



AMANDA DING PHOTO

REPPIN' THEIR CLASS: Three of the grade 12 students who ran for valedictorian strike poses after their speeches were made to the voting graduating class. Grade 12 students voted on May 25 after six candidates did speeches, and a valedictorian was chosen to represent the grad class as the valedictorian.

Valedictorian selected as 2018 grads vote

AMANDA DING
Staff reporter

On May 25, grade 12 students hit the polls and voted for **Oliver Collett**, grade 12, as their 2018 valedictorian.

The commencement ceremony will take place on June 16, where the grads will leave their final marks on Gleneagle.

Selecting a valedictorian is a very crucial part of preparing for grad because the valedictorian is the representation of the graduating students.

They present a speech that delivers a message, brings back high school memories, and how they have shaped them.

The valedictorian will deliver a speech at commencement that gives all the graduating students an opportunity to reflect on their high school life and to look forward to their future.

The six candidates were **Elyssa Bingham**, **Gianna Buenaventura**, **Minlyn Chen**, **Christine Choe**, **Collett**, and **Anne Yolland**, all grade 12.

Speeches were presented in CL time on May 22 and the grade 12 students voted on who they wanted as the valedictorian.

"I feel that all the candidates this year are very strong and well-represent our grad

class," commented Bingham.

"I am confident that any one of the candidates would do a fantastic job at our commencement," added Bingham.

Buenaventura, Chen, and Collett were chosen as the top three finalists and the final vote took place on May 25.

"Being in the top three, I feel really grateful and excited that my speech resonated with so many people," said Collett.

"I was thinking about how hard it was going to be to do justice to the four years of memories and experiences I've had at the school," commented Collett.

"It was fairly emotional [for me] that I got to thank everyone for being such an important part of my life during my time at Gleneagle," explained Collett.

"All of the candidates are all worthy, respected leaders in our student body so regardless of the results I know the title will rest in assuring hands," said Choe.

Each candidate running for valedictorian all had messages they wanted to let their peers know, and they had done their best in getting it through to all the grads.

"I hope that they are able to see that we've become one large community whom we've shared so many great times with," commented Collett.

"I also hope it makes them think back on how they've grown as people, from little grade 9s into confident and intelligent grade 12s capable of doing anything," remarked Collett.

Grad students felt that, "The valedictorian should be someone that can accurately represent our grad class through their speech," remarked **Timothy Song**, grade 12.

"I hope that they [candidates] will be able to reflect on the personal growth I experienced through my four years at Gleneagle in the valedictorian speech and that it will be like a final remark on our time in high school!" added Song.

The candidates wanted to successfully sum up their four years of high school while speaking for the whole grad class.

"I believe the valedictorian is important because they represent the graduating class," said Bingham.

"In essence, they embody what the grad class is all about," added Bingham.

"The valedictory speech is the last customary speech that the grad class hears collectively," said Choe.

"Those are the very last memories and last messages the grade 12 class reminisce on before they leave the school doors," concluded Choe.

Edge, yearbook to merge after low enrollment

DANIEL KIM & CLAIRE MOON
Staff reporters

Yearbook and the *Edge* can potentially be combined into one course next year due to a lack of students applying for either course.

Despite principal pleas on announcements, advertisements and news stories, only a few students have signed up for yearbook and journalism classes.

As a result both courses and the yearbook and the *Edge* newspaper are still in limbo.

"Courses are really driven by student voice and student choice, and we're really restricted on students that made a choice for yearbook and journalism," said **Ken Cober**, principal. "We also recognize that both the yearbook and journalism have unique roles around culture at our school," added Cober.

The idea to combine yearbook and journalism was created by **Charlotte Lightburn**, art teacher, who believed that graphic arts could compliment both courses in different ways, according to Cober.

"[Lightburn] will definitely involve student voice, so the students that did sign up for yearbook and journalism will be part of deciding what are the core pieces we need to maintain, develop, and grow," said Cober.

Merging yearbook and journalism allows both courses to run and continue to impact Gleneagle's culture.

"The yearbook is important overall especially for graduating classes to look back on years later, so it's a necessity," said **Scott Findley**, English teacher.

"The newspaper triggers conversation, which brings about change in values or viewpoints for people," explained Cober. "That plays a large role in creating culture at our school."

There are some potential drawbacks that come with this decision.

"Balancing energy and time in ways that respect both of the curricular areas will be a challenge," commented Cober.

"Similarly to the *Little Red Hen*, everybody loves the yearbook and loves getting the *Edge*," said Findley. "But no one wants to actually put in the work to put it together," added Findley.

"Combining two classes that share elements in common is a great idea to keep the students in both classes happy, especially since many people are really passionate about these subjects," said **Daylen Sawchuk**, grade 10.

"I'm optimistic that for next year, the people involved will do their best to make this as successful as it can be," concluded Cober.

INSIDE

DIGITAL DEMISE: Next year, our school will adopt a "Bring Your Own Device" policy, which is geared towards digital literacy, yet there are several issues that can arise.

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JR. GIRLS' NETBALL WINS PROVINCIALS: The junior girls' netball team take home the provincial championship after an undefeated season.

FILM FESTIVAL GLORY: Six students win six major awards from the BC Student Film Festival.

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ONtheCALENDAR

- JUNE 6 Awards Night
- JUNE 13 Year End Music Concert
- JUNE 14 Athletic Banquet
- JUNE 16 Commencement
- JUNE 21 Last day of classes
Yearbook distribution
- JUNE 22 Grad Dinner & Dance
- JUNE 26 Numeracy assessment



'Bring Your Own Device' program presents issues

Starting next year, the incoming grade 9 students are expected to bring their own digital devices as part of a new program called "Bring Your Own Device". The program has already been introduced in several high schools in the district and is widely praised by many teachers.

There are many benefits to having this policy, such as an increase in collaboration, enrichment of learning, use of e-books and extensive online resources. However, the program comes with its own risks as well.

The program's intentions are good; the purpose is based on digital citizenship, and acknowledging that technology is a part of the daily life pattern for anyone in modern society, and in particular young people. But the program has several concerns.

First, devices are expensive, with each potentially costing anywhere from \$300 to \$1000 dollars. That is not a small amount of money for many students.

Even now, while most of the students don't have their devices at school, their phones have already

sprung up lots of problems. After Bring Your Own Device being implemented, it will be very hard for teachers to control students' performance in classes since it is impossible to monitor every single student. Students can play games, click on inappropriate links and can be distracted by texting, games, videos, and webtoons on their devices. Moreover, it provides an easier access for committing plagiarism.

The use of electronic devices are also connected to some health risks. Electronics are becoming a big problem for teenagers because of radiation exposure which can cause cancer. As well, the blue light coming from the screen can cause anything from eye discomfort to permanent retinal damage.

Moving forward with technology is needed to a certain extent but it presents too many issues that need to be corrected first.

It is progressive to attempt incorporating the use of technology with learning, but it is also important to consider if the adverse effects of the technology could, currently, outweigh the benefits.



Awards night needs more transparency, shared universal criteria

KENDRA SEGUIN
Edge columnist

As the end of the school year draws close, acknowledgement for students' accomplishments becomes prominent in the form of awards. Graduates may win awards at commencement, while athletes win awards during the athletics banquet. However, most students receive recognition at the annual awards night.

The purpose of awards night is to "celebrate people's achievements," according to **Gina Duarte**, head of counseling department and awards night committee. Students are able to receive recognition for achieving honour roll, school service, and subject excellence.

While honour roll and school service awards speak for themselves, the criteria behind subject excellence is unclear. The student handbook explains that "[subject excellence] awards are presented by the various departments [at Gleneagle] to the top achieving students in each of the courses that are offered by that department in the school year."

This statement is vague and does

not give students enough information for them to understand the term "top achieving".

Nowhere does Gleneagle specifically state how a student can achieve subject excellence nor is it acknowledged during assemblies at the start of the year. How can students know what to work towards if there are no clear criteria to achieve excellence?

How can students who have won awards truly feel proud of themselves if they do not know what they did to achieve recognition?

The initial awards procedure is similar across the school, but the end results vary depending.

Department heads are first given information regarding awards night which they pass onto the rest of the department. Following this, each department is asked to determine which students they would like to award subject excellence based on the

department-specific expectations. For example, the English department bases their selections off of a well-rounded student who shows excellence in more than just a numerical percentage.

"For English, we believe that the person who gets the award has shown exemplary progress in English," said **Kelly Cooper**, English department head. "That

necessarily mean other departments, or even individual teachers putting up nominations, follow the same criteria. Some such as math choose to base awards purely on grades. This causes confusion within the school population as the award guidelines are neither the same across the board nor are they shared publicly.

Classes and departments are also not given an enforced number of awards to hand out.

While approximately one or two awards per class are suggested in order to maintain the prestige of each, some teachers may

give out more recognition while others may choose not to recognize any students at all.

While the department-based criteria and lack of award enforcement does give teachers freedom to make their own decisions, it is not fairly expressed to students. For example, if one student

with a 96% in English class wins an award while the top-percentage student with a 99% in social studies does not, confusion ensues. The lack of clarity associated with awards encourages more questioning than celebrating.

The solution is to create collaborative criteria and transparency throughout the entire school. Every department should follow the same basic guidelines of what warrants an award, with some flexibility to comply with different course topics.

Teacher participation in awards night must be an all or nothing activity. By not contributing nominations correctly or at all, teachers are exempting themselves from an important part of Gleneagle's community.

At the start of each semester, students should be informed by their teachers on how to achieve subject excellence as this will help set goals for the year ahead, and will also make winning awards more satisfying for the students.

Out of fairness for students, either everybody should have an equal chance at winning an award or there should be no awards night at all.

“Every department should follow the same basic guidelines of what warrants an award, with some flexibility to comply with different course topics.”

—Kendra Seguin
Edge columnist

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ARTONA

doesn't necessarily just mean a high percentage because we think an exemplary person in English not only writes well, speaks well, and contributes, but they also have respect for the discipline," added Cooper.

Subject excellence is subjective in English, but that does not

TALONSTalk

With the lack of border control and rising number of illegal immigrants coming into Canada, *The Edge* asked: **"Do you think the increase in illegal immigrants will affect Canadian culture?"**

“Our culture is already inclusive of those from all walks of life...Therefore, this should and would not change the pre-existing image of our culture.”
— grade 11



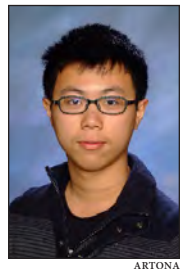
“I think it does as there are all these little pockets of culture and the pockets are noticeable. Illegal immigrants are sharing their culture with us.”
— grade 9



“It will create distrust within the legal immigrant community who had to patiently wait for several years to come to Canada.”
— grade 10



“Not really, because multiculturalism has been and always will be a huge part of the Canadian culture and identity.”
— grade 12



“No, in comparison to other nations, our culture is not as clearly distinct as others, and is already built upon pieces of cultures around the world.”
— grade 11



“Security wise, illegal immigration will change Canada, but Canadian culture is based around the diversity from immigration.”
— grade 12



Immigrants illegally crossing Canadian border must be controlled

CLAIRE MOON
Edge columnist

Canada is known worldwide as a diverse and accepting nation, but the number of immigrants crossing the border illegally is steadily increasing, and it must be stopped.

Four months into 2018, the RCMP have intercepted more than 7,600 immigrants entering the country outside of legal border crossings. 96% of these illegal immigrants have entered through Quebec.

While the asylum seekers in 2017 were mainly Haitians from the United States fleeing **Donald Trump's** policy towards immigrants, this year, there is a huge influx of Nigerians attempting to enter Canada to escape Boko Haram and other systemic prosecutions in Nigeria.

Despite the horrific situations Nigerians face in their home country, the number of immigrants penetrating the border reflects the lack of security and regulations.

The Trudeau government promised to crack down on asylum seekers last year, yet Canada continues to deal with more than 2,351 refugee claimants every night.

A large factor regarding this issue is that the majority of Nigerian immigrants arriving in Canada are Nigerians who have been

issued U.S. travel visas.

“It is apparent that they [Nigerians] obtained those visas with the express intent to actually go to Canada,” said **Hursh Jaswal**, communications director for **Ahmed Hussen**, Minister of Immigration.

These immigrants use their visas to their advantage. They land in the United States and stay there for a short period of time, and

“Despite the horrific situations Nigerians face in their home country, the number of immigrants penetrating the border reflects the lack of security and regulations”

— *Claire Moon*
Edge columnist

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then enter Canada illegally. Ultimately, the Nigerian immigrants are using the United States as a transit point into Canada.

One reason for this is that, “The U.S.A. is not an attractive place to most Nigerians right now,” commented **Kehinde Olalere**, a Canadian immigration lawyer. “It used

to be the most attractive place, but with the old-style immigration climate in the U.S. compared to Canada, most people are going to find their way to Canada,” added Olalere.

The misinterpretation of **Justin Trudeau's** welcoming message towards immigrants is another reason for this influx of illegal border crossings.

While Canada has always opened its arms to other cultures, many asylum seekers are taking the Canadian stance on immigration as an invitation to come and go as they please, which is far from our true ideology.

Furthermore, the illegal border crossings go against the Canada-U.S. Safe Third Country Agreement.

Under this agreement, refugee claimants have to request refugee protection in the first safe country they arrive in. The agreement prevents most people living in the

United States from making an official refugee claim because they are already living in a safe country.

The refugees crossing into Canada are breaching this agreement that is part of our country's law.

“All Canadian laws are and will continue to be enforced, and all our international obligations are and will continue to be honoured,” commented **Ralph Goodale**, Public Safety Minister.

Despite Goodale's promise, immigrants continue to exploit the loophole in the Safe Third Country Agreement.

If the borders are this weak and penetrable, and laws are disregarded so flippantly, just how authoritative is the Canadian immigration system?

The Nigerian government has responded to the amount of illegal border crossings, and has pledged to discourage Nigerians from claiming asylum in Canada.

“They [Nigerian government] will remind people that crossing the border irregularly is not a free ticket to Canada and that there's consequences,” said Hussen.

While Canada is one of the most multicultural and accepting countries in the world, the flow of illegal immigrants must be stemmed in order to maintain law.

LETTERS to the EDITOR

Re: Too many choices kill classes, school culture

I hold the belief that more choices for students is always a good thing. At the high school level, students are capable of holding more power over their education process. While they may not always get their first choice of class, their third choice is still better than being lumped into one generalized class. In a world where specialization is becoming increasingly prevalent, it is more effective for students to dive into an area of passion rather than suffering through units that they have no interest in.

I am glad that the article addresses the need for more information around new course options. Often students simply do not know about the options for courses. The school board and administration needs to do a better job of informing students about the increased options and what the courses entail. If this is the case, I think the increased course options will be a large benefit to students.

— **Andreas Gunster, grade 11**

I do believe that many of our school courses are dying and the diversity of our students is becoming stale. I do agree that students need to be informed more about their courses and what opportunities are given to them. I also believe that the benefits of these courses should be stated to help draw more attention toward other students, many courses at our school are dying, but there is still a chance to revive these courses.

— **Kevin Zhou, grade 11**

Re: International students need further involvement in school activities

Though I agree that international students should be more involved in school events or extra-curricular activities, I do not believe that they are to blame for their isolationist habits. Though Gleneagle seems like an inclusive school, we still tend to segregate each other and not try to include others, such as international students. If we want international students to get involved outside of class, we have a role to play as well.

— **Maya Javier, grade 11**

I don't think it is our duty to force others out of their comfort zones. While it is true that you will often find international students speaking their native languages, it makes sense. Many of them are far away from their home and their parents, so I can understand why they stick together or feel uncomfortable at the thought of putting more time into school.

— **Isa You, grade 11**

Re: Dress code reform requires discussions, mature understanding

I think Gleneagle's dress code is fair. I understand that students really want to wear hats and tank tops because of the hot weather. A student's job is to go to school and study, I think it is also our job to wear appropriate clothes for the learning environment. Students can wear their inappropriate clothes on their own time when they are not in school.

— **Betty Hong, grade 11**

I think our dress code here at Gleneagle

is necessary for a formal work environment. I do not think the requests are too farfetched as we are not forced to wear any sort of uniform. At the same time I believe that the dress code should be enforced more heavily since I see a lot of students breaking our dress code through the halls. I hope in the future that the citizenry will respect the dress code so we can continue to use our attire to express ourselves in unique ways.

— **Manav Cocasse, grade 11**





Empty computer labs will be the reality as the future comes into Gleneagle's walls. With changes being implemented, Gleneagle may be a completely different school in terms of technology.

Flashforward Gleneagle...

BECOMING THE PAST: While the library computer lab is only empty after students have come home, it represents one of the many changes that have occurred through Gleneagle during the twenty years. As technology advances, and the future becomes the present, Gleneagle, is already implementing changes that will help students adapt like the BYOD program.

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JACKSON ADRIAN, CHANG CHE & ERIC HUANG
Staff reporters

Over the past 20 years, Gleneagle has changed drastically.

Throughout the last two decades, the school has molded itself to best fit the needs of students.

Things like school wide activities to the specialized programs will continue to adapt and change to suit new challenges and needs of students in the school.

During the school's history, it has pioneered many optional programs such as Talons, Coast, JumpstART, and the hair-dressing program.

Next year, Gleneagle will no longer provide a hairdressing program because of lack of interest from students.

Since Gleneagle is the only school that offers this program, the school district will no longer be able to provide this program as a course for the 2019 school year.

The original hairdressing classroom is now being renovated so that it can function as the classroom for the TALONS program next year.

The Mandarin Bilingual program, which was first introduced to the district's kindergarten students eight years ago, will begin its establishment in Gleneagle.

Next year, students from the program will begin to attend Gleneagle for their secondary education.

This program is only available for those who have joined in kindergarten.

"They are currently in middle schools, receiving about 50 percent of their instruction in Mandarin right now," said **Ken Cober**, principal.

Technology updates in the past 20 years have largely changed the method of teaching in classrooms.

Therefore, the administration team has decided to incorporate the use of technology in learning by conducting a new school policy named 'Bring Your Own Device'.

This new policy permits the incoming grade 9 students and onwards to bring their own laptop or tablet to school for educational purposes.

The main reason of introducing the BYOD policy, according to Cober, is to foster qualified digital citizens.

"People are making conscious decision about the types of ways that they are engaging around technology," said Cober, "We have a responsibility as a school to respond and support people in a constructive way around those changes."

Because of the opportunity in teaching BYOD offers, it has been approved by many teachers in Gleneagle and will be implemented next year.

"In my French class, I like to use movies, music and lots of authentic listening activities to help the students to learn," said **Martine Udell**, French teacher. "If students have their own devices, then I don't need to book the library for those activities. It would bring huge benefits."

In British Columbia, the ministry of education suggests more fundamental mathematics courses to junior students in order to help them adapt to high school math.

There will be more advanced mathematics courses for senior students that enable them to specialize the particular fields in which they are interested to pursue in their post-secondary education.

However, not every school has decided to apply these changes.

"It is predicted that lesson plans of mathematics will show a shift from lectures to applications," said **Ali Tootian**, math teacher.

"Meanwhile, more focused mathematics programs will replace the general math courses that were in BC curriculum," added Tootian, "Geometry 12, Statistics 12, and History of Math 12 are examples of the math curriculum shifting from a general to the more specific platform."

The trend of splitting general courses into more specific courses also apply to the English and social studies departments.

The Edge Retrospective by Diane Huang Staff reporter

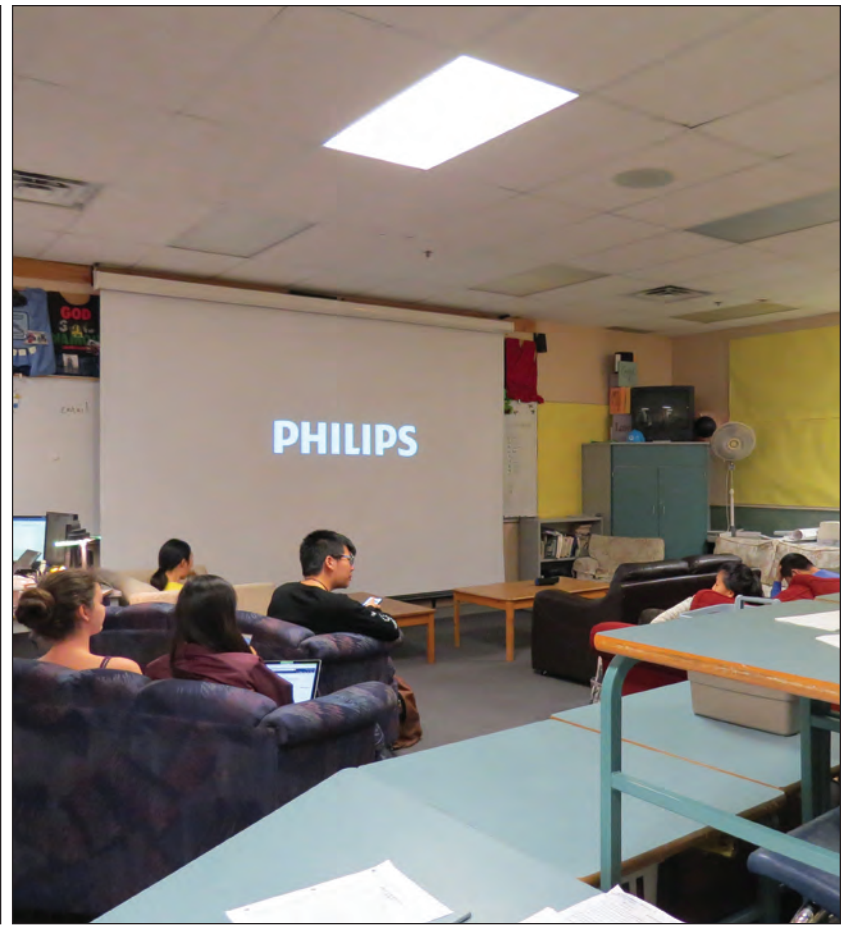
Gleneagle's student voice since 1997, *The Edge* has been an outlet for change. As a publication with numerous awards, *The Edge* has upheld strict standards of journalism that may not be continuing as enrollment drops.

1997: Many aspects of Gleneagle that started in 1997, one being the Edge. Gleneagle officially became a member of the Quill and Scroll Society, an international student journalism organization, on July 6, 1997. Soon after, the Edge was born with **Paul Odermatt**, English teacher, as the advisor.

The first semester class of Journalism 11/12 printed and published their first newspaper on November 6, 1997.

Their first edition opened up with the headline "Drama opens with one-act plays" and contains the same features as the current edition. The cartoons were hand drawn and have continued to be hand drawn up to 2017.





GREGORY CHOI & CATHERINE KING PHOTO

BUILDING NEW LEARNING SPACES: Gleneagle classrooms are slowly changing their learning spaces as Gleneagle students in socials teacher, Adam Hayes' classroom go on their phones to participate in a socials lesson (left). Students enjoy their learning on their laptops and in the comfort of couches in English teacher, Scott Findley's classroom (right).

As a result, social studies 11 will not exist as a course anymore, which bothers many social studies teachers.

"I am not happy that the Ministry of Education has eliminated the old Socials 11 course and has decided to cram that content into the already busy curriculum of the Socials 9 and 10 courses," said Brian Unger, social studies teacher.

"I thought the existing curriculum was good," stated Unger. "And I feel it is not really possible to do justice to the history, development, growth and identity of our country from the year 1000 to the present day in two years instead of three."

Moreover, the school will be changing the structure of the EAL system.

It will teach students new to english with a more structured system that will help improve their English.

The system composed of three levels will be implemented over the next three years with level one being the beginner class.

Level two being the intermediate class, as

Introduction to Language Development.

The Canadian studies will now be known as Introduction to Academic Language 10.

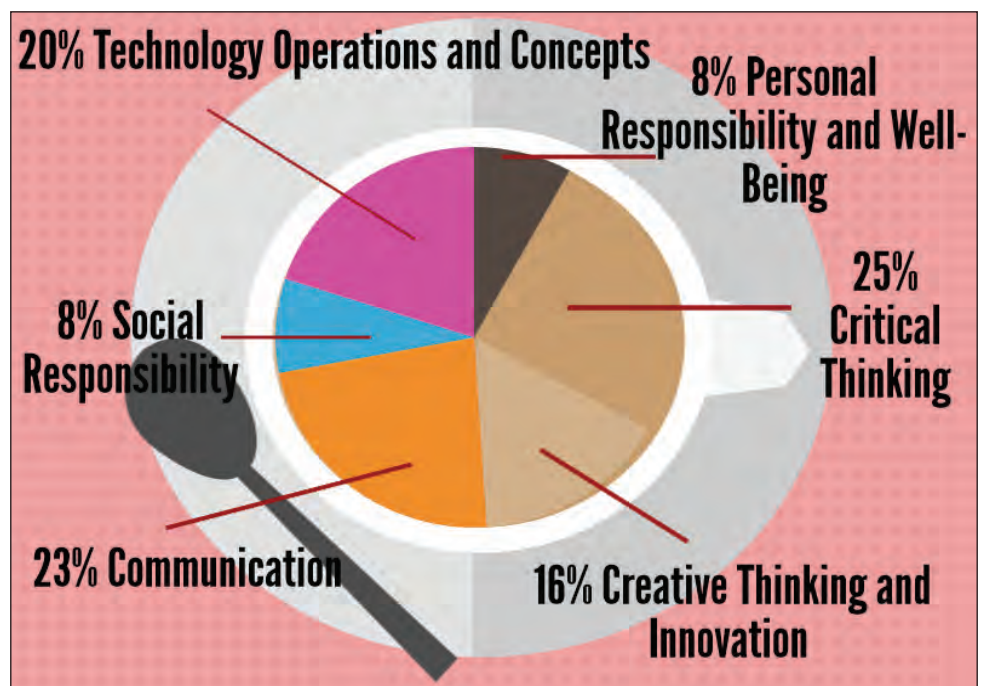
The new EAL skills class will now be called Academic Strategies for Language Learners 10.

The new classes will be better adjusted to the students' needs.

"I would say the culture of this school now, compared to 20 years ago, has evolved," remarked Cober. "We are twenty years older and our culture is twenty years older, and so there is that maturity, and so there is understanding and knowledge that comes with that."

"In twenty years' time from now, I think there will be components of it that will be the same," stated Cober.

"There will be common threads, but I think the culture will change because there's going to be more knowledge, more maturity, and a deeper investment around who we are and what we are about," concluded Cober



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BC'S NEW CURRICULUM IN A CUP: BC's curriculum will be undergoing changes within the next year, supporting the integration of digital literacy in the classroom.

2004: The November edition covered the October 29 phone-in threat and lock-down. Students and staff were confined to the gym, while the RCMP searched the school.

2008: In May, the Edge released three feature stories address multiculturalism and its meaning at Gleneagle, and about religious clubs.

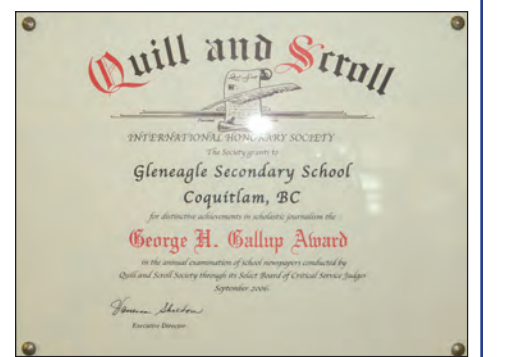
2010: The February edition focused on the Vancouver 2010 Winter Olympics. Also, Students from a Stratford, Ontario high school switched places with students from Gleneagle as part of a YMCA program.

2012: The May edition reporting on the mural outside of the library, the Holocaust Symposium and the Canadian International Model United Nations conference.

2013: The December edition was Gleneagle's second lock down. This time another phone-in threat occurred and students were evacuated to Scott Creek Middle.

2014/15: In the May edition, teachers went on strike and the Edge gets cut due to low enrollment as were many other courses.

Awards: The staff of the newspaper always strive for excellence, resulting in multiple awards from the Quill and Scroll. The Edge has won the George H. Gallup and the International First Place award from the Quill and Scroll Society. In order to win the George H. Gallup award, a publication must score "superior" in the four areas of: general practices, coverage, writing and editing; and visuals. The Edge has reached that designation six times.



Junior netball nets BC trophy

ZOE HOUSTON
Staff reporter

The junior and senior teams were given the opportunity to prove themselves and reflect on the season at provincials. On May 10 to May 12, both the junior and senior netball team participated in provincials. The senior girls came in sixth place in provincials, and the junior girls brought home another banner from their big win.

"Last year we were so close to winning, we both lost by two and this year ridges on the comeback better and bigger," explained **Ariminia Hifuma**, grade 10 student and junior netball player.

Being able to bring home a banner helped connect the players as a team, "I feel like we all felt part of a team, being able to bring back a banner," added Hifuma. "We did our best, everyone played together and we fought hard to be number one."

"We won all our games and are very proud and happy about coming first," **Halle Osmond**, grade 10 junior netball player, commented on the achievement of coming in first for provincials.

"We were a little disappointed with the placement but we really grew as a team so we were still happy," said **Brielle Reaume**, grade 12 senior netball player. Reaume explained that the senior netball team was disheartened by their placement but was over-all impressed with their progress.

Provincials being the end of the seasons does not dampen the joy of netball players, thoughts about next year are already taking place, "Provincials is the end for school netball but we all got very close as a team and I am excited for next year," added Osmond.

For some, the season coming to an end is more final than others, "It was my last time playing for Gleneagle netball and I was really [sad] because I realized how much I loved that team," remarked Osmond.

Valuable lessons were taught throughout this season of netball, "For myself, I took away that you just need to have fun while playing the game and to work with one another," commented Hifuma.

Netball helped bring out the best in Gleneagle players, "I learned again what the meaning of being a talon is," said Reaume.

Junior golf team wins Coquitlam championship

GREGORY CHOI
Staff reporter

With the golf season over, the Gleneagle junior golf team, consisting of **Zack Wilensky**, **Bryan Chan**, **Craig Nordin**, all grade 9, and **Euna Han**, grade 10, achieved a spectacular finish to their season.

The team achieved glory at the Coquitlam District Championships on April 1, where they were crowned champions.

"I feel really great about winning the district championship in my first golf season at high school," said Wilensky. "There was a lot of tough competition during the tournament but our team really pulled through and came together at the end of it a managed to grab the championship," added Wilensky.

The team hopes to continue their success for next years golf season and hold their title.



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THE BALL IS IN HER FIELD: Girls' rugby player, grade 10, rushes through Boucherie defense with the support of her teammates from grade 9, 10, and 12. She girls won 38-19 against their opponent. Gleneagle's senior girl rugby team and scores seventh at the end after being promoted from third division to second division while the junior team placed third in the championship.

Girls rugby places seventh in provincial finals

ALEX ZHANG
Staff reporter

Rugby season will finish strong for the girls' rugby team, moving on from last year's AA championships to placing seventh in this years AAA provincial championship after competing over three days with some of the best in the province.

The junior team had already placed third earlier, during a sevens tournament.

Due to the girls losing their semi-finals 29-19 against Abbotsford on May 16 in the Fraser Valleys fifteens, they were placed in

a very tough match-up with Yale Secondary, who had previously won against the team and second place in the provincials. The girls fought on May 24 but lost to Yale 31-12, joining consolation matches for placements.

Advancing to their second game on May 25, they were caught in a very tight match up with Abbotsford, losing by only one conversion kick, 29-27.

The final game on May 26 played against Boucherie, was won 38-19. "They played with heart and for the seniors," expressed assistant coach, **Mia Rushton**.

The team achieved seventh place, coming

in between Abbotsford and Boucherie.

"I think we [were] prepared because last year we were in double A," said **Teresa Thomson**, grade 12. "We were successful, so we're moving up to somewhere higher [so] now we can accomplish [actually being] number one, We're willing to put bodies on the line to win," ended Thomson.

"I think we'll do fine," said **Simon Quinto**, coach, before the provincials. "It's going to be tough because we're coming in on a low rank, which means we'll have to play one of the higher ranks, but I think coming in as the underdog will be good for us."

Sr. boy's rugby score district championships

MINA FREEMAN
Staff reporter

As the end of the year is approaching, the senior boy's rugby team is finished by winning the district championships against Terry Fox 59-7 on May 24.

"Everyone really gave it all," said **Axel Figueroa Sanchez**, grade 12. "Anyone who had held back before really came forward and pushed themselves during this game."

"In my opinion, this was the game that brought the team together," commented

Sanchez. "We didn't have the best season but we had a strong one. At the end of the day, we wanted to show our coaches that we were truly tier-one and we were a team worth fighting for."

It can be noted that a few players were short on the Terry Fox team, but according to Sanchez, that did not stop the boys to have a great match.

"I want to thank the coaches for giving everything that they had towards us and for always having faith in us," added Sanchez. "Rugby is a type of sport that teaches a lot in

regards of life and our coaches have always showed us that."

"We had a lot of fun and it was a great end to the season," commented one of the captains of the team, **Oliver Collett**, grade 12.

"I'm sad that it's our last game but I'm also so proud of how everyone has grown and developed throughout the season," added Collett.

The game was an unforgettable one that wrapped the season and became the final game for the grade 12 players of the team.

Track team set for today's provincials, following Frasers

ERIC HUANG
Staff reporter

The Fraser Valleys track and field championships was held on May 14, 15 and 17 at the Rotary Stadium in Abbotsford, where the Gleneagle athletes conducted several great results.

"We had several athletes advanced to the BC Provincial Championships from the Fraser Valleys," said **Michele Wilson**, track and field coach.

"We had other athletes that were really close to advancing to the provincial, but you have to be in the top eight of the final list. The competition is a lot

harder at Fraser Valleys [than in the district Championships]," added Wilson.

Darius Mawji, grade 9, in the Jr. Boys 1500m steeplechase and **Josh Laughlin**, grade 10, in the Jr. Boys 200m both obtained the sixth places in their events of the Fraser Valleys Championships. Both will move on to represent Gleneagle at the BC Provincial Championships.

"Overall, everyone reaches their potential and very impressed with the results so far," said Wilson.

The BC Provincial Championships will be the last Track and Field Championships for this year on May 31, June 1 and 2.

"A lot of the athletes that place in the top

8 to 10 in the provincial Championships are usually looked up by university for potential scholarship," added Wilson, "We do have athletes going to the Provincial Championships that are not grade 12, but still some of them are very good. They will go to grade 12 and get scholarship from university or collage; it's just a matter of time."

The athletes that are qualified will attain the provincial Championships in May 31, June 1 and June 2 next week in Langley's McLeod Stadium.

"They all have done really well. The competition is strong at provincials," concluded Wilson. "I think everyone can do very well at provincials in terms of personal best."



KENDRA SEGUIN PHOTO

TALONS SEARCH DEEP: Two grade 9's, do boxing in the spotlight. A grade 10, plays the guitar while singing. Another grade 10, plays a traditional Chinese instrument, the guzheng.

In-depth night showcases successful projects

KENDRA SEGUIN
Staff reporter

Monday was a night for members of the Talons program to show how they have soared to new heights as the MPR was filled with grade 9 and 10 students in the Talons program sharing their five month in-depth projects. The evening was a success with students demonstrating their learning through performances and learning centres.

"In-depth is an opportunity for students to choose an area of passion that is skill-based," explained **Quirien Mulder ten Kate**, Talons teacher. "They work on it for five months with the idea that they can work more in depth [because] so much of school is broad-based and only skims across the surface."

This year's Talons chose projects which ranged from classics such as music and baking, to more unique topics such as building wooden models.

"This year for in-depth, I decided to make wooden structures out of chopsticks, popsicle sticks, and bamboo sticks," said **Lauryn Lee**, grade 10.

"The reason why I wanted to build in the assignment this year was because I chose to do financing last year and that was extremely difficult," remarked Lee. "It felt

more like work than something I would do for enjoyment."

"I spend a lot of time doing athletics and school," explained **Connor Macmillan**, grade 10, whose project was baking. "So with this project I wanted to find a way to do something I don't usually do. I was actually inspired by my grandpa who bakes bread all the time and I thought 'Wouldn't it be a cool skill to learn beside him?'"

One large component of the project was finding a mentor from the community. Each student was required to find a mentor, who is an expert in the field, to meet with and learn from on a regular basis.

Liam Northcott, grade 10, did his project on music composition and had **Benjamin Sigerson**, grade 11 and Talons alumnus, as his mentor.

"The thing about [Sigerson] is that he has tons [of] experience, good advice to offer and he's a person I can look up to, but on the other hand, he treats me more like a peer," said Northcott. "He's always really friendly and encouraging with his advice, and hearing it from someone who can compose some really cool things really empowers me."

Talons students presented their learning on in-depth night as either a stage performance or in a learning centre. Going into in-depth night, many students were excited

to demonstrate all they have accomplished.

"For my presentation on in-depth night, I will be performing a short song on stage," explained **Makenzie Manning**, grade 9, whose project was learning to play guitar. "Hopefully, with my playing and a little bit of audience participation, my presentation will come together perfectly."

Family and friends of participants attended the event along with Talons alumni and students coming into the Talons program next year.

"A lot of the time, you do things for school and you hand it in to a teacher; then the teacher marks it and gives it back," said Mulder ten Kate. "[In-depth night] is really an opportunity to celebrate learning and also to share what we've learned and to learn from other people."

The night ended on a happy note with the Talons class gathering on stage to sing a class-created song about their memorable year in the program. Many guests and participants were left smiling over all the hard work that students had completed this year.

"I'm always amazed with what [students] come up with because you'd think after a while we've exhausted [our ideas]," said Mulder. "But there are always new topics, or people choose a skill where they go above in a very different way."

Annual spring carnival brings Talons together

DANIEL KIM
Staff reporter

Tomorrow, student council will be hosting the third annual spring carnival. The event holds many booths run by the school's various clubs. For the first time, junior leadership and Con-X will be running their own separate booths.

Con-X plans to sell soda pop floats and the junior leadership class plans on selling candy apples, cake pops, as well as chocolate covered strawberries.

Some of the other activities at the carnival include henna, water pong and archery. There will also be live performances by talented students.

"I'm delighted to see more and more groups taking part in the carnival and hope that we can continue to grow this Gleneagle tradition for years to come," said **Timothy**

Song, grade 12, student council president.

Student council is sure that the carnival will bring the school community together.

"I'm really excited for the fact that the carnival brings various clubs in Gleneagle together because it's an opportunity for clubs to really express themselves," said **Audrey Har**, grade 12, student council vice-president.

"Our purpose [student council] lies in trying to unite the school body," remarked Har. "And I feel that the spring carnival is an event that does that, as well as raise school spirit."

One of the games at the carnival will be the teacher toss, which gives students who donate money the opportunity to drench **Mark Tustin**, physical education teacher, **Roberto Ramogida**, science teacher, **Brittany Galliford**, Spanish teacher, **Peter Poka** and **Michelle Linde**, both socials

teachers, with buckets of water. Each teacher will take turns from 2:30p.m to 5:00p.m.

The proceeds will go towards paying for the carnival. Any leftover proceeds will go towards the student council's legacy project this year - a water fountain machine in the hallway leading to the MPR.

"Student council generally loses money from the spring carnival because of all the logistical details that have to work out," remarked Song. "Our hopes are to save up to a water fountain machine which will be far more convenient than what we have now."

"I have no doubt that there will be numerous opportunities [at the carnival] that will interest all," said **Oliver Collett**, grade 12, student council executive.

"It was hard work," concluded Collett. "In the end, I have a very strong feeling that this year's spring carnival will be the best to date."

NEWSinBrief

HYPE raises awareness for homelessness

Tomorrow will be the last day of HYPE club's Tent City, which started this Tuesday in the foyer. Colour coded facts about homelessness and a simulation of a homeless shelter were set up around the school.

Donations from the event are going towards a care package for the homeless which HYPE club will hand out in June.

"We hoped to raise awareness for homelessness both worldwide and in Metro Vancouver," said **Timothy Song**, grade 12, president of HYPE club. "HYPE club hasn't done any awareness raising events this year, we hope to bring to light the conditions of the homeless through Tent City."

"[The event] will be a reminder of the importance of being aware of these problems that we face in our own community," said **Victoria Kondo**, grade 12, member of HYPE club.

— Catherine King

Next week's awards set to honor students

Awards night, the evening to recognize students and all their hard works and efforts in their success, will be held on June 6 at 7pm in the gym.

"Students are recognized at the school for honor role, subject awards, service awards, and we also recognize outstanding academic achievement awards," said **Gina Duarte**, counselor.

Vocal jazz is going to sing for the event. All staff, students, and parents are welcome for the night. Students being recognized will receive email notification by Friday, June 1.

"I always think it's nice to celebrate success in people's effort and their contributions to school," added Duarte. "It's always nice to celebrate people's accomplishments."

— Melody Lee

Talons trip reorganized due to BC interior flood

After months of planning, the Talons biking trip near Grand Forks and Kelowna was completely derailed by one of the largest floods in BC history. The group had several backup routes planned if flood waters got too high, but these too were submerged.

"All of our plans for a biking trip have literally been washed away," said **Liam Northcott**, grade 10 Talons student.

The trip, spearheaded by **Quirien Mulder ten Kate**, Talons teacher, had to be completely remade and planned in an extremely small period of time.

"It took us such a long time to plan out every little detail of the trip," said **Owen Coukell**, grade 10 Talons student. "And [Mulder ten Kate] steps in and fixes it all in one single day."

The trip was around 55 kilometers long and visited three campsites: Raven, Osprey, and Widgeon. The group left on May 18 and returned from their trip on May 21.

"The flood affected everything," added Coukell. "Sometimes, under water, you could see grass or bushes or trees just there, as if they just grew under water."

The water at Pitt Lake had risen almost five and a half feet in estimation, with the nearby Alouette river rising one to two meters higher than the years average.

Despite the challenges, the Talons team managed a productive four-day trip.

— Jackson Adrian



PRINTED WITH PERMISSION OF THE BRITISH COLUMBIA STUDENT FILM FESTIVAL

STAR CREATORS: Student filmmakers, all grade 12, pose for a group photo after receiving an award for winning their nominations in the BC Student Film Festivals from May 25 to 27.

Multiple awards won at BC student film festival

JOE ZHOU
Staff reporter

At Saturday's gala event, **Danielle Carlat**, grade 11, won the best senior animation and best senior art direction while nominated for a total of four awards. **Zack Alves** and **Sina Soltani**, both Gleneagle alumni, and **Alexander Ballantyne**, grade 12, took the prize of best senior comedy.

Angie Yu, grade 10, was nominated for the best junior animation, best junior sound design and best junior art design, winning for the best junior art designer as the only junior participating for our school. **Liam Savage** and **Michael Marsolais** both grade 12, ended up winning best senior PSA ("Recess") and best lifestyle/action ("Gleneagle 4x4 Club").

British Columbia Student Film Festival is a provincial competition for film students in any BC school to show off their talents. Organized by media teachers, the festival

provided workshops for students to learn from professionals on May 25 to 27.

Five Gleneagle film and animation students and two graduates headed to the BC Student Film Festival last week with **Jodey Udell**, digital media teacher and one of the organizers of the film festival.

Gleneagle dominated 2D animation, with talon's producing three out of four of the selected movies in the senior level, and the only uploaded junior animation from Gleneagle was chosen.

The live action film "Gleneagle 4x4 Club", directed by Savage and Marsolais, scored a guaranteed win as it was the only film nominated in this section.

Films went through the nomination process during spring break. There were eight nominations for Gleneagle in the best films and potential nominations in the best arts and crafts, although these are not put out ahead of time.

"It is an honor to win a prize representing

Gleneagle," said Marsolais.

Marsolais wrote, directed, and acted in the public service announcement that won two awards.

There was also a gala event at the end, where the outstanding creators in each category, such as best animation or best actor received prizes and scholarships.

"[The BC Student Film Festival] is a provincial wide competition, to have the many nominations is really good," exclaimed Udell. "There are only three other schools in the provinces that have more nominations than [Gleneagle]."

"I described in the film how many phone usages in the 50s [comparing to] everyone is on their phone in the modern day," remarked Marsolais.

"My slogan talks about how life could be a dream if you look up from your phone. It could be great for me to win in both," concluded Marsolais.

Drama department preparing final showcases

LEO SHEN
Staff reporter

Gleneagle actors are getting ready to showcase their talents in the year end drama showcases, from June 7 and 8 at the MPR. Acting 12 class, drama 10 and 9 classes will bring four shows to the audience.

The drama showcases will start at 7:30 pm, and are expected to end at 9 pm. Tickets will be sold for five dollars at the front door.

Acting 12 will perform a mysterious play titled "All Employees Must Wash Hands Before Murder." The show is about the restaurant being inspected by a health inspector, who found out the manager was killed in the freezer while workers of a

burger restaurant made greasy discoveries. The murderer will be found in the end of the play.

"That doesn't sound funny, but the story will be very funny," cheered drama teacher and director **Zelda Coertze**. "The story is full of big characters, and a very hilarious and surprised ending."

Drama 10 will perform on the play "The Very Unmerry Adventures of Robin Hood," directed by grade 12 students. The show is based on the British literature "Robin Hood," with modern elements included.

"It's quite a challenge to act in the British accent, but our class is pulling off very well," said **Christian Ramirez**, grade 10. "A lot of our acts are really funny, and it's hard to

think character every once a while, just like [we] smiled, and then go right back to the character, that's one challenge for me."

Drama 9 will bring two short plays both written by direct 12 students. One of them is based on "Buzzfeed Unsolved", a pod cast talking about unsolved murders, and the other one is based on the comedy of **John Mulaney**.

These are the last drama showcases of the year. Coertze explained her confidence on the performers.

"They worked very hard all semester, and they are working really hard on this play right now, and I think it will be a fun way to celebrate the end of the year," concluded Coertze.

Cuba trip set to fly smoothly next spring break

CHANG CHE
Staff reporter

The music department will hold a trip to Cuba between March 16 and 24 in 2019 to Havana, the capital of the country, to get insights and exchange culture identities with people who live in Cuba.

"The flight will be [from] Vancouver to Varadero, and we [the music department group] will take the bus to Havana to our hotels," said **Edward Trovato**, music teacher

and one of the organizers of the event.

"The main reason that we chose Cuba is because the cultures are all about the different forms of arts, they are very representative and healthy in music, dance, and visual arts, etc.," added Trovato.

"For me, I think this is an amazing chance to get connections with other people in another region and try to comprehend Cuba's culture from their understanding of the nation," said **Joe Zhu**, grade 9.

"During the trip, we will visit two fine arts

schools," added Trovato. "The first one is in Havana and the second one is in Matanzas, about 1.5 hours away [by bus] from Havana. We are going to have a music festival in the fine arts school for exchanging cultures and values since the fine arts school has a great passion for music and dance."

"Anyone in the music program is eligible to sign up the trip to Cuba," concluded Trovato. "The last call for the trip is going to happen in this September, so everyone new to the program has a chance to sign up."

Year end concert set to end year on high note

TIANA ZHAO
Staff reporter

The music department will hold its annual year end concert on Wednesday, June 13. The junior, senior, jazz bands, choir and vocal jazz have been working hard to prepare for the upcoming concert and to "celebrate as a whole music department and show how much we have improved," said **Helena Qin**, grade 12 clarinet player.

Pieces include *Be Still* and *Consider* by the choir, *Regal Fanfare* from junior band, *Fuego del Alma* by senior band, *Bye Bye Blackbird* by jazz band and *Can't Help Falling In Love* by vocal jazz.

Benjamin Sigerson, grade 11 French horn player, will be conducting the senior band his original piece called *Shades of Evening*. Sigerson has written and conducted several pieces at previous concerts, for example, *Cassini's Death*, and is a highly accomplished musician.

"I feel very privileged and grateful to have been given this opportunity to lead the band in one of my own pieces and thanks to the band and [Edward] Trovato [band teacher] for the chance to do so," said Sigerson. "It's a great experience for me and hopefully a bearable one for everyone else," added Sigerson.

"I wouldn't necessarily say there was a specific reason I wrote [the piece]," explained Sigerson. "I was inspired to write my song as a way for me to get a glimpse into understanding a feeling that I didn't understand. Also, it's not to say that writing this thing is the complete and total answer because it's virtually the opposite."

"It's also like a study for myself because it's something I'm not that good at yet and continually working on," remarked Sigerson. "So the song is just another step in my journey to learn understand and appreciate music and composition."

Lucas Hung, grade 10 trumpet player, will be conducting *Regal Fanfare* by **Richard Saucedo**, composer, at the concert.

"It's super nice of [Trovato] to present this opportunity to me," commented Hung. "I've actually led several full rehearsals this year with the grade 10's, so it's a nice way to work with the band and present our progress," added Hung.

The year end concert will be the last concert for grade 12 students in the program.

"I think it's going to be a bit sad," said **Clare Urquhart**, grade 12, who is involved in senior band, jazz band, choir and vocal jazz. "But I think everyone is so excited to start the rest of their lives. We're going to be spending our last concert full of joy and ready for the next step," added Urquhart.

"I am really excited and looking forward to this concert," explained Qin. "I love the music we'll be performing. They are challenging but interesting at the same time. I think it will be a great way to finish my fourth and final year in band. And I'm especially thankful for Trovato for all the hard work he has put into the program," concluded Qin.

Photo removed as per SD43 online policy.

ARTONA
Lucas Hung
grade 10

Photo removed as per SD43 online policy.

ARTONA
Clare Urquhart
grade 12