

CRESTWORD

NEW YORK CITY ON A CANVAS

BY: BENJI BAKER

As my alarm flashed wildly on February 20th at 3:30 a.m, I knew that the time had arrived. Dragging myself out of bed, I was ready to join my fellow peers for a short flight to none other than New York City. Under the guidance of Ms. Sawka, the grade 12 art class was about to visit world-renowned museums housing priceless artworks.

After a brief unpacking session, we found ourselves on a quick walk to the Museum of Modern Art. With six floors of exhibits, there was something there for everyone. Barred behind glass on the fifth floor were “The Scream” by Edvard Munch and “Starry Night” by Van Gogh, as well as numerous other pieces by Pollock, Matisse, Picasso and Monet. The MoMA was not solely residence to paintings, but also accommodated sculptures, furniture, films and even photographs. With an audio guide in hand, we could inquire about any piece at the museum. For example, plugging in a few numbers and – voila! – the guide told you that



two of Monet’s paintings were lost in a fire during the 1960’s, which led to the acquisition of the enormous “Agapanthus Triptych.” Time seemed to quickly fade when admiring the artworks .

as possible, I would be generous in saying we were only able to see a tenth of the behemoth museum. I enjoyed a stroll through the renaissance artwork and modern artwork section. My favourite piece that I was fortunate enough to stumble upon was Théodore Rousseau’s “The Forest in Winter at Sunset.” With a trusty audio guide wielded in my left hand, I learned that this large piece took over thirty years to complete. The detail and composition of the piece could only be served justice when standing before it. I did have enough time to browse through the instrument exhibition where I saw Violins by Guarneri and Stradivarius and even a gold encrusted medieval clavichord. *Continued on page 5*

INSIDE:

A Small Class in a Big City	2
Interview: Duncan Gilfillan	3
Curiosity Did <u>NOT</u> Kill the Cat	4
A Hero’s Fall From Grace	5
Grade 8 Photomontages	6-7
Why The Bard?	
An Excerpted Emulation	8

After a long earned rest in the hotel, a new day came upon us. It was the first time we were going to enter one of the most befuddling subway systems in America. Ms. Sawka was no stranger to the twists and turns known as the New York Metro and got each of her pupils to the museum. Alas, we had arrived at the biggest museum in New York: the Metropolitan Museum of Art. With only three hours to explore as much

A SMALL CLASS IN A GREAT BIG CITY

BY: SHELBY FEIGEN

On the morning of February 20th, students enrolled in Crestwood's CGW4U and AVI4U courses departed from Toronto Pearson International Airport and headed towards the big and bright city of New York. Shortly after their arrival at Newark Airport, the group of students were introduced to their tour guide and hopped on a bus travelling across the Lincoln tunnel and into Manhattan. Enthusiastic and eager to explore, the students took confident strides into the Big Apple, preparing for the adventurous days that lay ahead.

The first day in New York City was as exhilarating as the class had hoped. After dropping their luggage off at the Comfort Inn, a hotel located near Times Square, Keegan — the exceedingly energetic tour guide — took the class on a quick tour of Manhattan. Once introduced to enough of the city to quench their New York thirst, the world issues class visited the United Nations to attend a very informative tour. Founded in 1945 after World War II, the UN is an international organization whose aims are enabling cooperation in international law, international security, economic development, social progress, human rights, and the achievement of world peace. Here, our students learned about our World's desire towards forming world peace, and the steps that each country is taking to successfully accomplish this. Following this outing, the class took a tour of Fifth Avenue and then went to the Rockefeller Center where they visited the top of The Rock. The first day was brought to an end after being given the opportunity to soar high above 70 flights of the Rockefeller, where our students got to experience a unique perspective of the New York City skyline.

The second day's morning began with a visit to the 9/11 memorial. Once called Ground Zero, the 9/11 memorial is referred to as just that as it is no longer a place of de-



struction, but a place of reflection. Here, the class was able to stand over and observe the two reflective pools, which stand in the shadows of each of the fallen buildings. Each student was able to view the names of those that lost their lives in this tragic event, engraved along the perimeter of both pools. A visit to Chinatown, Little Italy, Greenwich Village, and Soho followed, where students were given free time to shop, explore, and eat. The class then took the busy New York subway to Times Square to view the brightest of lights and the coolest of people. From the M&M store to the Hershey Factory, countless remarkable stores were flooded with our students trying to make the best of memories in one of the City's most popular locations.

Continued on page 3



AMBASSADOR PROFILE: DUNCAN GILFILLAN

BY: MR. CHRIS JULL

Being on the executive of the Athletic Council is a goal that Duncan Gilfillan has had for a long time. His work as a Crestwood Ambassador solidified his desire to take on leadership roles within the school.

As Athletic Council Vice-President, Duncan works with the Executive Team to help plan Spirit Week, the Athletic Council Banquet, and organize scorekeepers for all home games. In addition, the full Council meets once or twice a month to plan events that will appeal to the whole student body. As Gilfillan says, "It's important that events allow as many students as possible to join, and are not just personal projects of the Athletic Council."

He has found his work on the Council personally very meaningful. Gilfillan speaks about learning to engage other students on Council, and says that, "it is rewarding to see the results of motivating and empowering other students."

As a Crestwood Ambassador, Gilfillan had many leadership opportunities opened up to him, including working in partnership with the Canadian Centre for Diversity's Peer Leaders Network.



Gilfillan hopes to continue his rise up the leadership ladder by running for Student Council or Athletic Council President next year. He points out that these experiences are "a positive, and not a chore. They can shape you into someone you want to be."

Watch the next issue for a profile of Julia Kroon, student coach of the Jr. Girls Volleyball team.

A SMALL CLASS IN A GREAT BIG CITY, CONTINUED

The second last day in New York City was filled with just as much excitement as the first two. The day began with a Ferry ride to Ellis Island for a close view of the Statue of Liberty, the famous sculpture standing in the New York Harbor which was gifted to the U.S from France in 1886. Students were able to learn about the history of U.S money, presidents, financial crimes, and much more with a tour of the Financial District, followed by a long walk across one of the city's major landmarks: the Brooklyn Bridge. Later that evening, both classes attended a night performance of "Chicago," a musical set in prohibition-era Chicago.

The play is based around two murderesses, Velma Kelly and Roxie Hart, who are facing death row — and serious hunger for fame.



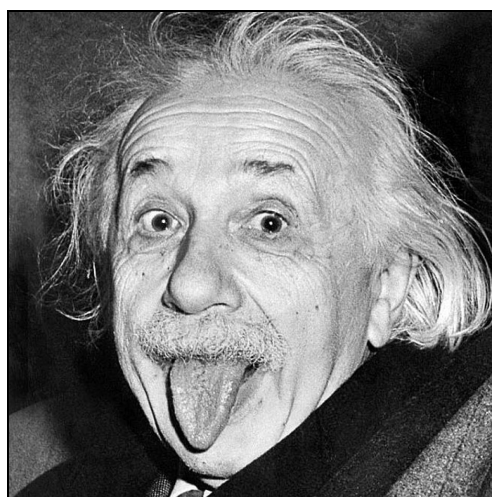
The last day in the Big Apple began with an exploration of Central Park. Starting in Strawberry Fields, the class viewed John Lennon's "Imagine" memorial, placed in the entrance to this section of the park. Keegan then led the group to admire the Bethesda Fountain, one of the most well known fountains in the world. This neoclassical sculpture features an eight-foot bronze angel who stands above four small cherubim, representing health, purity, temperance, and peace. The class then visited Grand Central station, one of the nation's most historical landmarks, and off to explore.

After four fulfilling days in New York City, the class departed from LaGuardia Airport. Exhausted and cold, but steeped in knowledge from their experience, our Crestwood students awaited their flight to return back home from their journey. Accompanied by multiple shopping bags and completed ISP's, the greatest souvenirs each student really brought back home were the memories created with one another.

CURIOSITY DID NOT KILL THE CAT

BY: MICHAEL LAWEE

On Thursday, February 21st, a select group of Crestwood students were asked to write the University of Waterloo Math Contest. The contest was a mixture of all the mathematical skills that are taught in class, but are applied in complex, thinking-based questions that go far beyond the thinking and application done in the classroom. For example, "PQRS is a square. The midpoint of PQ is M and the midpoint of RS is N. If the perimeter of the rectangle PMNS is 36, what is the area of square PQRS?" (This question was taken from question #10 in the Grade 11 Fermat Contest.) We are taught what the midpoint is in Grade 10 and we all know the formula for area of a square; but the question has multiple layers and requires more thinking than the usual (and tediously boring) homework questions we are assigned by teachers in our respective math classes.



Many people (and they know who they are) have the unfortunate habit of reclining into REM sleep in math class... And then, when they awake from their unholy slumber they ask, "When am I ever going to use this?" and boldly state in frustration, "I will *never* use this!"

Personally, my life revolves around science and, therein, mathematics. My scientific interests span from the nature of the universe down to quantum mechanics and string theory. It is easy to see how mathematics can be applied in quests for knowledge.

In the various science classes I attend, the skills that I learn in math are applied and expanded upon. They are used in real-life scenarios: for example, in Mr. Chmatil's chemistry class, we use linear relationships to find the concentration of an unknown solution (Beer's Law), or we can manipulate the molar formula to find the number of atoms in a piece of chalk. In Mr. Sunderland's physics class, we use the quadratic equation (also known as "Ol' Faithful") to solve for time in a kinematics (study of motion) question. Or, we can use trigonometry to find the speed of a projectile. In Mr. Podlovics' biology class, we use formulas to calculate Hardy-Weinberg equilibrium and track evolutionary changes

in a population from generation to generation.

I also participated in the University of Waterloo Computer Science Contest which took place on Tuesday, February 26th. It used mathematical relationships mixed with computer programming in Java to, once again, to challenge students' application beyond the normal curriculum. The three hour contest pushed the group to their mental limits with complex logical problems mixed with the programming application that we do in class.

Each of these contests show students ways in which concepts learned in-class can be applied to their everyday lives in interesting and engaging ways. On my own time, I could use math concepts to, for example, calculate the size of a black hole based on the mass of its star or to find the gravitational force of that black. Or maybe I could calculate the volume of the universe. I could also calculate the speed of light using only my telescope and Jupiter's moon Io. Last year I was granted the opportunity by Mr. Scott (thank you again, Mr. Scott) to conduct a first-hand research project for my Independent Study Project and write my first *real*

scientific paper. (Einstein wrote his first real paper at the age of 16 - I beat him by one year). I was able to genetically modify plants using only ultraviolet light. (I also tried to clone plants, but airborne bacteria got in my way.) I then used the graphing skills learned in math class to model the growth of the plants. The point is that mathematics opens up a universe of understated options, and if there is one thing that has kept humanity evolving, it is our curiosity.

From Sir Isaac Newton's Principia Mathematica to my paper on the possibility of life outside of our insignificant pale blue dot in the vast cosmoses (I used The Drake to find the probability of sentience life outside earth) to The General and Special Theory of Relativity by none other than Albert Einstein, mathematics is essential to understanding and modeling events and phenomena - the end goal of all science. All every scientist wants is to understand; to understand the motion of the planets, the speed of light, or model the relationship between mass and energy. When asked why I have devoted my life to science I will always answer, "I simply want to understand everything." Mathematics is the tool that I use to understand.

A HERO'S FALL FROM GRACE

BY: GABI SANDLER

Between last Sunday's Academy Awards and the recent scandal in South Africa, Oscars have been on everyone's mind for the last few weeks. While Seth McFarlane's risqué hosting and Anne Hathaway's dress have been the topics of discussion, the real Oscar news is the murder of Reeve Steenkamp by her boyfriend, Oscar Pistorius, on Valentine's Day in Pretoria, South Africa.

Pistorius had been in the media before his murder charges, but in a more positive light. Pistorius became the first amputee to ever compete in the Olympic Games. He ran in the 400 meter race and placed second in the 2012 Games in London. He also participated in the Paralympic Games in London and held the flag while the South African team walked out during the opening ceremony. During the Paralympic Games, he broke a world record in the 4 x 400 meter relay with a time of 41.78. He instantly became a hero around the world and was offered endorsements from major sponsors such as Nike and Oakley. As the pride of South Africa, it seemed that Oscar Pistorius had the world in the palm of his hand, but one single moment triggered the downfall of his fame.



On February 14th, Pistorius shot his girlfriend of three months in his home. Police found that gunshots had been fired through a locked bathroom door, with his girlfriend found inside. Pistorius claims that he was out on the balcony and believed that she was a burglar and posed as a threat. He was taken into police custody and charged with the murder in a Pretoria court the following day.

Natives who have left the motherland have followed the scandal closely. For those who are from Africa's southern tip, it has and always will hold a dear place in their heart. South Africa is one of today's most fruitful tourist destinations and even hosted millions world with the highly successful FIFA World Cup 2010. Not bad for a country that has rebuilt itself in the last twenty years after ending the Apartheid era. And just as it has overcome adversity on a global scale in the past, it will find its way back into the heart of the world once again.

NEW YORK CITY ON A CANVAS, CONTINUED

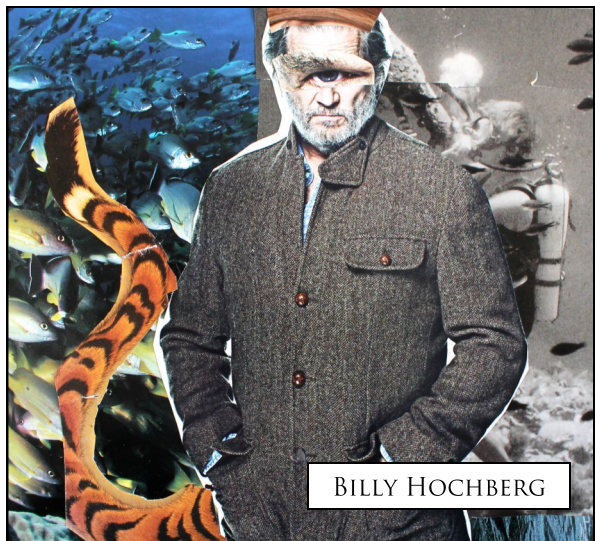
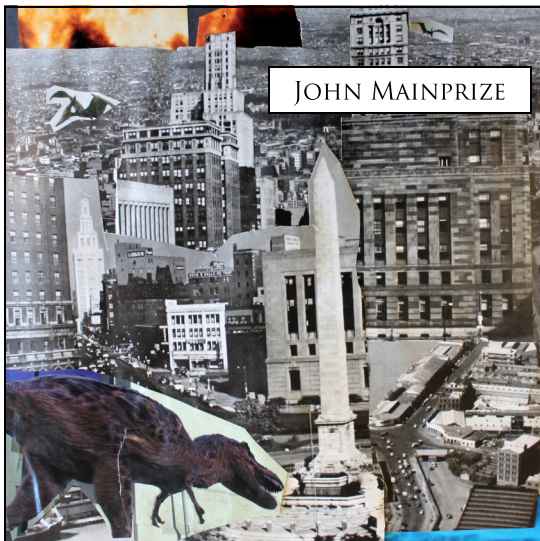
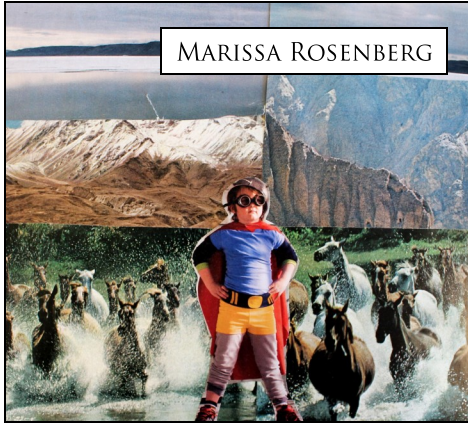
When the clock struck 3:00 p.m., it was time to pack up, but not without taking a peek at three gem covered Fabergé eggs. It was easy for one to lose themselves in deep thought over such exquisite art pieces. It was hard to depart the Metropolitan without seeing everything, but it gives me an excuse to go back!

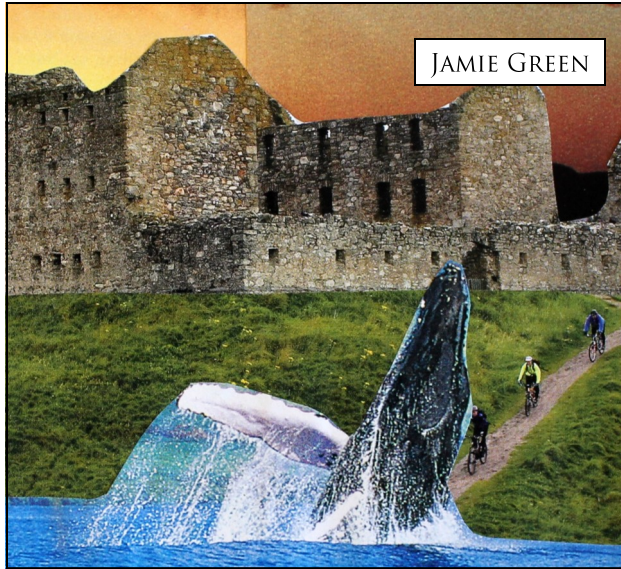
Our last museum was the oddity known as the Guggenheim. From its peculiar façade to the winding ramp on the inside, I can safely say that it was the strangest building I have ever seen. The artwork was drastically different than both the MoMA and the MET. The painting I liked the most was "What Do We Want" by Truong Tan, which showed a painting of a man crucified to a cross with a rope bound around the piece. Although my interpretation of the piece was far different from the intended "...Structures imposed by the artists Country's socially conservative environment," I thought to myself, "To each their own." The Guggen-

heim had pieces from Picasso, Cezanne and Gauguin but even more pieces that made you wonder, "How the heck is this art?" For example, a piece of nylon fabric simply hanging from the roof, or a white canvas with two lines harshly brushed on required the surveillance of several curators. It was interesting to see the depth and emotion portrayed into the works despite some being very simplistic and minimalist.

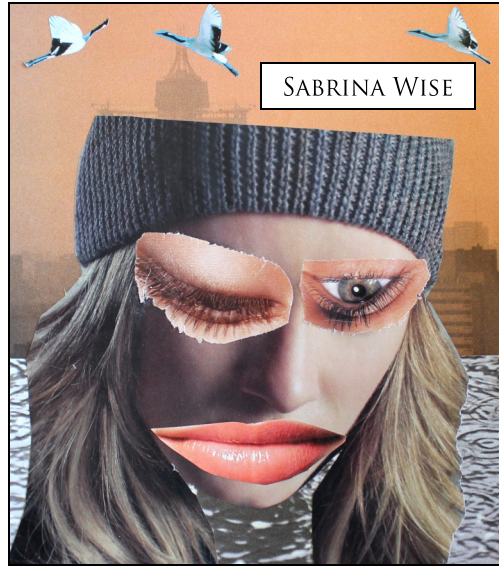
If there was one place to learn about art, New York could not have been a better place. There was so much to see and learn that we were occupied the entire trip. I really encourage that this trip be continued annually for all grade 12 art students as it provides insight and respect for the pieces we normally see in pictures. I was laughing to myself when I saw three paintings we learned about in grade nine all in the same city. With variety, universality and diversity, the Big Apple encompasses a world of art within one city.

ARTWORKS: GRADE 8 PHOTOMONTAGES

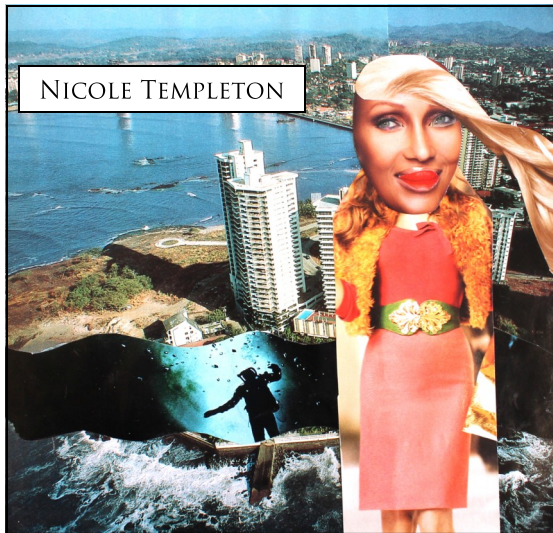




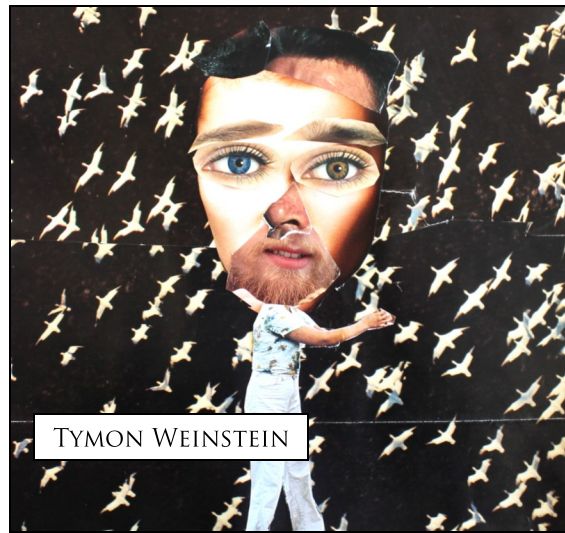
JAMIE GREEN



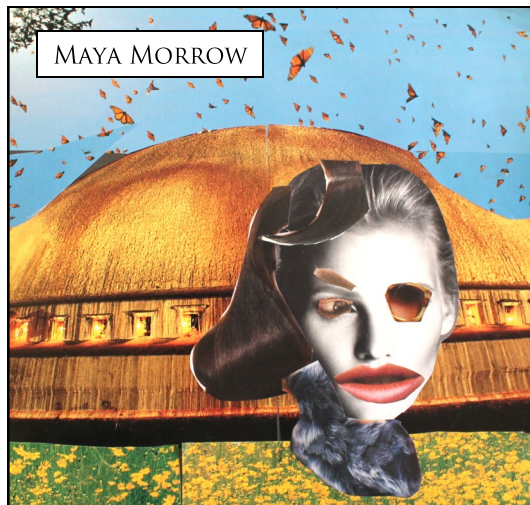
SABRINA WISE



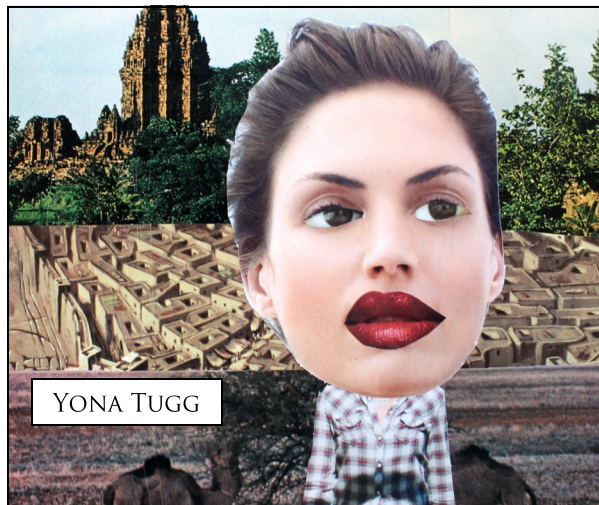
NICOLE TEMPLETON



TYMON WEINSTEIN



MAYA MORROW



YONA TUGG

ARTWORKS: GRADE 8 PHOTOMONTAGES

WHY THE BARD?

BY: JENNIFER FREEDMAN

To study Shakespeare or not to study Shakespeare, that is the question! Many students cringe at the sight of a Shakespeare play; they know it will involve careful dissection just to write a test on the same subject. However, this dissection has been proven to be crucial in the education of students throughout high school.

Shakespeare's plays allow us to connect to history. The evolution of the English language can be seen as the Elizabethan era is highlighted by the seemingly confusing language that causes a lot of difficulty for students. It could even take days to understand the overall meaning of one part of an act! Shakespeare's plays have incredible value within them. In addition to exposing students to a number of literary techniques, Shakespeare's plays prove to challenge students with difficult language and style, and enlighten us on the profound complexity of human behaviour.

William Shakespeare is recognized as the greatest of all dramatists – after all, this is why is known as The Bard. The intricate meanings, vocabulary and imagery contained in his works demonstrate the fascinating storytelling ability of the famous English playwright. We have yet to discover another individual like Shakespeare, but many believe that hip-hop artist Eminem comes close!

Learning about this great playwright in English class could potentially mold an eager pupil into this century's Shakespeare. The world is now looking for this bright student to step forward and claim his or her prize as being the next greatest writer in history. He or she will thank their English teachers later!



AN EXCERPTED EMULATION

TO LOVE OR NOT TO LOVE

BY: ALEX CHAN

To love or not to love: that is the question;
whether 'tis passion to be broken and break
all of cupid's arrows
or to ask this noble gentlemen out to a dance
and by doing so, lead to a kiss.

To ask... To wonder...
and to ask him as if he would reply yes,
all problems would be solved:
a date shall await.

To ask... To wonder...
to dream about these moments
in time – Aye! Here he comes,
down the stairs with a corsage:
But, sleeping will not bring me to my reality,
slowing time will do nothing
but make my heart shatter
into a thousand tiny fragments of
what will never be.

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Talk to your Editor and send
your articles to Ms. Bryant

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