

CRESTWORD



KEEPING THE STORIES ALIVE

BY: MEGHAN KATES, '16
 Sometimes I wonder why, why it all happened. How have people continued with their lives? I have realized that the "why" is not as important as the "what do we do now"? Now, we tell the stories. We let the world know what happened, to make sure this tragedy never occurs again. This is why I chose to relate the tales of Holocaust survivors.

At Baycrest, on Monday, November 4th, I had the incredible opportunity to share these stories. On this day, myself and several other Crestwood students participated in Holocaust Education Week. This is an annual event that undertakes the seemingly impossible task of keeping the flames going. These flames are those of the Jewish people and the hope

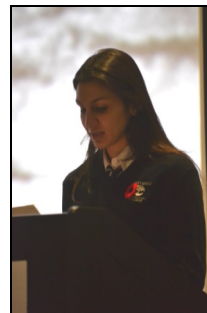
that builds within all of us. This hope is to never have such a horrific event occur again. Holocaust Education Week provides survivors and others interested, a venue and an audience for passing down their stories.

Mr. Masters was the person who organized the event in which Crestwood participated. He set up the presentation through Baycrest and arranged for several students to be involved. I am fortunate enough to have been one of the students selected; and I am grateful for the wonderful opportunity Mr. Masters provided.

Leading up to the Holocaust Education Week presentation, I agonized over my preparations. The essay that I was to write, outlining the experiences of Hungarian Jews, was of particular concern to me. I wanted to do my part in representing the terrors of the Holocaust in Hungary. Personally, this experience began to feel less like a project and more like an opportunity to give back. I felt that I was giving back to those who lost their lives to the horror of the Holocaust and those who

live with it fresh in their memories every day. This process was difficult, but I think that I represented the Jews of Hungary and their experiences as best I could.

For once, I didn't feel nervous about the daunting process of speaking in front of a crowd. I believe this was a result of my eagerness to share a worthwhile topic with an interested audience. Almost all of the people in the crowd were Holocaust survivors. These were the people whose stories I was representing and passing on. While I waited for my turn to speak, I heard the earnest speeches of my fellow presenters. With each person who presented, I felt the puzzle pieces of the horrific story of the Holocaust fall into place. Each of us related the narrative of a particular country during the Second World War. Every presenter did an amazing job representing all of the Jewish people who lived, or died at the hands of the Nazis.



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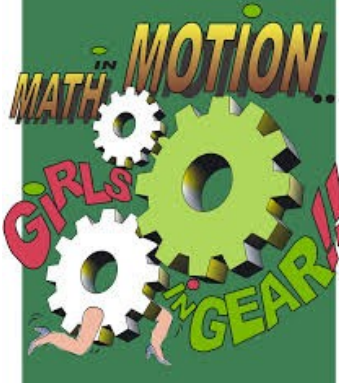
MATH IN MOTION, GIRLS IN GEAR

BY: AMANDA LAWEE, '17

On Saturday November 2nd, at The University of Toronto Scarborough Campus, there was a math conference exclusively for grade 9 girls. The idea behind the program was to motivate girls to take mathematics, and sciences during high school, and then eventually throughout university. The conference only accepted 100 girls across the GTA, with a minimum average of 79 per cent. I was fortunate enough to be accepted!

My day started at 8:45am at the registration desk. Once we were given our name-tags, team t-shirts, and which seminars we would be attending, we were handed a group challenge. The challenge was to get from 0 to 100, using only four fours. Sounds easy, right? However, there was a catch! We were only allowed to fill out two questions, and the rest we had to get from our teammates. Once we had done as much as we could, we needed to hand in the sheets. Then, we went to the lecture hall, where there was a guest speaker. She was the C.E.O. of an Electricity Company. She informed us on how taking math, engineering and science opened up the door for so many different career options.

For the seminars, I chose "How Math Can Help In The World" and "May The Forces Be With You." In the first session, we were given a number of real world applications. Each session ran for about an hour and ten minutes. After that, we were given snack, and were able to socialize for about 15 minutes. Then we headed off to our second session. In "May The Forces Be With You," we got into groups of three. Each group was given 10



sheets of newspaper, 3 meters of tape, and was expected to build a structure that could support textbooks, and meet certain criteria. As well, if you ran out of supplies you could buy more, but it would cost you a point. My team's structure ended up breaking before the first textbook was placed on top! Some of the other teams' structures could hold up to 10 textbooks.

After lunch, we went into our groups for the design challenge (which was my favourite part of the day). For the design challenge, we were in groups of 4. We were given 45 minutes, some straws, tape, a plastic bag, string, scissors, and an egg in a Ziploc bag. With those materials, we were expected to make something to house the egg so we could drop it from the 4th floor without it breaking. After debating over a design, my team came up with one. Once

the 45 minutes were up, we were preparing for launch. Long story short, my team ended up coming in second place, so we got a prize. The day finished off with a presentation from a woman with a degree in computer science. She played a game with us called spot the mathematician. More than half of the time, we were wrong about who it was. She did a great job at breaking the stereotypes.

To tell you the truth, I thought that the day was going to be boring, and that I was going to be surrounded by girls like Amy from the Big Bang Theory. I realized that I was definitely quick to judge. It was an AWESOME day, and I would definitely recommend it for any grade 9 girls this year, or girls that will be in grade 9 in years to come.



KEEPING THE STORIES ALIVE, CONTINUED

When it was my turn to present, I calmly walked over to the microphone and began my narrative. Time seemed to slow as I told the story of the Hungarian Jews. As I came to the end of my speech, time resumed at a normal pace. This was just in time for me to say, "Since we are the last generation who will have the powerful experience of hearing these stories first hand, we have a responsibility to pass them on."

As I sat down, I realized that I had fulfilled my responsibility. However, I also recognized that I will continue to pass these stories on whenever I get the chance. My decision was made final when a Holocaust survivor came to speak to all of the presenters at the end. She said that it was people like us, who shared these stories, that give her the strength and courage to continue sharing hers.

RESEARCH IN MOTION SENDS OUT S.O.S.

BY: SABRINA WASSERMAN, '16
Blackberry Messenger, the social mobile program which earned its fame from the famous Blackberry designed by Research in Motion, has taken the App Store by storm. The social program, which allows users to communicate to one another via a wireless internet signal, has now sold its rights to both Apple and the Android Market in order to help with its falling demand.

Many of us can agree that Blackberries were the must-have tech product on the market – in 2010. From the Blackberry Pearl to the colourful Blackberry Curve, demand for the product skyrocketed. Founder Mike Lazaridis of Research in Motion invented the product in order to improve text-based communication. He first began with pagers, and slowly evolved the phones into texting, this evolution was the origin of Blackberry Messenger.

Blackberry Messenger was revolutionary, as it provided one of the first wireless, internet-based communication systems on a portable device. Users simply traded “pins,” and instantly began chatting. The program was also a favourite for tech-lovers such as myself, as all messages were coded, making them more secure from hackers. Users could also share images, avoiding hefty picture-message charges.

Soon after the iPhone was released to the market, the demand for Blackberries dropped drastically. Users preferred the easy, touch-screen interface which the iPhone provided. By late 2013, Blackberry was forced to lose nearly 40% of all company employees due to failing products. Both the Blackberry, and Blackberry Messenger, dropped in demand.

With the company in financial distress, they began to consider different options. After examining many different solutions, the company eventually settled on one major goal: releasing Blackberry Messenger to other operating systems. Blackberry sold the rights to the app to different major application sellers. This included Apple’s famed App Store, as well as the Android Market.



Research in Motion (or as the company is now formally called, Blackberry), updated the interface in order to increase usage. The new app was a huge success, now having over 20 million users world-wide.

I personally love the new Blackberry Messenger app. Not only am I able to chat via the internet ;but I am also able to create groups in order to chat with several people at once. The new interface is extremely user friendly and simplistic, making the program enjoyable to use. It also allows me to communicate with my friends who have different phones than myself.



My only concern with the new app was the wait. Due to a spike in demand for the app, Blackberry forced users to wait for hours, and in some cases days, in order to use the app and avoid glitches. However, many users are now comfortably using the app with little delay. The wait was only a precaution to avoid further delays, but still upset many impatient people (much like myself).

All in all, Blackberry’s idea of releasing Blackberry Messenger to other operating systems was a success. The company has a new, increasing demand for the program, with an incredible number of 20 million users. Blackberry continues to hope that the program will stay in demand, and hopefully use the new app in order to bring business back up to its former glory.

THE COUNTRY COMES TO THE CITY

BY: SYDNEY SWARTZ, '16

Where in downtown Toronto can you find city dwellers, country folk, chickens, horses, and more rolled into one? The answer lies in the Royal Agricultural Winter Fair, an annual institution in the city of Toronto. The fair is a unique blend of food, agriculture, equestrian competition, and shopping. It is the highlight of the year for many and is an important part of what makes us Canadian. This year, I fulfilled my life-long dream of being a competitor in this prestigious event.

The Royal Agricultural Winter Fair is fondly referred to by its regular participants as the "Royal." It is in its 91st year of operation and draws in 300,000 visitors annually. The Royal is the largest indoor combination of equestrian and agricultural competitions and fairs. The very first fair was held November 22, 1922 with over 150,000 visitors in its first year of operation. Since then, it has become an annual and much loved event held in November. Participants from across the country, and even the world, come to Toronto to compete in the various events including show jumping, dressage, rodeos, breed classes, and more. Other events include livestock shows, wine, cheese, and other agricultural competitions. The Royal is truly an amalgamation of many interests and events.

The two main rings of equestrian competition are the Horse Palace and the Ricoh Coliseum. The home stadium of the Toronto Marlies undergoes a miraculous transformation each year to become a top showing facility. Show jumpers fly over massive obstacles in a predetermined time while the freestyle dressage is a crowd favourite. One of the most heart-stopping events is the indoor eventing challenge, a combination of the show jumping and cross-country segments of the normally 3-day competition.

I was given the opportunity to catch ride for a friend of my coach. This means that I was to ride a pony in an event that is not one that I normally ride. Sophie, also known by her shown name "Devil in Disguise" was a grey pony. I had only ridden her 5 times before the competition. It took us quite some time to get the pony into her stall that was to be her home while staying at the Royal. After some confusion, many laps around the one million



square feet facility, and 3 hours later, Sophie and all my equipment were settled in. Horse people are aware that with having a grey pony comes many added responsibilities to keep them looking pristine. This involves baths, soap, wraps, and possibly becoming more wet than the pony herself! After a tour around the maze of stalls, with a few pit stops to meet admiring kids, we were ready to warm up. The warm up ring was quiet, which was a nice break for the hectic crowds earlier that day. At one point in my warm up I was riding alongside Olympic equestrians, an experience I am still trying to process. I left my warm up feeling confident with Sophie and ecstatic for the next day; however, I was not done. Before going home to get a full night's sleep, I had to make sure that Sophie had enough food, and water for the night, and was not too warm or cold. Wishing Sophie goodnight, I headed home for the evening.



My wake-up call, via my mother, was as my coach fondly calls it at "the crack of stupid." Bleary eyed, I dressed myself in showing attire, fumbling over the many buttons. At 5:30am sharp I was in the Horse Palace, making my way to the stall. At this time of the morning (if one can call it that yet) the venue was quiet, a

great contrast to the rush of midday. Many preparations were to be made before my 1:00pm ride. Another bath was in order due to the curse of the grey ponies, tack had to be checked, and manes and tails had to be braided. Luckily, due the early time, this was done at a leisurely pace.

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MAKING DECISIONS AND EASING STRESS

BY: MR. JEFF MITZ

As many of you prepare embark upon your next journey through the world of postsecondary education, you should take a moment and reflect back on the pathway that has led you to your destination thusfar.

No doubt, your destination came as a result of a series of decisions along the way. These decisions, good or bad, have affected the life that you are now following. Decision making is key and there are nine steps to follow in order to make good decisions. Consider them as you move through the year, and reflect on your choices.

1. Listen to your instincts.
2. List your alternatives.
3. Rephrase the question. (Think about the problem in different ways which will generate different solutions.)
4. Anticipate history. (Learn from your past decision making experiences).
5. Remember that time is on your side. (Give yourself enough time to actually make the decision.)

6. Think of this as a test. (If you imagine that you will be graded for the decision you're making, you will want to do well.)
7. Common knowledge isn't. (Make sure that the assumptions you are making really do apply to you.)
8. Make the decision! (Get it done.)
9. Make the decision concrete. (Commit yourself to what you have decided.)

Over the years, I have witnessed all too frequently the anxiety that can exist between parents and students as the two groups struggle with impending decisions. This could be about course selection, university choices or trying to keep options open for various career paths.

If students can learn how to make these decisions so that they can express WITH CONVICTION that they are committed to and confident with their choices, parents are likely to feel less worried about you and your future. Make it your mission to strive for independence, self reliance and self awareness. You'll be amazed at how much less stressful your life will become.

THE COUNTRY COMES TO THE CITY, CONTINUED

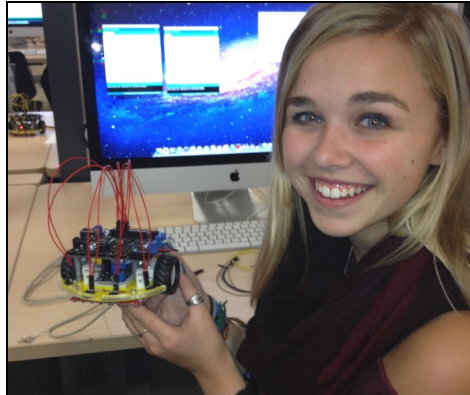
Sophie and I took advantage of the early hours to put in some more practice time. Unfortunately, others had the same idea and I was forced to dodge the occasional excitable yearling. Horse shows are full of "hurry up and wait." In this case the "wait" was five hours. Luckily, this was the Royal, where there are many places to occupy yourself including watching the competitive Children's Hunter division. After many long hours, it was time to make the final preparations before the event.

As I made the long march to the arena, a list ran through my head. Number? Check. Boots? Check. Helmet? Check. Pony? Double check. Final tips were given, boots were wiped down and Sophie was given a once over to make sure that no malevolent dirt particles had ruined her flawless coat. The final words of advice from my coach were to "make good decisions" and to breathe. The division itself was a blur. Walk, trot, canter, reverse and repeat. As with any flat class there were many near misses and collisions. Imagine a small ring filled with 15 ponies arranging and rearranging themselves in order to have enough space to show their ponies to the best of

their abilities. After a few close calls, a spook at a tractor, and a swerve around a pony who fancied himself a bronco, the judge called for a walk and announced the top eight. To my surprise I was included in those numbers, the final one called in eight. This was more than I even hoped for. Sophie held her own in only her second show ever.

This experience was an indescribable pleasure for me. I was able to rub elbows with horse show royalty and walk down the same ramp that many before me have. Ian Miller's stall was around the corner from mine, while Jacqueline Brooks was across the aisle. She even remarked that Sophie was a mini version of Goose, also known as D niro, her Olympic mount. Being part of a Royal Agricultural event was a dream come true, one that many young equestrians share. Not only was I able to compete, but also I was able to experience first-hand the time and effort that goes into these events. The Royal Agricultural Winter Fair is truly a time where the country comes to the city and in my opinion is one of the most magical times of the year.

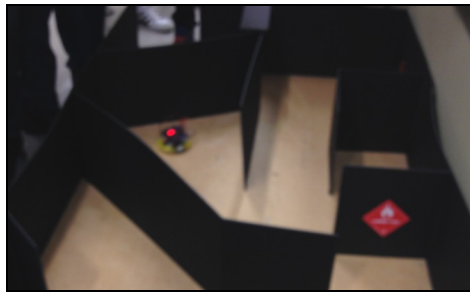
ROBOTICS @ RYERSON



BY: MR. KYLE CARDINALE

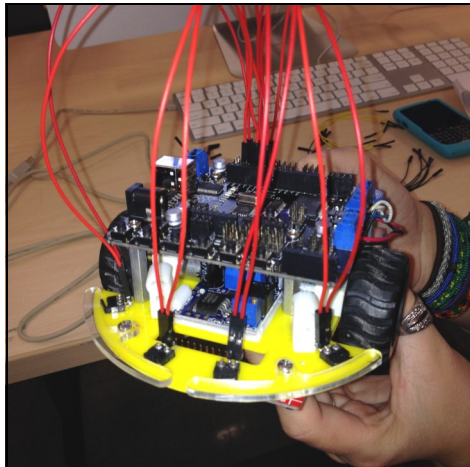
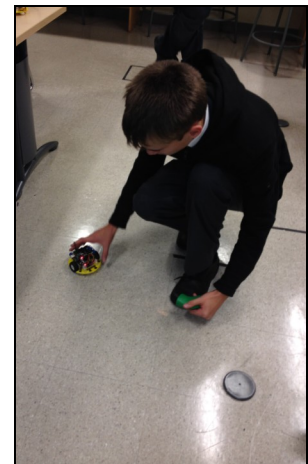
Whenever you think of the word robotics what comes to mind? You might be a grade seven or eight student who loves to work with your Lego robotics kits or a high school student who dreams of building robots using circuits and sheet metal. Or some might even wander by the fishbowl and speak to Mr. Cardinale about robotics and how programming has impacted this impressive and intuitive field.

Mr. Cardinale, along with his grade 11 and grade 12 Computer Science classes, travelled to Ryerson University in October to participate in an engaging and interactive robotics program that uses a robot called Alphi.



Alphi is a robot that is built based on parts that resemble what you might see if you took a motherboard out of a computer and looked at it. At Ryerson these robots are used in first and second year engineering to teach students about programming. It is required that each student purchase a robotics kit to be used throughout the entire term.

Students on the field trip learned some of the basics regarding robot assembly, including how to use the light sensors, bumpers and touch sensors all attached to the units. They also learned a bit about programming these robots and how the language is written in a manner that parallels the Java programming – something that the students have been learning all year.



Students participated in challenges including making the robots follow a line, follow a flashlight and even navigate their way through a premade maze.

It turned out to be a great experience for these students who found the day to be interesting, engaging and informative.

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