



CRESTWORD

THE GREATEST CAUSE OF ALL

BY: MICHAEL LAWEE

"Freedom is the greatest cause of all." On Monday, November 12, just after the Crestwood Remembrance Day Assembly, a select group of students had the privilege and honour to sit down and conduct an interview with World War II veteran George MacDonell.

Mr. MacDonell's story started long before he enlisted in the infantry. Born in Edmonton, Alberta in 1922, his parents died when he was very young. Orphaned, he moved to a small town in Ontario to live with his aunt and uncle. This was where he joined the local militia and began training, in between attending high school and working at a bakery for no more than stale bread and day old pastries as payment.

In the time of the Great Depression, what allowed the poor to triumph through the oppression was the communal way of life: people helping people. It is this community environment that was the basis of Mr. MacDonell's youth: "We were oppressed, but we were united in our oppression."



MR. MACDONELL ADDRESSES THE SCHOOL AT THE ASSEMBLY



On a September school day in 1939, MacDonell's militia was ordered to report to their General. Every one of them stopped what they were doing to attend a meeting that would alter the course of their lives. The General stood in front of this group of volunteering young men all neatly in a row at attention and told them that their country had declared war on Germany. "Now you have a choice. You can stay here or you can fight for your country, you can fight for your freedom... You have five minutes to make up your mind."

Approximately 85 percent of the young men who had volunteered for the local militia took a step forward indicating that they would fight for their country and fight for their freedom. The young George MacDonell was one of those men. On September 3, 1939, Mr. MacDonell's militia was mobilized and was destined to head overseas to the UK. As the mobilization began, one of the militia's supervisors received a message from MacDonell's aunt. She pointed out that George was only 17 and was not allowed to enlist.

Mr. MacDonell, with the 2 dollars in his pocket, hitch-hiked to the closest enlistment office and was once again denied. But George MacDonell would not give up; he would not surrender.

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AN AWARD-WINNING TEACHER

BY: KATHERINE CHARNESS

The Governor General's Award for Excellence in Teaching Canadian History is given annually to six teachers across the country. The award celebrates leadership and innovation in teaching young people about Canada's history. Through their teaching, recipients of this award demonstrate that students gain a better knowledge and understanding of Canada and that they can connect Canada's past with the future. Students gain a continuing interest in Canadian history, learn to assess historical evidence, experience a variety of teaching methods, and are actively involved in the learning of history. Based on the criteria of the award, there is no question as to why Mr. Masters has received this honour.

Mr. Masters began the Oral History Project at Crestwood a number of years ago. In the Project, students record interviews with Holocaust survivors, veterans, community members, and other people who have witnessed major events in the twentieth century. When he started the Project, a number of different speakers had already been coming into class to share their stories. "A lot of them had good stories to tell that I didn't want to lose," says Masters. "I also got a lot of inspiration from the example of my own grandfathers." With that, the oral history project was born, and it would eventually grow into an online archive of hundreds of recorded interviews.



DURING THE ASSEMBLY, MR. MASTERS WAS RECOGNIZED BY TD BANK FOR HIS TEACHING

The Oral History Project has been such a success since people have been so willing to come in and share their stories with students. "I knew we had a lot of excellent people who were willing to share, and a lot of students who I felt would be able to put in the work required for it to be successful," says Masters. And the value of these conversations is priceless. Both the students and the speakers really learn through the interviews and this is shared online for many more people to see. "Interview subjects really appreciate being able to share, and the students get an opportunity to make an emotional connection in a one on one conversation. A lot of these stories are extremely important. These are people who lived through major twentieth century stories. [With the Oral History Project] They are able to contribute to their own legacy in one simple conversation." Mr. Masters is extremely proud of the success the Project has had so far, but he intends to keep going with it and continue to build on what he has started. In the future, he hopes to see more people interviewing their own grandparents as much as possible, as he thinks this connection is extremely important.

BY: LILI MANCINI



There is a beautiful little boy with 50 toy soldiers that he sends off for battle, all in a row.

He sends them all forward as they hope for the best and they shoot in the empty room.

Day after day the boy sits on the carpet as he grows and he grows and he grows.

Grows tired of his soldiers, he picks up the toy rifle that his daddy had left when he went out of the room.

Out of the room for the very last time, his daddy was going to war.

"Let me come with you!" cried the boy as he fell to the grass and watched the birds that would soar.

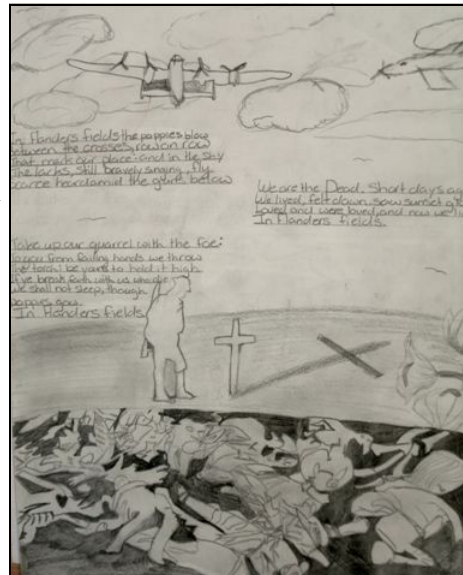
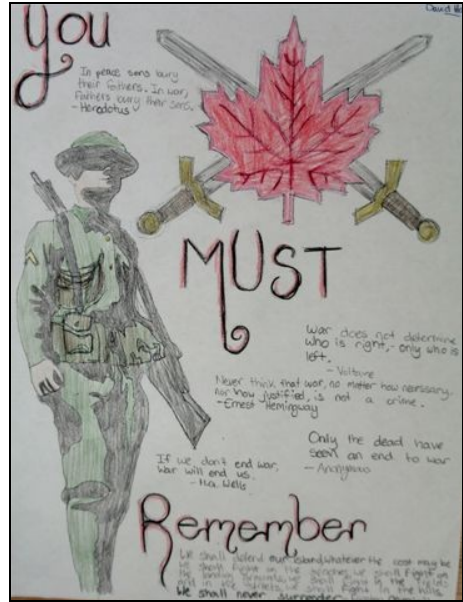
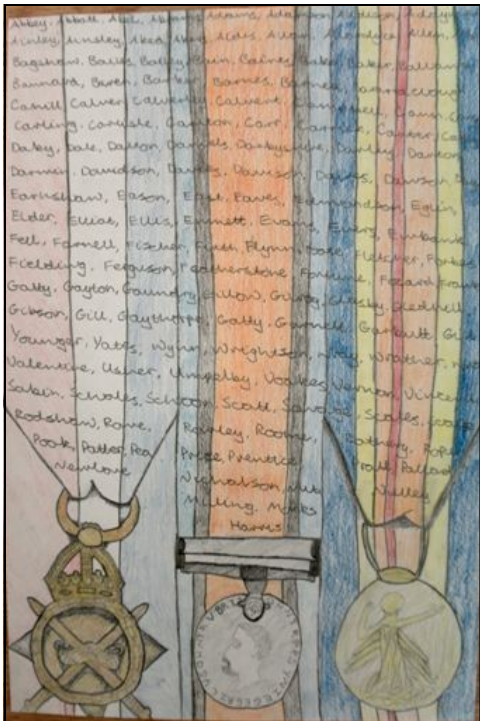
He grabbed his toy rifle, he set up some cans, and he'd shoot and he'd shoot and he'd shoot.

The beautiful boy, who had just become a man, has finished his training; he jumps on the train, without even tying his boot.

The train takes him to battle, like he had once done, with those 50 toy soldiers who had gone with the broom.

The boy's battlefield is not like the man's; the soldiers do not shoot at an empty room.

They shoot at the enemy as they step over bodies, the bodies of heroes, and the bodies of friends who died for their country, who died to defend.



WHO WAS (OR IS) ROSIE THE RIVETER?

BY: SHELBY FEIGEN

Rosie the Riveter is a cultural icon of the United States, representing the American women who worked in factories during World War II. These women sometimes took entirely new jobs replacing the male workers who were in the military. Rosie the Riveter is commonly used as a symbol of feminism and the economic power of women. The term "Rosie the Riveter" was first introduced in a song of the same name in 1942, written by Redd Evans and Jacob Loeb. The song portrays "Rosie" as a tireless assembly line worker, doing her part to help the American war effort: "All the day long, whether rain or shine, She's part of the assembly line. She's making history, Working for victory, Rosie the Riveter."

Rosie the Riveter became most closely associated with another real woman, Rose Will Monroe who was born in Kentucky in 1920 and moved to Michigan during World War II. She worked as a riveter in the Willow Run Aircraft Factory building B-29 and B-24 bombs for the U.S Air Force. Rosie continued to become perhaps the most widely recognized icon of that area. The films and posters she appeared in were used to encourage women to work in support of the war effort.

While the image of "Rosie the Riveter" reflected the industrial work of welders and riveters during World War II, the majority of working women filled non-factory positions in every sector of the economy. What unified the experiences of these women was that they proved to themselves and to the world



that they could do a "man's job" and do it just as well. World War II represented a turning point for women as they eagerly supported the war effort. Leila J. Rupp stated in her study of the war, "For the first time, the working woman dominated the public image. Women were riveting housewives in slacks, not mother, domestic beings, or

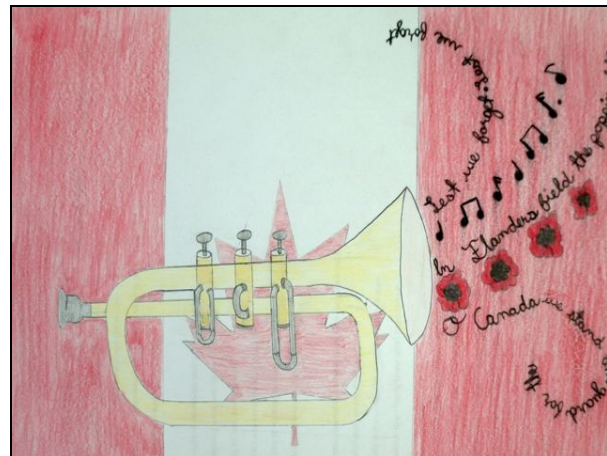
THE PLAYING OF THE LAST POST

BY: ALICE LEE

Everyone stood up with solemn hearts for the Remembrance Day ceremony on Monday, November 12. My trumpet solo, "The Last Post," was after the speeches from students, a veteran and Mr. Masters. As the speeches ended, I was flushed with anticipation. My horn got cold, and I got more nervous because the first note may not come out properly, having not played for a while.

While waiting for my turn, my mind was full of concerns and stage fright. When I started to play my mind blanked out, which actually made me feel more comfortable. All you could hear was the sound of my trumpet, and as it filled the gym I felt more confident. Following my solo, there was a moment of silence, and a notion arose in my head, making me nervous again. This moment was the most nerve-wracking because I could feel the tension in the gym. This moment of silence allowed me to wonder how the veterans must feel about Remembrance Day.

"The Last Post" was used to commemorate those who died and to symbolically end the day. Historically, this song was used routinely to mark the end of the military day. It was also



used to signal the end of the war and helped soldiers find safety by following the sound of the call. My trumpet solo caused veterans to be reminded of their war experiences. This heavy responsibility burdened me but by listening to "The Last Post," teachers and students were reminded of our veterans and lost soldiers.

DON'T MESS THIS UP: OR, WHY STUDYING CANADIAN HISTORY IS IMPORTANT

BY: MR. HAWKINS

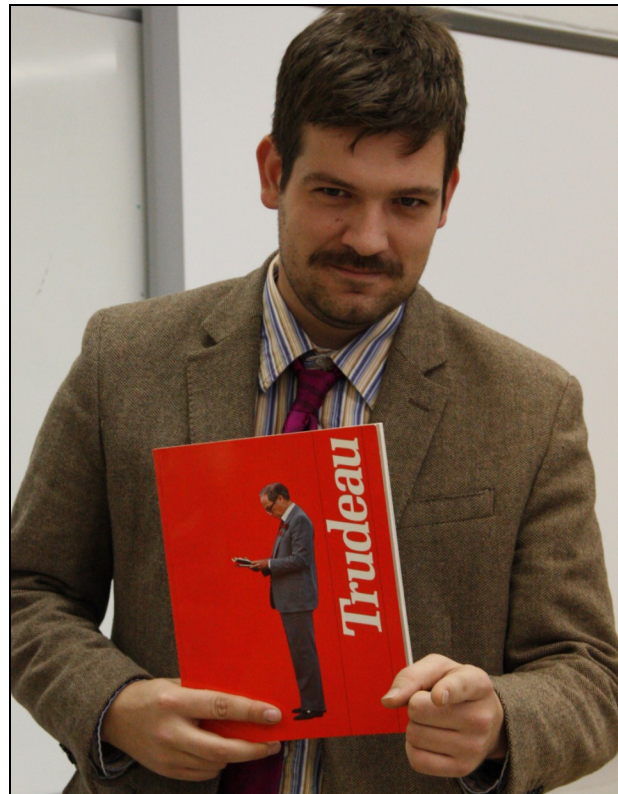
Canada is a cold, confusing, and diverse landmass. From our earliest days, we have had mixed cultures, languages, and religions. Geographically, we span the better half of a continent. Uniting, and maintaining, this landmass has been one of the most complicated and stressful tasks in modern history. Ours is a history that is often ignored, or worse, belittled as boring. For those expecting and hoping for a historical equivalent of *The Expendables 2*, filled with explosions every second and a coterie of superhuman male leads, Canada often comes up short. Instead, we come off as a bilingual, gender-neutralized restaging of the play *12 Angry Men* - a bunch of people sitting around in a room, arguing about stuff. Where other nations have civil wars, we have extensive constitutional discourses followed by orderly and inconclusive referenda. The American West's conquest is a story of bloodshed and conflict. We bought the majority of our company from the HBC in 1870, like we would our winter coats for the following century and a half.

Rather than a history of great events, we have a history of great people dealing with an existential crisis. We are a nation without a common language, religion or ethnicity. A quick look at the countries of the world will show, that makes us quite odd. Furthermore, a more in-depth look at the history of the world will show that other countries that have tried this have not met with much luck or long-term success. Canada's very existence, to this day, can be attributed to people taking a country with no real reason to exist and *making it work, and making it something to be proud of.*

Imagine yourself in the middle of a blizzard in Iqaluit. Now imagine yourself, later that same day - pretend you can teleport - at Kitslano Beach in Vancouver getting an early start on your tan. Two places on earth could not be more different. Yet the same flag flies over them, and the residents of both places are ruled by the same government. To understand why such a thing can happen, one needs to study the history of Canada, and learn about the great individuals who helped create this illogical miracle we call home.

Politically visionary leaders - with no shortage of interesting flaws and foibles - have struggled with creating, maintaining and strengthening the bonds that unite our country. Backroom deals, brilliant strategy and tactics, and the power of personality have been behind some of our most important moments (see: The time our constitution was agreed upon in a hotel kitchen in 1982). At its best times, and in the hands of our best historians, the history of our politics and laws can feel like a gripping John Grisham novel.

Beyond the politicians who crafted laws and institutions to unite us, studying Canadian history gives us a chance to learn about the people who make us proud to be Canadian. I re-



member travelling to Cuba, and seeing a Terry Fox Run poster and swelling with pride. I didn't need an official document, or a government-funded radio station to feel extremely Canadian at that moment. But Fox is but one of the Canadians to have burnished our reputation on the global stage. Whatever pursuit it is you find important- from prog-rock to inventing to scientific research- there is a Canadian who has excelled at it on the global stage. The successes and glories of those who define themselves as Canadians makes it easier and more desirable for all of us to define ourselves as Canadians. In some ways we're like a patriotic pyramid-scheme.

Why is learning about this important? Why should you distract yourself from the latest episode of *Honey Boo Boo* to learn about Tommy Douglas, Emily Murphy or Pierre Trudeau? Beyond your Grade 10 history exam, when are you going to need Canadian history? The short answer: every waking moment of the rest of your life as a resident of Canada.

This country is not meant to be - it just *is*, because enough people continue to want it to be, and continue to give it reason to be. We've got a good thing going here, but it is up to every successive generation to take up the struggle of keeping this machine functional. Canadian history is the owner's manual.

MY DAY AT THE CANADA REVENUE AGENCY

BY: JAMES TZIRETAS

I accompanied my dad to work on "Take Our Kids to Work Day". He works at the CRA (Canada Revenue Agency). The CRA is Canada's tax administration agency. They collect taxes from Canadians and Canadian companies. They also ensure that everyone collects and remits their fair share of taxes.

My day started out by meeting the 35 other grade nine students on the top (20th) floor of the Toronto North Tax Services Office in the main meeting room. CRA calls this room the "Town Hall" and we stayed in this room for most of the day. It was a nice room with a great view of Toronto. The CRA had organized many speakers, presentations, and activities for us. Due to the confidentiality of the work they do, we

were not allowed to venture around on the other floors.

The speakers and presenters were very good. The subjects included security of taxpayer information, government policies regarding taxation, policies towards persons with disabilities, CRA values & ethics, and tax audits. As well, we learned how the government of Canada depend on CRA to properly collect taxes in order to provide money to pay for services such as healthcare, the military, and infrastructure.

Overall, my day was great. I enjoyed lunch with my dad, met interesting people, and learned about a major government agency. I want to thank Deborah Danis, Director of the Toronto North Tax Office, and all the people involved in making this day very interesting and special for the grade nine students that were welcomed to the CRA on "Take Our Kids to Work Day".

THE GREATEST CAUSE OF ALL, CONTINUED

He was later accepted into the Infantry and trained in the use of light machine guns such as the Tommy gun. His natural talent allowed him to advance up the ranks to Sergeant and he was sent to be an instructor at the Royal Rifles of Canada.

In the fall of 1941, he boarded a troop ship to an unknown destination. The crew was anxious to find out where they were going. Most of them were just "farm boys and hicks" who had never left their farms, let alone their country. In the middle of the Pacific Ocean, a meeting was called. They were told that their destination was some unknown place called Hong Kong. "The boys were ecstatic," MacDonell recalls. A new place, a new life; these your men had never dreamed of such things. After a relatively smooth start to his tour in Hong Kong, the Japanese attacked his position. "The sky was filled with Japanese planes" during the attack and the allied forces were unprepared.

They took heavy casualties, 82 percent, and were given a direct order to surrender, much to the discontent of the Canadians. They wanted to fight for the *Ziyóu* or freedom of the Chinese. "It was the Canadian sprit for freedom."

They were later captured and put in a POW camp. Two Canadians, in a carefully planned attack, took out the entire shipyard where the prisoners were forced to work as slave laborers for the Japanese.

The camp was liberated by the Americans thirty days after the Japanese surrender. Mr. MacDonell's time in the POW camp brought him close to death from malnutrition. He later recovered after eight months in various hospitals. He had regained his freedom.

During the Remembrance Day Assembly, Mr. MacDonell spoke of how proud he was to be Canadian and to fight for freedom, not only for Canadians, but also for others. After having his freedom taken away, he realized that it truly is worth fighting and dying for: "Only through losing your freedom can you truly understand what freedom is."

Remembrance Day is the one day of the year where all Canadians unite in their remembrance of the sacrifice of the brave men and women who gave their lives to preserve the freedom of their country.



GRADE 7 SCALE DRAWINGS OF LANDMARKS

In Ms. Ogle's Math 7 classes, students were asked to apply their understanding of ratio to a landmark building. In order to complete this task, students had to first change the height of their building to centimeters.

$$\frac{\text{height of building (m)}}{\text{height of actual building}} \times 100 = \underline{\hspace{2cm}}$$

They then had to consider how large the drawing of their building would be, considering the size of their paper, and then complete the following translation regarding ratio:

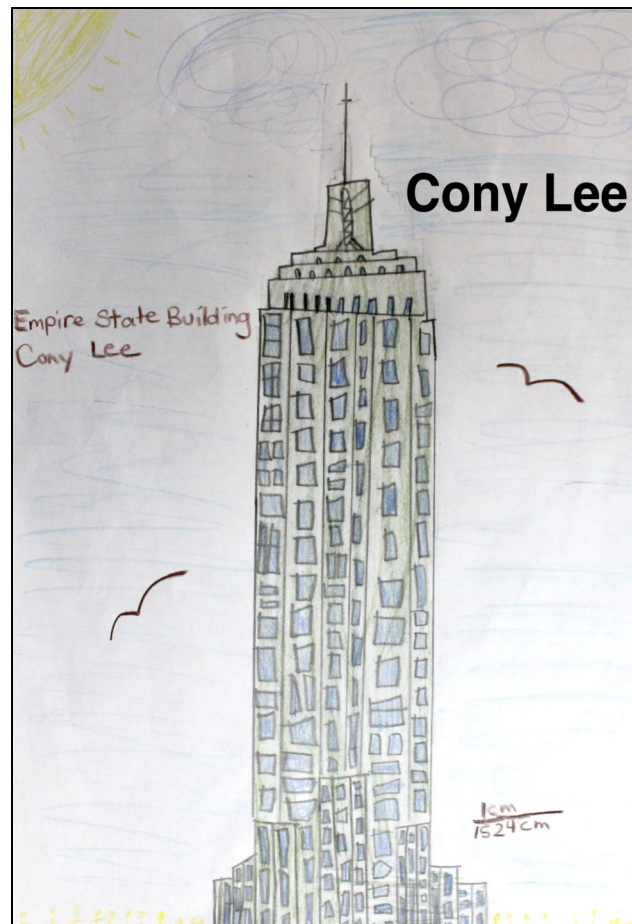
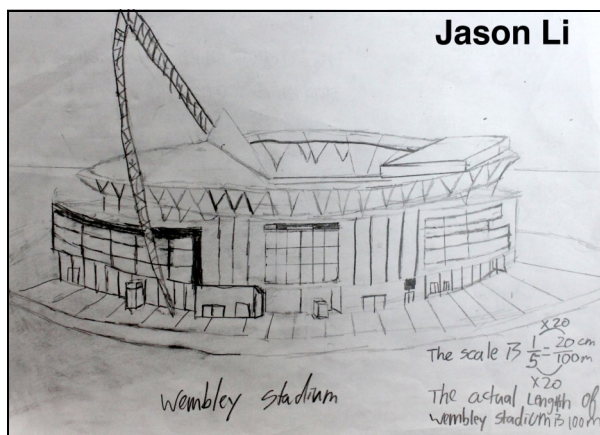
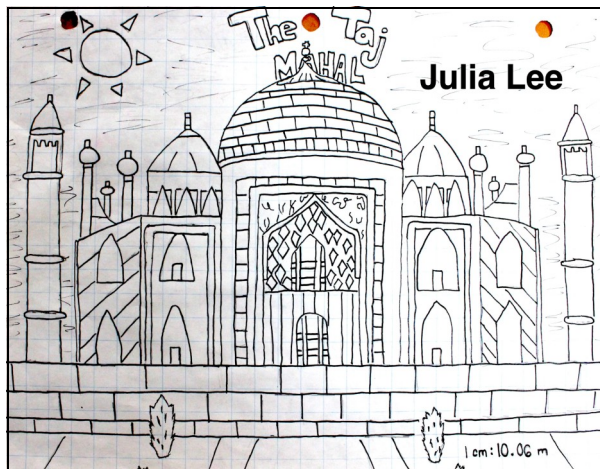
$$\frac{\text{height of drawing}}{\text{height of actual building}} : \underline{\hspace{2cm}}$$

To determine the scale of their drawing, below to finalize their scale:

students were required to fill in the missing terms

$$\frac{\text{height of drawing}}{\text{height of actual building}} : \underline{\hspace{2cm}} = \underline{\hspace{2cm}} 1$$

Students then added detail to their pictures which would distinguish their landmark. Submissions ranged from the Taj Mahal to Wembley Stadium and the Empire State Building, producing work which is to scale and taking distinctive features of the building into consideration.



THE CALL OF THE WILD

BY: RACHEL BREGMAN

Did you ever think that your cell phone could be recycled?

Well it can! The Crestwood Senior Green Team is requesting that all discarded or duplicated cell phones be donated for recycling to our collection box located in room 204. The cell phones will be broken down into their various components and reused in a variety of ways. The reuse of the parts will mean that precious resources can be stretched to reduce unnecessary consumption.

Recycling your old cell phones will allow the globe to serve more people with less abuse of the ecological systems. Everyone should do their part and bring in your old cell phones.



A GUARANTEED NIGHT TO REMEMBER!

BY: JENNIFER FREEDMAN

The semi-formal is an event that allows teenage dreams to become a reality. On November 30th, the red carpet will be rolled out for the grade 10-12 students at the Crestwood semi-formal.

After months of research and planning, student government is excited for the Crestwood semi-formal to take place at The Warehouse located on Carl Hall Road. The Warehouse is a beautiful venue that will satisfy all of Crestwood's needs. Through this venue, we chose to use Encore catering company for our buffet style dinner. In addition to this, we will have a live DJ with music being played all night long so that everyone can dance the night away with their friends.

Over the duration of two months, we have been selling tickets for \$65.00 by visiting various classrooms. All of the students were eager to purchase their tickets because they had a great time at the previous semi-formal. Every year the semi-formal evolves into something new because each dance is unique. They were at different locations and had different themes that were at completely opposite ends of the spectrum. Each semi-formal is crafted for the demographic that the student government should relate to.

When you voted for Benji and I to be your presidents, you trusted us, as well as the rest of your student government, to do what we promised during the election. We said that we would "make your year under our reign as your presidents amazing" and we still pledge to do just that!

We hope that you all enjoy the semi-formal! See you there!



**Want to write for
The Crestword?
Talk to your Editor and send your
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