

WHAT'S UP?



At Alexander Galt

Vol. 7 No. 2 DECEMBER 1992

25 cents

Intellectual Olympics

By Amy Parsons and Tessa Wegert

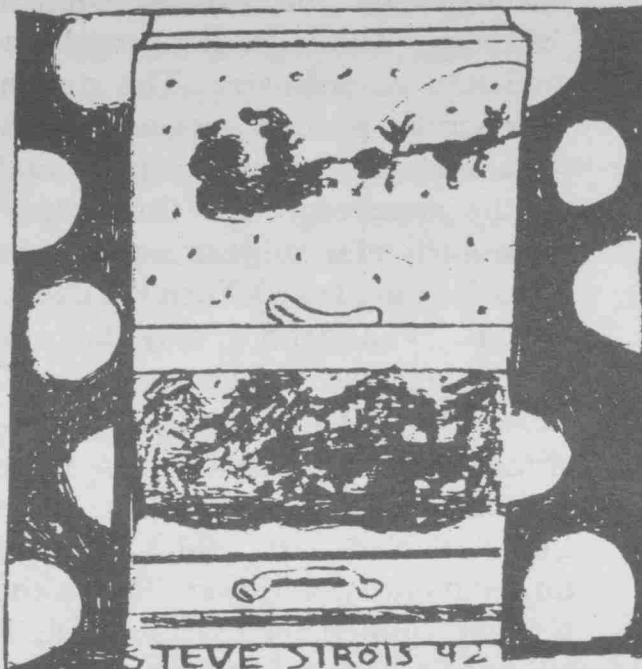
The Galt Intellectual Olympic team participated in their first meet of the year, on November 11. This year's team seems to be a very strong one, as their opponents at Massey Vanier clearly saw.

The first event of the afternoon was Engineering. Cindy Giroux and David Degrace applied their creative and mathematical skills to come up with a winning product: a vehicle which can go as far as possible triggered only by a marble in contact with a mouse-trap. They made use of whatever given materials they needed, and, the result, an ingenious victory.

The second event was drama, which was not only cleverly displayed by Galt, but also humorous. The topic which both teams were to act out pertained to aliens. These aliens came to earth for a visit and had to report back to their chief upon return, concerning their opinions of earthlings. Massey Vanier performed well in this event, but they lacked the finesse of Galt's drama team, Kareem Fahmy, Meghan Smillie, Kathryn Reynolds, Ahren Britton, Todd Allen, and Joe Rideout. So, Galt won their second event.

Preceding the drama, the students competed on the debating section of the Intellectual Olympics. Competing for Galt was Kathryn Reynolds and Kareem Fahmy and, as usual, they had a strong debate. The topic was whether jobs were more important than the environment. Galt had many strong points which they put forward to successfully complete their debate. Massey Vanier did have a few good points, but they were not stable enough to defeat the competition. Galt won this event also, which put them even further ahead in the standings.

Current Events came next. The team of Laura Madokoro, Kareem Fahmy, Todd Allen and Meghan Smillie conquered Massey



THOSE DARN BLUE BOXES

by Daniel Bennett

After weeks of talk and trying to get organized, the recycling club has finally distributed all of the blue boxes to homerooms.

Now that the blue boxes are out there, we can tell you how to use them.

1. Place only white, uncrumpled paper in the boxes.
2. Do not put any metal or food wastes in the boxes. They are not garbage cans.
3. Any newsprint to be recycled should be piled beside the boxes.
4. When the boxes are full, a person from each homeroom should be assigned to carry them down to y-208 (during homeroom period), where they will be emptied.

For now, we will only be recycling newsprint and white paper. We cannot handle coloured paper. When we can, something will be written in the student bulletin.

Keep this in mind when you use paper. By reducing our consumption of paper and re-using it, we have less paper and can recycle what we use more efficiently.

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YOUR STUDENT COUNCIL

BY: DAVID FAULKES

The student council, a mysterious organization known mainly for its elections, influences and controls a vast series of extracurricular activities. Despite their influence, the student council is very little known. Here is an article to strip away the mysteries surrounding the student council and lay bare the extent of its activities.

For example, who organized the dances and sock-hops? You guessed it. The student council pays the band, buys the food, and generally organizes everything. The student council is very powerful with respect to money. Virtually all extracurricular activities are sponsored by the council, and many class trips would never happen if they didn't receive money from the student council. You may remember that on Valentine's day, balloons and carnations are sold in the cafeteria. This is one small fundraiser for the council. The council holds many other fund raisers for the year, including the Christmas fund raiser.

The Carnival is one of the biggest student council operations. Each of the activities of the day has a student council member organizing it and supervising it, and the activities themselves are chosen by the student council. The president of the student council, Jessica Mills, was president of the Tasmanian Devils last year, but she says this does not affect her job.

In addition the student council supplied a wreath to the veterans memorial in Lennoxville, exhibits a movie in the auditorium, and delivers the friendship letters during friendship week.

The band and the sports teams profit from the student council by getting new uniforms, and the band also got new instruments.

A couple of years ago, the cafeteria began serving its food on environmentally friendly dishes and

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Vanier 470 to 155. They seemed to just get on a roll and never let up! The questions in this category were no match for Galt!

The afternoon held one more on-stage competition, which was the Math and Science section consisting of short answer questions and "who am I"s...very similar to the Current Events section. This time, however, Massey Vanier defeated Galt 460 to 90. Unfortunately for Galt, in this event, Massey Vanier was the stronger of the two...but that didn't stop Ahren Britton, Jessica Mills, David Degrace, and Cindy Giroux from trying!

The two final categories were done before hand, but the results were later announced to everyone in the audience, including the spectators who were present from Galt to give our team enthusiasm and support. John Brodie and Joe Rideout (the Computer Science team), and Laura Madokoro and Jessica Mills (the Art team) worked hard to produce some exceptional products. The judges came to the conclusion that Galt's computer program as well as Laura and Jessica's abstract self-portraits were superior, and this is why Galt obtained yet another victory.

Everyone was anxious and nervous to hear the results of the Intellectual Olympics. Both teams performed equally in effort, but in the end, Alexander Galt dominated 12 to 2. It was definitely a clean sweep for the Galt competitors. This was quite an ego-booster, it being the first competition of the year! Hopefully it will give them the stamina to continue on this winning streak and make their school proud. Congratulations! Keep up the good work!

Stereotypes

BY: BERNARD

Have you ever been in a situation where you found yourself being outcast because of the clothes you wear or the people you hang around with? Life is full of stereotypes and (if you haven't already) you'll probably be subjected to them sooner or later. Some people haven't yet learned to accept people for who they are.

A stereotype is when, depending on your race, religion or financial status, you are pinned for having the exact same characteristics as other people of your religion, race or financial status...

For instance, a perfectly human person who just happens to be Jewish is automatically classed as

using regular silver cutlery, instead of disposable plastic dishes and plastic cutlery. However, the school is loosing \$800-\$900 annually from broken and missing plates, and Jessica Mills says if this continues, she may be forced to raise prices of the food.

There are regularly 28 members on the student council, including team leaders, and the activities co-ordinator. The student democratic process goes as follows: at a student council meeting, each of the members make their report on a particular subject, and several questions are asked. Then the debate begins. The debate may last for weeks before the decision to vote is taken. For a vote, a majority of the student council members have to be present. One interesting debate was the condom debate, which dragged on for months, and even though the student council passed the idea, it still hasn't been implemented due to outside pressure.

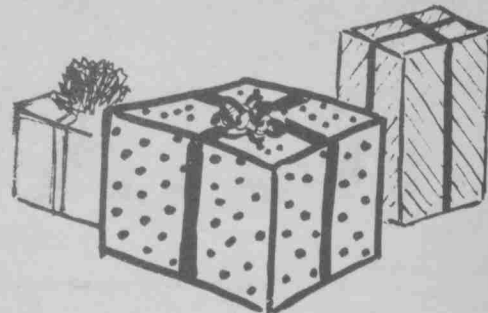
Jessica Mills, president of the student council, does not have a very different job from everybody else. She says she likes her job because she gets to know everybody. About the only hectic time, she says, is during the cook out to welcome new arrivals into level 1, another activity administered by the student council.

The student council has very little planned for this Christmas season. There is a major dance planned, and they will probably hold their Christmas fund raiser by selling candy canes in the auditorium, but that is about all.

stingy, cheap and loves cream cheese and bagels. An unfair accusation if you ask me; perhaps this person is generous and hates cream cheese and bagels! How would you know if you're not even acquainted with the person?

Some people are so ignorant when it comes to the human personality! We live in a world where everyone puts down and looks down on everyone else. No one seems to understand that all of us were born equal. It's upbringing that makes us think that we're better or worse than other people.

Don't put people down because of who they are; admire them for it. Looking at people as our equals is the only way we can achieve world peace and serenity.

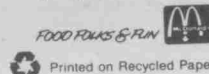


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"WHAT'S UP?"

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DRIVING ME CRAZY!

by Tessa Wegert

It's something that many teenagers suffer through. It's something that many parents dread! It's a status symbol, and, to many, something they've been anticipating their whole lives! I don't know about you, but getting my driver's licence, I will never forget!

I was living in Winnipeg when I signed up for my lessons...(in Manitoba you can begin your lessons at age 15 and 1/2). First, there were the classes in the school...notes, movies, quizzes...and then the written exam. That part was fairly straight-forward. But none of us were prepared for what came next!

The students who were taking the course paired-off; to pass the course an equal number of driving lessons and observing lessons had to be attended...while one of the partners drove for an hour, the other would sit in the back and watch, and then they would switch. As most of us didn't want to look like complete imbeciles, we would try driving once or twice with our parents first. In my case, I decided to arrive early at the meeting place, (the parking lot of a mall) when the Day One came. My mother volunteered to teach me the basics (well, I preferred her over my authoritarian father!)...in our new car. You can imagine the...anticipation....the pressure!

I got into the driver's seat, and clumsily put the key in the ignition, literally awed by the moment. Everything was going fine; but I was very grateful that my lesson was on a Sunday...let's just say it was safer for everyone that way! I like to think that it was because the car was new and because the pedals were very sensitive...none the less, the car suddenly jerked forward...it sounded like a race car revving its' engine! My poor mother, already nervous enough, started yelling "Brakes, brakes!" It took me a second, but I eventually found them, slamming my foot down so hard that I was sure the car would flip!

Going around the lot at 2 kilometers-an-hour was fast enough for me! After about a half an hour of very wide turns and signalling the opposite direction to that in

which I turned, it was time for my real lesson (believe me, I needed one!). My teacher drove up in a brown car with embarrassing "Student Driver" stickers plastered all over it...it was a colossal Oldsmobile! And the teacher...a very queer accent, and gray hair styled in a striking resemblance to Frankenstein's wife! And so, the odyssey began!

All was under control...except for the fact that my teacher seemed to have an annoying habit of using our lessons to have us run his errands! And he insisted on feeding my partner, (while she was driving!) one of the many eucalyptus candies which he had received free from the gas station with his last fill-up. He even so kindly unwrapped it for her before popping it into her mouth...despite her protests!

Okay, so he may not have been the most focused teacher of all time. Still, perhaps he was an improvement. I often thought back to the teacher of my written class; while we were watching a movie about drunk driving and saw a car exiting the parking lot of a bar, he yelled enthusiastically "that's probably me!"

One particular driving lesson will forever stick in my mind. One Sunday, my teacher had me drive to a fairly quiet part of the city. I was driving along on one of the main streets of the area, passing one side-street after another. Since he seemed to be in some sort of a dream world, I just assumed that we would be going straight ahead for a while...that was not the case. Suddenly, as I was almost past one of the side-streets, he said "Tirn here, pleeze". It was literally

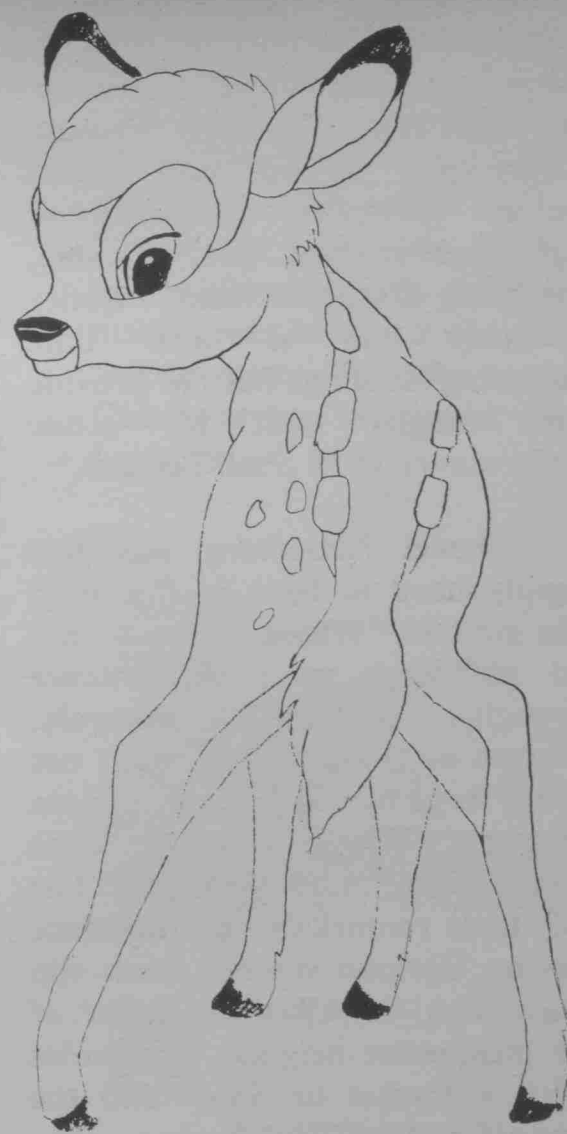
impossible for me to do so, being already about 10 feet past the street. He, however, obviously did not understand that! He simply sighed, saying nothing, and I kept on driving. But a little later, we neared a street that looked very similar to the one which I had missed...and, once again I drove past it and he then told me to turn. This time he spoke to me. "Why you no tirn ven I esk you?" So, I told him. "Well, you don't give me enough notice to turn!" That ticked him off. He suddenly slammed on

his side of the brakes, the car screeched and spun in a crooked circle on the empty street, while my driving partner and I silently prayed. "That", he calmly said, "iz how much notice you need to ztop ze car!" Oh yeah, I'm sure I'm going to do that in the middle of Main Street during rush hour!

Then, came TEST DAY. It all came down to this: a total stranger sitting beside me in the car, holding my fate on a clipboard. As we came out of the DMV, I got into my car and started the engine. My instructor, however went behind the car and stood facing the bumper. What did he want me to do anyway? Use him as a pilon? Finally he started signaling something with his hands, and, by process of elimination, I realised that he must want me to try the signals and brakes to see if they were working. He nodded and entered the car, taking about five minutes to find the door lock and figure out how to open the window.

I never realised how big one little area of Winnipeg really could seem! When it was finally over, let me tell you, I was relieved!

So now that I've gone through all that, why won't my parent's let me drive?!



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OLIVER! FALLS SHORT

BY: K.M. FAHMY

Keeping up its tradition of presenting two theatre productions each year, The Bishop's College School Players have recently dished out their first for this year: Lionel Bart's "Oliver!"

Based on the famous Charles Dickens novel, "Oliver Twist," the play follows the series of occurrences that lead the orphaned title character (played by Daniel Nerenberg) to the discovery of his real parents. This production contained a gorgeous set, including a catwalk that snaked to the ceiling of the tiny B.C.S. auditorium as well as an impressive revolving set, similar to the one used in Galt's production of "Showtalk" last spring. Sophisticated lighting techniques and some lacklustre special effects did add to the sombre feel of the play; however, the eight member band was a humungous distraction, often moving about and laughing loudly at the happenings on stage.

Co-directors Lewis Evans and Ed Mortimer led the forty members of the cast through a somewhat difficult script and the 21 musical numbers. The chorus of scruffy orphan children were good for a laugh during the opening number "Food, Glorious Food," however their enthusiasm became tiresome as the play wound on. Adam Butler, as the mean-spirited orphanage master, Mr. Bumble, was a big disappointment. Butler obviously had a hard time mastering his songs but did provide some laughs with his comic performance in "I Shall Scream."

Daniel Nerenberg was just slightly hard to hear in the main solo entitled "Where Is Love" but did put in a good performance throughout. For the lead title role, the part of Oliver was actually not a very large one and it was obvious that many members of the audience were wanting more of Daniel. The only truly remarkable performance was by German student Leon von Brasch, as the hilarious leader of the pickpocket brigade. His solos "Pick a Pocket or Two" and the magnificent "Reviewing the Situation" were the real bright spots in the long play. It was only his performance that made the play an enjoyment. Sarah Eddy was just slightly stiff as the female lead, Nancy. Her passionate rendition of "As Long as He Needs Me" received a loud reaction from the packed house.



MADAM PRESIDENT JESSICA MILLS PREPARES TO READ "WHAT'S UP?"



SEAN AND JASON PREPARE TO ARM WRESTLE



SHE ALONE CAN WRITE

An assortment of B.C.S. teachers and staff were funny as carousing townsfolk, with some of them displaying surprisingly good singing voices in the show-stopping "Who Will Buy?"

All in all, the B.C.S. production of "Oliver!" was not a bad one, but not a great one. The Players are now considering a bilingual play for their spring production.

Drama Students Guess Whodunit

by: K.M. Fahmy

On Friday, October 30th, students from the Drama 424 and 524 classes were fortunate enough to be able to go to Montreal to see John Abbott College Drama students perform their rendition of Richard Levinson and William Link's murder mystery "Rehearsal for Murder".

Chaperoning were teachers Mr. Gonyer, Mrs. Davey-Shields, Mrs. Warlund, and former Galt student Meg Steele who was part of the cast when Galt performed *Rehearsal for Murder* a few years ago.

"Rehearsal for Murder" is the ultimate in the "play-within-a-play" genre and had our Galt students trying to figure out often if the actors on stage were supposed to be playing a part in a play in the play or if they were just playing their part in the play (Don't ask!).

The story centered around the murder of a famous actress who happened to be the fiancé of a well-known playwright. During the course of the show suspicion is cast on all the players in the new show the actress was working on when she was killed. Students seemed amused by Brant Matthew's portrayal of a somewhat slow actor who livened up the usually boring play with his idiotic remarks.

Some students noticed that often the actors seemed to forget their lines and didn't appear to know what was going on. Rafael Montero, playing the slick leading man David Matthew, was difficult to hear and Sandra Dunn, as the playwright's cute little secretary Sally Bean, seemed forced and fake.

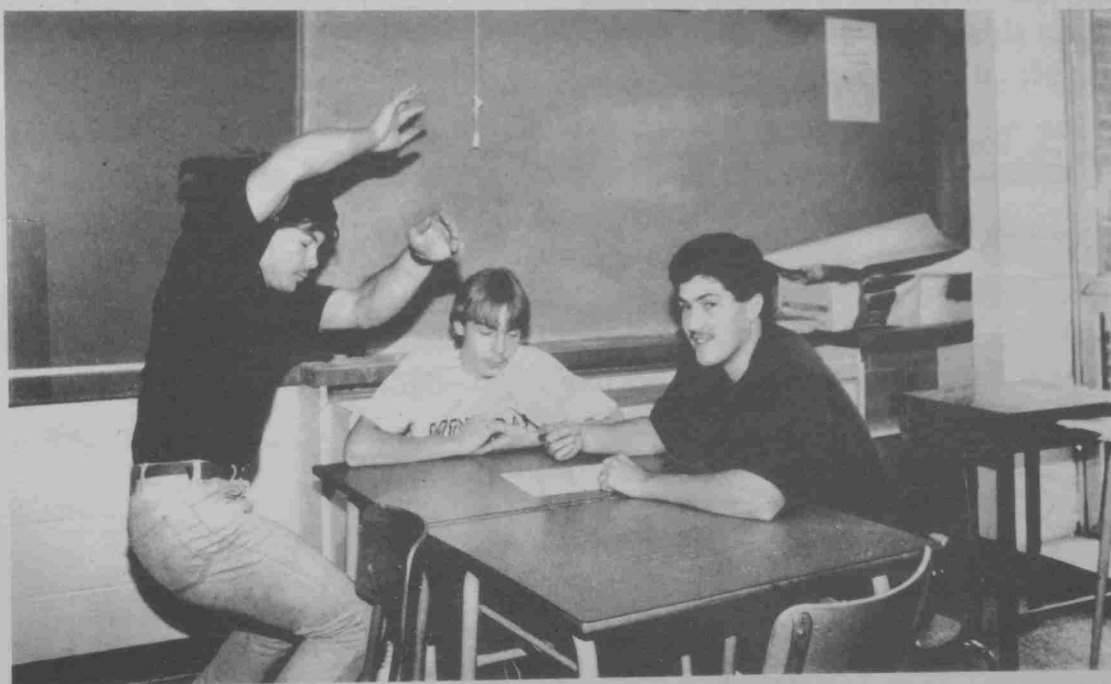
Despite these setbacks the show rolled on at a good pace, only hampered by yawn-enducing monologues during the first act. The second act was much more lively as the audience began to form their own clues as to who the maniacal murderer was.

The action builds until we think the murderer has been revealed. The lights go down and there are several gunshots that caused more than a few audience members to scream with terror. As it always is with any murder mystery the climax was followed by a big surprise ending in which the real murderer is revealed.

So, it wasn't the best play ever produced, but Galt's drama students did seem to enjoy visiting the beautiful campus, many of them seeing old friends who had moved on to John Abbott from Galt.

Drama teacher Nelson Gonyer did express a certain amount of unhappiness in the fact that a total of 19 students were missing from the trip and is now disappointed that he may not be able to take his students on another trip since money will have to be taken from the play production fund to pay for the missing students.

All in all, the students seemed to truly enjoy being able to see kids, not very much older than them, putting in a good effort on stage in front of an audience. It just may make some of them consider a career in the theatre, films, or television. But for now, I'm sure they'd all just rather watch and leave the acting for Drama class...



THE MOMENT OF IMPACT

LEVEL 4 FRENCH

STUDENTS

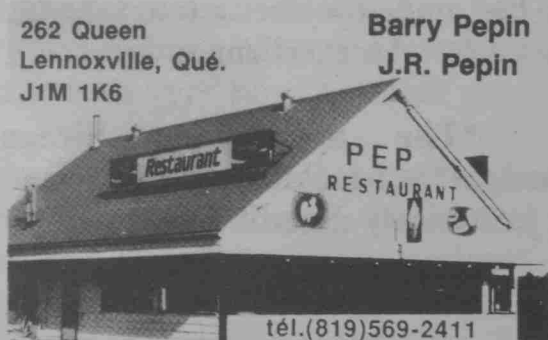
GET SCIENTIFIC

by: K.M. Fahmy

During October, French 424 students from three different classes visited the Université de Sherbrooke. Interestingly enough, this is one of the few times Galt students have visited the large university; perhaps Galt's French department is trying to encourage some of its students to consider pursuing a future at a Francophone university.

The students had a chance to listen to various students and employees at the university as they discussed different fields of scientific research. One group was introduced to the fascinating world of laser technology and had a chance to see a laser and how it works. Another group was given a detailed explanation of the making of a microchip.

Unfortunately, several students were not thrilled with the trip. Most seemed bored and disinterested. Many wondered what they were supposed to be learning about French. Nevertheless, the explore fields of study that were probably unfamiliar to them. Maybe the real point of this trip was to show students that there are many areas in which one can excel and prosper. It's nice to see that Galt is trying to expand students' horizons.



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PICK OF THE MONTH

R. E. M.

"Automatic for the People"

by: K.M. Fahmy

Michael Stripe and the boys are back with another album. Their last album was called "Out of Time" and will, whether they like it or not, always be referred to as their breakthrough album, the one that really marked their transition from a little-known band to true world superstars. This was due to the incredible success of the single "Loosing My Religion" which won a whole lot of MTV awards for its stunning video. With "Automatic for the People" REM shows a certain amount of social commentary, ingenuity in musical experimentation, and, sadly enough, obvious leans to the "mainstream."

However, R.E.M. counterattacks themselves by slipping in a few songs that are unlike anything they've done before, just to keep the listeners on their toes.

The first single, "Drive" is a tribute to youth with lyrics obviously centered around the feelings and emotions of adolescence. It becomes interesting with the addition of an orchestral background halfway into the song to give a little substance to the acoustic guitars and drums.

"Try Not to Breathe" is a collection of puzzling images which can only symbolize one thing: suicide. It is a touching story of one man who is trying to communicate his thoughts as to why he has made the decision to take his own life. An excellent song.

"The Sidewinder Sleeps Tonight" is frivolous and idiotic and is just barely digestible.

"Everybody Hurts" is probably the best on the album. This ballad features an outstanding vocal performance by lead singer Michael Stripe, as well as lyrics that are very relevant to many people living in these times of so much uncertainty. If this song is released as a single it could very well become the biggest hit R.E.M. has ever produced. It is a song for all.

As with the instrumental "Endgame" from their previous album, R.E.M. has again produced a great non-vocal track. "New Orleans Instrumental Number One" is not really a great New Orleans jazz tune, but rather a slow, somewhat sad song with a folk style.

"Sweetness Follows" closes out the first half of the album with another great vocal job by Stripe. This is the most "mainstream" song on this album and probably a shoo-in for the follow-up single to "Drive".

"Monty Got a Raw Deal" is saved from being the worst on this album by the awful "Ignoreland" the biting political commentary that loses all its lyrical value by being set to such awful music. It sounds like Stripe complaining about Bush, Clinton, and Perot over the noise at a train wreck. An unfortunate blunder.

"Star Me Kitten" sounds exactly like the work of Canadian artist Gowan and is the strangest song on this disk. It is a love song, kind of; it is mostly about sex.

Actually the word star is not in the song, it is replaced in the lyrics by another four letter word. I guess R.E.M. didn't want to turn people off by putting a "bad" word in one of their song titles.

"Man on the Moon" is truly excellent and features a powerful guitar solo. The lyrics are twisty and turny in classic R.E.M. style.

Two ballads close out this strange disk. "Nightswimming" follows "Everybody Hurts" as the best. Michael's strong vocals are backed up by a melodious piano and violins. This is one of the songs that really proves R.E.M. is a band that can make music that is moving, fun, and important all at the same time. "Nightswimming" is a marvel in music; it is destined to be many's favourite song.

"Find the River" wraps it all up. Again, one of those classic R.E.M. songs all around. Not as good as the other ballads but a great song in its own right.

Though I can't shake the suspicion that "Automatic for the People" is just an attempt to follow up a ridiculously successful album and try to be just as good; I must admit that this is a good album and will make any R.E.M. fan very happy.

CHOICE PICKS: "Try Not To Breathe", "Everybody Hurts", "Nightswimming", "Man on the Moon".



SWISS TRIP 92

BY: AMY PARSONS

This year's Swiss Trip was not only memorable, but also exciting. The trip consisted of nineteen Level 5 students and two teachers, Mr. Reynolds and Mrs. Losier. Twenty-one Swiss students and their teacher, Mrs. Gysling, helped to make our trip a huge success.

We were scheduled to depart on the 15th of October but due to engine difficulties our flight left on November 16. Despite all the conflicts, we finally arrived at our youth hostel in Geneva, October 17. Most students were exhausted, considering that the first two nights they didn't get any sleep. The following day we took a train to the Swiss capital, Bern, where the students spent the day sightseeing.

Next, we headed in the direction of Gossau where the school of our Swiss hosts is located. When we arrived we were given a huge Swiss welcome by the students. They provided us with a hearty meal. Following the meal, we all went home with our host students where we spent the following week. The families were not only caring but also made you feel right at home. The Canadians became attached to their families quite quickly and it was difficult to say good-bye. The families really provided us with an opportunity to experience the Swiss lifestyle, cuisine, and hospitality. There is no better way to learn about the Swiss way of life than actually living it yourself. You experience so much more than a tourist at a hostel. There is no comparison!

During the week we spent with our Swiss companions we took various excursions. We visited the city of St. Gallen, which was founded in 612 A.D. There was also a day spent in Zurich when most students did their shopping. A tour of the Lindt chocolate factory and a day in Vaduz, the capital city of Lichenstein, was also enjoyable. There was also a morning spent at the Saeilis Waterpark where you could enjoy many facilities. The rest of the weekend was spent with our hosts and their families.

On the 26th of October we said our good-byes to our families and headed teary-eyed in the direction of the southern part of Switzerland, then into Italy and the two-night stay in Sion (the French part of Switzerland). Some were fortunate enough to ski near the Matterhorn, and as for the less daring, they visited the largest underground lake in Europe and the Leukerhad hot springs.

Our last evening was spent in a youth hostel in Geneva where the students were already planning their return voyage. The following day we flew from Geneva to Amsterdam where we had a six hour wait. The time passed quite quickly, considering the last minute shopping that the students had to do. From Amsterdam we flew to Montreal where we boarded our bus home.

It was hard to believe how quickly the time had passed. We were there and back before we had time to blink. So many activities had gone on during our trip which I believe has enriched and strengthened us. A big thank-you goes out to the Swiss students and Mrs. Gysling, Mr. Reynolds and Mrs. Losier. We would also like to thank all the people who supported us during this endeavour and especially our parents. Thank you all. If it were not for your kind hospitality, donations and love this dream would never have become a reality.

I believe I speak on behalf of myself and the other students by saying this was a trip we will never forget as long as we live. Who would have guessed that two weeks in Europe could broaden our horizons and interests? The only complaint that I believe the students have is that this trip really cannot be called an exchange until the Swiss students come here, so we are eagerly awaiting to reciprocate their hospitality.

ECCE! LATIN

BY: K.M. FAHMY

Enrichment students from all levels are being given the chance to explore a very important but strangely overlooked classical language: Latin. Pamela Jouris, a teacher of classical languages, got together with Galt's Enrichment Co-ordinator, Mr. Parsons, to offer a Latin course for any students who happened to be interested. As it turned out, many students were compelled by the opportunity to learn this fascinating, but complicated language.

Students had only to pay for the text and a small fee for the course and it was under way. They meet 2 noon hours a week, when Mrs. Jouris' schedule allows. The group started off large but gradually sank as the year went by, many students regrettingly dropping the course to pursue other activities. Mrs. Jouris slowly led the group through the first few sessions until it really started to "click" in the minds of the students. Latin is a language not too different from common English, since most English words are derived from Latin, so soon deciphering the stories in the texts became a cinch for the group.

Even Mrs. Jouris was impressed at how well her students seemed to catch on. "They're all really enthusiastic and smart, and I think it's good they're doing this. We all read words in English and French all the time but we never know where they come from. Learning Latin lets you know."

The students also seem to enjoy it. Their common response was that it really is a lot of fun and very interesting; they also mention that it isn't very hard to catch on.

The future of this course is dependent only on continuing interest. Hopefully, more students will decide that learning another language is something that can be fun and not a punishment.

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ACADEMIC EXCELLENCE

BY: LAURA MADOKORO

How many times have you heard the following? "It doesn't matter if you win or lose; it's the effort that counts." Well, Galt's administration is reinforcing their belief in this statement with its new "Academic Excellence" program. But this program is designed to do more than encourage students to try harder. In fact, it covers a broad range of methods aimed at improving academic success.

The program came about as a result of a task force put together last year (made up of a student council member, school committee representative, teachers and our school principal Mr. McConnachie) whose aim it was to improve academic excellence for us students.

We have already been exposed to some aspects of their final report, for example, goal-setting week in late September. While this caused much moaning and groaning in my classes, in the long run the effort will be worth it. As a follow up to this exercise I discovered that we are now being given sheets reminding us of our set goal and stating whether we have achieved it or not. This will be important in keeping us motivated during those "deep sleep" months.

Another technique designed to reward effort and improvement is the presentation of ribbons and certificates. Now I can say that having sat through several Awards Night ceremonies with little recognition it is nice to see that the little people are standing up to be counted! For the first term ribbons and certificates were awarded for effort and in the terms to come students will be rewarded for improvement - so keep at it folks!

Changes are also being made to the Honour Roll qualifications. This is because a new list, known as the Principal's List, will recognize those students with averages of 85% or higher, and the Honour Roll will acknowledge those with averages of 80% to 84.9%. Presently, special privileges and awards are being considered for those students achieving the Principal's List - now there's incentive!

"Academic Excellence" also obliges those students involved in sports to be as equally dedicated to their studies as they are to their extra-curricular activities with an initiative known as "yellow flagging". This means that if two or more teachers yellow-flag a certain student due to poor effort/attendance that athlete can have his/her privileges suspended. Some are already complaining while others say it simply reflects the

responsibilities that athletes as representatives of this school must take on.

As is the purpose of this school, this program encourages improvement but also provides the basis for greater student development and school spirit. Also included are programs aimed at helping those students who are struggling, and they encourage the increased participation of both teachers and parents in the student's academic success.

How about a little school spirit? The task force thought a school song and school cheer were in order - any ideas? Finally, as students of this school I think it is our obligation to voice our complaints and suggestions. This is a new program so obviously there can be improvements - why not let Student's Council or our administration know what you're thinking? Voice your opinion - the effort will be worthwhile.

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OOOOOH, MY ACHING BACK



UDDERLY WONDERFUL
HALLOWE'EN FRIENDS



"CHRISTEEN" AND FRAYUND
SEEN IN OUR CAFETERIA

DR. MARTENS

by Patricia Davidson

Dr. Martens, shoes designed by Dr. Klaus Maertens in 1945, they are known for their orthopedic qualities, comfort and value. They quickly caught on in Europe.

In April of 1960 the first boot style came out, dubbed as "1460"s. By the late 60's almost every skinhead had a pair of 8 eyelet "cherry-reds". That didn't stop the rest of the world in their pursuit for comfort. It shouldn't hinder ours; sadly it does.

If one owned a pair of black, 8 eyelet boots and had different coloured laces in them it meant a variety of different things. Still, in the present day laces have varied meanings.

As I explained above, different things can be meant by certain styles and colours. In most small Canadian cities these things should be taken with a grain of salt. It is usually taken seriously in large cities of the world. The majority of people wear the above mentioned styles and colours just for appearances' sake.

Fundamental freedoms in the Canadian Charter Of Rights And Freedoms are guaranteed to every Canadian citizen. The freedoms include "freedom of conscience and religion, freedom of thought, belief, opinion and expression, including freedom of the press and other media communication, freedom of peaceful assembly and freedom of association."

To be absolutely positive of the definition of expression I looked it up in Funk & Wagnalls' College Standard Dictionary.

Expression: 1. The act or mode of uttering or representing, as by language or gesture; hence, any act or objet by which some truth or idea is conveyed; as, the expression of displeasure. 2. That which is uttered; a saying; also, any embodiment of a thought; as a common expression among doctors. 3. Outward aspect; especially the ensemble of the face as indicating the feelings, etc.; look, looks.

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For those readers who swear and think that the language aspect of definition one hinders your swearing, you are correct, but it may offend others of different backgrounds. Wearing clothing or footwear (ie Dr. Martens) shouldn't.

Definition three suits the topic nicely. Outward aspect, that constitutes clothing and footwear, does it not ?

Dr. Martens were apparently banned at Alexander Galt Regional High School on September 30th of this year. I am not fully aware of the cause. I do know it's related somehow to a fight about Docs that occurred sometime in September. One fight. I heard of no other occasion. A small problem arises and our freedom of expression is curtailed.

They were banned because, apparently, they may lead to violence. Allow me to say the violence is not caused by the boots themselves but by the wearers. The violence, they say, has stopped since the banning. Perhaps this is a rather hasty conclusion. Frankly, if there is a real problem of violence, people would've found another way to create violence. The fight may have been about something other than Docs. The people involved may have been wearing the shoes for other reasons. One must take the bull by the horns, not go around the real issue.

A curtailing of students' rights may bring about unpredictable results. Some people may not vent their frustration by writing a letter to change things. It is more likely they will resort to using other people for letting go of rage. Why you ask ? will students be furious.

Freedom of expression being revoked, no consultation with the students whatsoever, just an attempt at a reform policy.

This banning is comparable to having the entire class stay in at noon because one person came in late. I am not attempting to do any finger pointing. My sole purpose is to state my view on the absurdity of this issue.

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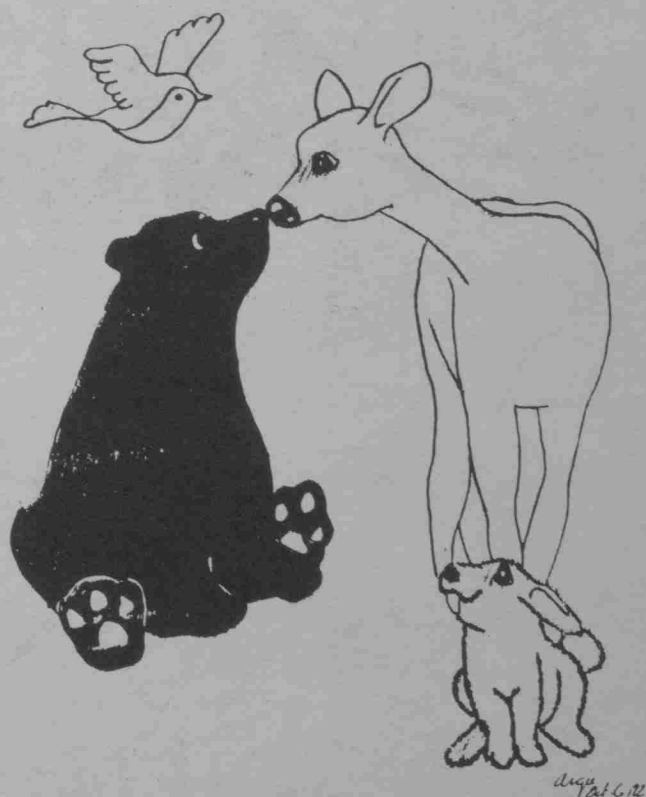
Question yourselves, question your friends, question all decisions. If one little problem occurred and Doc boots were banned; hold on to your coats and your NIKE AIRS. The team jackets are currently very sought after in large cities of the world, along with NIKE AIRS and Dr. Martens. If a small dilemma occurs our freedoms may be curtailed even further. Before we know it, we, the student body of A.G.R.H.S. may be subjected to a dreaded school uniform.

I request the reconsideration of the efficacy of this ban. As a means of solving the problem I propose a plan. Reinstate Dr. Martens back into school. Problems, if any, that occur should result in the prosecution of the problematic people, not the entire population of Doc wearers. That is my proposition, a reasonable one at that. I would be delighted to see my suggestion put into place. After all, if it doesn't work, freedom of expression can always be curtailed yet another time.

In conclusion, I hope I haven't offended anyone's sensibilities. I am merely informing people on this issue and my personal beliefs, not those of anyone else.

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