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**LAYING IT ALL ON THE LINE:** A grade 11, strikes a determined pose during the “Luck Be a Lady” musical number from Gleneagle’s mainstage performance of *Guys and Dolls*. The play opened last night for a two week run, that has already sold out both Friday shows and looks to have the Wednesday and Thursday performances sold out as well.

## Guys & Dolls opens with sold out shows

**JENNY BI**  
Staff reporter

Gleneagle’s *Guys and Dolls* musical opened last night for its two week run with tickets already sold out for both Friday shows and the remaining Wednesday and Thursday shows selling fast.

Over 30 actors have spent the last eight months perfecting the play to make it a memorable and profitable show.

“The play is unlike anything we have done in the past few years in that it captures a more traditional side of musical theatre that we hope the audience will be able to appreciate,” said **Elyssa Bingham**, grade 11 and lead sound technician for the theatre production class.

The play follows the story of Nathan Detroit, played by **Cailum Kokotilo-moen**, grade 11, who runs a floating crap game, and his long-time fiancée Miss Adelaide, played by **Kristen De Los Reyes**, grade 12.

To rent a safe place to run his crap game and avoid the police, Nathan makes a bet with well-known gambler Sky Masterson, played by **Connor Attridge**, grade 11, that he cannot take Sergeant Sarah Brown, played by **Claire Lundin**, grade 12, to

Havana, Cuba. Various trials and tribulations ensue, to make everything work out in the end for both couples.

Apart from the action on stage with the actors, there are also over 30 students who deal with the behind the scene aspects in the theatre production class.

“Theatre production is in charge of setting the stage for the musical to frame the actors,” said Bingham. “The crew has put in lots of extra hours to redo the light hang and install a new mic system,” added Bingham.

“We do everything that an actor or director cannot do; theatre production makes all the sets, costumes, props, and designs all the lights and sound,” said **Jordan Chambers**, grade 11 and head of costumes.

“During show time, my job is to confirm all the props and set pieces are pre-set and ready to go,” said **Sarah Nelson**, grade 11 stage manager. “I make sure everyone, including techs, actors, front of the house, and teachers, are ready, and try to fix or prevent unexpected situations backstage.”

Though musical theatre and theatre production depend on each other, interactions between the two can be limited at times.

“We all respect each other and our individual jobs, but we don’t spend enough

time together to fully build a strong bond between the two classes,” said Bingham.

“Over the year, we’ve gotten to know each other. Sometimes that can be hard because we’re working in different areas and parts, but we need each other,” said **Amy Clausen**, director of the play.

“No one can do this alone; we need to work with each other to make the show awesome,” continued Clausen.

With a powerful opening night, the cast and crew of *Guys and Dolls* anticipates more success to come in both tickets sales and in atmosphere.

“I think the mixture of lighthearted, funny pieces and deep, meaningful pieces make it a very well-rounded play that is enjoyable to watch,” added Bingham.

“I’ve seen first-hand how incredibly hard all the actors and theatre production have worked to bring together an amazing musical,” said Nelson. “I think everyone who goes to see the show will absolutely love it!” added Nelson.

*Guys and Dolls* will continue to run today and tomorrow, as well as Wednesday to Friday next week at 7pm inside the MPR. Limited tickets are on sale for \$15 for adults and \$8 for students.

## New schedule adds fifth block, proposed new learning time

**TIANA ZHAO**  
Staff reporter

Next year’s Gleneagle bell schedule will look dramatically different with the inclusion of a fifth block and a possible proposed customized learning for students.

The time schedule follows that of most schools in SD43 and is aimed at creating more time slots for classes. Under the current timetable, there is not enough room for all courses to run due to restored contract language for class size and composition.

Students were informed about the timetable changes yesterday at their wings class and student opinion is divided.

Some students value the increased opportunities and course flexibility that the new schedule provides.

“The new bell schedule provides us with more opportunities to get the courses we want, and flexibility in time management,” said **George Wang**, grade 11.

“Student and staff might relieve the stress and concentration during the off block so they can increase their work quality in the following blocks,” added Wang.

On the other hand, other students believe that the time schedule will create more distractions than solve problems.

“I think that these changes will be very disruptive to the school and will take a while to start becoming a routine for students, teachers and admins,” said **Lucas Hung**, grade 9.

Smaller class composition not only creates further space for classes in the timetable, but also allows teachers to become more involved with their students.

With fewer students, teachers can provide more attention to individual students, especially for individual education plan students, ESL student, gifted students, and those handling mental health issues.

“If there are students who have special needs, then [the new schedule] would make teacher’s lives a lot easier,” mentioned **Travis Kung**, grade 10. “If the class size was smaller, the teacher can have more time to focus on those students.”

“I support the idea of having a smaller classroom size,” stated **Audrey Har**, grade 11. “Everybody has different learning styles and I think these new changes can help teachers cater to students’ needs better.”

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## INSIDE

**YOUTH AND MENTAL HEALTH AWARENESS:** Alarming statistics about youth and mental health awareness raise important questions about resource availability.

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**SR. GIRLS RUGBY:** Senior girls rugby defeats Chilliwack secondary 22-5 and heads off to play offs.

**HULLABALOO CHAMPIONS:** Gleneagle’s slam poetry team wins first place for second year in a row at provincial poetry championship championships.



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## ONtheCALENDAR

- MAY 4** Grad guest forms due
- MAY 12** Valedictorian nomination forms due
- MAY 19** District Pro-D Day
- MAY 22** Victoria Day: school not in session
- MAY 24** Grad Dinner/Dance tickets on sale
- MAY 26** Finals for valedictorian speeches & Spring Carnival





# Youth mental health stigma, concerns

Mental illness among youth is prevalent; yet is still an issue that remains stigmatized which can stop youth from seeking and attaining the professional help they need.

With many mental-health related events at Glenagle including Talk to Me and the Youth Mental Wellness Fair, there seems to be a demand for some type of platforms for youth to speak out about mental health.

These events seek to lessen the stigma, and also look for long-term mental health services to be made available.

Youth are especially at risk of having mental health issues and can be greatly impacted by mental health, so mental health care is an important part of education, and should be included in school as a consistent subject rather than being tacked on to the end of a course.

A study in 2012 found that more youth, aged 15 to 24, met the criteria for mood disorders and substance use disorders more than any other age group.

Youth are at risk of having mental illnesses and disorders as they may feel pressure at school, at home, or in social groups.

However, they do not have the resources or experience to deal with issues in the way an adult would.

This can be contributing factors to youth metal health issues specifically, however, “a complex interplay of genetic, biological, personality and environmental factors,” all contribute to mental illnesses according to the Canadian Mental Health Association.

Mental illnesses are common among youth. Suicide is currently the leading cause of death in 15-24 year old Canadians, and Canada has the third highest suicide youth suicide rate in the industrialized world.

In a survey released by the Center for Addiction and Mental Health in 2016, there was an increase in the amount of students

“ Though there is more awareness of mental illnesses and more mental health services available now than ever before, only one in five youth in Canada who need mental health services receive them.”

that reported elevated levels of physiological distress, from 24% in 2013 to 34% in 2014.

Mental illness indirectly impacts all Canadians at some time through family, friends, or colleagues and this impact is seemingly increasing, but that may not be true.

While most mental illnesses were steadily rising between 1930-1990, after that point, some mental illnesses continued to increase while others declined.

Some sources say that mental illnesses increased because “researchers weren’t very good at collecting data on mental illness back in the ‘60s and ‘70s, when the baby boomers were in their late teens and 20s,” according to **Maanvi Singh**, a columnist for NPR.

The decline of some mental illnesses has been attributed by multiple sources to more education on the topic and the fact that certain

mental illnesses have become more accepted. In the past 20 years there have been changing demographics, and increased availability of mental health resources.

Though there is more awareness of mental illnesses and more mental health services available now than ever before, only one in five youth in Canada who need mental health services receive them according to the Canadian Mental Health Association.

Accessibility to resources and professional aids have not changed to adjust to the changing demographic of Canada, and there are still few options for those who struggle with mental illnesses. Many of the programs offered by organizations and the government may be over used, or may be inconsistent.

In cases of an emergency, there are resources like the Crisis Centre, the Kids Help Phone, and the Youth in BC Chat.

There are drop-in clinics, periodical workshops, non-emergency talk lines, support groups and online resources available to those who need it.

However, there are few long-term public mental health services available to youth, which is a big issue. School district 43 currently has none of its own mental-health related programs running, and refers to other online resources on its website.

While online resources, support groups, and other services can be helpful, mental health services that are meant for long-term use and that are personalized are simply not attainable for students through free, public programs.



# Trigger jokes cause more harm than fun for mental illness sufferers

**AILEEN ZHANG**  
*Edge columnist*

Trigger jokes have become common in society today but they prove to result in more harm than fun.

Being triggered is a psychological term describing how a specific object, person, phrase, or other stimulant causes an emotional response related to a traumatic experience often resulting in a panic attack where the person believes that they are in immediate danger.

This term is often associated with mental illnesses, such as post-traumatic stress disorder.

“For people with PTSD, it is very common for their memories to be triggered by sights, sounds, smells or even feelings that they experience,” said **David Riggs**, executive director of the Center for

Deployment Psychology at the Uniformed Services University of the Health Sciences. “These triggers can bring back memories of the trauma and cause intense emotional and physical reactions, such as raised heart rate, sweating and muscle tension,” noted Riggs.

Despite the apparent gravity of this relation, many people have been using the word triggered in situations.

This trend began due to the belief that trigger warnings are a way for “special snowflakes” who want to be unique to censor conversations

that oppose their views and as a response to the frequent and inaccurate use of this term that some may deem excessive.

While these jokes do not come

“ While these jokes do not come from a place of malice and ill intent, they still play a key role to the dismissal of mental illnesses.”

—Aileen Zhang  
*Edge columnist*

of trigger warnings, which is to let audiences know that content that may be distressing to some viewers will appear. By doing this, it turns them into exactly that: a joke.

Joking about being triggered is a form of ableism, a behavior that contributes to favoring or setting a baseline of normalcy around able-bodied and able-minded people.

By making it an object of ridicule, the usage of triggered outside of its actual intent minimizes people’s trauma and their reactions. This results in sufferers of

trauma to question whether their experiences are legitimate, which is a form of manipulation called gaslighting.

“Gaslighting is commonly used to discredit the lived experiences of mentally ill and neurodivergent folks, which is both abusive and ableist,” said **Kris Nelson**, therapist.

This is not to say that people who joke about being triggered are horrible people who wish to hurt those with mental illnesses. Most people making these jokes simply do not understand the effects of their joke.

No matter how innocent the intent, the implications of joking about being triggered are harmful and diminish those who struggle with triggers every day. Perhaps it is time to not make mental health the punchline to someone’s joke.


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TALONSTalk

With a commentary reporter questioning about the legal driving age, *The Edge* asked:  
“Do you feel raising the driving age would lower car accidents?”


“ I don’t think that raising the driving age will have much difference because there is always the chance of human error.”  
— grade 11


ARTONA

“ I think the driving age should stay the same because people like me turning 16 will not get the chance to drive.”  
— grade 10


ARTONA

“ Raising the driving age won’t make a difference. I think it should be mandatory to take a driving course to help to be defensive and aware.”  
— grade 12


ARTONA

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“ Yes, it would lower accidents but I don’t want the age to be raised because I want to drive as soon as possible.”  
— grade 9

ARTONA

“ No, I don’t think raising the driving age would lower accidents because driving is based off experience not age.”  
— grade 10

ARTONA

“ Yes, you would think people would take it more seriously. Although age is not the issue, texting while driving is.”  
— Joanna Horvath  
work experience teacher

Raising driving age has potential to lower traffic accidents, deaths

**KEVIN ZOU**  
*Edge columnist*

In British Columbia, the legal eligibility for a Class 7L Learner’s Permit is sixteen. At the age of sixteen, anyone is able to take the computerized knowledge test at any ICBC service centre. In order to be able to drive after receiving the Class 7L Learner’s Permit, a fully licensed 25 years or older age adult must be present. These qualifications have helped improve the roads but many accidents are still occurring and the driving age may be a factor towards many accidents. There are a lot of pros and cons for raising the driving age and many drivers feel that in order to make roads safer the driving age should be raised. On February 12, 2012, 15 year old **Shanjeev Sharma** was hit to death near Maple Ridge by a 17 year old who was violating the ICBC driving restrictions. The incident caused a lot of questioning

and the thought of raising the driving age. “You can’t drink until you are 19, you can’t buy cigarettes until you are 19, but you can drive when you’re 16 and a car can be pretty dangerous. It’s hard to put every-

incident. MADD Canada also states that 16 to 19 year olds are injured more than any other age group. The organization concludes that the main reasons that cause these accidents are lack of maturity and experience. BCAA also concluded that car crashes are the leading cause of death among 16-19 year olds in British Columbia with thousands injured every year. A major cause of crashes in BC is due to the lack-of experience. Too many teens are too eager to drive and rush into learning how to drive. This may lead to improper driving knowledge and techniques. Immaturity is

also a cause to the occurring accidents in British Columbia. Youth also tend to be risk takers and make less cautious decisions. Some teens are not able to make the right judgments, such as the driving under the influence, leading to fatal results. Teenagers also tend to be more distracted by their phones causing careless driving. To solve the problem of inexperience and immaturity, ICBC is deciding to increase the time to obtain a full driver’s license. Many younger people, however, feel that the driving age should stay the same. “I feel that the older you learn to do something, the harder it is,” said **Michael Choi**, grade 10. “Having a car is much more convenient than busing or walking,” added Choi. After much speculation, should the driving age be raised? Young drivers need to consider their decisions and take responsibility over their actions in order for the legal driving age to stay the same.

“ Young drivers need to consider their decisions and take responsibility over their actions in order for the legal driving age to stay the same.”  
—Kevin Zou  
Edge columnist

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ARTONA

LETTERS to the EDITOR


**Re: From head to heart youth mental health awareness fair**  
I was excited to read the article by **Christine Choe** on the Youth Mental Wellness fair. I completely agree with wanting to “lessen the stigma around mental health”. I think it’s important for us as a school to encourage and help those who struggle with mental illnesses. By holding events like this, we are providing support and creating a welcoming environment so people don’t feel alone.  
—Bernice Mau, grade 10

**Re: Students set to run for Terry Fox**  
I enjoyed reading the piece on the Terry Fox Run by **Anika Lee**, but I do not agree with what **Nicki Karamloo** said about how the smallest donation can save someone’s life. A lot of people don’t know where the money actually goes when donated. What the Terry Fox Foundation does is take a portion of the money to pay staff, so you could just be paying someone’s salary. The money that does go to research is only used for adult cancer research and not children. I personally think they should spend more money on child cancer, and until they do I will not donate to them.  
—Grayson Davis, grade 9

**Re: Book perpetuating gender stereotypes oversimplifies relationships**  
I was glad to see this article in the last edition of *The Edge*. I agree with **Anika Lee** when she writes “Overall, this book would benefit from some massive revamping”, I feel that these ideas of all men being logical and calm and all women being overly sensitive and emotional have been forced upon us. We get these ideas shown to us not only in books but in TV shows and movies. These ideas restrict people from acting how they truly feel, and that is especially true with our age group. At our age we are already restricted from being how we want by others and adding ideas doesn’t help in any way. I personally disagree with what these books, TV shows and movies tell us because a woman doesn’t wake up thinking, “today I will be overly sensitive about everything because I am a woman” and a man doesn’t wake up thinking, “I’m not going to care about anything because I’m a man”. People act and react according to the situation not their gender.  
—Katherina Kouznetsova, grade 11

**Re: Students swabbed to potentially save lives through stem cells**  
I am glad to see more and more people trying to register as potential donors for stem cells. Although there is precise and detailed information about stem cells provided all around, a large number of people still don’t understand the significance of donating stem cells. They are horrified in the first place by the unfamiliar term “stem cells” and unwilling to take risks in participating in the activity which is full of the unknown. Their lack of knowledge of stem cell and the easy process of donation hinders their willingness to be a potential donor. Donating stem cells should really be advocated, regarding the fact that we may never be chosen to match a patient in our lifetime. Just as what Kate Sun said, “You are somebody’s only hope.”  
—Amy Shao, grade 11

**Re: Amount of illegal asylum seekers crossing border must be controlled**  
I agree that the amount of immigrants coming in should be controlled because ultimately we should ensure that there’s enough resources & housing space for Canadian citizens. I understand why some Americans are



worried about where they live with their new president but I feel that they tend to over react a bit.  
—Brandon Martin, grade 11

**Re: Work experience invites students to explore careers**  
I agree with the quote, “high school is the time for students to start thinking about what career they want in the future.” This is very important because many people play it off and by the time they graduate they are lost for what they want to do.  
—Noah Giles, grade 9

*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 an English teacher.*



# Possibilities come alive for student with RCMP program

MARTIN KIM  
Staff reporter

Most people wait years, if not a lifetime, for their dreams to come true. Yet for **Jeffery Fregin**, grade 12, over spring break and in the subsequent months he has acheived his dream of being involved in policing.

Last year, Fregin approached **Anna Heffelfinger**, student services teacher, to discuss opportunities for work experience.

Fregin was initially placed to work in a daycare, however he did not enjoy the placement as “kids weren’t his thing,” said Heffelfinger.

Fregin reflected that he wanted to become a police officer in the future, prompting the possibility to work with the community police station.

Fregin and Heffelfinger talked back and forth with the police station, working with liaison officer **Nicole Cairns** for the past 12 months to try and line up the right schedule.

Along the way, Jeffery persevered through

multiple bumps in the road, such as how his motor chair stopped working and his communication device broke.

As of mid-April, Fregin and the police station had their first meeting that went well.

Fregin now goes out every Tuesday with his EA support and the community police officers to local businesses in the area to ask about crime in the area and to collect data about crimes people may have witnessed.

Fregin then takes the data he has collected and sends it back to the police station.

According to Heffelfinger, “the program has gotten such positive feedback that [Fregin] has inspired other people who previously wouldn’t be able to do the program.” Fregin now has a program he has helped create that will help other students who want to get involved.

Fregin’s hope is to continue his work experience with the police station throughout the summer and hopefully continue next year when he’s back.

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Jeffery Fregin  
grade 12



Anna Heffelfinger  
teacher



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**FINDING PASSION THROUGH VOLUNTEERING:** A grade 12, had the opportunity to assist RCMP officers collect data on crimes local businesses have witnessed. His experience was extremely positive, encouraging others to get involved as well.

## HOUSE REPORT

### Coin war set to earn long overdue points

JENNY BI  
Staff reporter

As school enters the month of May, Me to We provides us with another opportunity to get involved with the school community and score points for our houses.

The annual coin war will be running until tomorrow after school in the foyer, with all proceeds going to BC wigs for kids foundation to subsidize the cost of wigs for children suffering from severe illnesses.

The rules of the coin war are easy: A coin or bill donation more than \$1 will earn positive points for your house, while coin donations less than \$1 will allow staff and students to sabotage another house.

At the end of the year, a big house prize will be rewarded to the house that gained the most points throughout the school year.

Unfortunately, there has been no changes to house points over the last three months.

Many events have been held since March including the continuing intramural events, hoops for Terry, the grade 12 slumber party, and the most recent HYPE tent city scavenger hunt. However, none of these events either incorporated the house point system or points were inadvertently not recorded.

The system was created to encourage more inclusiveness in the school community, but students seem to have lost the initial amount of interest as the year went on.

With about five weeks left of the academic year, there is still some time to contribute towards house points before the final tally.

## Douglas program explores career options

CHRISTINE CHOE  
Staff reporter

Graduating and moving on to attend post-secondary school may seem too out of reach, especially when struggling to keep up with the work-intensive and time-demanding graduate year of high school.

It is difficult to stay motivated when the road ahead is unclear. Students sometimes cannot find answers supporting their doubts of the career they hope to pursue, or the major they would like to study in post-secondary.

The Education Reboot program is a free program which provides an opportunity for students to explore their career options, adapt to the post-secondary environment, and receive training to develop their skills that can be applied at school or at a workplace.

The 12-week program is open to students aged 18-20 who have attended or are currently attending an SD43 high school.

“It is for students who feel a little disenfranchised with high school and feel like they aren’t capable of post-secondary education,” said counselor **Corie McRae**. “It’s a program for them to get a little excited for college.”

The Education Reboot program also provides an opportunity for high school students who were unsuccessful in graduating on time to reboot their education and interest in schooling.

“Students should take on this opportunity if they feel frustrated at being unable to finish high school but want to move forward in life and improve their chance of a career that suits their personality,” said **Peter Wilkins**, coordinator of the Douglas College Reboot Program.

Students can talk to their counselor if they are interested, but must be referred by their counselor to participate in the program.

**Nathan Kovacs** is a grade 12 student who found out about the program through his counselor.

“The reasons I wanted to participate in this program was because I needed the credits and thought it would be nice to experience college,” said Kovacs. “Also, it gets me away from high school and teaches me to grow in maturity to meet deadlines and work with other students,” added Kovacs.

Kovacs, like most grade 12’s, faces stress about what is to come in the future.

“I’m stressed about graduation, but this [program] was able to put into perspective what college would look like, and it made me realize that this is an option for me,” said Kovacs. “It was a really good class, looking back at it. Just getting to go to classes that I would have never even would have considered to take in post-secondary is something valuable that I can take away.”

“I’m stressed about graduation, but this [program] was able to put into perspective what college would look like, and it made me realize that this is an option for me.”

Nathan Kovacs  
grade 12

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to be a nurse so we got the chance to attend nursing classes. It’s crazy that they go to these great lengths to teach kids to plan and help find a career.”

“Getting a taste of what being in college is like has been important to the participants,” commented Wilkins. “We arrange for college tours, class visits, and short presentations from support staff. Learning what kind of support the college offers to its students gives participants confidence that they won’t be cast adrift.”

Participants create an education plan and career portfolio of their objectives and skills at the end of the program. Many then gain the motivation and skills to attend post-secondary school.

“Students get the confidence they need to enter a post-secondary institution,” said Wilkins. “The program is not magic. Participants need to be ready to change their habits and attitudes a bit to succeed. We don’t care if they come to Douglas or not—though many do—just that they learn they can go on regardless of how successful they are in high school,” added Wilkins.

Gleneagle student Kovacs was able to gain just that through the training and experience of the program and now sees his future a lot clearer and closer.

“I want to own my own business in the future, right now I am thinking of going into Douglas and doing a university transcript from Douglas after I experienced how adaptable and approachable the program was,” said Kovacs. “It helped me figure out what I need to focus on more to get a better job in the future than what I need to focus on to do good at only that moment of time.”

Whether it be for the participants to find the confidence to attend post-secondary, or the struggling students to find their future or to graduate, the Douglas Education Reboot program is a stepping stone to transitioning to post-secondary or to taking that leap to get back into schooling.



# Mental health fair promotes togetherness

CHRISTINE CHOE  
Staff reporter

On Saturday, April 29, the Talons leadership class hosted a mental health awareness fair. With speakers, educational booths, and live music, the fair informed the community about mental health, and how to support the internal struggle that affects so many people.

“Overall, I think the event went really well. I really enjoyed listening to all the speakers and how diverse their perspectives were,” said **Aileen Zhang**, grade 11 co-coordinator.

Mayor **Richard Stewart** was one of the four speakers who shared his story about how he was personally touched by mental illness and how he believes the community should approach it.

“My daughter suffers from mental illness,” shared Stewart. “She was diagnosed with major depression, anxiety and personality disorder. She is back in school, but she does have these episodes, and those episodes are crippling, which causes her to stay in bed from days to weeks.”

Mental illness affects approximately 25 percent of Canadian adolescents.

“We have, as a society, traditionally dealt with mental illness, in one way we put it aside, and hid it in institutions,” said Stewart. “Mental illness is not a failure of a person but it is a chemical imbalance in the brain.”

Several institutions help people suffering from mental illnesses in the community. The Institute of Families had an informational booth at the event. and **Marlisse McRobie** of the institute was one of the guest speakers.

“We support parents and caregivers whose kids face challenges from mental health, it can make you feel very alone and you have no control, so we want to empower parents and caregivers,” said McRobie.

“If the parent or caregiver has a child or youth who is struggling from mental health challenges, it does not have to be a specific



COPING THROUGH ART: Two grade 9s and a grade 10 create a stress relieving bath bomb.

diagnosis and there’s no fee, we just want to remove all the barriers for families. We create all kinds of resources for families, helping them know what can they do, who can they talk to,” added McRobie

**Mackenzie Morrow**, grade 9, recited two of her poems about her view on mental health.

“I am not really happy about people who never experienced mental illness, romanticizing it. My poem was on how you should stop saying you are depressed when you are not,” said Morrow.

One way to better mental wellness is to not just simply be kind to others but to ourselves as well.

“Self compassion is a way that we deal with the issues we have in the moment while being kind to ourselves,” said **Estera Boldut** of Trinity Western University. “If a friend has a struggle, we are kind to them, but many times, if we face the very same struggle, we are hard on ourselves for no reason. It is important to learn to be kind to ourselves to improve our mental health.”

Mental illnesses can lower a person’s well being and lead to them to resort to alternate options to cope.

“Some people choose to not take their medications and perhaps substitute it,” added Stewart. “As a result, some people start to self-medicate. In the downtown eastside, a lot of people living on the streets are addicted to a different drug than what they were medicated to, like fentanyl.”

As a community, can help prevent our friends, families, or neighbours from falling into this path.

“Mental illness is only a problem when we ignore it. It really is an opportunity for us as society to open the door and say we are open to listen and we are here to help,” said Stewart.

# Garage sale raises funds for mental health

AILEEN ZHANG  
Staff reporter

The annual Gleneagle garage sale was held on last Saturday outside the MPR to help raise money for mental health initiatives. The event was organised by nine leadership 10, 11, and 12 students.

“Overall, the event was successful and a great learning experience for both the organizers and customers,” said **Alyssa Turcott**, grade 11.

The event raised over \$700, surpassing their initial goal of \$600. All of the proceeds went towards the Canadian Mental Health Organization.

“The event went really well,” said **Samantha Loiselle**, grade 9. “We were all really surprised with how much we actually raised this year. This is thanks to all the advertising we did and the donations we received,” added Loiselle.

The garage sale was held in conjunction with the Youth Mental Wellness Fair.

The sale has been in the planning stage since January, and students did almost all of the work outside of normal class time.

“The planning process ran quite smoothly, and having done the garage sale last year helped us out with deciding how to prepare for the event,” said Turcott.

“Each year, I am continually impressed with the level of dedication and effort put into the garage sale. I’m looking forward to seeing how it goes next year,” concluded Turcott.

# Talk to Me spreads awareness

RENEE BOLDUT  
Staff reporter

The fourth annual Talk to Me event was hosted at the Gleneagle MPR on April 28.

The event was organized by a group of grade 12 leadership students with the guidance of their teacher, **Adam Hayes**.

The purpose of this event is to start a community dialogue about mental health.

“I think that there are a lot of people that are ignorant about mental health issues, and they think that because it is not visible, it is okay to ignore, so I think that it is really important to raise awareness of this cause through community events like this,” said **Annie Huang**, grade 12 organizer.

“We worked really well together as a group,” said **Lindsay Yeung**, grade 12 organizer. “The name of the event is talk to me, and that is our goal, to get people to talk about [mental health] and get [mental health] out in the open. It makes people uncomfortable to think about [mental health] or talk about [mental health], but I think it is an important issue that is affecting our generation more and more.”

Talk to Me includes presentations from a variety of professional speakers as well as students affected by mental health.

“[The students] wanted to make it like a ted-talk style event, but they wanted to make it their own, and it was a huge

undertaking, but they wanted to do something that would serve the community, help to break down stigma, help to start a conversation, and start a dialogue out there,” said Hayes.

“This year, we are featuring five professional therapists and one student speaker,” said **Lisa Wu**, grade 12 organizer. We want people who have struggled with mental illnesses to feel like they can speak out and not be neglected,” added Wu.

Talk to Me has become an annual Gleneagle tradition. “This event started with a group of like-minded students who worked well with each other. They did not know exactly what they wanted to plan, but they knew they wanted to make a difference in the area of mental health,” said Hayes.

Talk to me has become an important part of the school community, promoting a positive environment for dialogue and change.

Talk to me has helped to break down the stigma in the Gleneagle community, and in the Tri-Cities.

This event has helped to create a healthy dialogue about mental health in the community, and this event has empowered the community to talk about mental health more openly.

It appears that this event will continue to create positive change in the community for many years to come.

DRAFT BELL SCHEDULE 2017-2018			
BLOCK	REGULAR (80 min classes)	EARLY DISMISSAL (72 min classes)	CUSTOMIZED LEARNING (CL) (73min classes)
1	8:00 - 9:20	8:00 - 9:12	8:00 - 9:13
2	9:25 - 10:45	9:17 - 10:29	9:18 - 10:31
CL			10:36-11:06 (30 min)
3	10:50 - 12:10	10:34 - 11:46	11:11 - 12:24
LUNCH	12:10 - 12:50	11:46 - 12:26	12:24 - 1:04
4	12:55 - 2:15	12:31 - 1:43	1:09 - 2:22
5	2:20 - 3:40	1:48 - 3:00	2:27 - 3:40
Y	3:45 - 5:05	3:53 - 5:05	3:45 - 4:58

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**NEW SCHEDULE BRINGS ABOUT NEW POSSIBILITES:** *Gleneagle’s 2017-2018 schedule is looking a lot different from previous years. There is not enough room for certain courses to run with the existing timetable, which is the cause behind the new schedule. Gleneagle is the only school in SD43 that currently follows a four block schedule.*

# Common lunch important in new timetable

-Continued from page 1

Students will still have a common lunch time for them to hang out with friends, participate in clubs or do other things.

“I think a common lunch time is very helpful because I am often in meetings during lunch and it makes it much easier to coordinate when we all have lunch at the same time,” said **Aileen Zhang**, grade 10.

“No matter if a student or a leader of a club, common lunch is a great time for people to

enjoy the vibrant social life at Gleneagle,” mentioned Qin.

Students will also have a thirty-minute customized learning block that can be used to meet with teachers, prepare for tests, or to utilize to manage their workloads.

Although the new timetable will not be perfect, it will be student centred, and it will offer students more opportunities to succeed.



# Senior boys rugby set for provincial berth

MARTIN KIM  
Staff reporter

Gleneagle’s senior boys rugby team is practicing for its first stadium series and looks forward to provincials this upcoming postseason. The team finished their season with an impressive 4-1 record. **Chris Turpin**, coach, said the season has gone “pretty well” thus far.

“[Gleneagle] is a part of a stadium series that includes the elite teams in the province for the first time ever, so that’s pretty cool,” said Turpin. “Next week the team is going to Shawnigan Lake to play Nanaimo,” added Turpin. The team is confident about their chance in the postseason.

“We have what it takes to win the stadium series and get a higher seed in provincials,” stated **Jaewon Park**, grade 12.

“I think the Gleneagle Warriors are underdogs and will take the provincials by storm, we are underrated are champions,” said **Griffin Hunter**, grade 12.

The team will utilize their combination of fast and strong players to overcome their setbacks.

“It’s tough playing without several starters but the team is pushing through it strong. Gleneagle has used their new players to their advantage,” said **Jason Tade**, grade 12. “The rookies have really stepped up to the plate in games which will help us on the road to provincials,” added Tade.

The senior boys’ rugby team played South Delta on May 2 but results were unavailable at press time.

## SPORTLIGHT

### BADMINTON PLAYER GETS GOLD IN JUNIOR PROVINCIAL CHAMPIONSHIP TOURNAMENT:

Gleneagle’s **Jalene Pang**, grade 9, participated in the BC Badminton Junior Provincial Championship Tournament in Richmond on April 21 to 23.

Pang brought home a gold medal in U17 girls singles division and a silver medal in the girls U16 doubles, with partner **Samantha Tse**.

“The BC tournament was great,” said Pang, “I was extremely lucky during my games and due to a walkover I was able to make it to finals.”

“I was very happy to have had the chance to play someone looked up to,” added Pang.

Pang started playing badminton competitively in 2014.

Throughout the year, Pang will continue to participate in smaller tournaments, including the VLTBC Junior Ranking Tournament.

# Senior girls’ rugby set for last game of season



RUNNING FOR THE WIN: A grade 12, running past the opposing rugby team from Elgin Park, with the ball during a game on the Eagle Ridge field on April 4.

CLAIRE MOON  
Staff reporter

The senior girls’ rugby team has seen improvements since last year, with four wins out of six games.

On April 20, the senior girls won against Chilliwack secondary 22-5 and are set to play against Semiahmoo secondary school today as their last season game before playoffs.

“The team is doing really well this year.

We have definitely bonded better,” said **Sammie Lam**, grade 11.

“Our overall commitment is a lot better than last year,” commented **Dionna Chan**, grade 11. “We are winning more, but it is not just about winning now, it is about working together better on and off the field,” added Chan.

The girls have been praised for their communication on the field and their ability to make good tackles.

“We are able to read each other’s movements even without proper verbal communication,” said Chan.

However, the team still has areas to work on, including their defense and endurance.

“Our defensive line needs improvement, but it has already improved a lot since the beginning of the season,” explained Lam.

“We get tired really easily, so our defense is not as good as it needs to be,” said Huang. “Our overall stamina needs to improve,” added Huang.

Tackles are another common aspect that needs improvement.

“I still need to make harder tackles,” said Lam. “Sometimes I miss my tackles when I need to make them,” added Lam.

Despite the team’s shortcomings, the rookies have performed impressively, and they have earned praise from the seniors. “The rookies are stepping up their game and working well with the others,” said Lam.

“They already know what to do,” said **Nicole Huang**, grade 11. “It seems like they have been playing for years even though they just started,” added Huang.

“Our team goal this year is to just play well and play smart,” said Huang. “With those two things in mind, I think our team will definitely succeed.”

The girls are hoping to perform well during playoffs and place high in provincials.

The playoffs for the senior girls’ team begin on May 4.

# Tennis team improves over last season’s results

BRAEDEN MANDRUSIAK  
Staff reporter

The Gleneagle tennis team has continued to improve, but their season is coming to an end, with their last game on May 11.

“We have a very young team, but they are [already] showing a lot of improvement over last season,” said **Daniel Beley**, teacher.

The tennis team opened their season on April 4 with a 6-5 win against Terry Fox, followed by a loss to Heritage Woods 4-7 on April 11. The team then participated in a match against Archbishop Carney, which they lost 1-6 on April 18.

“This is only the second season that we [have] had a tennis program in recent years,” said Beley. “[Because] this is only our second year, we are still trying to get the program off the ground,” added Beley.

Despite the team’s history, they try to practice every week, but the weather has forced some practices to get canceled.

“We practice once a week [on Mondays],” said Beley. “We have only had one practice so far this season because of the rain, but when we go out there, we try to identify weak areas from our [prior] games and then focus on those for a while,” added Beley.

The team played Terry Fox on April 25, and lost 3-8.

“Heading into the game, I felt good,” said **Anne Yolland**, grade 11. “The weather finally cooperated for us, so we were all looking forwarding to playing again,” added Yolland.

“After the game, I was a little tired because



SERVING WITH STRENGTH: A grade 11, serves to her opponent from Heri-tage Woods secondary, on April 18 on the Port Moody Recreational Centre tennis court.

I played my first singles match,” admitted Yolland. “We were short a few key players for the game, [but] I think we all worked pretty hard,” stated Yolland.

After their loss to Terry Fox, the team took part in a match against Port Moody on April 26, which, due to a hailstorm, resulted in a 2-4 loss.

“I played doubles, and [my partner was **Keren Xiao**, grade 11], who is quite good,

but one of our opponents [plays] competitively, and has won a lot of tournaments,” said **Sidney Lin**, grade 12.

“It was a fun match overall and a good learning experience,” affirmed Lin.

The team played Pinetree on May 2, but they were forced to forfeit the match.

The team is playing an exhibition match against Archbishop Carney today, and will play Riverside twice on May 11.



# Girls’ soccer teams set to end seasons soon



GOING FOR THE GOAL: A grade 9 junior girls’ soccer player races away from a Pinetree player with the ball during game at the Town Centre field on April 25.

**SYDNEY KO**  
Staff reporter

Both Gleneagle’s senior and junior girls’ soccer seasons are coming to an end with the Fraser Valley Championships on May 8 for the senior team.

The junior girls’ final game took place on Tuesday, results were unavailable at press time.

In the season, the senior girls played nine games and one tournament.

On May 1, the senior girls played a game

against Heritage Woods secondary, with a loss of 5-0.

“Although the score was a bit disappointing, the team put in their best effort,” said **Mimi Kim**, grade 10.

“Heritage Woods is a very strong team, I am proud of how we performed and came together as a team regardless of the outcome,” added Kim.

On April 26, the senior girls played against North Surrey secondary, losing with a score of 6-2.

“We didn’t have our best game as a team

but we were able to come back in the second half and hustle until the end,” said **Risa Fox**, grade 11.

The senior girls also participated in a tournament on April 13 to 14 at WJ Mouat secondary, where they won two of five games and placed eighth of sixteen.

“I think that the tournament went great,” said Fox, “Everyone played well as a team.”

“The girls came together well and supported one another,” said **Terai Short**, coach.

Throughout the season, the junior girls played eight games, and one tournament. Two out of eight games played resulted in a tie, while others were losses.

On April 25, the junior girls played against Pinetree secondary on the Town Centre field. The team began strong with a 2-0 lead during the first half, but ended with a tie of 2-2.

“Although we weren’t able to respond in the second half, the girls played well, and were happy at the end of it,” said Short. “When the girls can walk away from the field feeling positive regardless of the score, that’s really amazing as a coach to see,” added Short.

In the junior girls’ tournament on April 6-7, the team played three games, all were losses. They placed tenth out of twelve teams.

“Most of the games have been close, either tied or one goal between each other,” said Short.

“It is amazing to see that the team keeps up a positive attitude,” said Kim. “With some of the girls, it is their first year playing soccer and I want to congratulate them for their achievements.”

The senior and junior girls have been praised for their improvements since the previous season.

“I think [the two teams] are getting better, we have had a couple more wins and ties this year which has been better than what we have seen in previous years,” said Short. “Unfortunately, the season is so quick that there really is not the time to develop more. Hopefully next year we can start the season earlier so that the team can develop further.”

# Track team competes today in district finals

**AILEEN ZHANG**  
Staff reporter

Track and field district championships finals are taking place today after school. Gleneagle is sending 22 students to the competition.

To qualify for this, all students competed in the track and field district qualifiers hosted at Town Centre Park on Monday.

After this meet, the top placers qualified to go onto the finals.

Some significant placements from Gleneagle students include a first place finish by **Hana Tyndall**, grade 12, in the 400-metre senior girls hurdles.

In a first place finish in the 400-metre dash from **Alyssa Turcott**, grade 11, for senior girls.

**Sam Yeung**, grade 10, also brought home a first place finish in the 3000-metre senior boys competition.



Alyssa Turcott  
grade 11



Anne Yolland  
grade 11

In team events, notable achievements include a first place finish in the 4x100 relay in the senior category by Turcott, Tyndall, **Haley Bannister**, and **Amira Brar**, both grade 12.

There was also a third place finish in the same category by **Anne Yolland**, **Brielle Reaume**, **Bronte Bettles**, **Nicole Huang**, all grade 11.

Following their success, **Dakota Foster-Crozier**, **Jackson Hamanishi**, **Jerome Tan**, all grade 11, and **Mark Fowler** brought back a second place finish in the senior boys 4x100 relay.

If students in districts qualify, they will be going to provincials on June 1-3 in Langley.

# Netball team starts season with two wins, one loss

**CLAIRE MOON**  
Staff reporter

The junior girls’ netball team season began on April 5, and the girls are off to a steady start, winning two of three games.

The team won 43-1 against Burnaby North Secondary School, then lost 12-20 against Moscrop Secondary School, but defeated Burnaby South Secondary School 36-3.

Last year, the junior girls’ team was very succesful and ended their season as second in the province and this year’s team is hoping to defend their standing.

“The girls are progressing at a rapid pace. They’re all new to the sport, and they’re getting better each time out,” said **Patty Anderson**, coach.

“We’re doing really well for a bunch of rookies,” said **Danielle Orea**, grade 10. “Considering that we’re all new but only lost by 8 against the best team in the province, I’m proud of us all.”

The team’s shooting and defense has been their keys to victory.

“Our defensive players are the best at

blocking balls,” said **Isabel Wang**, grade 10. “Our shooters are really accurate too,” added Wang.

The girls still have areas to improve in, such as passing and spacing out on the court.

“If someone has the ball, we’re supposed to get more open, but instead everyone runs towards the ball, so we have to fix that,” explained **Aubrey Lee**, grade 10.

“We need to try not to lose the ball and make better passes,” said Wang. “Sometimes we fail to catch the ball, or we’re called on footwork,” added Wang.

Off the court, the team’s camaraderie is a large part of their current success.

“We’re like a family, and most of us know each other from basketball already,” commented Wang. “There’s really good support and our

“I’m proud of how far they’ve come in a span of a month, and we’re hoping to keep up the progress and win the provincial title.”



Patty Anderson  
PE teacher and coach

practices are light and not super serious and strict,” added Wang.

“The girls are still learning the game and learning the technique,” said Anderson. “I’m proud of how far they’ve come in a span of a month, and we’re hoping to keep up the progress and win the provincial title.”

The junior girls play their next game on May 10 against Burnaby Mountain Secondary.

“I’m really excited for this next game,” said **Maeve Beckwith-Jamieson**, grade 10. “We have been working hard, so I think that we will do well in our next game.”



Danielle Orea  
grade 10



Isabel Wang  
grade 10



Maeve Beckwith-Jamieson  
grade 10

# SPORTLIGHT

**CHRIS TURPIN WINS BC SCHOOL SPORTS MALE COACH OF THE YEAR:**



Chris Turpin  
Rugby coach

Gleneagle’s rugby coach, **Chris Turpin** has been named the BC School Sports Male Coach of the Year due to his consistent involvement in Gleneagle’s athletics program for almost twenty years.

This award goes to a teacher or administrator who has been involved in coaching for at least ten years and must advocate for fair play and sportsmanship.

“Even though I’ve only been indirectly coached by Turpin, he has been a good and vocal coach that has led to the development of many great rugby players. I think that he deserves this award” said **Kevin Zou**, grade 10.

For winning this award, Turpin will receive a \$500.00 bursary that can be used to improve his coaching certification as well as a plaque from BC School Sports.

To be eligible for this award, Turpin was nominated by **Jason Bingley**, athletic director.





HITTING ALL THE RIGHT NOTES: *Edward Trovato directs jazz band players. The young musicians display their talent for the adjudicators. The department took home a gold and three silver prizes at the Con Brio Whistler Music Festival over the weekend.*



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# Music department wins multiple prizes at Whistler festival

**TIANA ZHAO**  
Staff reporter

The music department showcased their skills at the Con Brio Whistler Music Festival, which took place from April 27 to 30.

The tour band received a gold prize, and the jazz band, vocal jazz, and choir all received silver prizes.

“I am really surprised that we ended up getting gold,” commented **Helena Qin**, grade 11. “However, I feel that it doesn’t really matter if we are the best band ever as long as we give our best performance and the audience actually enjoys the music.”

“I feel stunned and flabbergasted,” said

**Lucy Dai**, grade 11. “I knew that we have practiced really hard for the festival, but it was really shocking when the results came out.”

The tour band, jazz band, choir and vocal jazz groups have been working to prepare for the festival for a long time to bring out their best performance to the audience and the judges.

Pieces included *Rhythm Danse* for the concert band; *Baba Yetu* for choir; *Spain* for jazz band; and *Come Fly with Me* for vocal jazz.

The musicians felt nervous before the festival even though they have practised for a long time. However, they were also excited to go to a major music festival.

“I am a little bit nervous about going onto the stage and performing for so many people,” commented Qin. “I know that we have prepared a lot in the past couple of months, and we have concerts four times a year, but there are not that many people, and we do not have professional musicians judging us at the concerts. [The judges] know everything about our music. They would notice right away if something does not sound right.”

“I am really nervous and excited because this is a new experience for me,” said **Esther Ko**, grade 10. “Playing the music was difficult, but we are getting the hang of it because we are getting a lot of practice and help from [Edward] Trovato and the senior

band.”

“I am actually feeling a little bit nervous with all the judges,” commented **Sissie Wang**, grade 11. “It’s my first time to join a choir trip and to have the chance to perform in Whistler with my friends as a team.”

In order to better prepare for the festival, students in junior band and senior band who plan to go to Whistler had four mass rehearsals together as the tour band.

“Playing with the senior band is a great experience for me,” remarked Ko. “Everyone is really nice and helps us during sectionals or just during rehearsals.”

“[The juniors] are really energetic,” remarked Dai. “I can actually help them with techniques that I know.”

# Slam poets win Hullabaloo provincials for second time

**ANIKA LEE**  
Staff Reporter

The Gleneagle slam poetry team, “What would Bert and Ernie’s Legs Look like,” took first place at the Hullabaloo provincial spoken word finals from April 20 to 22.

The team members included **Lyle Hendricks**, **Benedict Mendes**, both grade 12, **Minlyn Chen**, grade 11, **Hira Lalani**, grade 10, and **Sophia Guan**, grade 9.

This was their second win out of the three years that the team has been competing.

The competition is a forum where youth across British Columbia are able to tell their stories, delve into issues that matter to them, and take their poetry beyond classroom performances.

15 school teams gathered at the Vancouver Public Library for a weekend of slam poetry, new connections, and the chance to meet distinguished Vancouver poets such as **Patrick DeBelen**, national championship winner.

Over the past few months, Gleneagle’s slam poetry team has held weekly meetings to prepare for the competition, aiming to place first.

“In weeks leading up to the competition, we met almost everyday. Even before then we would gather at least once a week for a few hours to share new work and practise performances,” said Guan.

Regardless of the high pressure that comes with performing on a provincial stage, the group’s strong teamwork has been vital to their success.

“Slam has a huge performance component, and the audience always notices things that the performer doesn’t realize they’re doing, so having a team to practise with is beneficial in that aspect,” said Guan.

“Working as a team has a great advantage of having your work being challenged. We can sometimes get stuck in ruts when writing alone, and a fresh set of eyes really shows us that our work is not as clear or as good as we once thought,” stated Hendricks.

The senior members of the team aim to continue connecting with slam poetry even after high school graduation.

“I have found so much meaning in slam. It’s an honest way to express yourself without being pretentious,” said Hendricks. “We always find new meaning in our life when we work on new ways to represent it, and



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**PASSIONATE POETRY:** *A grade 11 and 12 perform a poem at the Hullabaloo provincial tournament, where the five member team successfully defended their first place finish for the second consecutive year.*

spoken word is the most effective medium I’ve found so far,” added Hendricks.

This sentiment towards slam poetry is felt by all members of the team.

“Slam poetry is an opportunity to open up. I never enjoyed writing about my experiences in journal or essay style format, but

adding rhythm and rhyme helps connect my thoughts to words,” said **Minlyn Chen**, grade 11.

“I hope slam poetry at Gleneagle can continue to flourish because of how important it is to maintain powerful literature and writing,” concluded Chen.