the project angel committee are quite new to leading these sorts of projects, I’m proud of how hard they’re working,” stated **Adam Hayes**, leadership teacher.

Like previous years, the leadership class announced they will provide pizza for the block 2 class that donates the largest amount of gifts. The team has deemed the winner of the contest to be the class of **Peter Poka**, socials teacher.

Poka’s block 2 class has donated over \$1,000 worth in gifts and cumulatively, his classes have raised around \$1,700. Furthermore, this year’s project angel initiative has collected around \$2,100 in gifts.

“I’m pleased that our class won. It really wasn’t about winning the contest, but rather about providing as many gifts as possible for these children,” stated **Rachel Wang**, grade 12. “We recognized that we really could make a large impact in the lives of these children and that was the true motivation,” added Wang.

“I chose to help other classes because project angel was an important project that everyone should become involved with,” said **Erika Lee**, grade 12. “Christmas is about giving and human compassion which is what Project angel embodies,” concluded Lee.



HOLIDAY WARMTH OVER HOT CHOCOLATE: Student services sold hot chocolate in order to raise funds for new kitchen supplies.

Student services serve up hot chocolate sales

JAMIE FAJBER
Staff reporter

Student Services embraced the Christmas spirit, with a hot chocolate sale on December 5-6.

Students assembled custom hot chocolate packages that were sold for \$2, going towards new and improved kitchen supplies for Gleneagle.

The students running the event had a chance to practice life skills, such as counting money and making sales.

It was also an opportunity for students to “be a more integrated piece of the Gleneagle community, as sometimes

[they] feel a little isolated in our corner of the school,” said **Anna Heffelfinger**, student services teacher.

Each student had different stories to tell about their sugary sales.

“[**Ken Cober**, principal] bought six different kinds of hot chocolate mix,” said **Georgina Knight**, grade 10. “He bought two, and ran out of money, so I made him go get some more!”

“The hot chocolate sale was a lot of fun, but it was really hard convincing students to buy the mix sometimes,” said **Amir Persaud-Barrance**, grade 9.

The group raised \$95.40 in what was “a big success for the team,” said Heffelfinger.

“We didn’t sell all of our products, but we got off to a great start and learned lots of lessons for our next entrepreneurial adventure. We weren’t sure how much interest there would be, but the kids did great,” added Heffelfinger.

In the near future, Heffelfinger hopes to see “more work with the clubs and groups in our school, such as business club, or entrepreneurship.” She noticed that student services have a lot of energy, but they would love to get some more expertise.”

The students that Heffelfinger works with have a diverse skillset, where “every kid brings a different talent to the table, which is awesome,” she concluded.

Christmas movie night spreads holiday cheer

CHRISTINE CHOE
Staff reporter

The leadership class screened the holiday classic *How the Grinch Stole Christmas* on December 2 to raise money for SHARE society.

Twenty students attended the event. “This year in terms of the number of attendees we did much better then the year before,” said **Amin Shafiei Zadeganefah**, grade 12 and event organizer.

Although there were technical difficulties including the projector malfunctioning, students were able to enjoy the film with snacks which further contributed to the Share donations.

Pizza, hot chocolate, and popcorn were supplied through a sponsorship from Papa John’s.

“I had an enjoyable night, even though not a lot of people attended it was a good

opportunity to take a break from school and get into the festive spirit,” said **Keya Bigdelou**, grade 11. “The food was especially good and everyone seemed to have had appreciated the night getting to watch a favourite for this time of the year.”

The movie night was organized to help families in need, during Christmas time specifically, earning over \$100 in ticket and food sales.

“We should especially give [at] this time of the year,” added Zadeganefah. “Christmas is a season of giving; it’s [when] people will come together as a family, spread kindness, and feel part of [what] is good enough for [them].”

It’s the cycle of humanity, if you do something good for someone, that generosity will come back to you sometime and someplace in your life when you least expect it,” said Zadeganefah.

Tickets were put into a draw for rewards

such as free pizza and front row seats to the movie.

“I hoped to have seen more people, but at the ticket sales at the kiosk a lot of the traffic was lost as hot chocolate and the winter dance sales were happening at the same time,” said **Kevin Zhou**, grade 10 and event coordinator.

“I advise future coordinators to come up with a different approach to get the students involved and also consider the movie choice since it should satisfy the target to entertain mature teens,” added Zadeganefah.

Apart from the technical delay the event ran smoothly. “The main motive for us was spreading school spirit, raising donations and helping those families in need, and challenging ourselves. I think I speak for all the organizers that we were able to achieve this and we thank everyone that came out,” said Zadeganefah.

HEY, THAT’S A GREAT IDEA!

If you have ideas, comments or suggestions regarding the Houses or events relating to the House system, please add them below. All constructive, thoughtful feedback will be discussed at Committee meetings.



SCAN THIS



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BREAKING OUT INTO DANCE: Two grade 11s show off their dances moves at the Winter Formal

CARMEN KIM PHOTO

Gleneagle transforms into Whoville at Winter Formal

• Continued from page 1

“I am so pleased with the general members and **James Situ** [grade 12, and executive of design] because they created such stunning, big and flamboyant decorations in the foyer, and at the dance,” remarked Ahn.

A recurring problem of the dances at Gleneagle has been the lack of attendance of students.

Park believes that “if we got more people from the school interested to come, we could have opened up the whole gym to avoid the problem of trying to fill up the space and making the crowd more compact.”

For the past dances including this year, the gymnasium was divided by a wall in the middle.

“Since only around a quarter of the school attended the dance there was loss in potential for the event, the increase in attendees opens up so many more opportunities since we get a bigger budget,” said Park.

The winter formal is an annual event for Gleneagle that is anticipated every year.

“It is a really good opportunity for students to come together and unwind for a night, have fun, and dance with their friends,” said Park. “The dance raises

school spirit and is a rare time where all the cliques, grades disappear as you get to meet new people and dance in unison.”

“I also believe in the importance of the process and the learning experiences the general members would gain from the dance,” said Ahn. “There was a lot of initiative that was taken on the spot, the amount of focus and dedication that we put in paid off and it made up for all the minor road blocks we had prior to the event.”

“We couldn’t have done it without the collective support of the volunteers, members, and of course the teachers,” concluded Ahn.

SPOTLIGHTonSOUND

Film 12 students zoom to first at film festival for sound design



PRINTED WITH PERMISSION OF ZOOM FILM FESTIVAL

WALKING THE RED CARPET: A grade 11 and four other grade 12s display their award for best sound design at the Zoom Film Festival

BRAEDEN MANDRUSIAK
Staff Reporter

Film 12 students **Zack Alves, Dominic Kwok, Sina Soltani, Byron Stump**, all grade 12, and **Alex Ballantyne**, grade 11, won the “Best Sound Design” award

for their film “Solecism” at the Zoom Film Festival on November 26 at Mulgrave School in West Vancouver. All submissions were produced in just 48 hours.

“To be honest, we weren’t expecting to win an award at all because we put in a lot of effort, but we didn’t think it would be good

enough, and once we heard our name, we just ran over to the stage,” said Soltani.

“I am happy for them that they won this award but I am also quite proud of the fact that they gave up a weekend to do this and were rewarded for their efforts,” said **Jodey Udell**, information technology teacher.

NEWSinBrief

Art club lights up library for Christmas

Gleneagle’s art club has been working on decorating the library to create a holiday atmosphere.

Not only are paper snowflakes displayed, but members of the club also had a chance to submit their original designs for the window paintings.

“It’s fun getting to use artwork as a way to brighten the school and get everyone excited for Christmas,” said **Yannie Lo**, grade 12 and art club member.

Art club will continue to paint the library windows with the change in seasons.

– Jenny Bi

Friendship program promotes Japanese-Canadian ties

Eight students have been selected from over 50 applicants to participate in the upcoming Japan trip happening from January 26 to February 3.

The Friendship Ties program is an international initiative partnered with the government of Japan that fully funds a 9-day trip for selected students.

“The students will be able to learn about Japanese culture, history, economics, and environmentalism,” said **Doug Mancell**, Japanese teacher.

“They can bring the knowledge back and disseminate that knowledge to other Canadians,” added Mancell.

– Jenny Bi

Children of staff celebrate Christmas at Gleneagle

To help spread Christmas joy, the children of various Gleneagle staff members attended a Christmas party on December 8 at the school library.

The party consisted of a variety of activities for the children and staff members, including decorating cookies, making “reindeer dust,” colouring Christmas pictures, and playing hide-and-seek.

“My son enjoyed the cookie decorating the most because he loves sugar,” said **Clarissa Dingle**, English teacher and mother of **Hudson Dingle**, age 3.

The highlight of the party was the visit from Santa Claus, played by **Roberto Ramogida**, science teacher.

Ramogida and his elves, played by volunteers **Dylan O’Brien**, grade 11, and **Kelsey Hazelwood**, grade 12, delivered presents for the children that the staff members had prepared.

“I was very nervous at the beginning, but once I got the Santa suit on, and once I saw the kids’ faces, I saw the true joy in their eyes,” said Ramogida.

“They all believed that I was Santa and it was magical,” added Ramogida.

The main organizer of the Christmas party was **Kathryn Kurylo**, Spanish teacher.

“[The party] is a great way for staff to get together and meet each other’s families,” said Kurylo.

“There are no real opportunities for that, so it is nice to see people’s spouses or partners and the kids that are in their life,” added Kurylo.

– Sydney Ko

ONtheCOURT

Junior girls set for candy cane tourney

CLAIRE MOON
Staff reporter

The junior girls’ basketball team is preparing to face seven other teams in the Candy Cane opener, an annual tournament from December 15-16.

The team’s lost started the season with four consesutive losses. 44-24 against Pitt Meadows, 54-47 against Burnaby Mountain, 40-30 against Centennial, and 32-16 against Terry Fox

The team hopes to perform well at the candy cane tournament today, but their competition is tough.

“There are a lot of top-ranked teams participating from around BC,” remarked Anderson. “It’ll be a good experience for the girls; they’ll see what a really good level of basketball is,” said **Patty Anderson**, teacher.

Senior boys net third at exhibition tourney

MARTIN KIM
Staff reporter

The Senior Boys basketball team finished third in an exhibition tournament hosted at Westview Secondary on December 1st.

The boy beat Langley secondary 52 - 48 then lost to Seycove secondary .

They boys then played Elgin Park secondary in their final game of the tournament, closing with a strong win.

After the tournament finished, it was announced that **Ashkean Tabrizi**, grade 11 key was placed on the all-tournament first team.

“The team has improved their shooting and the players are coming together as a team,” said Tabrizi.

The boys play their next game during a tournament at Archbishop Carney Secondary, in January.

Senior girls net third at exhibition tourney

KEVIN ZOU
Staff reporter

The senior girls’ basketball team hosted the Tri-City opener basketball tournament on December 1-3. 10 teams participated in the event.

The girls’ basketball team ended with record of 0-2 with a 48-56 loss to Penticton secondary and a 38-48 loss to Fraser Heights secondary.

The team also played an extra exhibition game against Holy Cross Secondary filling in for another team that originally registered for the tournament but later forfeited.

Missing from all games was star player and future University of Toronto signee **Sara Knowles**, grade 12, due to injury.

This tournament marks the beginning of the senior girls’ basketball season and the team feels very optimistic about their season.

“I think we’re doing well so far considering it is still the beginning of the season.” said **Alyssa Turcott**, grade 11.

“I think we’re doing well from where we are but we still got a lot of work to do,” said **Mikayla Bordignon**, grade 11.



DOMINATING ON THE MAT: A grade 12, grapples a Pinetree student to the ground in the recent district takedown focused competition on December 8. He was one of five seniors our of fourteen wrestlers on this year’s team.

Wrestlers tustle during takedown tournament

SYDNEY KO
Staff reporter

The wrestling team participated in their first tournament on December 8 at Burnaby Central secondary.

At the tournament, fourteen wrestler competed in nine matches.

Samuel Yi, grade 12, won all of his matches, while **Sean Del Rosario**, grade 9, won eight matches. **Mark Fowler**, grade 12, was also successful at the tournament with 6 wins.

“I was confident going into the tournament and had success in my matches,” said Yi.

“We all wrestled hard and we got a lot of good takedowns in,” said **Aileen Zhang**, grade 10, “The team, and especially the boys team, all did really well and I’m really proud of everyone,” added Zhang.

In preparation for the tournament, the wrestling team had been practising on Monday and Wednesday before school, and

Thursday after school.

“We’ve been focusing on takedowns during our practices,” said **Collin Chung**, wrestling coach. “This tournament is a takedown tournament, where they are counting the number of takedowns. They are not counting the technical points that are scored on the mat,” added Chung.

Last season, the wrestling team was successful with four girls qualifying for the BC championships.

Qualifying athletes were Zhang, **Emily Garcia**, grade 10, **Hannah Wood**, grade 11, and **Beatriz Roque**, grade 12.

At the BC championships, Wood placed sixth in the province.

“I was honestly really surprised that I did well, and also pretty proud,” said Wood, “The year before, I lost most of my matches, so coming sixth in the province was something I never even dreamed of.”

“It does put a bit of pressure on me this year,” added Wood, “I’m hoping to improve even more this season and I’m also really

looking forward to seeing everyone else improve in their own skills.”

According to the athletes, the team has grown since last year, with an increased number of new and returning wrestlers.

“In my grade 9 year, I think that we had only four people on the team and now I think we have around 20 members, which is really good,” said Wood.

“In the past four years, we hadn’t had huge numbers,” added Chung, “This year we have a few returning wrestlers, which is great because they help each other and help their teammates.”

Wrestlers also competed in the War on the Floor tournament on December 15-16 at Pinetree Secondary School.

Novice athletes wrestled on December 15, while elite athletes, who placed at the BC championships last year, will be wrestling today. This tournament has the most number of young athletes , compared to other wrestling tournaments.

Results were unavailable at press time.

Ski, snowboard club starts season at Whistler

ALIROD AMERI
Staff reporter

The Ski and snowboard club enjoyed favourable conditions during their first trip to Whistler Blackcomb on December 10.

Recent cold conditions meant that there was lots of snowfall up in the mountains, and on Saturday there was 10 centimetres of snow. **Cameron Aasman**, grade 11, described the conditions as “absolutely terrific.”

Brian Unger, a sponsor of the club, described the trip as “one of the best early season days we’ve ever had.”

Students of all ability levels came on the trip. Rentals were available for those who didn’t have their own gear.

“It’s setting up to be a fantastic ski season, and we have a remarkable number of grade 9 skiers and boarders this year,” added Unger.

Griffin Wong, grade 12, enjoyed being able “to finally get back out there and ride,” and felt that “overall, it was a good trip.”

The weather was snowy throughout the day, and this meant that there was fresh powder on the mountain during the trip. “All the runs had just an absolute perfect amount [of snow],” said **Dylan O’Brien**, grade 11.

In addition to Unger, the club is also sponsored by **Bryan Jackson**. Registration occurs every November, with students paying \$95 for each trip, with equipment rentals available for an extra \$20.

Students came to the school at 6 a.m. on Saturday, and boarded the bus for what is usually a two hour ride north to the mountains. However, snow on the Sea to Sky highway delayed arrival by almost an hour.

The trip back to Coquitlam was even longer, taking a record time of 3 hours and 50 minutes. Heavy snow on the highway, especially the portion between Whistler and Squamish caused the bus to travel at a slow speed of 50 km/h. Multiple accidents on the highway in Vancouver added to the delays. Despite the late arrival, students still had an enjoyable time.

Aasman was “happy that we managed to beat the previous record for the longest ride home.”

“We encountered challenging driving conditions and two separate accidents, meaning that we returned to the school later than we ever had for a school ski trip, but at least we had a great day on the slopes,” remarked Unger.

“Even though the bus rides were incredibly long, they were definitely worth being able to go on the trip, have fun and meet new people,” added O’Brien. “My favourite part was hitting a drop, I want to try it again.”

The ski and snowboard club still has two upcoming day trips on January 21th and February 25th.

“We still have spots for the two trips coming up,” said Unger. Students wishing to register for a trip can come to room 124 and meet with Unger to acquire registration forms.

“It’s a great club to join for every skill level,” concluded Aasman.