

CRESTWOOD



BIOLOGY TRIP TO NEW BRUNSWICK BARNACLES AND SEAWEED AND PERIWINKLES, OH MY!

BY: SYDNEY SWARTZ, '16
AND MEGHAN KATES, '16
Amidst threatening rain showers and muddy beaches, Crestwood's Grade 11 biology students embarked on the annual 19-hour journey across the country to New Brunswick. This fascinating study of intertidal ecosystems was in place of a final exam. Even though we left at noon on Tuesday, and arrived in St. Andrews at 6 am on Wednesday, students were expected to be fresh and ready to start a full day of labs and experiments.

After the nerve-wracking division of groups, we were prepped and ready to begin the first activity. Our groups ventured first onto a me-

dium sized boat, after bundling ourselves into layers upon layers of waterproof clothing.

Here, we conducted preliminary studies to gain an introductory understanding of the a biotic factors that affect organisms throughout the Bay of Fundy. This included information about the temperature and depth of the water, salinity and weather. Additionally, we were introduced to many of the common organisms found in this Bay. We got the opportunity to handle them and sort through, taking note of some of the interesting and unique characteristics they each possessed. These were the species that we would further come to know intimately over the following days.

While still extremely tired from the long journey (and unfortunate lack of sleep), we powered through the day and moved onto the next activity: the Plankton Lab. Sitting in the dungeon-like basement lab, all of the students were blinking profusely,

trying to get our uncooperative eyes to stay open, as we all tried to focus on the micro-organisms between our glass slides. It was a stressful hour trying to complete our five proper biological drawings of the plankton creatures we were observing. However, once we were finished, there was still no rest for the weary.



Within minutes, we had moved on to our invertebrate lab. In this, we had to once again go through the taxing activity of trying to complete several biological drawings.

At this point, the sleep deprivation was starting to come into play, and many were fighting hysteria in order to finish on time. Thankfully, once this was finally completed, we were given a well deserved evening off, a luxury that we would not have in the days to come.

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A BRIGHT FUTURE FOR THE BLUE JAYS

BY: JARRYD FIRESTONE, '16

It's kind of crazy to talk about the Jays being playoff contenders so early in the season — but here we go anyway.

This year, the Jays have a very strong offensive and defensive team; yet, they lack structure in the bullpen. Stars like R.A. Dickey are underperforming when we need them most. However, we have a lot of new, young pitchers such as Norris, Sanchez and Castro, coming into the rotation. Unfortunately, like all things with new pitchers, they need time to work themselves in.

Canadian Russell Martin and third basemen Josh Donaldson have been welcomed to the team with open arms. The Jays are

hoping that they will stir up some offense and fill the gap that Brett Lawrie has left. Both Martin and Donaldson were looking forward to coming to Toronto, but especially Martin, as he is a Toronto native. These two bring depth and stability to the team, something the Jays are longing for.

Donaldson said recently in an interview, "I feel pretty good at the plate now and am getting comfortable with the environment and everything ... What's great about this lineup is it can be anybody on any given day. We have a lot of guys that are capable of shouldering the role and today was just my turn. You know if you can keep the guys close in the game and get a little bit



deeper in the game you're going to have a chance to win ball games this year. These guys can hit. If you can consistently continue to give the guys an opportunity late in the games, we're going to win a lot of games this year."

Then, we have Bautista, Reyes and Encarnacion, all solid sluggers and fielders. However, the question is how much longer are they going to stay in Toronto without a World Series ring? They are all at the height of their careers, playing the best baseball they ever have. One can foresee them moving onto a different team in the near future if they are unable to stir up any movement. However, I certainly hope not.

Lastly, there are Gibbons and Anthopoulos. Here is where I would usually rant at the decisions they

have made; however, I cannot. I am quite surprised with what they have done with the team so far this season, what with adding to our offense and trying to boost the bullpen. I can only hope their good fortune continues. Realistically, this team is going to be on the outside looking in again. They are decent defensively and have some serious pop offensively.

At the end of the day, it is pitching that makes the biggest difference. And this pitching squad is not overly impressive — at least on paper. Unless they get great seasons from 2-3 starters and the relievers can hold the fort, this team is going to spin its wheels again. For now, all we can do is just wait and see.

BIOLOGY TRIP TO NEW BRUNSWICK, CONTINUED

7:30 AM and we were all up for an early breakfast. Throughout the trip, all of our activities were dictated by the time at which the tides went in and out. On this day, we trekked through numerous terrains in our pursuit of knowledge about common marine creatures in this region. First, we walked along a large beach where we split into our groups and searched for all of the organisms we could find. Through rain and cold wind, we all hunted high and low for crabs, snails, seaweed and other organisms. After this, we went to a sandy beach in order to search for different types of worms.

Both journeys proved profitable and educational as we all returned with a large haul and a greater appreciation for the diversity of life in these areas. We came back to our homes for the week both hungry and muddy.

In the afternoon, we worked through the first of our labs that would be later included in our final presentations. These labs varied between groups and ranged from watching sea stars or sea urchins flip over, to counting barnacle cirri movements.

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BIOLOGY TRIP TO NEW BRUNSWICK, CONTINUED

Each group had to form a hypothesis, purpose, and follow a procedure in order to collect the necessary data. It was at this point that the group relationships were first put to the test. After this lab, we were given the opportunity to further explore the Huntsman Aquarium, even getting to touch stingrays and lobsters. Additionally, we were able to meet the two seal residents, Loki and Snorkel.

After our short respite for dinner, we were put immediately back to work in order to complete posters for the lab we had done that afternoon. The requirements for the poster were specific, and involved the creation of a large graph. It was at this point that some groups began to run into trouble while others flew through smoothly. It put all of our relationships and democratic skills to the test. Once the posters were finished, we gratefully turned in for the night.

Once again we were woken up early and then were off to learn about seaweed. During this lesson, we were allowed to sort and handle different kinds of seaweed collected by our groups the previous day. We learned the names and appearances of the common types found within the intertidal zone. This information was to be extremely important and beneficial in the upcoming lab. Then, we headed down to the shore in order to start our final (and largest) lab of the trip. During this zonation lab, we had to map the elevation and organisms found at set intervals from the high to low tide zones. Each group was assigned a different path through the seaweed. Some groups found themselves slipping and sliding over small seaweed draped cliffs on their journey. After two hours of enduring both cold and rain, we had finally collected all of the data we would need to complete our final poster.

In the afternoon, we were given the opportunity to visit the ARC, a research facility that was partnered with the Huntsman's. At that station, we were allowed to pass around jars of preserved organisms that ranged from baby sharks to anglerfish. Some brave souls even volunteered to kiss the shark head in order to write their name on the famous chalkboard.



After dinner, talk once again returned to our work. It was to be a long night of graphing, researching and practicing for our presentation, which was to be on the following (and final) day. Stress played a factor in many group's dynamics, yet everyone came through the night alive.



With the start of a new day came the dreaded final presentations. Despite the fact that we were all blinking the sleep out of our eyes, presentations started bright and early and continued until 2:00 PM, allowing for a few breaks in between. Information was presented, graphs were displayed and difficult questions were asked; however, the sense of relief after finishing the presentation made it worth our while. We quickly packed up, ate dinner and were on our way. All of us were in for another long, cross country bus ride until we would finally (and thankfully) arrive home at 7:00 AM.

Through this trip, we were able to gain a clearer understanding of the intricate mechanisms surrounding the intertidal zones. We can now safely say that we know more about barnacles, periwinkles and seaweed than we had ever imagined (or wanted). Now, after all that knowledge, stress and amazing opportunities have been had, we can conclude that we will sleep soundly for the next week.

THE JOY OF WRITING

BY: SPENCER ARSHINOFF, '18

English teachers are usually not very threatening people. But when I had to present a paper I wrote in front of hundreds of them, my views on them changed forever. How exactly did this happen?

The true beginning of the challenges I faced at the INCITE 2015 conference was the drive. My usual Saturday sleep-in was replaced by an hour-long drive, starting at 9:00 AM. I was sleep-deprived, and scared – I thought that my day would only continue to get worse. My destination was Hillfield-Strathallan College in Hamilton, a private-school which to access, one must drive up a steep road at the side of a cliff with a great view of the Hamilton skyline (lovely, but horrifying).

My first impression of HSC was its size. It was a big school and the parking lot was nearly filled. But when I got out of the car and stretched every muscle in my body for the first time in nearly an hour, I was struck by how empty it felt. There was not a person to be seen outside the school. This brought to mind yet another concern – about whether or not I had the right time and place – but when we got inside we saw a quaint little booth with the name of the conference and administrators making sure that we were the right people. I was directed to the library, my father left, and I eagerly awaited the writing workshop.

After the ten-plus kids were grouped together in the massive library, the two writers we had wanted to see – Terry Fallis and Gary Barwin – made their very humble entrance. At first, it was hard to tell who were the award-winning authors and who was the local high-school teacher who had just given them the tour of the school.

I quickly became acquainted with the two writers, after they led us through a writing workshop (together, all of us made up a story about a taxidermied cat who tries to come back from the dead using a form of internet for the deceased called “die-fi”). As all of this was going on, I saw plenty of serious-looking English teachers

from plenty of schools walk by. (I recognized Ms. Bryant and Mr. Findlay, but nobody else.) I enjoyed the workshop a lot; that alone made the whole thing worth it.

During this workshop, I realized that authors are people too. While it may seem like a silly thing to say, it truly was a revelation for me. When most people think of writers, they would think of someone like James Joyce, who wrote lying in bed on his stomach and wearing a white coat. From that, I had always assumed that all writers were like that, but my experiences there had changed my mind. I could just as easily picture “Terry” and “Gary” as those family friends who always ask me which grade I’m in again. Over time, I got to know them, and their personalities.

Terry Fallis was not somebody who you’d expect to be a writer. If you had a conversation with him, and you didn’t bother to ask what he did, you could just as easily picture him as the CEO of Staples, or someone who works in the office supplies section. But one thing I noticed about him is that no matter what he did, or you thought he did, you could still easily tell that he was a Canadian. Maybe it was the way he spoke, or the size and shape of his head. You just knew.

Gary Barwin, on the other hand, could have been from anywhere (though he lives in Hamilton, his Wikipedia article says he was born in Belfast), but you may not have had a hard time guessing what he did for a living. The slightly eccentric novelist/poet/artist saxophonist/performer/composer/teacher/kids writer was destined to either be that, homeless, or working at a store that sells artisanally-made farmed goods. He had a slight lisp, a saliva-y voice, and a scraggly beard and unibrow. Though despite the quirks, he was definitely a friendly person, and I had a lovely time getting to know him and Terry Fallis.

After lunch, the kids and the adults joined. A few people at the conference talked a little bit, and then it was time for the writers to speak. Terry Fallis read an excerpt from his most recently published novel, No Relation.

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THE JOY OF WRITING, CONTINUED

It features struggling writer Ernest Hemmingway (*no relation* to the author, hence the name of the book) who decides to follow in the footsteps of the original writer, and relive his life, going so far as to run with the bulls in Pamplona like he did.

Gary Barwin read his poem "Inside", where he imagined what it would be like to be inside Prime Minister Stephen Harper (spoiler alert: smaller copies of Stephen Harper) and an excerpt of his work-in-progress, Yiddish for Pirates, a fictionalized account of the few real Jewish pirates of the Mediterranean. (In Barwin's version, they speak Yiddish, which he made up for the sake of storytelling.)

All of this was a pleasant distraction from what I would have to do in ten minutes. I was holding my story, annotated and hoping some sort of incident with million-to-one odds would happen so that I wouldn't have to read it.

"Spencer Arshinoff."

I knew the words were coming, but they still had that same crushing weight. At least they pronounced my name right. I stepped onto the stage, placed my speech on the podium, and...

It all went away. I didn't feel the same sort of panic, or any of the nervous thoughts rushing through my head. I read the whole speech, just as I had rehearsed, and I ultimately enjoyed the whole thing. And the laughter from the audience, which I was expecting to be a hurdle to get over, was the best part. I went home happy, knowing I got to meet two amazing Canadian authors and had the chance to read out something that had come from me to a huge group of professionals, who appreciate just that.

Sydney Swartz recently wrote a piece on the importance of math in the last edition of *The Crestword*, and though it may seem off topic, I think it is appropriate to talk about the importance of English.

Obviously, English has great importance in day-to-day tasks in Canada.

The conversation you had with your friend was in English. The class you just sat through was in English. And this article? Well, what I am trying to say is that we use words all of the time - not always realizing it - the same amount, if not more than we use numbers.

But, you might be thinking, these are basic English skills. Why do I have to study Shakespeare and have to identify objects and subjects?

Well, italicized reader, it's because English is pretty amazing. I'm not joking. The simple answer is that there is a lot of awesome content people have created with the English language, which can convey a lot of important messages and beautiful stories, and a lot of amazing content that you can create. Most people could probably think of 50 writers before they can think of a single mathematician. And why learn grammar when we have computers that can fix it for us? Well, with the continuous rise of social media and click bait sites, any sort of spelling error, dangling participle, or use of the wrong there/their/they're will not go unnoticed.

Though these reasons may seem pathetic, I promise you that you use the skills you've learned in English **every day in your life** (outside of other English classes). And, perhaps the best reason of all, moments like the one I had on April 11th at Hillfield-Strathallan College wouldn't be possible without it.



SPENCER (BACK RIGHT) WITH OTHER CONTRIBUTORS TO THIS YEAR'S INCITE PUBLICATION, WITH BOTH WRITING AND ARTWORK

YEEHAW! MUSIC TRIP TO NASHVILLE!

BY: ABHISHEK CHANDARIA, '16 AND SYDNEY STEIMAN, '17

On Wednesday, April 15, bright and early in the morning, the senior band departed for a 14-hour bus ride to Nashville, Tennessee. This trip consisted of everything from music playing, tours and shopping. It was a fun trip that allowed us to get closer and most importantly, bond as a band.

We arrived at the hotel in Nashville after our long journey and started off the next day with a tour of the Hermitage: home of the 7th president of the United States, Andrew Jackson. Throughout our rainy afternoon, we had the opportunity to tour many different historical sights, including a tour of the city. This ended with some free time in the downtown area. We were allowed to visit the shops and look around, and we convinced Mr. Fong to wear some pretty silly hats.

The next day started once again bright and early with a tour of a plantation. It was another informative visit where we got to hear about the history of slavery in this area. The day was rounded off with a visit to the Grand Ole Opry, a country concert hall steeped in rich tradition, hosting such acts as Johnny Cash, Patsy Cline, and Loretta Lynn. While not many students started off the trip as fans of country music, we slowly but surely started gaining an appreciation for its unique sound.

The music competition was the following day. Our band was slightly nervous as we took the stage to show off our skills and to see whether or not our hard work and effort throughout the year had paid off. Mr. Fong was extremely proud of our performance. It was only after the trip that we were told that we had won the 3rd place trophy! The long bus ride certainly was worth it to know that we performed so well.

The trip also gave us the opportunity to try new things, such as country line dancing. One of the more notable moments was when Adam Tytel and Teddy Wohl had a very lively dance off. It was too close to call a winner, but it was a lot of fun.

Although we had all thoroughly enjoyed the trip, and we thrilled to know that we performed so well, we were glad to head home. After another long bus ride, we were relieved to finally be sleeping in our own beds when we got back late at night. Thank you Mr. Fong, Mrs. Fong and Ms. Reay for the amazing trip!



A LASTING IMPACT

BY: SYDNEY STEIMAN, '17

The Youth Philanthropy Initiative, also known as YPI, is a charity project that involves Grade 10 students throughout the world. Through YPI, students are able to direct funding to a grassroots charity in their community. After interviewing the charity, and creating presentations, each group presented in front of their class. From each class, finalists were chosen to move on to the school-wide level.

On April 23rd, as one of the groups chosen, myself and Maddie Elman, along with two other fantastic groups, were given the opportunity to present on the big stage in front of the school.

The charity that we had chosen was DANI Developing and Nurturing Independence. DANI helps young adults with physical and mental disabilities transition into self-sufficient adults. Because these members are over the age of 21, there is zero government help. This char-



ity is close to our hearts because we both are close with adults that attend DANI as members.

When visiting DANI, we had the chance to meet with a lot of people. We met staff members who shared some of their memories and experiences while working at DANI. We asked some of the staff why they enjoy working with DANI and they told us that they love to see the members accomplish so much in such a little time. While the DANI staff try to educate their members, it's really the members that do most of the teaching. The members of DANI teach the staff about living with a disability and the challenges that they face everyday.

Over the course of the past few weeks, YPI has taught us the importance of getting involved in the community. DANI gave us the opportunity to really understand the challenges that people with special needs go through every day.

WE CREATE CHANGE

BY: TAYLOR FRANKFORT, '17

This past March, a group of Crestwood students (along with Ms. Williams, Mr. Vallaincourt and Ms. McCourt) spent a week in Nicaragua for Me to We in support of the We Create Change Foundation. We Create Change is a program within Free the Children that impacts kids all around the globe. Their focus is education for underprivileged children around the world and work to ensure that all children have the opportunity to achieve their goals and follow their dreams — and We Create Change's philosophy is that education is the way to pursue that. The group that went to Nicaragua spent a week building a school in one of the more underprivileged areas of the country. The trip was a meaningful one for both the students and teachers.

Last week, Crestwood hosted several events all in support of the We Create Change Foundation. First, in all homeroom classes, piggy banks collected change and on Thursday, a bake sale helped to contribute as well. For every 20 dollars We Create Change raises, that 20 dollars buys a brick to build a school.

We must not forget that in countries all around the globe, children are denied their basic rights to education, food and many more necessities that we take for granted every day. Help these children in Nicaragua and all other parts of the world achieve their dreams of becoming doctors, teachers and engineers by donating some spare change to We Create Change!

HOW TO PASS YOUR EXAMS

BY: GEORGIA GARDNER, '19

Exam season is on the horizon, and everyone is excited, especially the teachers! Last year, unexpected things happened that I will never forget, so I am here with some advice.

As a Grade 7 student last year, I was terrified to take exams. Tests already worry me, so exams seemed terrifying. Much like all of my friends, I was studying hard and as my first English Exam grew nearer, I grew more and more anxious.

First and foremost, you know the things that your parents and teachers tell you to do like get a good night sleep, study hard, and always eat your breakfast? It turns out that stuff like that comes in handy.

I remember my first exam like it was yesterday. I woke up with a pit in my stomach the size of a watermelon. I remember being too nervous to eat, and skipping breakfast all together. I had figured that the pit in my stomach would immediately vanish once I was all settled.

Once my sister and I had arrived at school, I noticed everyone with their binders out cramming. How to I calculate the volume of a cylinder? Was the cleft palate on August in his left cheek or right? What is the Particle Theory of Matter? Even though it was the English exam that day, I felt the extreme wrath of exam season as if it was a fire-breathing dragon exhaling on the back of my neck. The pit in my stomach seemed to settle in further, as if it was an unwanted houseguest of who insisted on staying. I collectively gathered my things, put them in the front of the class, grabbed my exam sack filled with supplies, and sat down in the front row as I awaited the exam.

To tell you the truth, teachers and parents will tell you to study your butt off, get a good nights sleep, and eat breakfast. This will aggravate you... I totally get it. But at the end of the day, you will be glad you did it.

Ten Tips to Ensure Success:

1. Review past tests and material from the course of the year.
2. Dig up old cue cards to help with vocabulary.
3. Have study parties with your friends. (Sometimes, a little bit of quizzing can be fun, especially with your friends – just don't turn it into a real party.)
4. Go in for extra help.
5. Go to bed early. (I can't stress this enough.)
6. Eat a healthy breakfast.
7. Stay active and healthy .
8. Make Quizlets and practice tests.
9. Make a study schedule – and stick to it!
10. Take frequent breaks. Don't hide away in your basement! Have fun! The exams are a stressful time, so try and make the experience as fun as possible.



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