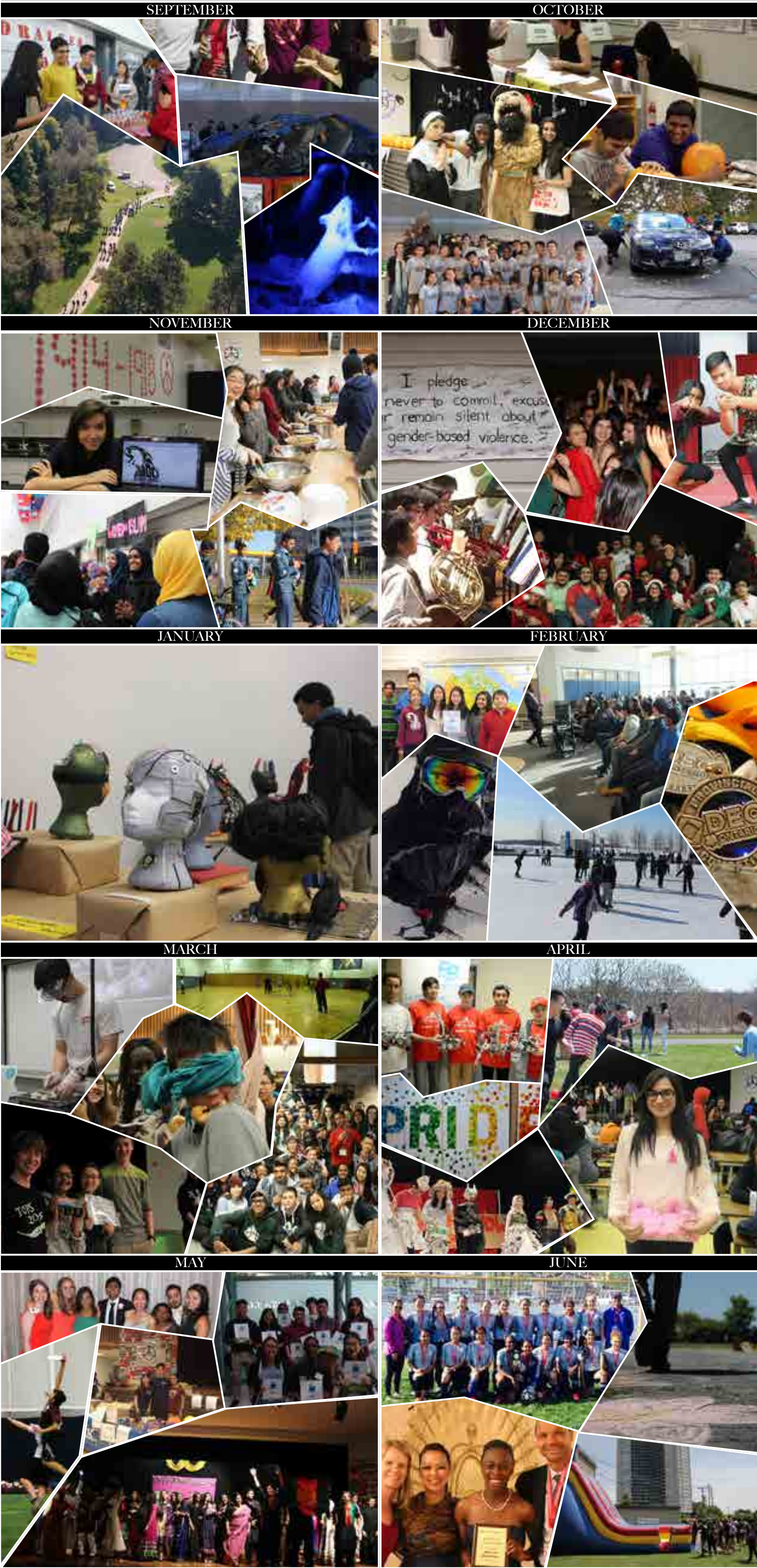


The

Reckoner

of Marc Garneau C.I.

YEAR IN REVIEW



Susie's

by SUSIE LIU

Running a newspaper isn't easy. After three years, the novelty has worn off, routine starts to creep along, and the stresses of coursework and university applications also conveniently start to sink their teeth in. Reaching out to students, raising money, editing articles, and leading meetings can become overwhelming, and with so many observers, failures can feel crippling. Criticism can be difficult to process. Sometimes you will be rewarded, and many other times you won't. You get a lot of help from a great team, but there are also times when your plans are confounded by school projects, soccer games, and exams. It's difficult to balance being firm and being understanding. You feel like you're always being compared to the editors that came before you.

But you also meet some very cool people. You have fun working, and sometimes you feel downright proud of your work. You learn to make choices and face the consequences.

I'd like to thank all of the managers: Cindy Zeng for dealing with my pickiness; Deifilia To for being responsible; Sophia Song for unsolicited advice and funny emails; David Hao for carrying the Ed Man torch; Shela Qiu for being resilient; David Lu for our upgraded website speed; and Jackie Ho for being my partner in crime. Thanks to Ms. Speirs for putting up with all the trouble we cause her. Thanks to Ms. Goldenberg and Ms. Mazzaferro for all of their support. Thank you to Mr. Gilmour and Ms. Ali in the office for helping us deal with money and book rooms.

This year, we took on many more writers than usual, because we wanted The Reckoner to feel more inclusive. We want to encourage writers to share their thoughts, and we don't want to scare anyone away. We have been glad to see the amount of interest shown, and we certainly want to keep course with this trend. That being said, future writers, The Reckoner was not meant to be home to formula or insincerity. I hope that the Fifth Guard will be full of originality, stylistic flair, probing questions, and integrity.

Thank you for everything,

Susie Liu

LAWS Program

Field Trip



The ESL-E students attended, for the first time, a half day of court sessions and then conducted a mock trial where they convicted Dorothy of killing the Witch, as part of a LAWS program that has been introduced to the school for the first time by the ESL Curriculum Leader, Mr. Choules. The LAWS staff, pictured in the centre, are Mrs. Kaitlin Ladha, director, Justin, and Amanda.

Response to

“What Makes it Ultimate”

RECEIVED from NICOLETTE BERTSCH

When I saw that The Reckoner posted an Ultimate Frisbee-centric post, I was elated. However, as a collegiate Ultimate player, I feel that the author has been misinformed about the issues that the frisbee world is facing and want the more prominent issues to be brought to attention.

See **ULTIMATE** on P3



NEWS

BSAP

by TAKHLIQ AMIR

This year's commencement will be memorable for many students, but for none more so than the seventeen students that constitute the first graduating class of the Business and Social Action Program (BSAP) at Marc Garneau C.I.

BSAP's first class arrived at MGCI in September 2011. The program was initially created by Mr. Persaud and Mr. Mirza to allow students to explore the junction of business and social justice. A carefully planned network of specialized courses and learning excursions combined the two typically contradictory and unrelated concepts. It was established as an opportunity for graduating students from Valley Park Middle School to pursue their interests and explore possible career paths.

BSAP allows incoming Grade 9 students to focus their studies towards a specific field, providing them with the opportunity to learn and excel in an environment tailored to their skill. Selina McCallum, a student of the first graduating class of BSAP, said, "BSAP impacts MGCI because it gives MGCI more value. BSAP is all about merging business and social justice together which is not often seen in the real world. It makes MGCI unique and appealing because it has a program that is teaching students that the two can exist together; a business can make a profit and help communities equally."

When asked what BSAP meant to him, Saim Amir, a graduating BSAP student, responded, "BSAP has been a special journey for me. It helped me create a strong circle of connections and, most importantly, served as a critical tool that helped me lay down a strong foundation for my future. It allowed me to explore fields such as business, science, and social sciences and view them from a number of lenses."

"In my opinion, BSAP is the opportunity to explore limitless spaces in business and social sciences. It allows the students of the program to be as creative as possible as they receive opportunities that include starting their own business, running a business for a day, and attending conferences about social justice," said McCallum.

From starting their own businesses to learning about corporate social responsibility, BSAP has provided students with opportunities to benefit the community while enhancing their education. Kabi Jaishankar, a Grade 12 BSAP student, said, "BSAP throughout the grades has brought together the two concepts of Business and Social Justice through courses, guest speakers, projects, field trips, and encouraging particular extra-curriculars. In my experience, everything I was a part of had a blend of the two concepts and through BSAP I was definitely more aware of them ...

The style of thinking BSAP has influenced in me helped me stand out in the outside world ... This is because I had the mindset of a businesswoman and an ethical individual."

Over the past four years, students in BSAP have been able to participate in several unique experiences.

Students have the opportunity to attend trips unique to each year. The Grade 9s go camping at the Etobicoke Outdoor Education Center, and Grade 12s visit Albion Hills. There are also day-long events, such as the Grade 11 BSAP Women in Finance reception and the Grade 8 welcome dinner. BSAP has also continued to build on the second half of its mission statement - to create and develop lasting relationships between the students and the teachers. The BSAP Cafe, Movie Night and End of Year Wrap Up are three such events that allow students in the program to form bonds with their peers.

With their high school journey nearing its end, BSAP graduates are excited to apply their knowledge to the real world.

Amir said that BSAP helps students "become socially aware and able to see patterns present in the economic, social, political, and environmental spectrum at a national/international level which ultimately serves as a huge advantage."

Fun Fair

by SUSIE LIU



Students participate in outdoor events hosted by SAC. Photo: Valiant Chan

On Thursday 11 June, 2015, Marc Garneau's Fun Fair was hosted by the Spirit Committee in the back field. The fair, consisting of a variety of fun events and free food, ran from the beginning of lunch to 1:30pm. With a beach theme, the promotion of the fair encouraged students to dress as if they were on the beach, with flower leis and grass skirts sold during the event.

When asked what the purpose of the Fun Fair was, Spirit Convenor Mara Gagu said, "to garner school spirit and let students de-stress before exam week". Events for students to participate in at the fair included Bouncy Castles and Slides, Tug of War, Hulla-Hooping competitions, and Gladiator Joust. As well, there were two flash mobs and the Marc Garneau mascot parading around the field.

Many members on the Spirit Committee, as well as SAC, helped run the fair, by distributing cotton candy and hot dogs, controlling lineups at fair activities, or carrying signs directing students to different games.

Many students interviewed were very pleased with the event, saying they would attend more events like this, if provided by SAC. "It's a good way to get the school involved," commented Lois Lau.

However, some were also interested as to where the Spirit Committee found funding for this event. After saying she liked the event, student Anbuja Srikanthan added,

"I'm surprised that SAC can afford it."

According to SAC President Maria Kashif, the Fun Fair's budget of around \$2000 had been allocated from the SAC budget for quite a while. The largely anticipated event received its money from a small fee that was collected from students at the beginning of the year. This sum gave the Spirit Committee money for renting the facilities to run the Bouncy Castles, Slides, and Gladiator Joust, as well as for food and other supplies.

"There was a huge turnout which was great," said Mara when reflecting on the event, "And I encourage the next spirit convenor to start finding sponsors so that the school can have these kinds of festivals more often."

Some participants also expressed their suggestions for future events. Sean Purcell expressed a need for more events to reduce the sizes of lines. Mara also voiced this opinion, when she said, "there were lots of lineups for the attractions and food... So I would have included more on-the-field events to ease out the traffic,"

The overall perception of SAC's End of the Year Spirit event was positive throughout the school, with many students enjoying themselves at all activities. The MGCI Fun Fair was an effective reliever of pre-exam stress, allowing students to take their minds off work and participate in a variety of games.

Teacher Feature: Mr. Persaud

by CINDY ZENG



Photo: Cindy Zeng

Mr. Persaud is retiring after 25 years at Garneau. We spoke with him about his experiences as a teacher. The following is an abridged version of the interview. The full transcript can be found online.

Q: What do you teach?

A: At present I teach Geography. Initially, I was hired to teach math and ESL.

Q: Tell us what your first impression of Garneau was like?

A: ...The students at that time, we were getting a lot of immigrants coming, and most of them were refugees. So they were coming from these war-torn countries, and they had a lot hardships settling in. But the students were really keen on learning, and I enjoyed teaching them...it was a tough school to teach at. But the kids were okay.

Q: How has that impression changed over the years?

A: Well, like I said. We're looking at it in context...We started having more collaboration among the departments, like we broke down the barriers. I don't see racism anymore, it has gone. That's a plus.

Q: Any summer plans?

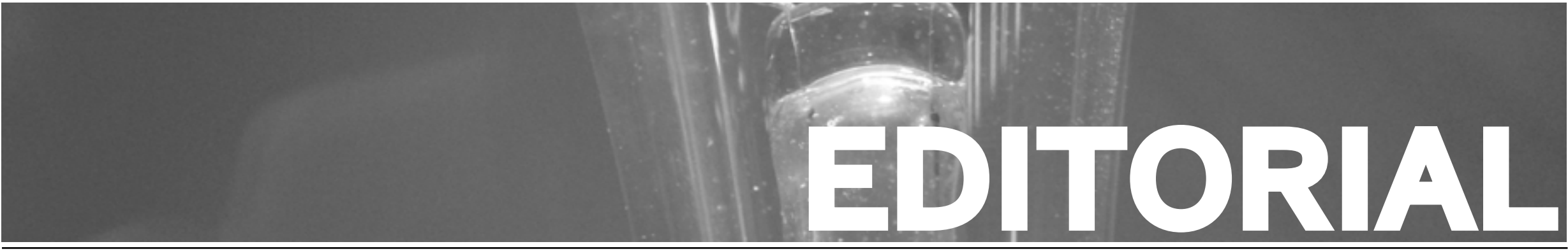
A: In terms of short term, I'm going to relax as soon as I retire. Take a little break, travel a little bit. You know I am from Guyana, South America, right? So I still have my place there. So I'm scheduled to go there as soon as school closes, maybe second week of July? I will spend 2 months there. You know, going to the Caribbean is a lovely way to relax.

Q: We're going to move onto a few fun facts now. What's your favourite place in Toronto?

A: I don't like crowds. Remember, I come from a kind of rustic, background, rural area. Toronto is a really crowded place for me. I like to wander by the waterfront. It has a calming effect on me. I only hope because they're rebuilding it, they will make it a little more comfortable for people like me, who like to go there and just relax and enjoy.

Q: Do you have a farewell message for students?

A: We have a wonderful school, and we need to cherish that. The students are really great. What I've learned over the past 25 years as a teacher, you make the students feel at home. If you respect them, they will respect you. As teachers, we have to be partners in the learning process. I don't know all the answers... I have learned a lot from our students. Many of them think they learn from me, but I always learn from them.



Where is Our Grad Trip?

by SAGHAR BAQIZADA AND SABA QURESHI

As yet another school year comes to a close, many graduating students are in a frenzy to collect – or create – the last few memories of their high school experience. However, missing from this array of memories is a graduation trip.

While those in the TOPS program travel to a different American city each year for their grad trip, a trip has yet to be held for the rest of the graduating class. A grad trip is unlike any other graduation ritual in that it consists of leaving the beloved (but familiar) GTA and discovering unknown territory. It allows us to go on a last adventure as high school students before entering the world as newly inaugurated adults. The reason behind why we are deprived of this final getaway with our friends and peers is a question many wonder and ask, yet very few know the answer.

After contacting students who were involved in planning a possible graduation trip this year, we discovered the many problems that come with a grade-wide excursion and, with it, the possible solutions.

Lydia Gouveia, this year's Social Convenor, who worked hand-in-hand with Gloria Zhou, Grad Convenor, graciously explained to The Reckoner the challenges they had faced while planning a trip to Montreal for their grade.

To put it simply, the main issue behind planning any grad trip is lack of participation. When these graduation trips are first proposed to the student body, many claim they are interested. Yet when the time comes to put in a deposit, all the supporters suddenly disappear. Why? This is due to one major reason: money. It makes sense: money is always a huge problem for any student in their senior year. The expenses in Grade 12 are massive, including, but definitely not limited to, social events like semi-formal and prom, graduation photos, and, of course, post-secondary school applications. With all these necessary costs to cover, it is reasonable for students to not feel eager to splurge on a graduation trip. Therefore, many sacrifice the once-in-a-lifetime opportunity.

Another important reason why students are hesitant to partake in a grad trip is because the plan and itinerary must be strictly structured and organized. For many, the idea of having to follow an agenda full of activities is unappealing; instead, they would much rather be given free time to do whatever they like, whenever they like, as teenagers so often do.

Along with all of the aforementioned problems, Lydia and Gloria were also faced with the challenge of Montreal's drinking age of 18, which did not sit well with administration. Ultimately, the combination of these hurdles rendered their efforts – hours of researching and planning – fruitless. "If anyone in the next senior year wants to attempt to plan a grad trip, good luck to them," wishes Lydia.

What many do not realize is that if we were to commit to the idea of a grad trip instead of thinking of it as a faraway possibility, we might actually receive one. Having this optimistic outlook would itself lead to more productivity within the student body. We propose that planning for a grad trip should start as soon as possible. Brainstorm ideas. Research. Assemble (and maintain) a group of supporters. Talk to peers and listen to their feedback. Talk to administration and take their worries into consideration. Start asking teachers if they would be willing to volunteer as supervisors beforehand. Take grade-wide polls – abundantly and frequently. Host fundraising events in the



Illustration: Cathy Zhang

school and community starting as early as September or even throughout the summer break in order to minimize the cost issue. Next thing we know, a busload – or more – of graduating students will be on their way to creating some long-lasting memories, and the tradition will continue on for generations to come.

All this being said, there may still be hope for the Class of 2016 and even more so for the years that follow. Many students have already begun brainstorming ideas for next year, with options like camping at Algonquin Park at the top of the list. The next big step is for students to take definitive action, as previously recommended. It is also important for those interested in becoming involved to know that anyone can participate in the planning of the trip itself, so long as administration approves.

High school is known for its many adversities, with few known highpoints – one of them being graduation. Therefore, we should grab any opportunity we can, including a grad trip, before moving on to an entirely different journey.



ASK THE RECKONER

How can I get enough sleep while keeping up great grades, having a social life, and having spare time to do other things?
- Forever tired

As the internet meme goes, high school students can only attain two of the following key elements of life: social life, grades, and sleep.

However, we are complex individuals and desire for more; we want all three.

Unfortunately, a fact of life is that achieving balance is incredibly difficult. Thus, the solution is to pick two, while realizing that the two selected options are quite interchangeable on a daily basis.

For instance, say it's summative week, and you haven't even started your project yet. You may want to pick "grades" and "sleep," and put off the other option. You can then finish your summatives, while simultaneously getting enough sleep to ace exam week. Then all your schooling will be over, and you will have all the free time in the world to do whatever you want with your friends. Thus, you'll have succeeded in all three categories: you'll have excelled your exams and summatives, gotten enough sleep, and finally kept up your social life, as well!

So all in all, the answer is to have a strategy: know which of the options (social life, grades, and sleep) are most important at the moment, and sort out your priorities. This will allow you to lead as balanced a life as possible.

How can I be supportive of both my parents during a divorce without taking sides?
-Anonymous

Divorces are tricky, and you may be put in a difficult place, but the key is communication. Make sure both your parents know that you love them. Do your best to talk to both parents equally. However, make sure that you don't end up acting as a messenger between the two of them. That can lead to miscommunication, confusion, and makes it more difficult for you to stay neutral. It also puts you in an unfair position. Let both your parents know that you love them and care about them, and want them to be an active part of your life. The conversations don't have to be about serious topics – just tell them about your schoolwork, friends, and ask for advice.

If you seek counsel from The Reckoner like the individuals above, send us a question at www.thereckoner.ca/ask-thereckoner

Farewell, Ms. Mazzaferro!

by SHEILA BALU



Photo: Sheila Balu

Ms. Mazzaferro, one of Garneau's three VPs, will not be here at Garneau next year. We spoke to her about her experiences. The full interview can be found online.

Q: What is your position here at Marc Garneau?

A: I am a vice-principal, one of three, and I am in charge of the Grade 12s.

Q: How long have you been here?

A: I have been here since semester two of 2010.

Q: It's my understanding that this is your last year. Is there any particular reason why you're leaving?

A: I am taking what is called a Four over Five, and basically what that is a program that any TDSB employee can apply for. It's where they have a percentage of their salary deducted every year, up to the fifth year, where they take off, and then they get those percentages over the four years for their year off. So, I believe it's 20 per-

cent every year off your salary, and so then you get 80% of your pay for the last year.

What's the funniest incident you've experienced during your time here?

I don't know if there's anything funny, especially in the office, it's always drama, right? But there's probably one incident that I will remember, because I had the 12s for the whole four years. I remember a particular grade 9 event where we had a few grade 9 students trying to sneak in alcohol during the Athletic Banquet. And when they discovered we were checking bags, they decided to drink up the stuff and throw away the bottles, and of course got sick during the Ath. Banquet. Not funny, but as a result of that incident, I will remember the names of those kids forever. It was just something that I thought was pretty typical of kids trying to get away with stuff and not realizing that they need to handle their liquor first before they decide to do stuff like that.

Q: If you could be any teacher in this school, who would it be?

A: If I could be any teacher in this school? I think I would like to be Mr. van Bommel, only because I have absolutely no clue about physics. And I think I would like to have all that knowledge just to see what it's like to be that smart. Because I think it's pretty awesome what he teaches, and he does the earth and space science course, and he does the AP physics, and he is an author of many textbooks. And I think that for a day, just

to see what goes on in that head of his would be kind of cool.

Q: What was your least favorite subject in school?

A: My least favorite subject in school, in high school especially, was geography. It's hard to make it interesting. My teacher did not make it interesting.

If you could have a superpower, what would it be?

To make things better for people.

Q: If there's one aspect of Marc Garneau that you're going to miss especially, what would it be?

A: I'm going to miss the kids. Because Garneau kids are great. They're special kids in the sense that this is truly a community school, where everybody knows everybody. And all the kids live within walking distance of the school, so there's really a sense of a community here. I'll miss that aspect of it.

Q: Is there anything else that you'd like to add?

A: Only that it's been a great run, and my advice to people is that, you should - even though change is uncomfortable for you, which it is for me - that you should try to take the plunge and do something new every so often. Don't get stuck in a rut. And that's not why I'm taking the year off; it was just on the advice of a friend of mine, who said you had to experience at least once in your life to have time off and get paid for it, even though you sacrifice part of your pay to do it. I think it's going to be an interesting year for me.

The Reckoner

of Marc Garneau C.I.

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Ultimate Frisbee - A Letter to the Editor

ULTIMATE
Continued from P1

Firstly, I am not too sure how being "too friendly" or a lack of fighting are common complaints; while there are certainly sports that are based on or include fights, there are many that don't. This is not a significant issue as to why Ultimate is not considered a "real" sport. The author brings up points that people are unaware of the athleticism that goes into Ultimate; however, this is changing through the introduction of two professional Ultimate leagues (Major League Ultimate and American Ultimate Disc League) whose highlights have been featured on the SportsCenter Top 10. Ultimate is now working itself into mainstream media and more people are being introduced to the game and its demanding physical nature.

I believe that the author has missed some important issues that Ultimate is facing, especially when it comes to being recognized by worldwide organizations such as the International Olympic Committee (though they have recently granted the World Flying Disc Federation recognition). One would be the professionalism of Ultimate. Ultimate is known to many as a sport where players play hard and party harder. It is not uncommon for players to go to a tournament and say things such as "we may have lost the tournament but we won the party". While it's certainly an attitude that many players love, it's one that can be interpreted as unprofessional to outsiders. This lack of professionalism can also be seen at worldwide tournaments such as the World Ultimate Club Championships in July 2014 where stories of barren dorms and lack of hot water for players

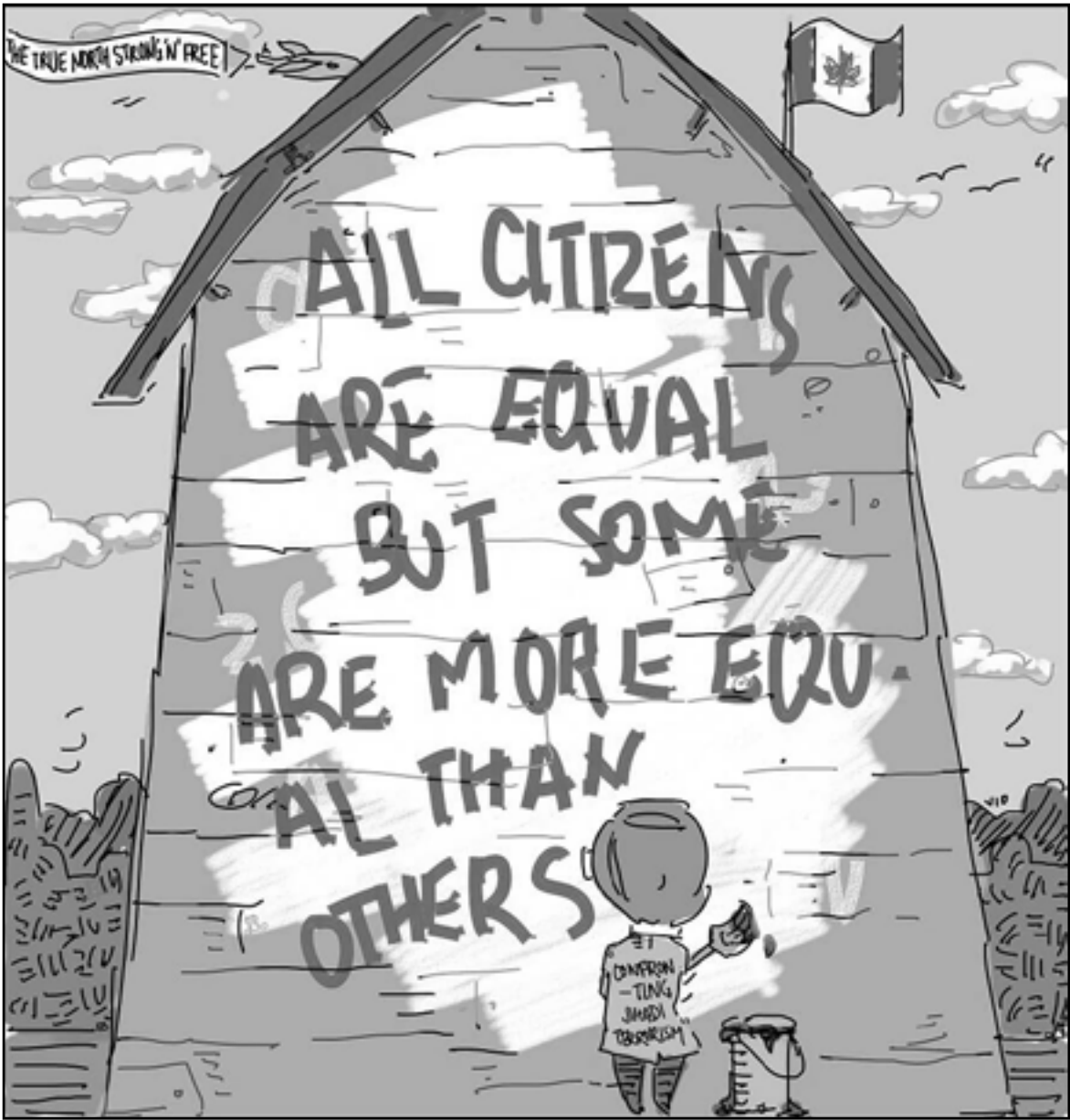
popped up online (there were some unforeseen circumstances at WUCC but many players were still disappointed with the accommodations). There has definitely been a bigger push to become a more professional sport overall, especially with the MLU and AUDL, but more has to be done in order to become a more recognized sport internationally.

Another issue is the refereeing aspect of the game, especially on the international level. USA Ultimate now uses "Observers" in most of their club and college level games who provide arbitration for player disputes and make inactive calls (out-of-bounds, down calls, goals etc.). This lets players still make active calls on their own while eliminating long winded discussions since players can have the Observers make a ruling. However, WFDF hasn't recognized Observers and prefers to have players self-referee, which can lead to many heated arguments. This issue is even greater when we view it from an outsider's perspective as nearly every other sport has a referee which dictates all calls. This lack of governing official leads some to compare Ultimate to pick up basketball instead of an NBA game. It is a hardship that Ultimate needs to overcome in order to fully establish itself.

Overall, Ultimate is an amazing sport and I would encourage people to try it if they can. But to think that people don't consider it a sport due to the lack of pain or because it uses a frisbee instead of a ball is not only demeaning to the athletes but to the "haters" as well.

C-24: Attention Immigrants and Dual Citizens

EDITORIAL CARTOON by LILA HUANG



Do you have a response to an article in this issue? Make your voice heard! Contact us at editor@thereckoner.ca.

www.thereckoner.ca



BITTERSWEET ENDINGS

by JACKIE HO

My last full week of high school has ended. Passed in a blur of half-completed summative projects and afternoons lying in the sun. I’ve even finally picked up my graduation gown. Soon, exams will be written and yearbooks will be signed.

It hasn’t fully sunk in yet. Or maybe it has. I don’t know what the symptoms are.

School has started to feel different. No longer do I complain about waking up in the mornings, rush home after school, or walk quickly down the hall without waving at a familiar face. Every class, every bell, and every last club meeting, they’re a constant reminder to cherish the time I have left.

Four years seemed like a long time up until this moment. I thought I was ready to leave, ready to face the world on my own. But as my carefree lunch hours and lively classes come to a close, I’m having trouble letting go. I don’t want to let go. I don’t want memories to be forgotten.

I want to remember the way Teo, Paul, and Dhiya belt out to Spotify, the sound of Joyce’s car as she drives, and the shape of everyone’s smiles. I want to remember the late night Reckoner meetings and the feeling of accomplishment as the team pulls through. I want to remember the bad jokes told where everyone laughed more at the teller than at the content. I want to remember the spontaneous trips to the plaza where I spent more and ate more than I should have.

These are the memories I will return to in a few months time as my mind wanders from studying for university exams to wondering what my old friends are up to. These are the memories we will talk and laugh about in a few years time when we meet again, remarking at how much we have changed. By then, we will be strangers looking back at a past life.

Responsibilities and adulthood await on the other side of the road. Soon, the light will change and I will have to cross. The bus will arrive at the stop and I will have to step on. But in these last few minutes - days - before I do, I will look back one last time and smile.

■

WAVE OF ANXIETY

by Lauren Chang



Lauren Chang laments the upcoming exams with this colourful dream-filled artwork.



Photos by Jackie Ho
For more Humans of Garneau, visit
bit.ly/GarneauHumans



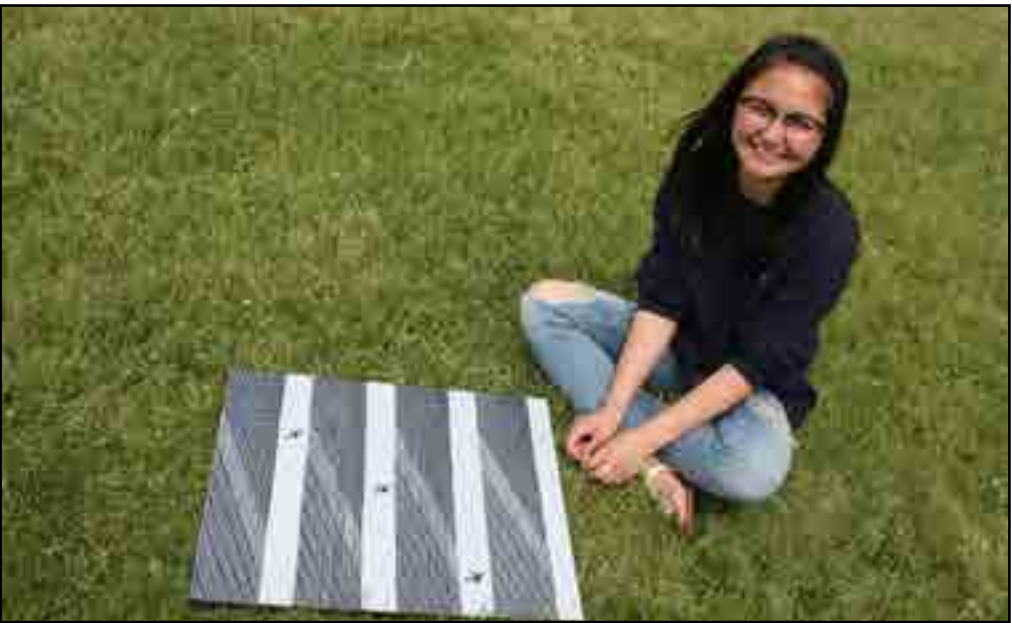
“If you could give one message to the students in the school, what would you say?”

“Balance. balance between socializing and doing work. Sometimes I spent more time socializing, but I think finding balance is important.”

“How are you feeling about the end of high school?”

“I’m scared. I don’t know how to feel. I don’t know what I’ll be feeling or how I’ll react when Monday comes. I’m nervous too. There are some things I regret not doing in past years.

Like I don’t know how things would have turned out if I had done some things differently. I could have been more social in grade 9 and made more friends. But i like my life now, and I’ll try to keep in contact with my friends.”



“Can you explain the meaning behind your painting?”

“Yeah! It’s about 9/11 and this shows the twin towers. It’s like a comic thing. It’s about the decision before the end. Either you can want to die inside the building or you want to jump.

I think I would jump.

I actually don’t like it. It still needs work.”

“What was the inspiration behind it?”

“I read a book called Extremely Loud and Incredibly Close that was about 9/11.”

“If you knew that you had only one year left to live, what would you change, or not change, about the way you live?”

“I think I would travel and see my dad’s side of the family. They’re in Spain, Denmark, India, all over the world. I don’t get to see them often. That’s what I would do.”



Double Push

by YILIN ZHU

The double push is an inline skating technique invented in 1992 by Chad Hedrick, where the skater thrusts both inward and outward in one smooth arching movement through each kick. At the time, it revolutionized the inline skating world. And Hedrick himself won fifty world championships and six Olympic medals.

Today, mastery of the double push is a rookie’s baptism into the racing world. It nearly doubles the speed achievable by the straight classic push. With the double push, you harness every movement and translate it into forward velocity. You, in effect, double the length of your legs; you double the time in contact with the ground; and you double the force applied.

But you also double the chances for knee injury, heel clipping, and tumbling into the gutter. So most people can’t do it. I can’t do it.

A rollerblader since the age of two, I learned all the physics of perfect form but knew nothing about speed. I only came to realize the importance of speed in the skating world as I grew up. But when I went to the professional coaches, they had nothing to teach me.

I had all the theory there was to learn yet I was not fast.

So they sent me to skate with the pros. Within five minutes, the slowest members lapped me three times. So I am weak, have poor skate, and lack training, but a difference that big is categorical. A difference that big is because of the

double push.

Years have passed since I’ve abandoned the racing dream. And today, all the racing in my life is done on paper with pencil. But the double push still haunts me—that magical shifting from one side to another while always flirting the opposite balance, the center of mass perpetually outside of the conventionally acceptable zone, the flippant kick of the free leg that crosses all the way to the other side to restore the temporarily forgotten balance, and the graceful semi-circle that the outside edge carves on its way back to safety.

Most dedicated amateurs know how to skate, how to shift their weight alternately to the left and right in a zigzag. Most amateurs believe that there is an outer bound that glides alongside like hand rails placed 4 inches on their left and right, that if they swing past it they won’t be able to come back, like a tight-rope walker thrown off balance. Most amateurs do not know, however, that to go fast, they must send their supporting foot out from under them across the center line, and lean far past the safety of those railings.

And so we struggle along at the wimpy speed of 15km/h. But this matters little because we’re amateurs. Amateurs do not need to skate 30km in an hour. Amateurs are pursuing something else in life.

Indeed, does not every professional know the double push? Aren’t we all trying to be a professional? Zigzagging be-



tween school and hobbies, between math and english, between mind and body, between left and right. To go where we want to go we always go a little left then a little right. To go fast, we always need to lean past the safety zone.

For our favourite hobby, our profession, we take the blithe leap of faith and throw ourselves more than 100% at each opposing side, throw ourselves off balance, and throw our supporting foot past the center line. We throw ourselves into each opposite world and keep letting left and right collide. We trip on our own heels and slip if we aren’t careful. But in the end, we master it and the two world meld. Then the graceful curve carries us back to safety, into a new ordeal, and back, and again...

Then we are fast. Then we are skating by the pros.

■