

# THE JARVIS JARGON

"FOR THE STUDENTS, BY THE STUDENTS"

## THE POST-SECONDARY CRUNCH



Students protest tuition hikes across Canada.

### Tuition Fees Breaking Banks and Breaking Hearts by Niko Block

The cost of tuition will rise dramatically across Ontario this fall, after Dalton McGuinty's government announced on March 8 that the two-year freeze on tuition will be lifted, while more and more students are falling deep into debt during their post-secondary years.

The new plan was announced by Ontario minister of training, colleges and universities Chris Bentley to a chorus of protests from angry students at the University of Toronto. Tuition

rates are expected to grow at a rate of 5% every year, and according to Bentley the average college student can expect to pay about \$100 more next year, while the average undergraduate university student will probably have to pay about \$200 more.

This comes at a time when post-secondary students are falling into debt in increasing numbers. As of May 2004, 45% of undergraduate students finished their degrees owing an average of \$19,500 to the government through

programs like the Ontario Student Assistance Program (OSAP). Both of those figures are expected to increase in coming years.

"I'm already in debt from my OSAP loan, and now tuition is being raised," says Jarvis alumna, and current U of T student Mimi Duong. "I think that sometimes there is no other choice. If you really want to pursue certain avenues in the future, you just need to face the high fees and enroll."

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### Skiping Classes Can Trip You Up by Heidi Zhang

You walk into class, and instead of the usual 30 students you only see 15. Why's that, you wonder? Then you shift your eyes over to the supply teacher sitting there. She starts to read out the attendance, you notice on the board "continue with your assignments." You quickly think over the information in your head. She doesn't know who you are, nobody in the class will blow your cover, and you've just finished your ISU for this course last class. "Whatever," you

think to yourself, "I deserve a break." The supply teacher looks at you now; she squints to try and make out who you are. "Uh...I'm in the wrong class, actually," you say. With that you quickly walk out of the class. It's time to catch up on some sleep.

Skiping: it's one of those things that's as normal to high school students as eating and breathing. All kinds of students skip classes, for all kinds of reasons.

"When you go to the same classes day after day, week after week, you get tired, and it's through skipping that you relieve some of your stress and boredom," says one Grade 12 male student. "Sometimes I don't feel like going to school if I'm in a crappy mood and I know that the teacher is going to pick on me," another Grade 12 female student adds.

In a survey of Grade 12s, more

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### Student Council Accountability: An Opinion by Terrence Vuu

The Jarvis Student Council is supposed to be a group of six young adults whose

job is to represent the student body and promote school spirit. But this year the Student Council seems to be lacking vigour.

Could it possibly be the heavy workload? The lack of students' involvement? Or maybe it's just that they're not trying hard enough. Whatever it is, the students don't seem to like it. After

conducting a survey of 100 Jarvisites, although not scientifically reliable, the Student Council received an approval rating of just 54%.

The president of the Student Council, Bond Tam, reacted by saying that "this mark is right in the middle somewhere; we're slightly above average."

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## TDSB Shakedown?

by *Stewart Jackson*

Contracts, agreements and unions bind everything that can be bought, sold or owned by Toronto District School Board (TDSB) institutions. These contracts are supposed to lower costs for schools and the rest of the Board for necessary purchases, but do they really?

Costs are usually higher for many items, report many curriculum leaders. "I could have got a DVD player for less than \$100," says Mr. Jones, curriculum Leader of the Jarvis science department, "and it certainly came out to more than \$160 through the board."

Mr. Gold, Jarvis's Principal,  
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## The End of Calculus

by *Rawad Reda*

Calculus is a powerful learning tool. When students learn calculus, they learn to reason, justify conclusions, and acquire the ability to apply their knowledge in other subjects.

The Ontario government is considering dropping calculus from high school in September 2007, and leaving it for universities to teach. The new policy stems from a request by many university faculties to ensure that graduating high school students have a competent understanding of trigonometry.

In 2003, the Ministry of Education launched a review of the  
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# EDITORIALS

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## CENSORSHIP ISN'T ALWAYS BAD

For months now the debate over the Danish cartoons portraying the prophet Muhammad with a bomb for a turban has taken over newspaper columns and talk shows on radio and television. Typically, most people have started ranting about how freedom of speech and democracy must be protected in Europe and North America, and that while the message of the cartoons is clearly a racist one, these sentiments should still be allowed in the press. The message of the cartoons is by no means an isolated one in the larger context of the European and North American press: numerous books and articles have been published comparing the religion of Islam to fascism, but the cartoons, being as disturbingly derisive as they are, have had the acute ability to spark violence throughout the Muslim world.

Those who defend the right of the cartoonist to

have his work published must bear in mind that freedom of speech in its radically pure form exists nowhere in the world: citizens of Canada and virtually every other western country are legally prohibited from inciting violence against a certain ethnic group.

Extremists on both sides of the argument are supporting each other's racist claims: a handful of Muslims are reacting at a near-maniacal level, by throwing gas bombs at embassies, and so forth, and in doing so are spawning more and more stereotyping and discrimination amongst Europeans and North Americans. The purpose of checks on freedom of speech, which in this case have clearly failed us, is to ensure that this kind of downward spiral does not degenerate into such divisive conflict.

## THE GOLD REPORT: JUMPING OFF OF CLIFFS

When I was in Grade 8, 9 and 10, I had the opportunity to participate in a number of summer canoe trips in Northern Ontario. Some of these trips lasted 2-3 weeks and were in terrain that was extremely beautiful and very remote. There is one trip that stands out in my mind until this day. It was not that it was the hardest route or the most exciting scenery that makes it so memorable, rather one personal challenge that I met on that trip.

As we paddled down the Mattawa River, we came upon a series of cliffs above the river. The cliffs were totally vertical in places and were about 50-60 feet high. Our group decided that we would hike up the path on the side of the cliff to see the view from the top. When we reached the summit, it was breathtaking. As we looked back at the river, we realized that it was a straight drop back to the water and one of the members of our group suggested that it would be an incredible experience to try "cliff jumping." Although I was an avid swimmer, heights were never my thing; but I thought, "Why not?"

Although the whole plunge lasted only seconds, I remember the distinct feelings of anxiety as I looked over the edge of the cliff, the fear as I free-fell towards the water, the exhilaration as I first made contact with the river, and finally the smile on my face and pride (probably some relief too) as I came back to the surface of the water. I climbed up the cliff



4 more times that day, and each time I risked another jump, I had those same feelings over and over again.

My article in this issue is not meant to be an autobiography or to encourage cliff jumping. It has actually been a number of different Jarvis students that have made me remember that wonderful experience. Over the past few

months I have seen students participating in French speaking contests, performing in a school play, auditioning for a Fashion Show or a Talent show, asking a teacher for help in a topic where they were struggling. In all of these situations, as I looked at the facial expressions and body language of the students involved, it reminded me of the same feelings I described previously. I could noticeably see hesitation and fear, followed by worry, followed by a calm look, followed by pride. It didn't matter if the students had passed the audition or won the contest that brought the pride; it was the recognition that they had tried and had done a great job. As the saying goes, "risk nothing, gain nothing."

There are still 3 months left in this school year and I would like to encourage all students to tackle one area that seems undoable to you. Remember that you have a huge safety net around you in this building – friends, staff, wonderful programs. Try something different and even if you do not reach every goal you set, I hope you will experience the same feeling of pride from having taken the risk.

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# NEWS

## MINISTRY CONSIDERS REMOVING CALCULUS

May not be correct mathematical solution *by Rawad Reda*

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Ontario mathematics curriculum. The Ministry report states, "The review identified issues arising from the compression of three years of senior mathematics into two when the high school program was reduced from five years to four years."

According to Mrs. Cooper, curriculum Leader of the math department at Jarvis, students who achieve the course median in math are doing poorly because of these changes and these students need a better foundation. Mr. Bartha, a Jarvis guidance counsellor, agrees that there is no time in a four-year packed program to teach calculus as well as algebra, geometry, and trigonometry. Lack of time is one of the reasons that generated the idea of dropping calculus. But this doesn't necessarily mean that dropping calculus is the solution. The solution may be to provide a strong foundation in mathematics in previous grades.

What is it that we want students to know? Stewart Craven, coordinator of the math program in the Toronto

District School Board (TDSB), says, "We want our kids to learn how to problem-solve, how to communicate, how to reason, and learn how to learn. If calculus is dropped and more of trigonometry is added, then let's do some real problems involving trigonometry and make sure students have a deep understanding of trigonometry. So, when students go to universities they don't have to worry about trigonometry because they mastered it; they only have to worry about calculus."

If universities were responsible for teaching calculus it would likely occur in a large classroom or lecture hall, as opposed to a smaller high school class with hands-on instruction.

This new proposal, if implemented, will not only change Grade 12 math, but it will bring changes to Grade 10 and Grade 11 math. Here is what we'll see:

**Grade 11 Functions and Relations will become Functions and Applications.**

**The Relations part in Grade 11 Functions and Relations will be taught in Grade 12.**

**Grade 11 and 12 College courses will be updated to create a better path from Grade 10 Applied to Grade 12 Foundations for College Math.**

Students who are currently in Grade 10 math will be looking at a new Grade 11 curriculum as soon

as September 2006; however, the new Grade 12 curriculum update has been delayed until September 2007, pending the information due this spring from a ministry appointed curriculum task force.

It is important that the Ontario government does not rush into making a decision that will affect thousands of university-bound students. Ms. Cooper adds that "calculus should continue or our students will be at a disadvantage against students in other provinces, where calculus is still being offered."

At university, biology students need to calculate the growth of bacteria; engineering students need to understand the mathematical theory behind computers; economics students need to estimate when an economy will crash and evaluate the maximum and minimum profit; but how can university students understand all of this without calculus? Don't we need to give our students the knowledge they require to succeed?

## TDSB SHAKEDOWN?

TDSB bound to high prices *by Stewart Jackson*

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reports that this is a common issue at monthly meetings that principals attend in order to report their experiences with board policies. "I can tell you that at principals' meetings we talk about this pretty often because we'd like to understand. It's explained to us why we're only allowed purchasing through these places and what the benefits are, but we don't know if we're actually capturing any savings."

The overall cost of certain merchandise for schools is more expensive than elsewhere. Contracts mean that companies don't have to compete, and that the school is bound to their prices. For example, volatile markets like computers and other electronics, which are essential in today's classroom, have price fluctuations almost daily. School price-lists are not updated daily, so they are not benefiting from the lowest possible prices.

Two identical computers offered from Dell – one through the TDSB on a price-list created on the 25th of January, 2006, and the other through Dell's Education sector website, taken February 3rd, 2006 – show marginal price differences, none of which are in favour of the Board's contract. Direct from the company website, a Dell Optiplex GX520 costs \$1357.00 (before taxes), while through the Board, the same machine costs \$1365.48 (before taxes).

In response to this cost differ-

ence, Mr. Gold said: "We are a board of 500 schools. What I'd want to be explained to me better is, 'Why aren't we capturing tremendous savings with that purchasing power? I shouldn't be able to do better as an individual [school or person] than in a system of over 500 schools. We purchased 60 computers last year alone; multiply that by 500 and we're talking huge amounts of purchasing."

### **Why is it cheaper to buy the same electronic equipment from most stores than through the Toronto District School Board?**

The board, then, clearly isn't capturing any savings. A Dell service centre contract has been made which gives each computer a 7-year service guarantee. Purchasing a similar plan costs well over \$600 per computer from Dell's website. But this cost is separate from the actual cost of the computer hardware.

Some students feel 7 years is a long time to be keeping these computers around. Daniel Khan, a Grade 11 Jarvis student, said, "When I think back to the computer I was using 7 years ago, and I think about trying to use it for anything other than keeping my door open, I get a cold, dark feeling."

The average lifespan of a computer, given the constant improvement of technology, is 3 years (PCWorld.com), and Jarvis computers are aging. The wait

time to just log on to a computer is the clearest evidence of this point. "When I come in in the morning, I enter my login information on the computer, go out to get my coffee, and come back 20 minutes later when the computer is just about finished starting up," said Mr. Bartha, a Jarvis guidance counsellor.

Hardware is also rarely the problem. As Mr. Gold reports, "Most of

the notifications we put in are software related or equipment that's past warranty." Software problems are usually repaired directly by the Board's Enterprise Helpdesk via the TDSB network without anyone having to make a visit, and Board technicians repair out-of-warranty computers. The 7-year service plan thus is more of a failsafe insurance policy for the few computers that do actually break within its duration.

Computer prices is just one example of the problems with the TDSB purchasing plan. Labour is also warranted, as Mr. Jones recounts. "We've been waiting for a lock on an office door for a long time. It's not like having someone come to your house where they arrange a date; they do it when they have time. The only way to get things done quickly is if

you say, 'There's something poisonous in there,' or something along those lines."

There is also a time factor relevant to the school schedule. "One of our classrooms is missing an overhead projection screen. I put in an order to have one installed in September and it took until February for it to be installed," says Mr. Jones.

Clearly there's a problem with the system the board has in place. Some Jarvis staff believe the problem is a consequence of the size of the board itself, and the problems arising from the amalgamation of regional boards into the TDSB. This may account for the long wait times for getting things done, but not for the extra costs involved in buying goods and services.

The TDSB has an obligation to students to create the best possible education environment it can. Departments need to be able to purchase items at the lowest possible cost to them because of limited budgets. "It's not like I have a \$50,000 science budget for the year," stated Mr. Jones. If products that are today essential to learning or maintaining the school environment are not being acquired at the lowest possible expense, it's really the students who pay in the end.

# THE DAY BILLY LIVED

## JCI at the Sears Drama Festival by Lisa MacPhee

This year Jarvis participated in the 60th annual Sears Festival, a festival that celebrates theatrical achievement in more than 300 schools throughout Ontario. Generally, over 10,000 students and teachers from across the province participate in this high-spirited gala where awards are distributed to honour the hard work put into many of these these productions. Jarvis student matinees were viewed in the school auditorium March 1st and 2nd to great applause, and on March 3rd Jarvis hosted Contact Alternative School and Central Technical School for the Sears Festival Adjudication, and performed superbly.

Jarvis has been participating in the Festival since Ms. Burak, curriculum Leader of Arts, began her career here eleven years ago, and has won numerous awards for its productions.

This year the Grade 12 drama students and Ms. Burak entered *The Day Billy Lived* by Canadian playwright Chris Craddock, who received the Elizabeth Sterling Haynes Award for Outstanding Achievement in Theatre for Young Audiences for *The Day Billy Lived* in 1996. Jarvis's production of the play probed into teenage perspectives on the rising problem of depression and suicide.

"It was amazing, very well organized and rehearsed," says Vikki Ing, a Grade 12 student at Jarvis who watched the March 2nd performance. "The storyline was a bit out there, but it made sense, and it was amusing to see how it turned out."

The play dealt with the disturbing issue of teenage suicide, but with a mixture of intelligent humour and honesty. Billy, a teenager overwhelmed with troubles, decides to take his own

chance to investigate and collaborate on a matter they care about and are truly interested in participating in, with others who feel the same way. "The rehearsal

never a one-man show even if only one actor is on stage!" says Toronto Regional Coordinator Susan Daniel, who has been part of the Festival for twenty years.

Merit for ensemble acting and sound design for *The Laramie Project*.

Every year about \$12,000 worth of scholarships are given to students who



*The cast of Jarvis's Sears Festival production poses after a successful matinee performance.*

process was a really amazing journey for everyone, because we started with a script that of course went from the page to the stage, and the students all contributed ideas around bringing the script to life," says Ms. Burak proudly. "We really felt that if was an ensemble piece at the end."

New friendships with other drama students they may have never interacted with if not for the show,

Although she has witnessed some production disasters—"sets two feet too high to fit onto the Hart House Stage, vans with sets in them which got lost somewhere en route, costumes which go missing, props which self-destruct, flats which fall over, lighting cues on CDs which jam, kids who get laryngitis"—Daniel believes that when a play goes right, it can be truly thrilling. "A performance [can] give you goose-bumps and you know that you will see that kid on a professional stage in the not-distant future, or a first play by a student amazes you by its depth, humour and sensitivity, or the audience rises to their feet not because the kids on stage are from their own school, but as tribute to excellence, often in shows which take some real risks and succeed. I've frequently seen better shows on stage at the Sears Festival than in theatres run by and for adults—community and professional."

In addition to a great experience, awards are given for outstanding production, individual performances, stage management and technical achievement at the district and regional levels. *The Day Billy Lived* received a technical award for innovative sound and lighting this year. The award reflects the hard work and talent of the gifted stage crew, director, and stage manager of the production. Awards of Excellence and Awards of Merit are also presented to promising and talented student performers, writers, directors and technicians, to celebrate a job-well-done. Last year alone Jarvis won Awards of

***The Day Billy Lived* received a technical award for innovative sound and lighting this year. The award reflects the hard work and talent of the gifted stage crew, director, and stage manager of the production.**

want to study drama, dance, music or arts education in colleges or universities in Canada. The money comes from the Ken and Ann Watts Memorial Foundation. These awards and scholarships are a great way to support arts for students, as there are very few financial grants out there specifically for them.

The Toronto Regionals are being performed at the Hart House Theatre on the University of Toronto campus from April 3rd to 8th. The Ontario Showcase is being presented from May 8th to 12th, and a vast Gala will be held May 13th to raise money for the Scholarship Fund. More information about the Sears Ontario Drama Festival can be found at [www.searsdramafestival.com](http://www.searsdramafestival.com). If you are interested in other plays by Chris Craddock, you can find more of his work in *Naked at School: Three Plays for Teens*.

**Although she has witnessed some production disasters—"sets two feet too high to fit onto the Hart House Stage, vans with sets in them which got lost somewhere en route, costumes which go missing, props which self-destruct, flats which fall over, lighting cues on CDs which jam, kids who get laryngitis"—Daniel believes that when a play goes right, it can be truly thrilling.**

life in an act of rebellion against the world. After he falls unconscious, he is transported to another reality where civil servants show him just how great his life really was and what he can make of it.

Melissa Campbell, a Grade 12 drama student and festival participant, believes that "Sears gives a lot of young talent the opportunity to be seen and gain experience. I think the Festival is awesome."

The Festival not only helps students in their school experience, but also influences their success outside the high school environment, giving them a

confidence and pride in their own skills and talents, improved organizational and creativity skills are developed from this experience. The hard work of everyone involved—whether playwrights, directors, set or costume designers, lighting or sound technicians, stage crew, actors, dancers or musicians—is rewarded with the satisfying reactions of the audience through laughter, applause or tears.

"[Sears] teaches co-operation and communication rather than competition, because it is impossible to do a show without the myriad talents, time and commitment of lots of people: it's

## TUITION FEES RISING

### Increasing numbers of students falling into debt *by Niko Block*

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Under the new plan, according to Bentley, the government of Ontario has assessed the needs of post-secondary education, and is investing \$6.2 billion over the next five years, including \$1.5 billion for student aid.

"For every three dollars we put into education, the students should put in one, which is a fair ratio," says Fahim Kaderdina, a chair of policy with the Ontario Liberals. "Students benefit from a post-secondary education as much as society at large does, so it's only fair that they contribute to their own education."

Student aid programs have also changed: now, debt to programs like OSAP will be capped at \$7,000 per completed school year, and the amount of money that each post-secondary student may receive in grants is based on their family income, and is designed, according to Kaderdina, to ensure that everyone who has been accepted into post-secondary education will have the opportunity to go.

"With the grants and scholarships that they provide, OSAP does provide enough money, and plus you don't have to pay back the grants, so that's an extra bonus," says Mimi.

The last 15 years have seen an unprecedented swell in tuition rates all over Canada: in the 1990/91 school year, an average student could expect to pay under \$1,500, whereas in the 2004/05 year, the average cost of tuition was well over \$4,000.

"The reality of post-secondary education, sadly, is that it costs a lot of money," says Jarvis guidance counsellor

Mr. Bartha. "If it's not coming from the government, it's got to come from somewhere, or else the schools themselves will suffer, and then nobody's getting a quality education."

Tuition fees tend to rise at a

**The last 15 years have seen an unprecedented swell in tuition rates all over Canada: in the 1990/91 school year, an average student could expect to pay under \$1,500, whereas in the 2004/05 year, the average cost of tuition was well over \$4,000.**

rate that exceeds the rate of inflation for everything else because of the costs that post-secondary institutions must incur; they have to pay for their workers' salaries, huge energy costs, and all sorts of maintenance and construction fees.

Colleges and universities are also

struggling to stay on top of new technologies as they come out: students expect to be trained on the most up-to-date equipment so as to adequately prepare them for their prospective jobs. This equipment includes everything from comput-

ers to flight-simulators, and accounts largely for the prodigious growth of post-secondary fees.

The job-market, furthermore, is becoming extremely competitive: according to the government of Canada, post-secondary education will be essential for

almost all new jobs in the 21st century. As a result of this competition, some universities are investing in certain projects to try to accommodate more students, while at the same time admission is becoming more difficult.

Those who oppose McGuinty's decision to lift the freeze are unfortunately faced with a disheartening reality: "It's not sustainable for the government to be continually covering that, especially when you consider the government's financial situation," says Kaderdina.

The recent federal election could also affect post-secondary students' budgets. Part of the Conservative Party's platform was to relieve some of the financial burden of universities by investing \$100 million each year in student support through the Canada Student Loans Program.

Furthermore, Harper's Conservatives plan on removing all taxes on scholarships of \$10,000 or less, and providing a \$500 tax credit to students or their parents for the expenses of textbooks. Both of these policies, if enforced, would definitely help post-secondary students save a little cash.

As annual costs increase, universities and colleges are forced into a balancing act between improving the quality of education, and improving accessibility to it. "It should absolutely be a privilege to those who are qualified academically," says Mr. Bartha, "but that should have nothing to do with financial privilege."

## JARVIS CELEBRATED IN MUSEUM OPENING

### Two-hundred years of public education displayed *by Giorgio Traini*

On February 9th, St. James' Cathedral on Jarvis Street was ringing with a celebration of Jarvis Collegiate's bicentennial anniversary and its promising future. It was the opening of an exhibit at the cathedral called "Early Days: The Birth of Public Education in Ontario," which delves into the two-hundred years of Jarvis history.

Attending the opening of the exhibit was a long list of distinguished guests including: the Honourable James Bartleman, Lieutenant Governor of Ontario; Principal Gold; representatives of the Province of Ontario, the Toronto District School Board and the Toronto Catholic District School Board; as well as Mr. Okill Stuart, who is a descendant of the first Head Master of Jarvis, the Reverend George Okill Stuart.

For all the distinguished guests it was the students of Jarvis who stole the show. The Jarvis Concert Band, Strings

Ensemble and Senior Vocal Group all put on wonderful performances throughout the opening, showcasing Jarvis talent. While the students represented the JCI of today, the exhibit provided a glimpse into the Jarvis of the past two centuries: it takes us for a stroll through the founding, numerous name and location changes, students and principals which have caused Jarvis to develop into the school it is today.

For those who wish to take a peek at the development of Toronto's education system and the heritage of Jarvis, this exhibit is an engaging collection of odds and ends of Jarvis's past. The exhibit also explores the barriers which education has faced in Ontario and celebrates Jarvis's success in overcoming them. It invites visitors to enjoy and better understand the forces and personalities that have shaped JCI — and Toronto.



*Mr. Okill Stuart, a descendant of the first Head Master of Jarvis, with museum curator Nancy Mallett.*

# JCEye

## STUDENT COUNCIL SCRUTINY

An opinion by Terrence Vuu

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However, I'm not thrilled to have this mark — I'd like it to be at least a 75%."

One particular issue that the student body wants to have addressed is the fact the Student Council isn't more recognizable in the school. Only 35% of the student body can name all six members

us with their issues. It's all a matter of student participation. If we don't have anything to work off of, we begin to feel unmotivated ourselves. It's a vicious cycle."

The disappointment in the Student Council's performance can also be attributed to their inaccessibility.

received a mark of 51% from the Grade 9s and 10s in the survey. Kay Dyson Tam, Grade 9 senator, says that "the biggest problem with the Student Council is that no one knows them. Most of the kids in my grade know nothing about them, except that there was some sort of election in May."

the activities that the Student Council holds, they're still not getting noticed.

Michelle Ngo, Grade 12, is a little more sympathetic towards the Student Council. "I feel like the Student Council has done all they could with assemblies, class reps and events but I think the problem is the school. We have no school spirit and no one thinks it's a problem. Everyone is too caught up in their homework or whatever to acknowledge the Student Council or any school activity, for that matter. It's hard for a group of six students, who are our equals, to capture the attention of such a large and diverse group of students. I honestly don't know whether it's the Student Council's fault or the school's."

There have also been some controversies within the Student Council, but that is a given for every year. Timothy De Leon, treasurer, says that conflict is inevitable. "In life, it's impossible to see eye-to-eye with everyone all the time. But we have to realise that we are working as professionals and we have to comport ourselves in a professional manner. That means that we have to put aside our differences to get something done." But the fact that the Student Council is trying to look professional just isn't getting across to the student body.

However, the members of the Student Council — being in their senior years — do have very large workloads. For instance, Michael Yang, Vice-President, is maintaining a full course load, receives top marks, runs four other major clubs and competes on a sports team.

But can this overload of work really be an excuse? Every year, Student Council members deal with the same pressures from homework, university applications and participating in many other organizations. Michael states, "The workload is pretty big but it's something you should have understood before running for the position. The reality is that being on Student Council is a very time-consuming extra curricular."

The Student Council's success is difficult to measure. Ms. McDonald, staff advisor to the Student Council, says, "They are successful this year. Perhaps, not in the eyes of the students, but a lot more goes on behind the scenes that [the students] don't know about."

But seeing that the Student Council isn't receiving such a warm response from the student body, it's time they shape up. Michael Yang says that the approval rating of 54% "is a sign for us to work harder and deliver what the students want."



Members of Student Council and the Senate meet in their office.

of the Student Council (who are, by the way: Bond Tam, Michael Yang, Giorgio Traini, Timothy De Leon, Rejaa Ali and Taylor Baldwin). In fact, out of the 25 tenth-graders surveyed, none of them could name all six. Gloria Lui, Grade 12, says that she is "often mistaken for a Student Council member when [she's] in their office."

So, how can the Student Council make their presence felt among Jarvisites? Rejaa Ali, secretary, says that a direct solution is required. "Being really friendly and interacting with more of the Jarvis population is a key factor."

Another one of the Student Council's jobs is to represent the student body. This means that they are supposed to voice our concerns, problems and issues with the administration. But Bo Hong Deng, Grade 12, says, "They haven't really attempted to make students' voices heard. It's too hard to communicate with them, unless you are familiar with members of the council." Timothy De Leon, treasurer, responds by saying, "Students aren't even presenting

Caitlyn Ngu, Grade 11 senator, says that "half the time, the Student Council office is filled with non-members or no

**"They are successful this year. Perhaps, not in the eyes of the students, but a lot more goes on behind the scenes that the students don't know about."**

one at all." According to the 45 per cent of Jarvisites polled, the Student Council cannot be reached unless you know a member personally. And among the younger grades, this sentiment is much more deep-rooted. Only 40 percent of the Grade 9s and 10s who participated in the survey, believe that they have access to the Student Council or can have their voices heard.

The junior grades seem to feel more detached from the Student Council because they are not being represented fairly. Overall, the Student Council

Angela Sun, Grade 10, says that "the junior grades are cut off from the Student Council. The 'Niner-Nerves' are preventing junior grades from participating." This means that because of the age difference, juniors are too intimidated to participate. She suggests that the Student Council "have some activities where the younger kids get to interact and mix and meet older kids." Luckily for her, that's exactly what Giorgio Traini, Vice-President of External Affairs, is planning. "We consulted with faculty and students in the junior grades and are choosing two students who we think are future leaders and helping to pay for them to be a part of the TDSB Leadership Camp."

On the positive side, the Student Council does hold many events in order to raise school spirit. So far this year we've had a teacher-vs.-students basketball game for Halloween, two mildly successful dances, two well-organized assemblies, a successful Valentine's Day candy-o-gram project, a Spirit Week — which could have been better with more student involvement — and a successful Student Vote. But even with all

# DYSCALCULIA

Dyslexia's ugly cousin causes student math-woes *by Isabel Luciano*

A class of fourteen students sits clustered together in a small room on the third floor, working feverishly. Some are scribbling answers in their notebooks, zealously punching numbers in their cal-

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**Although the majority of people who have difficulty in math are able to learn if they review consistently, there are some who suffer from a math-based learning disability known as dyscalculia.**

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culators, and drawing parabolas. Others, however, sit still observing the math textbook, tugging on their hair, giving both the teacher and the book more than unpleasant looks. The teacher stands up and does her routine walk, assessing each student's work. She stops in front of a lanky boy who has only completed half of a question, and sits scowling at the calculations. The teacher tries to explain it, and after a couple of minutes strides back to her desk, expecting the boy to be able to complete the class work. He tries to do the problem step by step, but he does not seem to be able to attain the right answer. He has erased his work so many times, there is a hole in the middle of the paper, resulting in a rumpled look that would make anyone want to give up math altogether.

This may seem like a familiar situation for many students who have struggled with math throughout their entire lives. Although the majority of people who have difficulty in math are able to learn if they review consistently, there are some who suffer from a math-based learning disability known as dyscalculia. People who have this learning disorder have normal IQ levels, but have trouble with certain aspects of

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**Should dyscalculia be recognized in our school system, or is this just a name given to people who simply struggle a bit with math?**

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math. This doesn't mean that those with dyscalculia will never be able to understand math; it just takes more time or a different approach to learning.

So what difficulties do people with this problem commonly encounter? Because the symptoms of dyscalculia are so ambiguous, it is somewhat difficult to diagnose. That being said, there are some common warning signs that may indicate a person has this difficulty. Among these are:

**Inconsistencies in addition, multiplication, and subtraction results;**

**Trouble understanding or remembering basic math concepts, rules, order of operations, or formulas;**

**Difficulty with order and sequences. Trouble reading numbers from sequences, doing operations in reverse, and organizing data;**

**Trouble managing money, i.e., giving and receiving change, and calculating tip percentage.**

Other symptoms are visible in everyday activities. Some of these include lack of body coordination (trouble with hasty athletic movements, remembering sequences such as dance steps, and rules for certain sports). They may also have a poor sense of direction, and limited ability to remember schedules.

Many students may have several of these symptoms; however, someone with dyscalculia will have them excessively.

According to Ms. Todorovich, who teaches in the special education department, those who simply have trou-

ble with math say so. They tend to be honest in admitting their deep hatred towards math and that they are not likely to do well. Those who may have dyscalculia, however, have a tendency to be more shy or discreet about it. Many times teachers will attempt to explain the math with different strategies and approaches, and the student will understand the material while it is being explained, but when they have to solve a problem on their own, they are not able to. They may feel confused about which method to use to solve it. They may not understand the question being asked even though it has been explained countless times. Other students will have the subject explained in every possible way, but they will not comprehend it.

Many people are skeptical towards the entire dyscalculia notion. "Anyone can learn math with proper instruction," says Youmi, a Grade 12 student. "The reason why people are having trouble in math is because they don't understand the basic concepts, and

so far as selecting those math courses that tend to go at a faster rate because they believe they may improve. This only worsens the situation, though, since they will likely struggle even more.

Most of these students would benefit more from an applied math course. There is a sort of ripple effect that takes place with students who have dyscalculia (or anyone who has difficulties in math for that matter). They may be too embarrassed to ask for help, so they become very confused, and cannot complete assignments. Teachers are more than likely to become frustrated with the students, assuming they are not interested in doing their homework. The student may then become discouraged from their frustration and the negative feedback, and give up.

Should dyscalculia be recognized in our school system, or is this just a name given to people who simply struggle a bit with math? Is this term just a product of our society that structures education for the masses, and anyone

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**There is a sort of ripple effect that takes place with students who have dyscalculia. They may be too embarrassed to ask for help, so they become very confused, and cannot complete assignments.**

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obviously the problem will escalate since math is a subject that keeps building from previously learned concepts."

Mrs. Vuchnich, who also teaches special education, often recommends Kumon Math to students who have large gaps in their math foundation.

According to Ms. Todorovich, students who have dyscalculia are too ashamed to ask for help because of the stigma attached to it. They will even go

who simply learns in a different way is labeled as having a learning disability?

Although many students only have difficulty with the way math is taught, there are others who possess serious disabilities that may make their experience in math class and money management more than unpleasant.



*The pain and suffering when the numbers just don't add up.*

# SKIPPING CLASS AFFECTS ACHIEVEMENT

Much more missed than just 50 minutes by Heidi Zhang

Continued from Page 1



Jarvis students' futures go up in smoke as they cut classes.

than 88% admit that they skip up to 5 periods per week. Grade 12 students are at their most crucial high school point where their marks determine their future for a higher education or prospects in the workplace. So why so much skipping? "To admit," says one Grade 12 female, "I'm actually skipping way less than I used to, when grades didn't matter. Now that I'm in Grade 12, I still skip, except I do it in a way that will have the lowest harm to my mark."

Organized skipping. About 60% of the students who participated in this survey admitted that they have some kind of pattern of skipping. There is always skipping happening when there is a supply teacher, on Friday afternoons, and during presentations. By the time students reach Grade 12, they know the kinds of classes they can afford to be missing and the classes they need to attend. Some students say they skip a lot because, frankly, they have never been punished for it. By missing a test or an assignment, they can always hand in the assignment at a later time or take a retest. Once organized skipping starts, it's very hard to break. "You get used to sleeping in till 11 or never showing up on a Monday. To you, that becomes a regular part of your school life," says one Grade 12 male student.

Grade 12 students feel that with all the school subjects they have to balance while getting good marks to apply to college or university, it's hard sometimes to find time to finish all their work. Eighty percent of the students surveyed find themselves studying or working on assignments for another class when they skip. They feel that time would be better spent if they were to skip class and instead complete or study work assigned for another class. To many students this is a way of coping with their large workloads.

So, according to the students, what would be a worthwhile class to attend? Some students find that it's useless to go to classes with supply teachers because for those 50 minutes they are not learning anything. Many students have

this mental plan in their minds of classes they rate of great or little importance, either because of its nature or due to its workload.

Lateness is another factor that ties into skipping. Forty percent of students surveyed say that if they are 10 to 15 minutes late for a class, they will not even come for the whole day. They find it easier talking to teachers later. "My first period teacher hates people being late, so instead of getting that 'look' every time, I don't even go," says one Grade 12 female.

It seems students have all the excuses, but educational administrators see the potential danger behind all of this reckless behavior. In an interview with Mr. Gold, the principal of Jarvis, he expressed his concerns for students skipping and more importantly, the mentality behind it and the short-term gain students are trading for their long-term benefits.

The habit of skipping, as Mr.

**"This shows that kids might actually be learning something when they come to class."**

Gold puts it, would be like biting your nails: the more you do it, the deeper your addiction. He stresses the fact that the biggest challenge students face is managing their time well.

An interesting piece of knowledge that most students don't know is that the education world has ties with the labour market, and one complaint from the labour force is that there is a large percent of workers disciplined or fired for their lack of personal organization. "Self-discipline is vital," Mr. Gold remarks, "and the best place to develop that sense of discipline and responsibility towards your work is high school."

Once a student at Jarvis, Jimmy Yuk, who is in his fourth year of university at University of Toronto Scarborough campus, says, "Skipping, for me, can be

defined as a bad habit like not cleaning yourself or sleeping late every night. It may seem tempting to miss that last afternoon class on Friday but the consequences can be severe." He has seen examples around him where his high school buddies believed that they could just do the same thing they've always done: sleep in and just borrow other people's notes. None of them ended up passing the course. He sees high school as a place where students can learn not only knowledge that comes from textbooks, but the positive attitudes and behaviour that can be extremely useful in the future. "In university, where I spent close to \$8,000 a year for studies, you are either too smart to attend that class or just plain dumb."

Even with all the complaints about skipping by teachers, the school lacks a consistent policy. The Jarvis policy on student attendance states that students are expected to attend all their classes regularly and on time, and that notes are to be provided explaining their absences. Consequences include teachers referring the student to the vice-principal

**Some students say they skip a lot because, frankly, they have never been punished for it.**

and the staff are encouraged to call the homes of students themselves "since a call from a concerned teacher often has a large impact." The school policy on skipping relies on a teacher's discretion, and there isn't a universal consequence based on the number of classes students skip.

Mr. Bartha in the Guidance Department explained the consequences of skipping. "The surprising thing is," he concludes, "there isn't anything direct." Computer data from Grade 11 student information in 2005, shows total classes skipped throughout the school year and final grade percent in June. The results are shocking. Students that have never skipped a class in the school year averaged marks around 82%; students with 1 to 10 skipped classes peaked with high 80 averages; and people with 20-30 were still averaging their final grades within the mid 80 ranges. There was a case where a student who had never missed a class received a 30 as his final mark. "There is of course," says Mr. Bartha, "space for data miscalculation. Some of the people in the bin of never skipping perhaps were just students who never came to class and the teachers just never bothered to mark them absent."

Is there, then, a direct relationship between the number of classes you skip and your marks? This has always been the grey area, the question that can never be fully answered. "It really depends," says Mr. Bartha. "If students skip 8 classes a week, but one from each course, then they are balancing it out in a way that will potentially not harm their

marks. However, if a student only skips 6 classes in two weeks, but they are all from the same course, then the student would most likely be missing a unit of information and would probably never recover from that. It doesn't necessarily depend on the number of missed classes, but the focus of the missed classes, whether they are scattered or fixed on a particular subject.

Mr. Dewees, an English and Classics teacher, has created a graph named "Success in Classics," which deals with what Mr. Bartha is talking about: how missing more than one class from that course per week will damage the student's marks. In Mr. Dewees's graph, the majority of students who never passed the classics course were at a high rate of 35-80 missed classes throughout the school year, where most of the passing students hardly missed any classes, and their numbers were low in the below 20s area.

Mr. Dewees, an English and Classics teacher, disagrees and has evidence to the contrary. He graphed the marks of his Classics course against absences. What he discovered surprised him.

In Mr. Dewees's graph, all students with more than 30 missed classes had a failing final mark. Those who had fewer than 14 absences, including field trips, doctor's appointments, etc., earned over 70% in the course. No marks were given for attendance or homework, yet this correlation between marks and attendance exists. Mr. Dewees says, "This shows that kids might actually be learning something when they come to

**"My first period teacher hates people being late, so instead of getting that 'look' every time, I don't even go."**

class."

There will always be students who can afford to miss many classes and still receive a good mark. The few that can do that know how to study and understand it. As for the rest of the students, Mr. Bartha adds, the majority of them have to be in class to acquire the information and process it in their brains through teachers' lessons.

So this is what it comes down to: To skip, or not to skip? Although views are mixed, both students and staff realize that one thing is certain: that skipping classes or not is determined by the students themselves. It doesn't matter how many detentions or warnings students receive; what's important is that they see the harm for themselves and have an idea of what they want to achieve through their high school career. Mr. Gold puts this in a thoughtful question, "Are students trying to do the best they can? Or are they just trying to get by?"

# STUDENTS WANT THEIR EXAMS BACK

Jarvisites get testy with new curriculum *by Elizabeth de Vries*

The end of the year steadily approaches, and with it comes the inescapable shadow of exam period. Exam time is known as a time for cramming, lost sleep, and stress, so it's no wonder that many Jarvis students long for an assessment system that would lower stress levels.

Midterm exams have been happening at schools both semestered and non-semestered across the Toronto District School Board (TDSB) for countless years; it was only two years ago that Jarvis decided to stop having them. There are, however, a number of Jarvis students who want them back: in a recent survey of 42 Jarvis students, 30 said they would like to have midterm exams.

The reason for this was often that they thought having a midterm exam would reduce the amount of material covered on the final exam, and therefore lessen the end-of-year, exam-related stress. Casey Robinson, a Grade 11 student at Jarvis says, "[Midterms] would take a lot of stress out of June. You wouldn't have to memorize an entire textbook that way." But what Jarvis students don't know about midterm exams could change their opinion of them greatly.

Since the implementation of what is now called the "new curriculum" in 1999, evaluation methods have changed significantly. According to Mr. Gold, Jarvis's principal, "The ministry policy says that there must be a final assessment; it can be an exam, or an ISU, or a whole bunch of other things, and it must be worth 30% [of the final grade], and it must cover all of the expectations of the course. There can be emphasis on

**The new policy on final assessments has also played a part in the decision to remove midterms from Jarvis. A final assessment must now be worth 30%, and the course work, 70%.**

the latter parts of the course [on the final exam], but it still in theory must cover the entire course." This means that even with a midterm exam, the final exam would have to include all of the material covered in the year.

Another factor that swayed the decision to do away with midterms in Jarvis was the issue of exam days. In the years before 1999, each school in the TDSB was allowed 15 days in which to have exams, and those 15 days were divided between midterms and final exams. Mr. Gold says, "With 15 days we tended to have 7.5 for midterms, so a tutorial morning, then exams. So in 8 days, in a non-semestered school [students] might have the odd day with

2 exams." In 1999, the number of exam days allowed per school was reduced to 10, "I also think this may have swayed the decision here," Mr. Gold says, "when they cut it down to 10 days; you were certain as a student to have 2 exams most days, in some days possibly 3."

The new policy on final assessments has also played a part in the decision to remove midterms from Jarvis. A final assessment must now be worth 30%, and the course work, 70%. As there is no category for midterm exams, midterms are treated as part of course work. This means, according to Mr. Gold, that "the midterm exam is just like



*Students work furiously to complete their midterm Exams.*

any other test; its weight becomes that of a term test. In a course where you have 10 or 11 tests per year, the midterm exam is going to be worth 5% to 7%." He adds, "The staff here talked about it and felt that there's no weighting to it; it puts too much pressure on students, it's too many exams in too short a time; we have to assess the whole year at the end anyway, so is it a good use of the short number of days we have [for exams]? They decided no."

Even after the new curriculum was introduced, Jarvis staff members tried to administer midterms in various ways. Ms. Cooper, the curriculum Leader for the Math department explains, "We had midterms even up to just a few years ago just for seniors. One time we tried to have midterms; we tried to use the extra TAP period. That was a disaster for students because they had no time to study. It was just inserted in the middle of the week on Wednesdays here and there all over January. They had no time to study; we had no time to mark."

Even considering this, the decision to eliminate midterms at Jarvis was not unanimous among teachers: "We don't decide independently," Ms. Cooper says. "[The math department] went for it, the rest of the school opposed it. Majority rules." Clearly, there are some who still believe in the value of mid-

terms. Ms. Cooper says, "It forces people to do the review, and it gives [teachers] a chance to see how they're doing partway through the year and get them all caught up so we can go on with the rest."

This point of view is shared by Ms. Gotsis, the curriculum leader for the history department: "Midterms are an important pedagogical tool," she says. "They force kids to review the course material, and to review their testing skills in a formal setting. [When Jarvis had midterms] I had students tell me after they graduated that two of the most important things they learned in the history classes were how to write an

essay, and how to write a formal exam." if the final exam still had to cover the entire year. Grade 9 student Emma Abramowicz says, "It would, for me, defeat the purpose of having midterms. The whole point for me would be that I wouldn't have to remember every little thing I learned for the whole year." Grade 12 student Bhavna Sharma shares this sentiment, "There's no point in having midterm exams if the final is going to cover it all again anyway."

This is not the only thing that Jarvis students object to: since the Ministry decides that all midterm exams are to happen in January, students would have to study over the winter holidays, a thing that 44 out of 58 surveyed students said they would not want to do.

Although Jarvis's staff differ in their opinions on the matter of midterms, they do have something in common: they're pining for the good old days. "There were the good old days," says Mr. Sumi, "many years ago, before all these Ministry guidelines; there was a tradition at Jarvis that in the last week before the December break we had a set of exams, and the teachers could mark over the holidays." Mr. Gold, too, has fond memories of past assessment systems: "The model I was used to as a teacher and then as a vice-principal which I personally liked best for a non-semestered school was that we didn't give a numerical mark until January," he says. "The students got a mark that was

**"I had students tell me after they graduated that two of the most important things they learned in the history classes were how to write an essay, and how to write a formal exam."**

a letter, A, B, C, D, or E—a ten mark range—in late October. To give a numbered mark after only 6 weeks of school isn't very accurate because every assignment is worth so much. The thinking was that we'd done enough assessment to say within 10 marks how the student is doing. Then we'd have exams before the holidays, and in January there'd be a numerical mark, because you're 40% through the year. You'd have another mark around April, which lined up with university and college marks submissions, and then the final mark. So four report cards, one of them not a numerical mark."

Neither of these systems of evaluation is allowed anymore, which is unfortunate, as they seem to make the most sense for a non-semestered school. Since they reflected so perfectly the desires expressed by the surveyed students, it almost seems that some students might be pining along with the teachers.

Math teacher Mr. Sumi adds, "This idea of sending off a standardized test result [to universities] would be good. You hear the complaint that Mr. So-and-so's test was harder, and Mr. So-and-so's test was easier. At least if you have an exam prior to sending off marks, that balances things."

Mr. Gold disagrees with this reasoning, "it would not be worthwhile to disrupt the whole school for, my guess is, 2 or 3 subject departments that want midterms. There are ways that students

**"There's no point in having midterm exams if the final is going to cover it all again anyway."**

can have the opportunity to prepare for writing cumulative assessments, for example, having one or two questions from the last unit on the next test."

But how do the students feel about midterms, given this information about ministry policy? Understandably, Jarvisites are not thrilled by the idea of midterms under this new curriculum.

In a second recent survey of 58 Jarvis students, 48 said they would not be willing to write a midterm exam

# ISSUES

## JARVIS STUDENTS NEED MORE SLEEP!

Fatigue affects ability to learn *by Jeanie Tran*

While walking through the halls of Jarvis Collegiate during the morning, I see many students with their eyes half open, walking with a slow, tired pace, and with coffee in their hands. Often times when looking around in class, I notice one or two of my peers with their heads on their desks, sleeping while the teacher delivers his or her lesson. The words "I'm so tired!" seems to be a common phrase among Jarvisites. So, the big question is: why does school start so early?

Perhaps it's because the school hours are set up to accommodate the adult – and not the teenage – lifestyle. Adults tend to sleep and wake up earlier, which is why most businesses are open at early hours. Looking back at the days of kindergarten, school was arranged in such a way that the teachers would take care of the children while their parents were at work, and hence the approximate time frame of 9:00 A.M. to 3:30 P.M. But in the case of high school, such hours don't seem to accommodate the needs of students.

Research conducted by TeensHealth, an organization that studies the medical, emotional, and developmental issues of teenagers, shows that during the teen years, the body's circadian rhythm (an internal biological sleep clock) changes, making most adolescents feel the need to sleep and wake up later. This is in contrast to adults and kids, whose bodies tell them to sleep and wake up earlier. The hormone responsible for this change in circadian rhythm is called melatonin, which regulates sleeping and waking patterns. Melatonin is produced earlier in the evening for adults and kids, but late at night for teenagers, making it difficult for adolescents to fall asleep early.

According to Mr. Bartha, a guidance counsellor at Jarvis, hormones aren't the only reason why students are

**"Research shows that teenagers are supposed to get about nine to ten hours of sleep per night."**

up at night. "Society encourages people to stay up late. All the best TV shows are on at night. Outdoor entertainment and social activities don't start until very late, either."

Mr. Bartha also comments on how students could sleep earlier, but the teenage lifestyle dictates a later sleep time. "I really don't believe that teens need to be as socially interactive and entertained as most of them are and as

most of them are used to. I suspect that a lot of students stay up late not because they have to but because they choose to. Internet chat, video games, or being out and about and socially active seem to be valued as priorities for some reason."

According to Jeremy Jacob, a Registered Polysomnographic Technologist (a sleep technician) who works at the Centre of Sleep and Chronobiology, "Research shows that teenagers are supposed to get about nine to ten hours of sleep per night. I've even

Wednesdays [when we don't have to come in until 9:50], I feel so much more energetic at school. That extra hour of sleep really does something," she says.

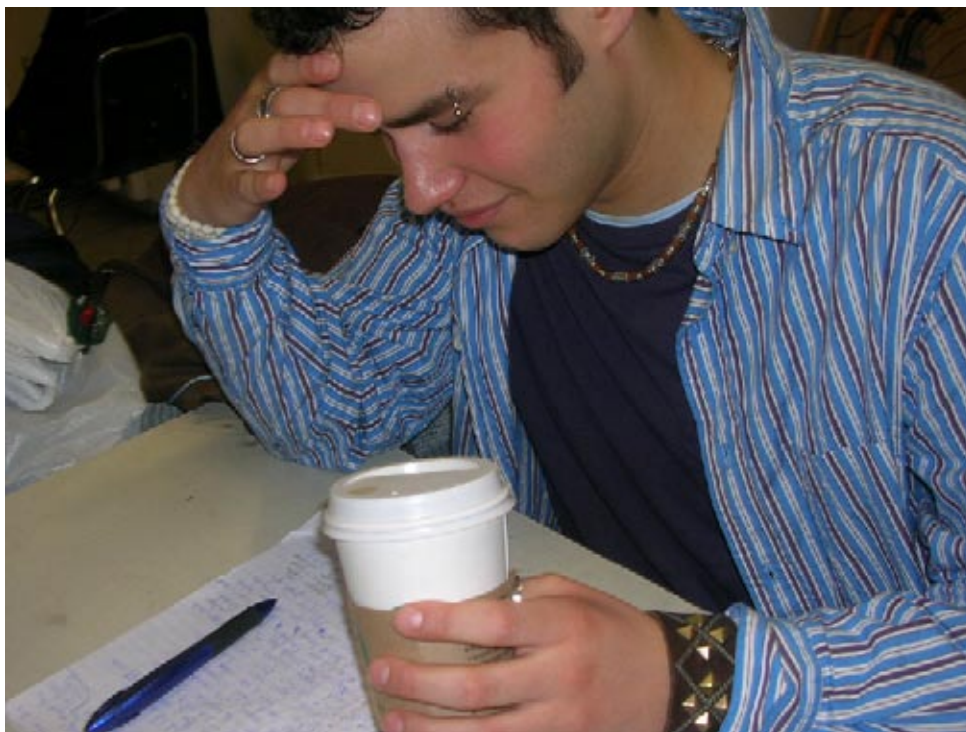
Some Grade 12 students even choose to have a Period A or B spare just to get more sleep. Among them is Andrew Stewart, who says, "Having a Period A spare is great. I feel the most productive and energetic on the days I get to sleep in." He continues, "If school were to start later all the time, my attitude towards having to go to class would

after-school commitments that would conflict with later school hours. Ms. Ancans, an English teacher at Jarvis, says, "If you start messing with the schedules, now you're infringing on the employment sector. Many companies rely on students for part-time work and many students rely on part-time work to help their family or to get the extra money their parents won't or can't give them. You will not find many students willing to give that work up."

Nonetheless, there is no doubt that a later start time would be a great advantage for many students. According to Mr. Bartha, "A later start time would absolutely benefit students in terms of their performance, achievement, overall health, mood, etc. If that was the system, that would be great but, unfortunately, that's not how it is."

However, there is an option for students who seriously can't get themselves to school early. According to Laura Crane, the Continuous Intake Co-op Teacher for the Toronto District School Board, there are alternative schools in Toronto that allow students to "take fewer courses at a time, in shorter sections." This would ultimately provide students with more flexible school hours to better suit their needs.

These alternative schools show promise that the TDSB is starting to accommodate and recognize the sleep needs of teens. But even so, more has to be done to ensure that all high schools operate during a time frame that is convenient for students. As Gloria Lui, a



*A Jarvis Student struggles to stay awake, aided by a cup of strong coffee.*

heard ten and a half." Sadly, however, a lot of teenagers aren't getting that recommended amount of sleep as a result of having to wake up early for school. The results of a survey conducted among 100 Jarvisites from grades 9 to 12 reveal that 85% of students are getting fewer than 9 hours of sleep per school night.

Research has also shown that there is a direct link between lack of sleep and one's ability to learn. "Certain types of learning – in order to be consolidated effectively, meaning stored and locked in one's brain – requires certain stages of sleep. If you're sleeping less, you're not going to get enough of those stages. Thus, the amount of consolidation that's going to happen will be less compared to somebody who gets a full nine or ten hours of sleep," says Jacob. This may explain why 66% of Jarvis students say that their academic performance is low as a result of being too tired from waking up early for school.

Having said all this, it's not surprising that 82% of Jarvisites surveyed feel that school should start later. Most students (55%) think that a reasonable start time would fall within the range of 10:00 A.M. to 10:30 A.M. "I'd love for school to start at 10 o'clock," says Jessica Yam, a Grade 11 student. "On

be a lot more positive."

But there are a few downsides to a later school start. Grade 12 student Stewart Jackson says, "A lot of students

**66% of Jarvis students say that their academic performance is low as a result of being too tired from waking up early for school.**

complain that school ought to start later, but that means school has to end later, too. And I bet they'd complain just as much if school ran until 6 o'clock every day."

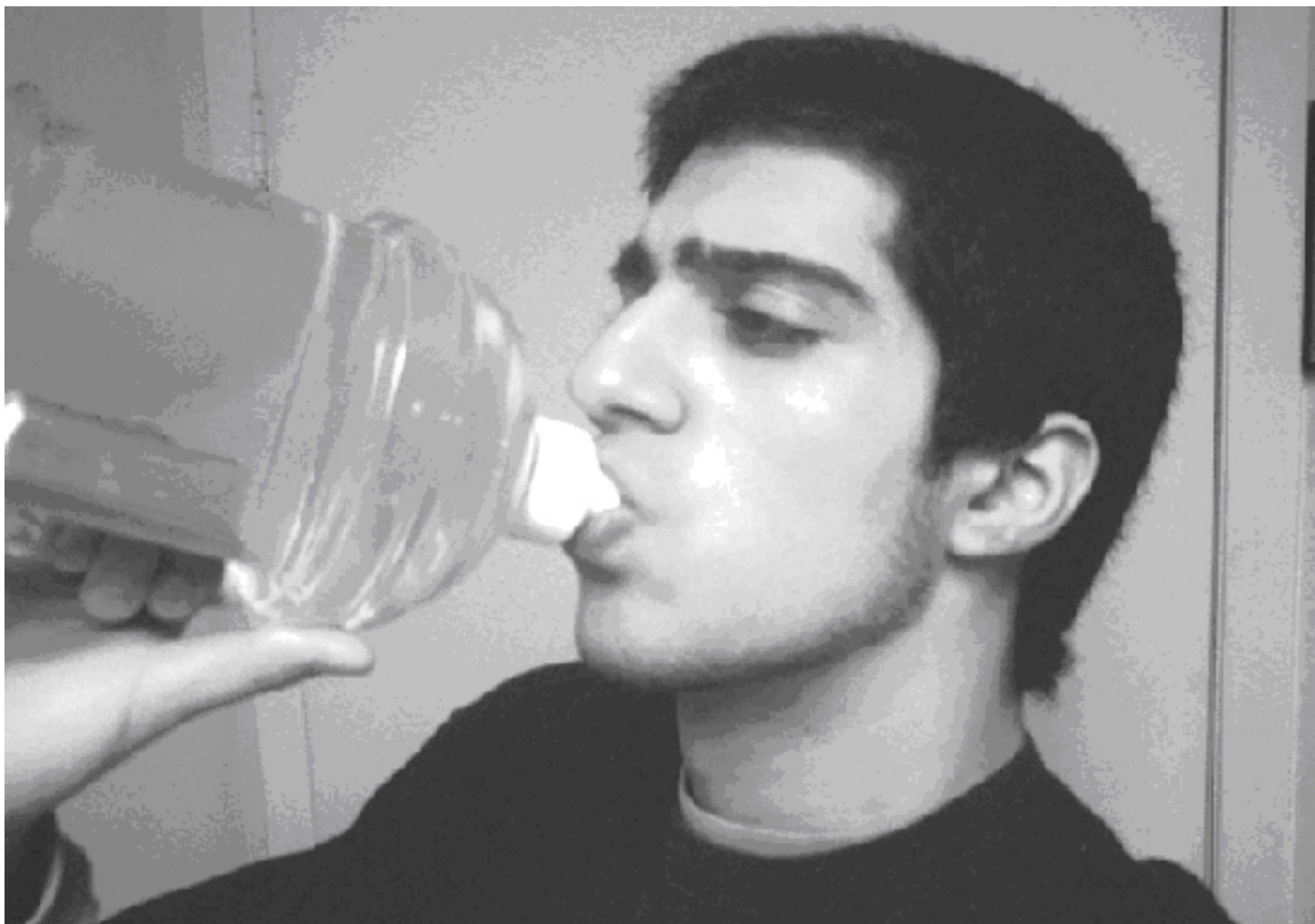
As well, many students have

Grade 12 Jarvis student puts it, "I think that if the education system really does value the needs of students, then it's about time that the hours work in our favour."

MULTICULTURAL CLUB PRESENTS  
**JARVIS STARS MOSAIC 2006**  
 ON FRIDAY MAY 5TH JARVIS AUDITORIUM  
 TICKETS WILL BE SOLD IN THE ESL OFFICE ROOM 217  
 AUDITIONS ARE ON SATURDAY APRIL 1ST 2006.

# DON'T WAIT—REHYDRATE!

For relief from stress and fatigue, just add water *by Pedram Mossallanejad*



*Pedram Mossallanejad: Drinking water and loving life.*

Water has always been important in the lives of human beings and all living organisms. Throughout history, societies have gathered around the rivers, lakes and seas in order to have sufficient access to water.

The human body is generally made up of 75 percent water and 25 percent solid mass. Water is considered by many to be the most important nutrient; water regulates every function in the human body, including proper digestion, nutrient absorption, metabolic reactions, circulation, and more. In fact, most humans cannot make it past three days without water, while they can survive weeks without food.

Many people generally know the suggestion of drinking six to eight glasses of water per day, but this usually is far less than their body requires. A good way of knowing how much water to drink is to divide your weight in pounds by 16; hence a 150 pound person would need roughly nine and a half 250ml glasses of water daily. If you exercise, drink an alcoholic beverage, or if it is a very hot day, this figure will increase. The rule is not entirely constant but a rough estimate, since all people are different.

The best way to know you're getting enough water is when you're urinating every two hours and your urine is colourless. If you only urinate a few times a day, and your urine is yellow, chances are you're not getting enough water. The reason for this is when your body is short on water, it urinates less frequently in order to preserve water, and when the body urinates less frequently, toxins accumulate in the urine, giving it a yellow colour.

When one's water requirements have not been met, one's body becomes dehydrated. Dehydration is far worse than what most people suspect. People

who have lived for many years without proper hydration tend to have toxins accumulate in their body.

When toxins accumulate in the body, after some time, they may cause a list of many chronic illnesses including (but definitely not exclusive to): heartburn, arthritis, back pain, angina, heart disease, migraines, colitis, stomach ulcers, cancer, Alzheimer's disease, asthma, hypertension (high blood pressure), dia-

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**Dehydration is far worse than what most people suspect. People who have lived for many years without proper hydration tend to have toxins accumulate in their body.**

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betes, high cholesterol, depression, and multiple sclerosis.

These illnesses are in most cases initiated by years of dehydration. Chronic illnesses are most often accompanied by dehydration and in many cases caused by it. In fact, most viruses, bacteria, and other infectious substances cannot thrive in a well-hydrated body.

In most cases, there isn't much use in treating an illness with a pharmaceutical drug, unless proper hydration has been met first. In fact, many drugs can have fatal side effects; they tend to kill thousands of people every year. Most pharmaceutical drugs, especially painkillers do not actually solve the problem, but rather hide it.

Consider this: if one's back is in pain, it is often due to a lack of water in the intervertebral discs which support the backbones. When there is not enough water in these discs, the backbones are literally crushed onto each other, causing pain. When the person experiencing back pain takes medication, the problem with the intervertebral discs still exists,

the only difference is that the pain is blocked, and this over time leads to irreversible damage.

In addition, most pharmaceutical drugs leach water from the body, further complicating the problem. Back pain is definitely not the only condition that is brought about by dehydration. Almost every part of the body will produce destructive and painful effects when receiving an insufficient water supply. Nev-

ertheless, pain that was not caused by injury should be primarily interpreted as a possible cry for water.

Another big cry for water from your body is stress. Being 85% water, the brain needs more water than any other part of the body. Hence when one does not have sufficient water in his or her brain, the brain will reduce its energy consumption in order to preserve water.

When brain energy is reduced, emotional problems such as fear, anxiety, anger, lethargy and depression, will be much more prevalent. In fact, the most common cause of daytime fatigue is lack of water.

Other signs of dehydration include digestive disorders, such as constipation, diarrhoea, abdominal pain, heartburn, and ulcers; and urinary disorders, such as kidney stones, and kidney failure. If the disorders are still in a minor stage, they can be effectively treated simply by rehydrating the body. If the disorders are in a more complex phase, additional treatment may be required, although sufficient water is still necessary.

The most common sign of dehydration is the thirst mechanism. The thirst mechanism, however, is problematic in the sense that after years or even months of dehydration, enzymes and proteins within dehydrated cells become so inefficient that they are no longer able to recognize the dehydrated state of the body. If this occurs, the thirst mechanism weakens tremendously and can actually be mistaken for hunger.

If people choose to rehydrate their body, they must, at all costs, avoid anything with caffeine. Most beverages containing caffeine are diuretics, which means that they steal more water from the body than they add. This is due to the fact that caffeine is a nerve toxin, requiring large quantities of water in order to remove it. It gets this water from your cells, hence dehydrating them.

Soft drinks, especially those containing caffeine are even stronger diuretics; drinks such as Coca-Cola and Pepsi can never actually quench thirst, and if someone were to constantly drink them, they would start mistaking their constant thirst with hunger. This false hunger, combined with the sodas, combined with the lack of water can lead to excessive weight gain and obesity.

Alcohol is also a very powerful diuretic; alcoholic beverages tend to steal tremendous amounts of water from the brain. If alcoholic beverages are being consumed repeatedly, many brain cells can become damaged and die; this can cause many vital brain functions to permanently slow down. Recovery is possible to some extent if alcohol consumption is ceased.

It seems ironic that there are countries where the water supply is exceedingly low, and people are dying daily due to water shortage. However, in countries such as Canada and the United States where water is abundant, people prefer to drink soda, coffee and alcohol which take water away from the body.

When you're dehydrated, your body has to put up the fight of a lifetime.

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**This false hunger, combined with the sodas, combined with the lack of water can lead to excessive weight gain and obesity.**

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So why go through the trouble when you have the nutrient you need right at hand, in nearly unlimited quantities? Knowing all this, do yourself a favour and don't wait; rehydrate.

*For more information, visit:*

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- <http://www.water.org.uk/home/water-for-health>
- <http://readerfeed.com/alternative/31229.html>

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April 1st	Sat. & Sun.	2 weekends	9:30am-4:30pm
April 19th	Wed. & Mon.	4 weeks	6:00pm-9:10pm
April 23rd	Sundays	4 weeks	10:00am-5:00pm

# IS UNIVERSITY REALLY THE BETTER CHOICE?

## Common myths exposed by Michelle Ngo

It's that time of year for me to be thinking about my life after high school. I'm in my final year at Jarvis CI, and have decided that I want to go to university. I'm interested in studying journalism and television broadcasting and have done my research on many schools and programs. However, to clarify and reassure myself that I've made the right decision, I spoke to people who are actually part of the industry.

I went to the Canadian Broadcasting Corporation (CBC) and talked to fellow workers as well as student interns and volunteers. As I spoke to these people, I realized that most of them didn't go to the same school, they didn't graduate with the same type of education, and it seemed that every path was completely different yet they all ended up in the same place. Talking with these people who are in different stages of their career, I found that I had many misconceptions about post-secondary education.

### Myth #1: You can get a better job with a university degree compared to a college diploma once you graduate.

False. Having a university education doesn't mean you're going to get a better job than your college counterparts when you graduate. Ann-Marie Zammit, a CBC intern and computer programmer, spoke about how reality hits hard when you graduate, "I'm a McMaster graduate in biology and I haven't used it to my advantage since graduation. When I entered university I had high hopes and this image that I was going to graduate with a job and work my way up quickly to my dream job. When reality struck, I found myself in debt and without a job. Not only couldn't I get a job in my field, but I had to settle to pay off debts. I work to live and live to work and it was this way for years until my debt was paid. It was rough and what ended up happening was that I changed my career! Now I'm starting from scratch; it sucks but it's worth it."

It is more difficult to get an initial job than many graduates think because bosses are looking for experience, which many may not have. Whether you attend university or college, you need to take your own initiative to go out into the world and look for intern or co-op opportunities. Coral Schog, the production coordinator of Royal Canadian Air Farce said, "Personality and experience will get you furthest in life. The exact same thing applies to jobs. You have to prove yourself to others that you took that initiative to go out on your own and stand out. This doesn't always mean score the highest marks in university or college. It's great if you do but you need to look for opportunities, network with people and show your passion for your field or even just the passion for moving forward."

### Myth #2: You earn more with a university degree.

True. Although statistics will tell you that a university degree will earn

you more money than a college diploma, it doesn't mean that you will be well paid and attain a desired job the minute you graduate. StatsCanada's "National Graduates Survey: Student Debt," states that the median salary for Bachelor-degreed students two years after gradua-



tion is \$39,000 and for college graduates, \$31,200. From these statistics, it is safe to assume that for the first little while after students graduate from university they will probably be getting paid about the same amount as their college counterparts. However, with your degree, you do have the opportunity to move up and earn more money as is shown after two years, according to StatsCanada.

This doesn't mean that college graduates don't have the opportunity to earn a lot of money; the skilled trades industry provides many possibilities for high incomes. Ms. Ancans of the English department says, "College, today, has changed a great deal from the 1970's or 1980's. Then, many perceived college to be strictly for the trades or for those who couldn't get into university. Long gone are those days. Colleges now provide so many interesting and specialized programs that you can't get in university that many university graduates are also choosing to go to college, my oldest daughter being one of those. College, thankfully, has lost its stigma and is a place for specialized, practical, and creative pursuits. University graduates don't necessarily make more than college graduates but, if money is of importance, there are many possibilities for high income earners there as well."

The trades industry makes the same amount as some professionals, if not more; the only difference is the status of the job.

### Myth #3: It matters which university you attend.

False. Unless you have an Ivy League degree, it doesn't much matter where you go. The reason is that, in the end, you're out on your own with your degree, handing out resumes and looking for a job just like everyone else. It is nice to say, "I go to McGill University," and getting a response like, "Wow, really? I heard that was really hard to get into."

But if a student is only aiming for an undergraduate degree, then it doesn't matter. Students pursuing graduate schools need to consider the reputation of the university because graduate schools may favour prestigious schools.

University is a personal choice

hopes and dreams are shattered past the age of 5 when the question is no longer, "What do you want to be?" but is now, "Which one do you want to be? A doctor? Teacher? Lawyer?" There are so many things to discover and forcing yourself to decide now is very limiting.

### Myth #5: University is better than college

Depends. University encompasses a broad education because it teaches the theory of the subject and not necessarily the skills required. University is more expensive than college and their programs tend to be longer; however this does not mean university is always a better choice. Coral Schorg said, "University is put up on a pedestal because university used to only be for the wealthy and educated. It kind of carries on into today because university is so expensive and I feel that, people respect you more because you paid more and have paid your dues to education. It really depends on your priorities because if you really care about the social ladder in terms of career choice then definitely go to university and get into a profession. If you're a practical person who just wants good money and security and really doesn't care what others think, then college is the way to go."

In fact, college has become extremely popular as many people feel that it is the more practical choice, being cheaper and shorter. Many feel colleges prepare students better as they provide more hands-on experience. Others feel that statistics prove university grads earn more, so why not spend the time and money to invest in the rest of your life? It is absolutely a personal choice since neither education guarantees anything. In this day and age it is also important to be well-rounded and many university students are attending college right after graduation and vice versa because many jobs are looking for both kinds of education.

Deciding what to do with your life after high school is hard enough without having to worry about what other people are going to think. We have to decide what we love in order to pursue it for the rest of our lives; we have to think about money and living standards and our abilities and goals. Programs may be the same but they differ in what they offer. They may not give you the dream job of your life right away but some may get you off to a better start. For example if a school offers programs or internships, that's definitely a plus. But step into any industry and you'll find that most workers have taken a unique path to get where they are today.

Jobs are not easy to come by, especially ones that you like, but as soon as you step out of school and into the real world, all you have is your education, whatever form that may come in. Whether it be a degree, diploma or just the hard-earned skills, it's your duty to search and prove yourself to be qualified because a piece of paper can't tell all.

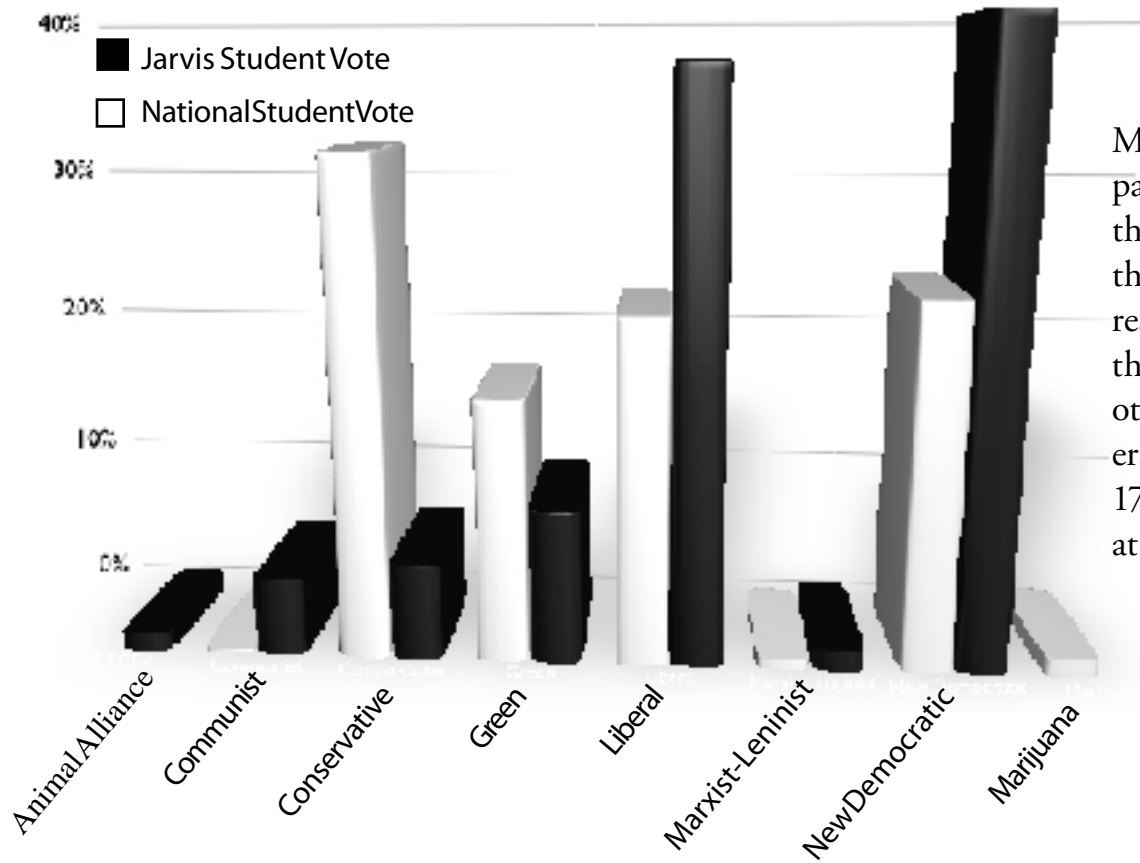
and students should research as much as they can to find out which program and university would suit them best. If one university was exclusively better than any other, then all grads from that one school would be employed in the field they studied, but that is not the case because no school has a 100% employment rate.

Ann-Marie Zammit comments on how people end up in places that seem very out of place: "I know people who have their Masters and Ph.D.s and who've graduated from well-known schools and they're managing a Burger King or dealing at a casino. Jobs are hard to find period and no university is going to change that for you. Students can't expect that if they work really hard in school that everything will fall into place. It doesn't work that way because there is more to life than school. School creates good work habits and education is the cornerstone to everything but you need to step out of the box to realize that you need to build your own life and school is just one important block of it. Prestige and status will get you nice comments but it won't help you survive in the real world."

### Myth #4: You need to decide your career right after high school.

False. You change your mind about your summer plans, so most likely you're going to change your mind with your career choice. To choose now is like deciding what you're going to name your children. You don't have to decide your major until the second year of university, and even then you can change your mind. Students do it all the time and it may take longer or it may cost more money, but you're dealing with the rest of your life. It's better to follow your passion and spend money rather than doing something you hate and waste money. You really need to ask yourself what you want to be even if it sounds crazy. Our

## JCI VOTES AGAINST THE GRAIN IN FEDERAL ELECTION



Well, we probably shouldn't be surprised that the Marijuana Party did better than any other obscure federal party in the national student vote; however, its results in the actual election weren't quite as glorious. Comparing the student vote, particularly the JCI vote, with election results, shows some other surprising contrasts: at Jarvis the NDP received 39.4% of the votes — more than any other party, although it came third following the Liberals and the Conservatives in the official election with 17.5% support. Also, the Conservatives came in fourth at Jarvis, beaten even by the Green Party.

## YOUTH INACTIVISM

Young people want change, but aren't willing to vote *by Max Barkley*

In recent years, talk of lowering Canada's legal voting age from 18 has been a topic of hot debate. And though many 16-year-olds would like to think this acknowledges their sophistication and political influence, the case is not so. The idea of lowering the legal voting age is in reality one of the newest strategies to encourage youths to vote.

Watching television through this election you may have noticed many commercials toting the slogan, 'apathy is boring.' The reason for these and other youth-targeted advertisements is simple: youths are not voting, and they're not doing it in extraordinary numbers.

In the January 16–23, 2006 issue of *Maclean's*, one article states, "There are high-profile campaigns to try and lower the voting age to 16 in the hope it will encourage young people to take part in the democratic process." And it's understandable why such campaigns are being launched with only 38.7% of 18 to 21-year-olds having voted in the summer election of 2004.

In a survey conducted with 97 Jarvis students regarding the voting age, there were mixed results. Though 31% wanted the voting age to be lowered (most to 16, but some to as low as 14), 29% said they wouldn't vote at all if allowed. More disturbingly, when asked to rate their own political awareness from 1 to 5 (1 being very little knowledge; 5 being a comprehensive understanding) 53% rated themselves 2 or lower, 33% saying they wouldn't follow politics more closely even if allowed to vote.

Surprising? Not to Mr. Dewees, a Grade 10 English teacher at Jarvis. "I think they should have to decide for themselves," Mr. Dewees says with a chuckle when asked for his thoughts.

"They should have a 16-year-old referendum on the issue, and I'll bet they defeat themselves. It may sound like a silly idea but I'm sure there are a lot of 16-year-olds that would argue against [changing the voting age]." And with 65% of Jarvisites supporting the current voting age, with a small percentage even in favour of its increase, it would seem his opinion is valid.

"I don't find it surprising," Ms. Kwok adds, from the perspective of a Civics teacher. "First of all, because as adults we don't do a great job of getting out there to vote, and we're supposed to be the role models for them; and second of all, they learn all of these details about voting, about how to affect society, about how to affect the government and yet at this time they really can't do much and so they find that taking Civics is just taking a course."

However, other students are still quite interested in politics, despite the deterrent of being unable to vote. "I personally would like very much to be able to vote," says Beth de Vries, a Grade 12 Jarvis student who was still too young to vote in last January's election. Beth's desire to vote transcends the lack of youth issues in political platforms that keeps many young people apathetic. "I mean, there's stuff I care about but it's not really about young people. Like regular platform issues that you see. It kind of relates to everybody, whether it's something like gay marriage or care for seniors or whatever. It's stuff I care about, but it's not really directed towards [youths]."

But though some students like Beth have an interest in various general issues, there are still very few youth-oriented issues addressed by Canadian politicians. "The young have never swayed

an election in Canada or the U.S., nor have political parties found it profitable to court them, preferring older voters who are more consistent and whose issues now dominate elections," states the same article from *Maclean's*. As Beth mentions later in her interview, the only issue that she feels affects her specifically is university tuition, an issue more likely targeted towards parents.

Seeking a professional authority, I met up with Chris Tindal, the Federal Green Party candidate for the Toronto Centre riding, hoping to gather a different perspective on the issue. "I don't think that they're seeing the options," Tindal says when asked his view on why youths aren't voting. "People my age and younger say that no one is talking about the things they care about."

Yet Tindal felt a bigger factor in youth apathy was the voting system itself. "In the [2006] election the Green Party got over 600,000 votes, so well over half a million. Those votes went towards electing no one. In Atlantic Canada less than half a million voters elected something like 20 Liberal MPs. That's an example of how every vote hasn't counted and it's one of the reasons why people don't vote and, so first of all, we need to make sure that every vote counts." He finished by saying, "It's legitimate for people to not want to vote when the system is so broken." The system is obviously broken when the NDP can receive 1 million more votes than the Bloc Quebecois, but receive 22 fewer seats in parliament.

"First past the post, riding by riding is a very 18th century democratic technique," agrees Mr. Dewees about the condition of our voting system. For those of you who can't remember (or haven't taken) Grade 10 Civics, First Past

the Post (FPTP) is the electoral system in Canada. In this system the country (or province in case of a provincial election) is divided into ridings, and in each riding the politician who receives the most votes represents that riding. Mr. Dewees continues, saying, "In this day and age there's been so much in the way of advancement of polling techniques." Although voting systems like BC-STV, a system politicians are struggling to implement in British Columbia, seem more difficult to comprehend, the complexity results in more balanced governments that satisfy a wider range of voters. (For more information on voting systems visit [http://en.wikipedia.org/wiki/Voting\\_systems#Multiple-winner\\_methods](http://en.wikipedia.org/wiki/Voting_systems#Multiple-winner_methods))

However, regardless of whether or not you have faith in our current government, you can get involved in our political system, as Tindal reveals when asked about his reasons for entering politics. "It's too important to say, 'Oh politics is stupid, I don't like it, and I'll just ignore it,' because the decisions that politicians make do affect our lives, and there's a bit of a misconception that they don't." Government mandates such as Dalton McGuinty's proposal to raise the dropout age from 16 to 18 and his recent removal of the university and college tuition freeze are only two examples of how the government truly does affect us.

It's clear now that there is a problem in our society that causes so many citizens to forfeit their rights to vote. But it should also be equally obvious that lowering the voting age is a poor solution that will not address the underlying failures of our democracy.

# MEDIA

## THE DEMISE OF HIP-HOP

### Gangsta Rap Crap by Hoden Osman

It surrounds us on the streets, blares from television sets across the world and is used to sell a wide array of products; this billion dollar industry is hip-hop.

Hip-hop began in the late 70's in New York as a tool to tell the stories of African-American and Latino inner-city youth and the communities they lived in. It was about the struggle of reaching the American dream of success. Hip-hop became a catharsis where artists released the frustrations of racism, sexism, broken families and poverty. In time it evolved into a culture encompassing dance, music, speech, fashion, visual arts and big business. The culture became contagious, quickly spreading north to Canada and all over the world.

The impact of hip-hop is obvious when you look around Jarvis; students fill the hallways wearing baggy clothes and speaking slang. It's not uncommon to hear students saying "shawty in da hizzous" and "fo' shizzle ma nizzle," both phrases popularized by rapper Snoop Dogg. Nelson George wrote in his book *Hip-Hop America* about the influence of hip-hop: "Now we know that rap music, and hip-hop style as a whole, has utterly broken through from its ghetto roots to assert a lasting influence on American clothing, magazine publishing, television, language, sexuality, and social policy as well as its obvious presence in records and movies...advertisers, magazines, MTV, fashion companies, beer and soft drink manufacturers, and multimedia conglomerates like Time-Warner have embraced hip-hop as a way to reach not just black young people, but all young people."

Then came Gangsta Rap; this kind of music glorifies a life of violence. Artists such as Ice T, Notorious B.I.G. and Dr. Dre wrote songs about urban life, describing gang life, violence, drugs and belittling women. In 1992 Ice T released his song "Cop Killer," which



Artists Mos Def and Talib Kweli keep the message of hip-hop alive, unlike many commercialized gangsta rappers.

became a success. Here are some of the words to the song: "I got my headlights turned off. I'm 'bout to bust some shots off. I'm 'bout to dust some cops off, I got this long-assed knife, and your neck looks just right."

More recently, rapper 50 Cent sparked some controversy when a Canadian MP attempted to ban him from touring Canada. He was only permitted to perform after applying for a temporary resident's permit. Here are some of the lyrics to his songs: "You try to touch me, ya get ya brains blown"; "Gimme one year, in this industry, I'll buy enough guns to declare war on a small country"; "Wit tha back of the steel I'll whip yo head boy!! Yo ass could get killed"; and "Shoot car windows out to flatline. Gun pop, heart stop, homie this is heavy. You on your way to meet your maker, n\*\*\*\* are you ready?"

Gangsta rap is full of artists such as 50 Cent. Coming out of street life, many of them have been in and out of jail several times. These famous rappers pride themselves on their dark pasts and display themselves as the real deal to build up their credibility and fame. The music videos show a gangster life as

being easy, surrounded by women and a constant supply of money. When I asked Grade 10 student, Anteneh Gebremicheal how he feels gangsta rap affects him he replied, "It makes me want to be on TV, get money and girls." Young people watch this and internalize these messages and while the majority can distinguish between the reality and fiction some believe it is desirable behaviour.

Much of this music also promotes the dehumanizing of women. The music videos are sickening; women are portrayed as objects, wearing close to nothing. They dance in the backgrounds, often draped around a rapper like trophies. These images are accompanied with a variety of explicit lyrics referring to women as bitches, hoes and worthless sluts. The rappers often glorify pimp life, referring to women as prostitutes and promoting violence against women they feel are "disobedient." The exploitation of women has become acceptable as a part of rap.

Gangsta rap is filled with lyrics such as, "Who let these hoes in my room?"; "Fat, gorilla, monkey mouth bitches"; and "We slapping the hell out of her 'coz we can, prostitute." I asked

Grade 11 student Tiela Reece why she chooses to listen to this genre of music and she replied, "I like the way it sounds, the beats and rhythms and because it's stuff I can relate to." But does this affect the morale of women and girls? When I asked Tiela how she felt it affected girls she said, "They focus on the way a girl looks, never on her intelligence; it makes girls want to look sexy and slutty."

These lyrics and videos make young girls believe that this is the way women are supposed to behave and look. Young girls imitate the females in the videos. It's no longer surprising to see a 12-year-old girl wearing pounds of make-up and dressed in provocative clothing in her attempt to become like her idols. It sends the message to girls at an early age that their value is based on an artificial type of beauty and what they can do for a man.

Many young people are now beginning to realize the negative messages portrayed through gangsta rap and are turning to other alternatives such as jazz, and R&B. When I asked Grade 12 student Mathew Jean-Leger why he doesn't like gangsta rap he replied, "It bigs up violence, making it look cool so kids go around copying it. They treat women disgusting; instead of treating them like the Queens they're treated like crap."

Mathew sums it up when he says, "I refuse to listen to it; it's nasty and makes me sick to my stomach." Don't get me wrong I don't think that all rap is bad. There are many good rap artists, such as Common and Talib Kweli, who are out there trying to send positive messages to youth, but unfortunately they do not receive the attention they deserve. Hip-hop has touched the lives of millions of youth around the world. It's a tool that can be used to enlighten, but is now a tool of promoting violence and the exploitation of women.

## MEDIA AND TEENAGE SEX

### Are TV shows really to blame? by Zalika Reid-Benta

You're at home, school's finished, homework's done and for a full 60 minutes you're stress free. You turn on the TV and decide to watch a melodramatic teenage soap opera to lose yourself in other people's problems for a change. The two main characters are in a coincidentally idealistic location and have just confessed their love for each other. As a result, they decide to 'make love.' You find the whole thing incredibly romantic, but does that mean that this TV show has influenced you to have premarital sex with your boyfriend or girlfriend?

Well, whether it does or not, television shows that are extremely popular with teens, such as *The OC* and *One Tree*

*Hill* are being held responsible for the increase in teenage sex. It seems that TV shows that are the most popular with teens have been found to be most sexual in nature.

RAND Health, a private American think-tank, has recently discovered that teens who watch a lot of television with sexual content are more likely to initiate intercourse in the following year. Sixty percent of parents are very concerned about the amount of sex their children are exposed to on TV, according to the Kaiser Family Foundation. However, one has to wonder if parents are just using television as a scapegoat to avoid the reality that their

adolescent kids make their own decisions now, including having sex.

Parents don't know how to deal with being unable to completely control their kids anymore. They don't want to bear with knowing that their children are quite possibly having sex as a result of maturing and are not as naive as they once were. So, when a magazine article says that TV shows are to blame for teenage intercourse parents are happy to believe that the media, the greatest influence of all, is inspiring their kids to do something 'sinful' like premarital sex. It means that they don't have to accept the fact that their children are growing up.

"TV romanticizes sex and that

makes you want it, but it doesn't tell you to do it," says Emily, a Grade 10 student. "Ultimately the decision is up to you."

So there it is, the whole thing really comes down to choice and decision. It's undoubtedly true that there is a lot of sexual content on TV these days, and yes, it depicts sex a certain way that appeals to teens. But at the end of the day, TV doesn't make you have sex; it's your decision to make that kind of step and parents have to learn to accept that because the longer they blame TV for their kids' decisions, the harder it will be for them to let go.

## CONTROVERSIAL KANYE

Hip-hop artist topping charts and raising political awareness *by Ciara Hong*



Well-known music producer Kanye West has sold over four million copies of his debut album *The College Dropout*, and sophomore album *Late Registration* to date. On both his albums he has worked with many artists such as Jay-Z, Jamie Foxx and Talib Kweli, and has sampled music from the Jackson 5 to The Doors. He's not only an internationally renowned artist and producer, but also an active political mind.

Both his albums have touched on many controversial political subjects, and he has voiced his various opinions outside of his music, putting himself into the public eye. He's become as known for his outspokenness as he is for his ability to make a hit record since his temper

tantrum at the 2004 American Music Awards when Gretchen Wilson beat him for the Best New Artist award. Some recent statements include him saying on national television during a benefit for the victims of Hurricane Katrina that, "George Bush doesn't care about black people." This one statement has gotten him a lot of media attention and has given him a wider fan base.

"It doesn't surprise me that he would say something like that; he's an opinionated artist. I think he did have a point, however: he knew himself that it was more of a commercialized spiel. He would say it, and he knows that by saying it, more controversy will arise, which means more media attention and that more records are being sold," says third year Public Relations major, Maria Cabillan from the University of Guelph-Humber.

Kanye doesn't seem to be the only one using this scheme to boost a fan base. P. Diddy (also known as Sean Combs) is a well-known hip-hop artist who has encouraged youth to vote through his "Vote or Die" campaign during the 2004 presidential elections; he found a way to reach youth by extolling the importance of voting. Now it seems that Kanye West is grabbing the media's attention by focusing on his right to voice his opinions about U.S. President George W. Bush.

"George Bush Doesn't Care About Black People" was seen on the front pages of several American newspapers, and has now even been plastered on shirts with a depiction of the U.S. President himself.

During another telethon for Hurricane Katrina relief, in addition to his comments about not being able to imagine being homeless or without his family he sent out a new message. While performing his song "Jesus Walks," he changed his original lyrics from: "They say you can rap-about-anything except for Jesus/That means guns, sex, lies, video tapes/but if I speak about God, my records won't get played" to "/but if I speak the truth my records won't get played."

That was not the first time Kanye has had something to say through his music. Each song on his albums speaks of his life encounters and what he feels about what's going on in the world. This sets him apart from rappers whose main lyrical focus is sex and violence.

On Kanye's track "All Falls Down" he raps, "It seems we living the American dream/But the people highest up got the lowest self esteem/The prettiest people do the ugliest things/For the road to riches and diamond rings." There is nothing in this song that pertains to sex or violence. Alicia Sayles, Grade 12 says, "There aren't many mainstream rappers,

if any, who have the guts to say stuff like that and not be afraid of losing spins, so the rest of them just make party music and forget about substance. He's outspoken and knows that whatever he says will generate questions – that's what makes him different from other mainstream rappers. He obviously sends a different message, because his music isn't always about sex, hoes and money. It makes him unique because these rappers out there all come from the 'hood' and therefore only have that to talk about. Because of where Kanye grew up he broadens his dictionary-of-rappatory."

Grade 11 Jarvis Student, Katie Baldwin, feels that that this makes a difference in how the artist is perceived. "I think that Kanye gets to youth through his lyrics, and of course him being one of the hottest artists of 2005, those messages are what is making him as popular as he is today. As we see in his lyrics, he actually has something meaningful to say and it's not just a load of crap."

With his new single "Touch the Sky," Kanye teams up with Lupe Fiasco and begins to respond to all his critics. For all those who have said of him "You'll never make it that far, you'll never make it out of this town," he's finally able to show everyone that no matter what is given to him or taken from him he is able to touch the sky.

## GRAFFITI: A SPARK IN OUR CITY'S LIFELESSNESS

*by Justine Voutt*

You see it everywhere. Whether it is scribbled in a bathroom stall, or painted on a big brick wall, you recognize graffiti. From tagging and stencils to intricate "throw-ups" or "pieces," graffiti is an escape from the city's dull grey

tine for a second and make them look at what else is out there. There are actually people willing to paint on surfaces for free because they love it. I think to deny that desire is inhuman," says Mentos, a writer (aka graffiti artist) in both

any way.

The City of Toronto defines graffiti as "One or more letters, symbols, figures, etching, scratches, inscriptions, stains, or other markings that disfigure or deface a structure or thing, howso-

ever, out to see if other people agreed with the city's definition.

In a survey of 100 students at Jarvis, results showed that 88% of students believe that most graffiti is art, with exceptions of some tagging and defacing. "It's a form of expression, like any type of art," says Grade 11 student Pedram Mossellanejad.

Then why all the hate? Why is graffiti illegal and dismissed as solely vandalism?

The "Broken Window Theory" of James Wilson, Catherine Coles and George Kelling came out of New York when hip-hop culture and graffiti were booming in 1982. The theory assumes that "if acts of vandalism such as broken windows, graffiti and litter are allowed to exist and proliferate, more serious crime, such as rape and murder, are soon to follow." The City of Toronto seems to have incorporated this theory with a recent bylaw that classifies graffiti writing as an offence grouped with robbery, rape, assault and murder. On top of that, if graffiti writers are found in a group of 3 or more, they are considered a gang, which would increase their sentence if arrested.

"Unfortunately, it's the poor people that get stuck with it. That's

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*Graffiti such as this brighten many alleys across the city.*

walls and roads filled with daily chores and routine. "I think for me, my goal is to invade public spaces and put people in check and knock them out of their rou-

Vancouver and Toronto.

Inhuman or not, the right to write is denied by the city of Toronto; in fact, graffiti isn't even considered art in

ever made or otherwise affixed on the structure or thing, but, for greater certainty, does not include an art mural." Surprised by the bold definition, I set

## T.O.'S SECRET HEART

Take a swing through Toronto's colourful alleyways *by Sara K Maston*

"Our city is so dull, so grey, so flat, so boring." If you have this attitude, before you say more, take a tour of your city. Public art installations and guerrilla art is spread throughout the city. Tags, stencils and other forms of "street art" are always visible in Toronto, but more impressive installations are sometimes hidden from the main streets. Look past Toronto's main streets and you may find many of Toronto's hidden masterpieces.

Kaze daignas duer, a Grade 12 Jarvis student and an exceptional artist, thinks Toronto is too conservative. "It has all it needs but there's something

and mural bombs span for two blocks, also home of one of Toronto's cleverest guerrilla installations: The Secret Swing.

"The first time I went to the swing I was with my friend. She had heard about it from her aunt, who again had heard about it from someone else. We weren't really sure what to expect because it was all just a big rumour," says Kate, a frequenter of The Secret Swing.

The swing is the work of local artist Corwyn Lund, who erected the swing in 2003 as part of a group show on guerrilla projects at YYZ Gallery. He also produced a video documenting how

the bricks — it's a really neat device that telescopes — somebody must have stolen that from a playground somewhere, sawed those bars off and peeled them back; that's a big production."

Another element of The Swing is its surroundings. "I spend a lot of time back here. I love coming up here all the time and seeing it change and grow. I think it's fantastic," says the American Apparel employee. The nature of street art means that its mortal life is generally short. "There's a lot of stuff out there with a pretty short shelf life," artist Cyrus says as she explains the ever-changing art

Style in Progress provides an outlet for young emerging artists to paint the city with graffiti style art. Its newest project is Bell utility boxes. These large brown boxes set up around the city are usually covered in remnants of posters or ratty tags. The Style in Progress makeover has turned these otherwise unattractive industrial boxes into art. These projects, which beautify the city, allow people of all ages and ethnicities to appreciate and better understand urban art forms, including graffiti.

When you're walking down the street and see a beautiful piece of art it simply makes one happy as Barkley agrees. "When you see a good piece of art, no matter what type of art it is, if it is something you really enjoy or if it has some sort of special meaning to you, it just makes you feel happy." For others, street art is a source of inspiration. "For me it inspires and motivates me to create," says a young artist passing through the alley admiring his favourite pieces. "I come here all the time and take the energy from these walls into my own work."

"I think when guerrilla art becomes commercial, it's lost. Like indie music, once they become popular, they become intoxicated by their own fame. They become just like the other bands." This is, perhaps, why many good rebel installations are hidden from the main streets. Another reason is for its inconvenience. A large illegal installation is difficult to accomplish out in the open without attracting unwanted attention.

The heart of this city is in its art, which is a reflection of its people. Diverse, complex and constantly evolving, guerrilla art is masterful in all this, stealthily blooming out the corners of our city. For artists, it's encouraging to see innovative creations, and for the residents of Toronto, it's an inspiration throughout daily life. "It inspires me to see my city change," says a Kensington resident living in a highly concentrated branch of Toronto's art scene.



Corwyn Lund's guerrilla installation, "The Secret Swing," is hidden in an alleyway off of Queen Street.

missing."

Uninspired by Toronto's flat grey image? Try taking a stroll down the back of the main streets. "It says something where people put their graffiti. If you put it in an alleyway it's almost saying that they're just doing it because they love doing it. Whereas if you're tagging stuff out in the open, you're just doing it to be seen," theorizes Max Barkley, another Grade 12 Jarvis student. One of the many very artistic alleyways rests behind Queen Street where wild colours

he had to install the swing's anchor in rock climbing gear, high above the alley floor.

The Swing claims a strong respect from its guests. It extracts a kind of magic feeling when swinging between two converging buildings, like you'll be squished or smack into the wall. "A lot of effort went into that," says an American Apparel employee on his smoke break behind the store, which shares the alley with The Swing. "First of all, to scale up the wall and drill that thing securely into

scene. To keep up, one needs to keep going, and although the bomb on the corner of Queen and Spadina declares "The first rule of graffiti is not to go over other graffiti," walls are constantly re-painted. One day, upon entering a well known graffiti alley behind Queen, I was hit with sudden shock. All the graffiti had been painted over since the day before and the result was a chalk-white alley spanning two blocks with the recurring words "Style in Progress" painted in red.

## Toronto Graffiti by Justine Voutt

*Continued from Page 16*

something I do regret in a way, but at the same time I think it's part of the environment. I think it's part of these realer places that aren't polished and aren't fake. It's real interaction with your environment," says OAPH, a local writer. It's just a regrettable fact that crime occurs in poor areas, but it seems rather farfetched to blame it on graffiti.

The city's new Bylaw states that it is up to the store or resident owner to remove the graffiti within 72 hours or the city will do it and deduct the price from tax returns. Even if people wish to have a graffiti mural on their property they must run it by the city and pay an additional fee.

I asked some of Jarvis's own graffiti writers why they do it and what

it means to them. "There are so many paid advertisements we are forced to look at around the city, so why not create our own messages? It's our chance to create our own art and views," says Circus, a Jarvis student and local writer.

"It's an adrenaline rush being out so late; it's risky, and I guess that's also an appeal to it," adds Kraze, another Jarvis student and local writer.

Everywhere you turn in the city you are bound to find an advertisement staring right back at you. A vodka ad can take up 100-square feet of a building or the sky but a simple throw-up or tag is considered an eyesore and immediately removed. People pay to spread their product and this unfairly excludes the middle and working class people from

being a part of the symbolic dialogue in our city. "It's important that it's an individual speaking out in a place where individuals really don't have much right to speak out. And if you're a corporation you're allowed to put up as much stuff up as you want anywhere," says Yesca, a local writer. Even graffiti itself is acceptable once a corporation has paid to use it for the purpose of advertising. Many campaigns over the years including Nike and Adidas have used graffiti to promote their hip-hop shoes and clothes.

Groups like Style in Progress, Base Gallery and Them Art help to promote graffiti by legally displaying it in galleries or by getting grants from the city to paint in designated spaces. These are no permanent solutions to the mis-

conception of graffiti but they definitely are a stepping-stone to the greater public understanding the art and messages put out by talented writers.

"Graffiti is not something you do; it's a way of life," says a local Toronto writer, going by the name of Georgie Porgie, at a graffiti forum a couple months ago. "I mean, why would I go through the trouble of buying \$30 worth of paint, sketching for weeks, going out all night and putting up a piece if I were just out to damage someone's property? There's a big misunderstanding about graffiti."

Or, as OAPH puts it, "Some people like to collect stamps; I like to write on walls."

# HUMOUR

## A STUDENT'S GUIDE TO SUBWAY RIDING

Unraveling the mysteries of TTC seating habits *by Sanjay Bahal*

Ever enter the subway in the morning and wonder why people sit where they sit? Ever get into a fight with the person beside you because his leg is touching yours? Ever afraid to sit beside people because of the looks on their faces, or the way their faces look? Well, you are not alone. I have gone through the same thing and in fact there are a number of students who have. So in order to fully understand why people behave as they do on the subway, specifically students, I

on the subway to see what people's reaction would be.

I figured that I would base all my experiments using seat B for a couple of reasons. Seat B is beside seat A, which is a preferred seat by students. Seat B is more or less in the middle of all the seats in a section of the subway. It is also the seat that was less preferred by students and, according to them, they would rather stand than sit in seat B since no one selected seat B in any of the scenarios.

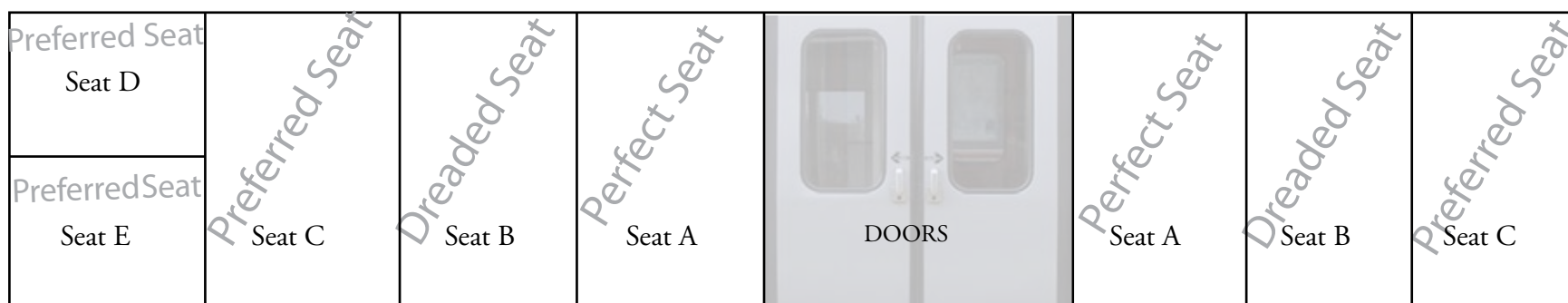
own, eventually numbing and crippling your entire lower body.

Showing the results to Naomi Balasooriya, a Grade 12 student, I asked her what she thought of them and she said that, "it is not surprising that people don't like to sit in seat B. It is very uncomfortable." A lesson I learned the hard way.

Another question that I asked was, What determines where you sit? But after receiving an interesting idea, I

she said she'd report me to the driver if I didn't turn it down. But I figured, even if the driver were to announce for me to turn down my music, it's not like I would hear him.

What determines where people sit? One major factor is hygiene. Students like to sit beside people who have good hygiene, who don't look scruffy and who don't smell bad. A Grade 10 male student went on to say he would not sit beside "smelly, sweaty, old, hairy, fat people



figured that it was necessary to conduct an unscientific anthropological study of the factors that determine how passengers behave. Clearly I have time on my hands.

Forty students, 10 from each grade, were asked to fill out a survey with questions ranging from describing the person you would sit beside, to what determines where you sit on the subway. They were also presented with a rough

On any given day, it is rare that you can get to sit in seat A or E, since it appears to be a favourite amongst students and other TTC riders alike, based on the surveys and general observation.

The information provided by students, for the most part, appeared to be true. I then decided to test why people don't like seat B by personally sitting in that seat. I waited for seats A and C to be occupied and then planted myself, rather

decided that I would explore the idea that people do not sit beside people if they are crazy, or talk to themselves. So I got onto the subway, sat down in seat B and began to curse under my breath, make loud grunting noises and stare at people who would walk by in a shady, unblinking manner. I figured, Hey, if people like seat A so much, will they be willing to sit beside a disturbed person to get to their favorite seat?

And the answer for that was no.

As the masses of people quickly darted past me, trying to act as if they hadn't seen me, I realized riders would rather stand than sit next to a disturbed person. People seemed slightly threatened for obvious reasons, which tickled me slightly.

On a couple of surveys I noticed that one of the things that people hated on the subway was when someone would come onto the subway with their music blaring. And of course being the pain in the ass I am, I went for it. Entering the subway car the following day, I turned Yellowcard's 'Ocean Avenue' up to the point that every drum beat caused me to wince and my eyes to bulge with pain. Once again I planted myself in seat B to see if people would sit in seat A. There was still reluctance, but someone did sit in seat A.

Eventually I was approached by a woman who started mouthing something to me. Out of curiosity, I turned down my music to hear what she was saying and managed to catch the part where

who take up two [or more] seats, talk to me for no reason or have no sense of style."

It is no surprise why people choose to stand. After all, they have many things to contend with when thinking about a seat. They have to worry about the people in the surrounding seats, worry about finding their favorite seat, and have to fight off the other passengers who come on at the next stop.

So the next time you get on the subway, you will understand why students sit where they sit, and what determines where they sit. You might tell someone who sits too close to you that he should stand because his leg is devouring yours (at your own risk of course). You might try screaming and twitching on the subway train if you really don't feel like sitting beside someone today. But if you learned anything from this article, it should be this: the next time you see seat A empty, shove, climb and do whatever you must to claim it for yourself, because there is going to be a flock of vultures coming on at the next stop looking for their favorite spot and when they do, you can look at them knowing that you got your favorite spot, and they didn't.



schematic of a section of a subway train, and they were asked where they would sit or possibly stand. They were given the schematic above.

The results proved to be rather interesting. And so I decided I would use the information gathered from the surveys, and test it by doing several things

forcefully, into seat B. I was greeted with grunts from both sides. About three subway stops later, during the morning rush hour, I realized why seat B is so hated. Besides the fact that you have the morning breath of people on either side of you intermingling with your breathing air, you also have their leg fat drowning your



**Have a problem and don't know what to do?**  
**ASK MAX!**  
 E-mail [jarvisjargon@gmail.com](mailto:jarvisjargon@gmail.com) with "Max" in the subject.

# INFOMERCIALS

## Inventions of a Teenage Insomniac *by Max Barkley*

Some time ago, I awoke on Thursday morning at 3 A.M., afflicted by a mild bout of insomnia. With nothing better to do, I decided to grab myself a late-night-snack and park in front of the TV. At first I was quite dismayed at what I saw: the only shows that seemed to be on were infomercials and re-runs of Oprah. So, picking the lesser of the two evils, I started watching some delightfully witty banter about the George Foreman Grill.

I ended up watching TV for hours, enjoying the crazy antics of a grill without gas, and several different brands of vacuums, each capable of lifting bowling balls. But though I found myself quite amused, there was one problem with these infomercials: none of the stuff they were selling is of any use to me.

So, for the benefit of students all around Toronto, I've decided to come up with a list of products that students could actually be brainwashed into buying. Here it goes.

### iBinder



Are you one of those people who always complains you can't do homework without music? Well, fear no more because the iBinder is here. Now you, too, can sacrifice your individuality and \$2000 for a binder that holds not only your school notes, but also 400 gigabytes of songs. But wait, there's more! With the optional OCR scanner, you can now digitize your entire year's notes and have them subliminally played back to you masked by your favourite songs. Gone are the days of traditional studying. With the help of this somewhat expensive binder, studying is as easy as manoeuvring a scroll wheel.

### WiFi-Sunglasses



Just imagine the potential: you're sitting in your Math class, writing a really difficult test. You have no idea what any of the answers are, so suddenly you decide to whip on your pair of WiFi-Sunglasses. Suddenly you're inputting calculations to your buddy outside the class through a simple system of winks and ear twitching. Or what about a History test? With only the slightest eye movements you could be scanning Google, looking for all that information you didn't study! Sure they might not be the most stylish accessories, with the clunky onboard CPU hanging over your ears, but it's not like you have to wear them outside of class.

### Wedgie-Proof Underwear



This gadget's name sums it up pretty well. Wedgie-proof underwear is the invention that nerds have been craving for decades. Through an almost unbreakable network of tethers, pulleys, and weights, wedgie-proof underwear is able to withstand even the harshest of tugs. You could get your butt lifted by a tow-truck and still have clean drawers the next morning. Sure it may restrict your movement just a little, having a suspension bridge in your pants, but it's likely that anyone wedgied enough to want to purchase this product is not an especially athletic specimen.

### The Taser-Shock Combination Lock



The Taser-Shock Combination Lock, also known as the TS, is the ultimate device in locker security. In addition to the standard combination lock capabilities the TS comes with a battery generator that must be placed in the client locker, and a remote to activate its high-voltage defence system. Upon activation, any unauthorized user coming into contact with the TS will be zapped with the maximum legal voltage. Even if someone manages to rob your locker, he'll be easy to identify from the large scorch marks on his hands. Just remember to use your remote before you grab your textbooks.

### The Shakespeare-to-1337speak Interpreter



Do you struggle to understand the Shakespeare and other olde fashioned verse in your English class? Well strain your brain no longer, as there is now a device to help deal with all thine issues.

*O Romeo, Romeo! wherefore art thou Romeo?*

A line like this, which previously left you confused and befuddled, is now a piece of cake with the help of this amazing device.

*O 401\130, 401\130! \N/1-134F043 \^47 71-10U 401\130?*

Voila! That's much easier to understand!

There you have it. It's obvious these inventions could greatly improve quality-of-life for all students. Keep your eyes open for late-night infomercials about 'The Trained Homework-Eating-Dog' or 'The Parental Signature Insignia Ring.' But unfortunately, until any of these are created it looks like I'll be spending many more late nights bowling with my new vacuum.



# SPORTS

## BULLDOG ROUNDUP

The Kennel by *Giorgio Traini*

### Bantam Boys' Basketball

The Bantams started out slowly, but matured immensely this season. They were a passionate group, who devoutly showed up to 7:00 A.M. practices under Mr. Cheung. They were eliminated in the quarterfinals against Central Tech in a close-fought double overtime. Central Tech went on to the bantam championships. Jarvis's junior boys were a team that made up for lack of experience with excess heart.

### Junior Boys' Basketball

Junior Boys' Basketball team was hardworking but couldn't seem to bring all its work together to produce wins this season. They ended the regular season with 2-7 record and went on to be eliminated by Oakwood in the quarterfinals. Jarvis was able to keep the game close for the first half, reigning in their opponents and scoring, but were unable to contain Oakwood in the second half, causing their defeat.

### Senior Boys' Basketball

The Senior Boys finished their league play with a 3-5 record and lost in the quarter finals to the city winners Northern. Unfortunate injuries plagued the team, making a huge blow to their expectations in mid-season. Despite injuries they did extremely well in all of the tournaments in which they were part. They were consolation finalists in the Jarvis Invitational and consolation

champions in the St. Mike's tournament.

### Cheerleading

The Cheerleading Team entered their first competition but has already



made a long list of contributions to Jarvis this year. They were a part of the December pep rally, the basketball season and the Jarvis Invitational Tournament. In their first tournament of the year, on Feb, 22nd, they placed second in their division, won the most spirited team award and a Tuan Chau won the hip-hop freestyle dance competition. It's possible for students to see the team perform at Wonderland with a day pass for \$26.50. Listen for further announcements.

### Junior Girls' Volleyball

The Junior Girls had a fantastic season, with a 6-1 record, coming 2nd in their regular season. They were eliminated in the semifinals against Northern. Ms. Sgouromitis attributes their successful season to "a huge amount of energy, enthusiasm and

servicing." The serving on the team was indeed a deadly force, brushing through whole teams with aces, or unreturned serves.

### Senior Girls' Volleyball

Senior Girls' Volleyball was a force to be reckoned with this year. They came 4th and 2nd in the two tournaments they played in, coming within one point of both the medal round and then the bronze medal, in the first tournament. Jarvis beat the first place UFA in the quarterfinals of their season, in a huge upset, but went down swinging to Oakwood in the semifinals.

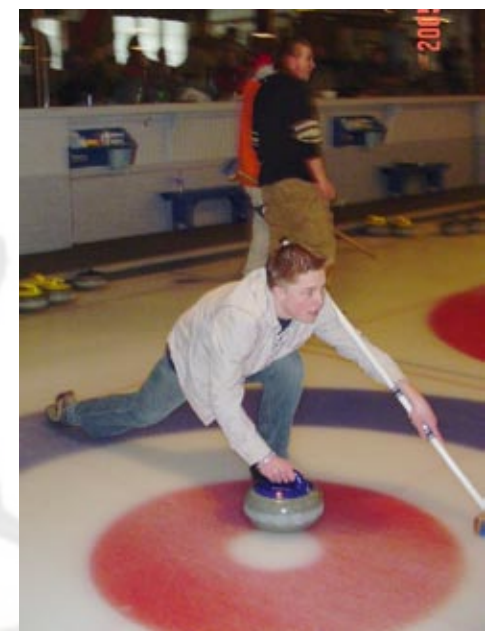
### Ultimate Frisbee

Ultimate Frisbee began its season on a high note this year. It entered the Catch the Spirit tournament and defeated every team with ease. Jarvis won the finals against UFA 19-9 and tied two other teams in the tournament for the spirit award. The team has a strong set of new players, 17 at the tournament, and a core of experienced players who are hoping to drive to a winning season this spring.

### Swimming

The Swimming team had a record number of students this year, with 30 swimmers. They did exceptionally well, with 20 swimmers going to cities, and 9 on to OFSAA. At OFSAA the team did very well with Tera Li winning the Senior Girls'

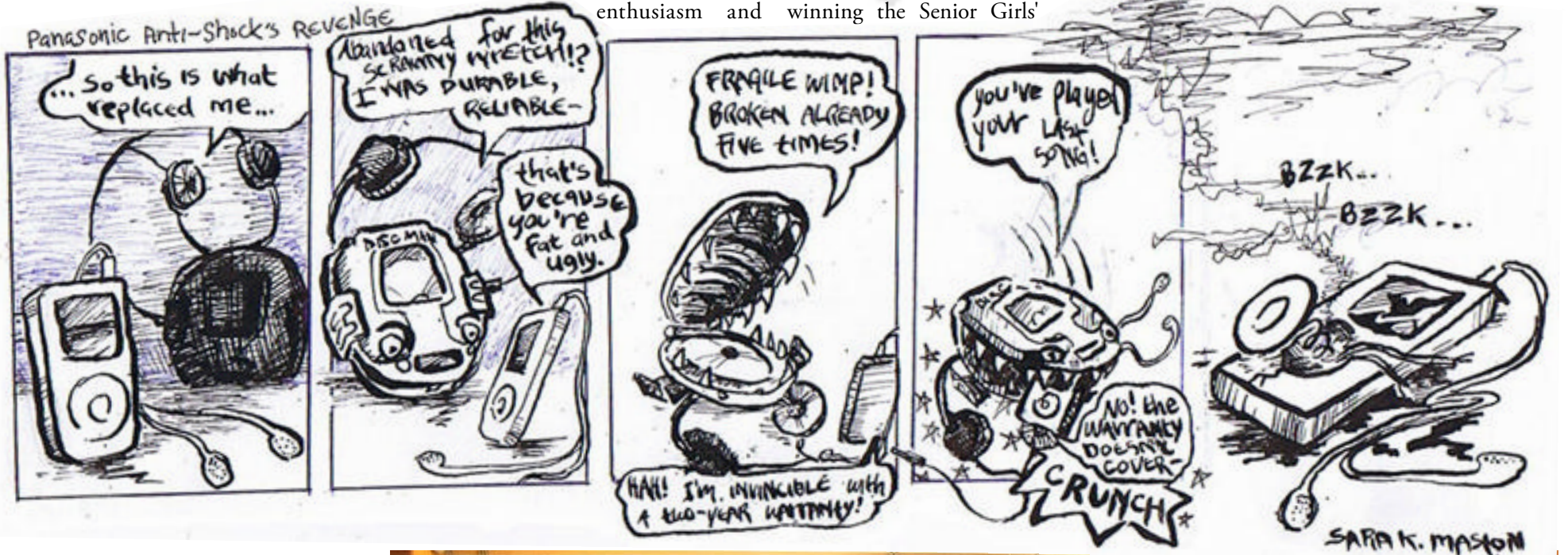
50 freestyle and both the junior boys and enior girls making it to the finals. Special congratulations to the Senior Girls who worked so hard for their finals spots: Alissa Vieth, Katie Baldwin, Heather Sinclair, Casey Robinson, Tera Li and



Sarah Stewart.

### Curling

Following Team Canada's success in curling at the Olympics, Jarvis tried to follow suit. The team had a 4-3 record this year, carrying them to the semifinals, where they lost to Malvern 6-2. Two returning players, Merrick Anderson and Tianzhi Li, led the team along with a set of new and up-and-coming players who hold promise for next season.



Mr. Marshall's 9L class (right) won the 2005/2006 Jarvis Food Drive after donating 89 items of food. Jarvis donated more than 600 items in total. All donations went to the Family Literacy Centre to help low-income families during the holiday season. Thanks to coordinator Mehala Subramaniepillai.

