

The

Reckoner

of Marc Garneau C.I.

Staff Feature

Mr. Chanmugan

by JESSICA XIONG

In the quiet hours after students and teachers have left the halls of MGCI, the team of eight caretakers, headed by Mr. Luke Chanmugan, stays to clean the school. Some work as late as 11:00 pm, ensuring the school is safe and clean for the students who will walk through its doors the next day.



Photo: Janet Chen

Becoming a head caretaker requires a background in engineering, energy systems, or building environmental systems. Before becoming a caretaker, Mr. Chanmugan worked in farmers' markets and delivered produce. He received an Operating Engineering degree from Seneca College, attending school at night and working during the day.

After eighteen years in the Toronto District School Board, Mr. Chanmugan began working as the head caretaker at MGCI in 2012. Previously, he was floating around between different schools, working at one school one day and another school the next. Eventually, he was offered the chance to work at MGCI permanently.

Reflecting on the significance of his role, Mr. Chanmugan firmly believes that his absolute priority is to ensure the safety of anyone who steps foot into the school. To him, everything else is secondary: "Regardless of what we do, as long as it is in a safe manner, that's what is the most important thing to us. When there's snow, instead of cleaning the cafeteria, we will go shovel the snow first to ensure that no one will slip and fall. We want to keep the students and teachers safe."

Apart from cleaning the school, the caretakers are also known as jacks-of-all-trades, taking care of numerous jobs during and after school. They cover general maintenance roles, including replacing classroom lights, fans and filters, and fixing mechanics. They also interact with tradesmen who come to the school, showing them what to repair. Further, the caretakers are in charge of setting up for various events such as parent-teacher interviews, Arts Night, and TOPS Night.

See STAFF FEATURE on P3

The SNC-Lavalin Scandal, Explained

by RAYYAN ESMAIL

On 7 February 2019, a Globe and Mail report sparked the largest scandal of Justin Trudeau's four-year tenure, and threatened the survival of his Liberal majority in Parliament in the upcoming election. The report alleged that the Prime Minister's Office (PMO) pressured then-Minister of Justice and Attorney General Jody Wilson-Raybould to stop the prosecution of Montreal-based construction giant SNC-Lavalin. The charges stemmed from the alleged bribery of Muammar Gaddafi's government in Libya, including millions of dollars in cash, alcohol, escorts, concert tickets, and more.

When asked if Wilson-Raybould had been allowed to make the decision independently, Trudeau said, "her continued presence in Cabinet speaks for itself." The next day, Jody Wilson-Raybould resigned from the Cabinet. Since then, numerous documents, transcripts, committee hearings, and leaks have given us a clearer picture of what actually happened.

What exactly did (or didn't) Trudeau pressure Wilson-Raybould to do?

A deferred prosecution agreement (DPA) is a way for a company to avoid criminal prosecution by agreeing to fines. This has been used in other jurisdictions for several years, but was only introduced to Canada in the federal government's 2018 budget. Crucially for SNC-Lavalin, a DPA would allow them to continue bidding for federal government projects. A conviction, on the other hand, would automatically include a ten-year ban on bidding, which could cause the company financial troubles. Because of this, SNC-Lavalin lobbied the PMO for a DPA, who in turn pressured Jody Wilson-Raybould.

See JODY WILSON-RAYBOULD on P4

Doug Ford—Education That Works for Whom?

by BRIDGET HUH

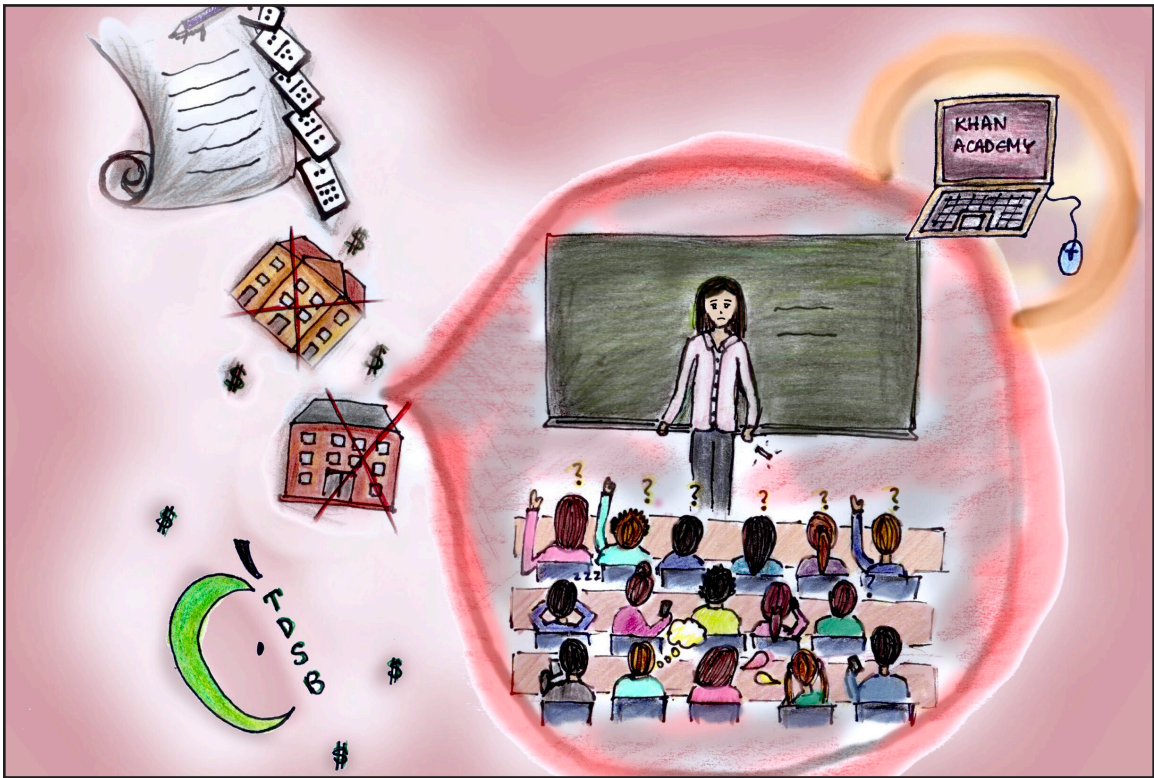


Illustration: Amy Chen

You could hardly be blamed for saying that the Ford government is hell-bent on destroying public education—that is, if we assume (and perhaps in doing so, we give him too much credit) that Ford and his Minister of Education took time to consider the rational consequences of their cuts. Their victims are, inter alia, \$100 million in school repair funds, affecting thirty-six repairs in schools across the Toronto District School Board (TDSB) [1]; a curriculum revision in a manner consistent with Canada's Truth and Reconciliation Commission [2]; \$25 million in funding for specialized programs that provide tutors for struggling students and support for Indigenous students [3]; an autism program [4]; and even full-day kindergarten in 2020 [5]. Of course, there would be more to come.

At the end of February, Deputy Minister of Education Nancy Naylor advised a hiring freeze in a memo to school board chairs that read, "I am writing to you today to recommend that school boards exercise prudence in making hiring decisions in light of the upcoming Ontario budget and the recent consultation on class size and hiring practices." [6] The hiring freeze was some indication that the ministry was preparing to raise average class sizes, a cold overture to a symphony of significant loss.

Education Minister Lisa Thompson did not disappoint. On 15 March, she announced the Ontario government's plans to increase class sizes for high school and some elementary grades, introduce a "back-to-basics" approach to math, and change the sex-ed curriculum. These changes are to occur over the course of four years. With regard to the class sizes, you may have heard people throwing around the numbers 22 and 28 and thought, well, a high school class size cap of 28 seems fair. Oh, but '22' and '28' do not denote class size caps. The government is actually lifting class size caps for high school and elementary schools, which returns the size cap to a system of averages. The average class size is increasing by one student in Grades 4 to 8, and increasing from 22 to 28 for high school, which means that high school classes can have more than forty students after the changes are implemented [7].

What does this mean for teachers? According to Ontario secondary enrollment in 2017-2018, there are about 600 000 secondary students in Ontario [8]. Supposing one full-time teacher is needed to teach one class, the number of full-time teachers currently needed is approximately 27 273 teachers. Once the increase is implemented, the approximate number of full-time teachers required would be 21 429, making five thousand teacher jobs no longer necessary. Unless five thousand teachers are retiring or resigning in the next four years, this means job losses, despite Thompson's confident claim otherwise. In any case, these changes do not bode well for occasional teachers, especially in addition to the government's threats to Regulation 274—but that's a different issue entirely [9].

More important, however, is the impact the increase will have on the students crammed into Ontario's classrooms. Ms. Woodley, a law teach-

er at Marc Garneau C.I., notes that "the real and irreparable damage is the now limited amount of time that teachers can dedicate to individual students in their classes. Increasing class size averages means less time." Indeed, many critics of Thompson's proposal are concerned that larger class sizes will reduce meaningful one-on-one time. Many students need this time to learn, whether for detailed feedback on an assignment, a review of the concepts they did not grasp in the lesson, or even for modifying assignments to better match their ability. The loss of this time is the loss of individualized care. And herein lies the problem: when class sizes are so enormous that teachers cannot focus on individual students, learning becomes one-size-fits-all. Thompson cannot reasonably expect teachers to provide one-on-one time for each of their forty students, nor can she expect teachers to tailor every lesson to complement forty diverse learning styles. Thus, the education students receive will not be "responsive," "high quality," or "accessible," as the Ontario Ministry of Education's mission statement claims [10].

The loss of individualized care will almost have the effect of replacing the teacher with a YouTube playlist of Khan Academy videos. Not to worry—that's already scheduled for 2020. Minister Thompson proposed that of the thirty compulsory credits required to graduate, four must now be e-Learning courses. These tend to be "very impersonal, demotivating, and often lack communication and any teacher or peer involvement," according to Mya Wong, a TDSB student who took an online Canadian history course. According to the government, these online classes will average thirty-five students per class [11]. Like larger class sizes, e-Learning courses force a general one-size-fits-all approach, but with even less opportunity for teacher contact. The logistics, too, present numerous challenges. Will schools just schedule classes averaging thirty-five kids to be stuffed into a computer lab? And if not, will students be expected to complete these courses at home regardless of their access to technology? The expectation that all students have equal access to technology would impede the many students who do not have access to the Internet or a computer at home.

Larger class sizes and fewer teachers also mean fewer courses and programs. "When you lose one teacher from a school, you lose six courses from that school," said John Malloy, the Director of Education for the TDSB. "When they lose six courses, it's been my experience as a former secondary principal, that you lose the electives." [12] Courses that do not meet the class size averages required by the province could also be cut. That means no more World History or Cooking or Families in Canada or Geography of Food—effectively, students will have far less control over central aspects of their education. Students will have fewer opportunities to formally explore areas of interest to them, the subjects they might one day pursue as their careers.

See DOUG FORD on P5

A Red Seal of Approval for MGCI's SHSM Program

by SADIA AKBAR

To diversify their Ontario Secondary School Diploma (OSSD), many high school students in Ontario enroll in the Specialist High Skills Major (SHSM) program to earn a special red seal on their diploma upon graduation.

Created by the Ontario Ministry of Education, SHSM offers students a unique opportunity to explore their desired career through relevant courses and experiences, while earning their diploma. The program also aims to support and ease the transition of students into post-secondary education. The red seal is recognized by post-secondary institutions in Ontario and, according to SHSM teacher Ms. Carey, it "demonstrates that you are a focused young person who can self-organize and drive yourself to learn through enhanced opportunities. [Post-secondary institutions] want that well-rounded person as part of their organization." Garneau's Specialist program was started by Mr. Welch, Mr. Seenath, Ms. Warren, and the Co-op and Guidance departments in 2009. Its area of specialization is Information Communications Technology (ICT).



Photo: Jenny Bai

Ms. Carey said that at first, the program was quite focused on computers and communications. "As time passed we realized that these areas of ICT are connected truly to every industry, including engineering, medicine, industrial applications, trades, transportation, business and more. So we pushed our network wider to introduce this concept to every student that wants to make that connection to a higher self-standard at MGCI," she explained.

See SHSM on P2

Lexical Revolution

by SUMEDH DHANVANTHRY

The way we as humans communicate is fluid. Language remains influenced by all other constructs of the universe, and it has been forever. It must adapt as everything else develops. In time, we will not speak the same way. The English language will grow and it will contract and it will writhe with life as its maturation continues. Many things will change.

We will need new words. Words for the things that aren't yet existent, or prominent, or comprehensible. Consider:

A word for the thoughts that come to you, seeking refuge from some unspeakable demon of metaphysical proportions, only to realize that the cavity in your skull is no suitable hideout; we are unworthy. And so, just as uneasy and hopeful as it arrived, it flits away to another's brain where it should wish to find a home. It leaves instead a numbed pain because you felt its presence for however short a time. For that moment, you had the answer to some question; perhaps one that would never be asked. But you felt something original happen upon you and there was one less thing in the world that you had never thought of. Now it is gone and you know nothing more than you once did—maybe the thought never even existed in the first place.

A word for the fear of the aforementioned occurrence. One that encapsulates that feeling of excitement, surprise, uncertainty, anxiety, and loss—of being in temporary possession of a thought that does not exist to you outside the cradle of your cold neurons.

Maybe there is no need for such words. Maybe these concepts will be eradicated by our neurological evolution, our development of thinking skills so acute that only certain ideas can arrive at the gates of your soul's window. No time allotted for judgement or reckoning; only the thought presenting itself to you in such a way that you cannot bar its entrance.

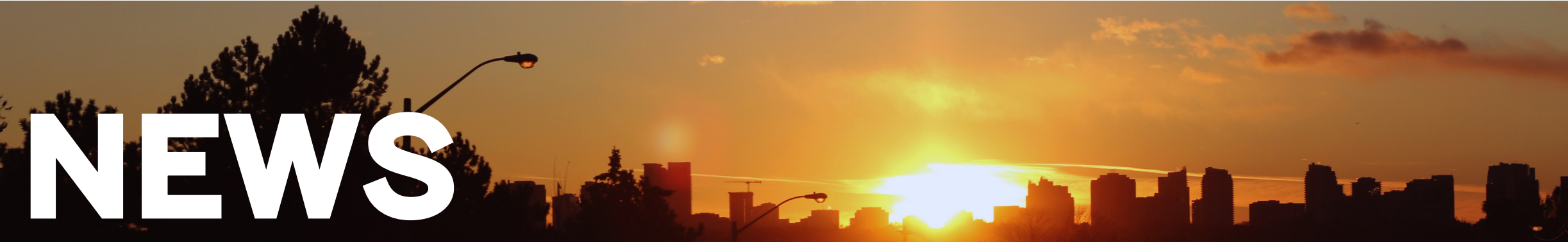
But what we will need is a word for the process of reaching to pick a flower from a field or garden, only for the stem to disintegrate into fine ash as the petals float away, discoloured. You begin to wonder whether the flower had any colour in the first place, or if it was all a product of your yearning for life. As we destroy our own planet, a word for such an experience will be necessary, considering the inaction of the politicians who traverse the catwalks and runways of capital with easy gracelessness.

See LANGUAGE on P7



Please Recycle





Throwing Rocks for Gold

by JACQUELINE HUO



Photo: Jenny Bai

Curling has been a popular sport at MGCI for many years. Each game consists of six rounds called ends, in which opposing teams take turns throwing granite rocks across the ice towards a target. The objective of the game is to have the closest rock to the centre when the end finishes. This year, Garneau had seven curling teams: two co-ed, two girls', and three boys'. Ms. Wiltenburg coached the teams, which each consisted of six to seven members.

Before the first games, two practices were held, one of which was mandatory. These were the only opportunities to practice, so students primarily learned skills through in-game experience against other teams. Returning player Tina Ma felt this affected the beginning of their season, saying, "It was kind of stressful because nobody knew what they were doing yet; for a lot of people their first rock was actually [thrown] during their first game."

Over a third of the players were new to the sport and learned how to play throughout the season. Lavan DeSilva, who joined curling for the first time this year, remarked, "At first it was a bit difficult to get adjusted to the sport, but as I played more games, I got a feel for the game and gradually started to like it, and in the process, became much closer with my other teammates."

The season began in early December and games were held at Bayview Arena. Marc Garneau played in the Toronto North Region against oth-

er schools in Tier 2. Six of the seven teams advanced to the playoffs, which took place in late February.

The curling season came to a successful close on 6 March 2019, with the Girls A Team and Boys B Team playing finals, while the Boys A Team and Co-ed B Team played consolation games for third place.

The Boys B Team won their game against Victoria Park C.I. with a score of 5-3, earning a gold medal. This team consisted of Grade 11 and 12 students who all had previous experience with curling. "Being in Grade 12, it's really nice to end our final season with a win. I'm really proud of everyone on the team for coming together and improving so much over the season," said Frank Yang, one of the players.

The Girls A Team played a tight game against Lawrence Park C.I. with a final score of 4-5, earning a silver medal. Tina, a member of the Girls A Team, was very proud of their accomplishment, especially considering their lack of practice time. "I didn't really expect to be in the playoffs at all, much less to get silver," she commented.

Regardless of the scores, curling provides entertainment and enjoyment for students. David Walji said he likes curling "because of its complexity, spontaneity and, of course, because it's a lot of fun." He added, "I think of it as like a big chess game hyped up. It requires a lot of strategy and I'd like to think I'm somewhat good at it. I also really enjoy being able to play with friends and having a good time." ■

SHSM—A Bridge for Betterment

SHSM
Continued from P1

MGCI offers a variety of courses that count towards the ICT qualifications including Communications Technology, Technological Design, Photography, Computer Science, and Physics. Khadija Farooq, a Grade 11 SHSM student, said that she loved the Communications Technology course she took in Grade 9 that first introduced her to ICT, as well as the technology courses she took in the following years. "I learned many software and graphic design skills that I can use, and have used, in classes such as chemistry and history." SHSM students are required to complete three Grade 11 and one Grade 12 SHSM major courses. They also have the option of taking two SHSM major courses each year instead, although they must still complete the general OSSD requirements.

Two co-operative education (co-op) credits are a requirement for SHSM students. Co-op is a course that places students in a professional environment where they work every day instead of attending a class at school. Students can complete their co-op requirement in Grade 11 or 12, although they are encouraged to take it in the second semester of Grade 11, so they are better able to gauge their interests and align their Grade 12 courses accordingly. Mr. Phambri, the coordinating guidance counselor for SHSM, said that co-op provides a work setting for students to obtain hands-on experience and networking opportunities. They can add this experience to their resume to help them in the future with jobs and post-secondary applications, all of which align with the primary goal of the SHSM program, which is to help students reach their future careers.

Grade 11 SHSM student Hussna Jan is currently enrolled in a co-op placement in architecture at Ryerson University. She said she has been making sketches with programs used by the undergraduate architecture students. "I'm currently working on a project where I try to design three household items on Rhino, a new program for 3-D design that I was

introduced to at my placement." She was also involved in the unique opportunity to relocate a project made by Ryerson students from HTO Park, an urban beach in Toronto, to Nathan Phillips Square.

Besides co-op, SHSM also offers students new knowledge and experience through opportunities beyond the classroom. These are known as "Reach Ahead" activities, examples of which include ICT-related conferences, job fairs, trade shows, and tours of different post-secondary institutions. Students are required to participate in at least one Reach Ahead activity during their two years in the program, but are encouraged to attend one each year for a better experience. According to Ms. Carey, there has been no shortage of activities this year, with "Apple Canada, Skills Competitions, Maximum City, George Brown College, [and] so many more, I'm dizzy with field trip forms!"

Aside from the course credit requirements, SHSM students must also complete six certifications, of which Standard First Aid, CPR, and WHMIS training are mandatory. The other three certifications are chosen by students out of thirty certification options, including training in basic electrical safety, computer hardware, leadership skills, ergonomics, and audio recording equipment.

The SHSM program at MGCI currently consists of one hundred and ten students. In terms of promoting the program, Ms. Carey said, "The key thing is making sure the program has elements that are valuable to students. We've resumed promoting it at Valley Park in Grade 8, to connect with students with a passion for ICT." Mr. Phambri added that lunchtime information sessions are often held, and generally promoted by word-of-mouth. While students are only officially registered in SHSM in Grade 11 and 12, many students in junior grades show interest in the program and are on the path to earning their red seal by taking Grade 11 ICT courses earlier on and even completing other SHSM require-

ments such as CPR training before officially entering the SHSM program.

For SHSM student Khadija, participating in SHSM was not something she was always passionate about, but that changed once she got to experience it more. "To be honest, my motivation to take part in the SHSM program had been merely the thought of receiving the recognition for having completed it. Now, I genuinely love this program for how much I have grown. I learned so much and did so much that I wouldn't have been able to do otherwise. I am very comfortable with computer software, in contrast to before I took part in this program, when I used to have difficulty producing effective and expressive visual work with computers."

Since SHSM was started at Garneau, it has been confined to the ICT SHSM. In an attempt to expand the SHSM program at the school, there will be a new addition to the SHSM program at MGCI as of September 2019. Focused on Hospitality and Tourism, the program will be led by professional chefs Ms. Gunn and Ms. Fineberg, who are also teachers at the school. Mr. Adams, who also teaches culinary arts courses, will be teaching along with them. Ms. Carey said that the program will cater to students interested in careers in fields such as hotel management, the restaurant business, catering companies, event management, and marketing. The program will primarily include culinary and business courses.

Moving forward, the goals for the SHSM program include expanding into to other sectors, improving the recruitment of students through information sessions and word-of-mouth, and working with industry partners to expand the opportunities that SHSM offers to MGCI students. SHSM has proven to be both a popular and successful program at MGCI and in the coming years, even more students will graduate with red seals on their diplomas and a path set out towards their dream careers. ■

Teacher Feature: Ms. Smit

by JOSHUA XIAO



Photo: Ava Pun

Ms. Smit, an English and history teacher at Garneau, has been teaching for the past seventeen years. At six-foot-one, you might assume she played volleyball or basketball all her life, but surprisingly, she was the shortest kid in her Grade 9 class. Ms. Smit started working at Garneau in the second semester of the 2001-2002 school year after finishing Teachers College in January. After working at several different schools, she finally came back to Garneau in 2006, and worked in the history department for five years before transferring to the English department. She also helped create the gender studies curriculum with the Ontario government several years ago, but it has yet to be introduced to the students of Garneau.

Ms. Smit was born in Canada and attended Stephen Leacock Collegiate Institute in Scarborough, Ontario. Her parents were originally from the Netherlands and immigrated to Canada as teenagers in the 1950s, following the Second World War.

Unlike many teachers, she knew she wanted to pursue teaching at a very young age: "I used to play big teacher with neighbourhood kids, and I had a couple of great English teachers in high school and that was when I was like, 'I really want to do this.'"

Despite her keen interest, she did not go directly into teaching after university. Instead, she started off by making balloon animals as a clown. After obtaining her undergraduate degree at Trent University, she was offered a job at Novopharm, a pharmaceutical company. She gradually climbed the ranks, starting from performing quality control sampling to training department employees. Eventually, she was travelling around the world for her company, auditing the factories of suppliers.

When Novopharm was bought out by an Israeli company, Teva Pharmaceuticals, Ms. Smit found herself working at a plant in Stouffville, Ontario as an industrial employee. Instead of flying to different parts of the world, which she had become accustomed to before the buy-out, she was spending about two hours on the road each day to and from work.

Around 1999, it was predicted that there would be an extreme shortage of teachers in Ontario. Various American colleges responded by offering Teachers Programs for Canadian students, hiring Canadian professors, and using the Ontario curriculum to attract potential students. "Weirdly, we were all crossing the border to go to school in Buffalo and then come back, but I had my certification done [in Canada]. So I did that as a way of ending what had turned into not a fun job anymore."

Reflecting on her career pathway, Ms. Smit believes that the skills she picked up from working at Novopharm really helped her as a teacher: "When I was doing audits, it wasn't really my comfort level because I'm not a boss kind of

person, but I would go into factories and people would be nervous when I'd show up because I had the power to write a report that might shut them down or cause us to stop doing business with them. So it put me into a position where I had to be more assertive than I would normally be, but I find that has been really helpful sometimes in teaching."

In fact, she encourages those who are thinking of becoming teachers to pursue another job before they begin teaching: "I think it's helpful to step out of the school atmosphere. When you're a [high school] student, and then you're in university, you're still a student, and then if you become a teacher, you've never really left the academic world. I think it can be really helpful to see what else is out there."

If you ever walk into one of Ms. Smit's classes, you'll find that her teaching style is very discussion-based. As a teacher, she is very interested in hearing her students' stances on issues, describing it as one of joys of teaching. She appreciates the "opportunity to be constantly in dialogue" and the continual "enrichment of [her] own ideas and opinions." She builds upon what her students bring to the table, but she is also aware that speaking aloud in class is not for everyone. She implements a variety of learning methods that are comfortable for her students and finds happiness in seeing them progress over the four years of high school: "You look at kids who come in Grade 9 and they're small and young and kind of scared, and when you see what they become at the end, that's really exciting."

One of the most memorable courses she has taught is a women's studies course, where students were so engaged that they started their own organization to promote women's empowerment. Three of them even went out and got tattoos of the women's symbol with a

fist in the middle. She added, "I always still kind of regret that I didn't go out and get the tattoo with them, but seeing the kinds of things that students will be passionate about and just being able to be there alongside with them is really great."

Another course that her students take a lot away from is history. Ms. Smit strongly believes that "history keeps repeating itself," and she accordingly feels it's imperative to pay close attention to the warnings of the past to avoid a repeat of similar horrific events. At the same time, she believes it's important to follow current events and to keep up with what's happening in the world. As a mother of three young kids, she's worried about the changes that are soon to come to Ontario's education and social services system.

Throughout her teaching career, Ms. Smit has explored many novels. Of the dozen she teaches each year, *In the Skin of a Lion* by Michael Ondaatje is by far her favourite. Her love for reading has even once translated to a desire to write her own book: "I did quite a bit of travelling when I was in between university and working at the pharmaceutical company, so I travelled around the world by myself for about six months. When I came back, I thought there were all these interesting little things that had happened to me and I thought it would be kind of fun to write this episodic book that was non-linear, but just kind of snapshots of all these funny, interesting, and sometimes scary things that would happen. I think I wrote down a couple of ideas, and that's about as far as it got."

Ms. Smit believes in the power of film in teaching. Several of her best-loved films, which she refers to as "dominant texts in today's society," include *A Fish Called Wanda* and *Stranger Than Fiction*. She also loves *Dazed and Confused*, which she traditionally shows her

classes on the last day of school each year. She's watched it a staggering total of seventeen times.

Outside of school, Ms. Smit has quite a few interests and pastimes. She recently took up knitting again, which she first learned fifteen years ago. She also loves cooking, baking, and going on hikes in different parks to explore the city. If she could be anyone for a day, she would choose to be the Queen. Don't get her wrong: Ms. Smit is no monarchist, but she describes the Queen as an "interesting person who does a lot of work and meets a lot of interesting people."

Ms. Smit can hardly imagine being retired, but she's confident that when the day comes, she'll make up for her lack of travelling since working at Novopharm. She's also looking forward to checking off the number one item on her bucket list: eating at a three-Michelin-star restaurant.

If there's one lesson that Ms. Smit has learned over her years at Garneau, it's to never assume you know everything that you think you know about a person or a topic: "There's always something that you might learn that can surprise you. Sometimes, you think you know a student or you think you understand a situation and you realize you don't, so I guess [the lesson] would be to have an open mind and to not assume too much."

Although being a teacher can be time-consuming and stressful at times, Ms. Smit could not have been any happier in any other profession. She's dedicated to teaching to the best of her ability and wants to ensure that all her students have an enjoyable time learning and leave her class with solid knowledge and understanding in the areas of study.

"I hope [my students] remember that I was fun, encouraging, and that I believed in them." ■



Healthcare and Hardware at HOSA SLC

by JESSICA GUO

Bustling students took over the Metro Toronto Convention Centre on 25 and 26 March to attend the HOSA Spring Leadership Conference (SLC).

Since 2014, HOSA Canada has been organizing the SLC annually with the goal of giving students an opportunity to learn more about and engage in activities related to the health sciences. Students compete in one of over forty competitive events, which are separated into secondary and post-secondary tiers. The events are grouped into six categories: health sciences, leadership, emergency preparedness, health professions, teamwork, and recognition. Competitors can choose to do an individual event such as Nursing Assisting or a team event like HOSA Bowl, which tests teams of three to four students on their general health-related trivia knowledge. Each event includes a multiple choice exam, while some involve an additional demonstration round where students present practical skills in front of judges. Qualification for the demonstration round is determined by a competitor's exam score as well as the number of participants in the event.

Close to one hundred students represented Marc Garneau C.I. this year, competing against thousands of other students from all across Canada. Thirty-seven students from the MGCI chapter placed in the top ten in their category, including fourteen students who placed in the top three and qualified to attend the HOSA International Leadership Conference (ILC), which will be held in Orlando, Florida from 19 to 22 June 2019.

This year, the MGCI chapter had close to twenty more members than in 2018, with the club continuing to grow each year. Chapter President Grace Xiong attributed this rise to “the openness of [the club] to new

members.” Gabriel Luo, a Grade 12 student, commented on why he decided to join HOSA in his last year of high school: “I heard that HOSA was a great way to develop practical skills and with my prior knowledge in CPR and first aid I felt that I would do well in a competitive setting while learning more about medical science.”

At SLC, when they are not studying or competing in their events, students can also participate in various workshops. The workshops allow students to learn new skills and attend a panel with different professionals. Workshops include Casting, Dental Molding, Drug Detection, Intubation Skills, IV Insertion, Measuring Vitals, Medical School Panel, Neurological School Panel, SAT vs. ACT, ECG Interpretations, Suturing and Anatomy, and others. Grade 9 student and participant Daniel Neagu spoke of his experience in the sessions, saying, “ECG

Interpretations was a sublime experience. I felt my heart race and my body shiver as I learned about the heart.”

Many students were impressed with the 2019 award ceremony, largely referring to the improvement in pace and organization compared to the previous year. When asked to share her thoughts on the organization of the competition, competitor Zoe Cheng said that the “scenarios and judging went smoothly.” However, she added that organization could still be improved since her event was held back by about forty minutes. The timing of events has been a frequently-raised issue in previous years as well. Remarking on the school's performance at the event, Grace said, “We are so impressed with the success our chapter saw this year! Members worked extremely hard preparing for the conference, and we were glad to see their efforts pay off.” ■



Photo: Justin Ye

Students Speak Up at LC1 Meeting

by EVELYN JIANG



Photo: Evan Woo

Equality, standardized tests, and e-Learning—these were just a few of the many topics that underwent intense discussion at the Learning Centre One (LC1) meeting held at Marc Garneau C.I. on 19 March 2019. Organized by the Toronto District School Board (TDSB) Student Senate, these monthly meetings are open to all sixty-six thousand students in the LC1 Area, including those who attend MGCI. Any ideas and suggestions made are brought to the executives of the Student Senate during the meeting and are later brought to the TDSB. “I thought that it was an incredibly eye-opening and beneficial experience. As a new student to the TDSB, it was the perfect opportunity to meet like-minded students from across the board,” said Ave Thomson, a Grade 9 student at Marc Garneau C.I.

The meeting was chaired by Celine Chung, a Grade 11 student from York Mills C.I., and Evan Woo, a Grade 9 student from Marc Garneau who was pivotal in bringing this event to the school. “We want to hear new voices and opinions at all our meetings, and it has been over two years since an LC1 meeting has been held at MGCI,” he explained. Once it was decided that the session would be hosted at Garneau, it was advertised on the Student Senate's Facebook and Instagram pages, as well as the morning announcements. Fifteen Garneau students and thirteen students from Monarch Park C.I., Etobicoke C.I., York Mills C.I., Northern Secondary School, Earl Haig Secondary School, and Leaside High School, attended the meeting.

The two-hour session kicked off at around 5:00 pm with introductions, and then progressed into discussions concerning relevant topics presented by the chairs, where attendees could voice their opinions and propose possible solutions to each issue.

The first topic concerned a recent survey that looked at the guidance and career planning resources available to students, as well as student performance on standardized tests. The survey showed that Ontario is falling behind when it comes to preparing students for the workplace, and also highlighted the difference in the academic performance of students in the applied stream as opposed to those in the academic stream. The results of the survey showed that 88% of academic stream students graduate each year compared to the 59% of applied stream students. It also showed that only 37% of applied stream students go on to college. It was pointed out that teachers often hold lower expectations for applied students, limiting their potential to learn and gain more from their courses. There was a general consensus among attendees that these students are clearly held at a disadvantage. This opinion was supported by statistics that showed lower achievement in mathematics and the Ontario Secondary School Literacy Test (OSSLT) among applied students—90% of academic students pass the OSSLT on their first try, while only 39% of applied students do the same. The Grade 9 Enhanced Pathways Academic Program, which merges academic and applied streams into a single academic-level course, was brought up and soon developed into a topic of intense debate, as many students had conflicting

opinions to offer. There were both applied and academic stream students present at the meeting, so many different perspectives were presented. Some stressed the importance of equality among students, stating that both applied and academic students deserved the same education. Others placed a greater emphasis on meeting the needs of applied students, saying that placing them in an academic-level course would only have a negative impact on their learning. The discussion produced several interesting solutions, such as merging the two streams in Grade 10 rather than Grade 9, which would give applied students more time to work with teachers and prepare for the harder academic level courses.

Students were then given a chance to voice their opinions on the Grade 9 EQAO, a standardized, province-wide math test. Some students felt that it was unfair that the test, which is meant to assess the performance of teachers and schools, can account for up to 10% of students' final math grades. Others defended the benefits of standardized tests and pointed out that without an incentive for students to do well on the test, the results cannot be seen as accurate.

Following the two discussions, there was a twenty-minute dinner break, during which pizza was served and students had the chance to socialize with each other. The break was followed by a thirty-minute session called “What's Your Beef?,” where students could bring up any issues they observed, ranging from the lack of heating in some classrooms to the discrimination against minorities in schools. A Garneau student complained about the fact that MGCI's funding has been cut in half due to it being an “underperforming” school, despite it being one of the most populated schools in the TDSB. Students also voiced concerns about overcrowding and how it affects course selections, saying that many students couldn't take courses they wanted to due to the shortage of available spots.

The topic of e-Learning was by far the most hotly discussed topic of the session, with many expressing irritation over the Ontario Government's proposition to require students to take at least four e-Learning courses during their high school years. There was a lot of skepticism about who would be teaching the courses, what online platforms they would be taught through, and how taking the courses might affect university applications, with the general consensus being that a lot more thought needs to be put into the idea before it can even be considered.

Overall, as a result of the high turnout and outstanding level of engagement among the attendees, the meeting was viewed as a huge success. “The discussion was very good, which just goes to show how important it is that the student voice is heard,” commented Nick Rowe, Vice-Principal of Etobicoke C.I. and one of the staff advisors of the meeting. Students walked away from the meeting with similar thoughts, as Ave commented, “It really made me think about issues in our education system and understand what we, as students, can do to improve it, leaving me with a feeling of empowerment and a desire to make a change.” ■

The Sweeping Tale of a Day in the Life of the Caretaker

STAFF FEATURE
Continued from P1

Unlike the students and teachers who look forward to summer vacation, caretakers work year-round. Repairs are typically done during the summer to ensure that classes aren't disrupted. When students return to school the following year, they might find that the tiles have been replaced, which the caretakers do for certain classrooms every summer. Mr. Chanmugan prepares for the repairs by obtaining quotes from different companies and waiting to be for permission from the TDSB to proceed with the repairs. In this instance, safety is also the caretaker's top priority: “The repair companies we usually end up choosing need to have a good safety record. The materials also have to follow and meet safety requirements for certain TDSB codes.”

One of the strangest incidents he has ever encountered during his time at MGCI was a fire that started on the roof during the summer of 2018 while the roof was undergoing repairs. Describing it in detail, he said that “there was smoke all inside the school! The people working on the roof didn't even realize the roof was on fire. I could count at least ten fire trucks that came.” To Mr. Chanmugan, bursting pipes seem normal compared to the fire!

On the caretaking team, Mr. Chanmugan entertains with his great sense of humour and his love for laughter. He is more than happy to lend his knowledge to anyone in need of help or aspiring to learn. As a strong believer in lifelong learning, Mr. Chanmugan says, “If someone is interested in learning something, I'll always be there to teach them! I

believe that learning should be something that continues throughout your life; it doesn't stop. If you think you already know it all, that's a very bad mindset.”

During his time at MGCI, Mr. Chanmugan has loved the diverse and vibrant community. He is very glad to have the opportunity to meet and interact with many students from different cultures and lifestyles. He also describes the school as economically diverse, where many students have just landed in Canada from different countries and are going to encounter many difficult challenges. “I believe that keeps you grounded and gives you room to grow. You get to see and know what kind of experiences and hardships different people go through in life. It makes you realize you can't take things for granted,” he explained.

Despite his love for his job, there are times where Mr. Chanmugan's work can be very demanding. The TDSB has a limited amount of funding for supplies and staff, so it is difficult to get coverage when one of the caretakers are absent. Sometimes, he is the only caretaker in the entire school, and is called in “ten different directions to do ten different things.” Mr. Chanmugan added, “You have so many responsibilities to think about and everything that's happening has a time deadline, meaning that we have to balance and prioritize events. For instance, the caretakers are only given ten minutes to clean the cafeteria before lunch, but at the same time, we might have to do something else.” Nevertheless, at the end of the day, Mr. Chanmugan doesn't mind these challenges and faces them with deter-

mination and prioritization strategies to ensure that the students have a safe and healthy learning environment.

When asked about pet peeves, Mr. Chanmugan laughed and rolled his eyes. His biggest pet peeve is when people use something and don't put it back in the place where they found it. He hates having to look for it again, which is time-consuming and inefficient: “I like to be organized, which really helps when you're in a rush to get something done!”

Outside of school, Mr. Chanmugan has quite a few hobbies and interests. He enjoys playing soccer and fishing during the weekend. Always trying to expand his knowledge, he also loves reading. He is currently learning about financial markets. He also enjoys tinkering with his car and using his hands to fix objects at home. Mr. Chanmugan is also the proud father of three successful daughters, the youngest of whom is graduating Grade 12 this year. When Mr. Chanmugan gets home from work, he cooks and drives his youngest daughter to soccer and other activities.

In the TDSB's second most populous school, Mr. Chanmugan is certain there is so much that he has yet to learn from his job and from the students of MGCI: “If you can do your job well at MGCI, you can do it anywhere else.” Mr. Chanmugan and the caretaking unit are always looking for areas where they can improve to give the students and teachers a safe and clean school environment. Despite working behind the scenes, this team certainly plays an extremely vital role in MGCI's community. ■



EDITORIAL

Why the Police Need to Carry Naloxone

by RYAN CHANG

Time is of the essence for victims of the opioid crisis. Since 2003, the number of deaths from opioid-related causes has increased by 246%, from less than 500 deaths to more than 1 250 Ontarians dead in 2017 [1]. 72% of these cases are contrived from an addiction to the painkiller fentanyl [2]. The antidote to this pressing medical crisis is naloxone, a chemical compound that reverses the effects of opioids; cost-efficient and easy to administer, it holds the potential to save thousands of lives. Expanding its usage, especially amongst first responders, would prevent and control the spread of opioid deaths in future years. In order to reduce the number of underserving victims of the opioid crisis, all police officers should be required to carry naloxone.

When emergency services are alerted of an overdose, police officers are often amongst the first groups of responders. This is not unusual since there are ten times as many police officers as there are paramedics [3]. As a result of the clinical nature of opioid overdoses, a prompt and effective response is essential—symptoms worsen when left untreated. Conditions are induced by hypoxia—a state in which there are low levels of oxygen in the blood due to suppressed respiration, as is the case in overdose victims—or other illnesses. Overdose victims have just five minutes before permanent brain damage occurs [4]. Given the urgency of medical care in these situations, it is essential to equip police officers with naloxone.

Although the need for police officers to carry naloxone is clear, much of the opposition to the idea rests on misconceptions surrounding the costs and time required for training. The retail price for a kit of two nasal sprays ranges from \$125 to \$145; although this may seem expensive, it is far from a financial issue [5]. Equipping every police officer with a kit would only account for 1% of the Toronto Police Services Board’s annual expenses [6]. Initiatives such as the Ontario Naloxone Program can alleviate fiscal pressure on police departments, while enabling officers to help overdose victims with naloxone without being subjected to investigation by the Special Investigation Unit [7]. Furthermore, minimal training if needed for officers to use the nasal spray, with the process being simple and time-efficient. The time commitment for learning how to safely use the naloxone nasal spray is similar to that of a basic CPR course—a requirement already in place for all police officers in North America. In only forty to ninety minutes, a comprehensive session teaches officers how to recognize and help overdose victims using naloxone [8].

Both Canada and the United States have seen promising results from implementing naloxone in the overdose response procedure. Over a seven-month period in London, Ontario, fifty-seven of fifty-nine overdosed victims were saved by utilizing naloxone [9]. In Massachusetts, police forces



Illustration: Christina Zhang

achieved a 95% success rate with the naloxone spray, preventing one hundred and seventy of one hundred and seventy-nine overdose cases in 2013 [10]. In Maine, eight hundred and twenty-nine lives were saved from opioid overdose by police officers with naloxone in 2015 alone [11].

The number of victims of the opioid crisis will only continue to grow if police are not engaged in this battle against drugs. With the successes in both Canada and the United States, it is clear that the addition of naloxone sprays to the standard procedure would be extremely effective. All police officers should carry naloxone to bolster the chances of success when responding to overdoses, giving a second chance to victims of the opioid crisis—one spray at a time. ■

Works Cited

- [1] <https://www.publichealthontario.ca/en/dataandanalytics/pages/opioid.aspx#/trends>
- [2] <https://www.canada.ca/en/health-canada/services/substance-use/problematic-prescription-drug-use/opioids/data-surveillance-research/harms-deaths.html>
- [3] <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4504282/>
- [4] <https://www.ninds.nih.gov/Disorders/All-Disorders/Cerebral-Hypoxia-Information-Page>
- [5] [https://www.pharmacists.ca/cpha-ca/assets/File/cpha-on-the-issues/Environmental Scan - Access to Naloxone Across Canada_Final.pdf](https://www.pharmacists.ca/cpha-ca/assets/File/cpha-on-the-issues/Environmental%20Scan%20-%20Access%20to%20Naloxone%20Across%20Canada_Final.pdf)
- [6] <https://www.toronto.ca/wp-content/uploads/2017/12/956c-Police-2018-Op-Budget-Notes-V1.pdf>
- [7] <https://toronto.citynews.ca/2018/11/13/ontario-police-naloxone-siu/>
- [8] <https://www.powerdms.com/blog/narcan-policy-law-enforcement/>
- [9] <https://lfpres.com/news/local-news/police-save-57-people-from-overdose-in-seven-months>
- [10] <https://drugfree.org/learn/drug-and-alcohol-news/massachusetts-city-reports-95-success-rate-with-opioid-overdose-antidote-narcan/>
- [11] <https://www.the-american-interest.com/2018/06/14/the-medicalization-of-the-police/>

Prediction of Potential—the ‘19 ROTY Prize

by ANDREW LIANG

With the National Basketball Association (NBA) season nearing its close, it’s time for a very special report. Like every season, the race for Rookie of The Year (ROTY) has a few likely candidates. This year’s rookie class has one of the highest ceilings in years and potentially ever. Multiple rookies have shown much promise and talent, which is good news for the NBA in the years to come. However, even among this pool brimming with talent, there are two frontrunners, Luka Dončić and Trae Young, who have shown maturity beyond their years. The two athletes have each displayed not just flashes of brilliance, but also All-Star potential.

LUKA “WONDERBOY” DONČIĆ

TRAE “ICE TRAE” YOUNG

Luka Dončić has demonstrated an innate talent for basketball, reminding many of former NBA Most Valuable Player (MVP) Dirk Nowitzki. Some of the comparisons drawn have been their European nationalities and that they both play for the Dallas Mavericks. Averaging 21 points, 7.6 rebounds, and just a tick shy of 6 assists per game, Dončić has shown a well-rounded game in his first season. He has a consistent stepback shot and a penchant for coming up big in the clutch. One of his earliest magical highlights is when he nailed a catch-and-shoot three at the buzzer, sending a tough game against the Trail Blazers into overtime.

Another instance of Dončić’s “clutch gene” is his fourth quarter takeover against the Houston Rockets on 8 December 2018. With just three minutes remaining, the Dallas Mavericks were at an 8-point deficit. Over the next few possessions, Luka swooped in and scored 11 straight points to lead the Mavericks to a stunning victory over Houston.

Dončić leads all rookies in scoring, but he’s also stood out as a great passer and rebounder. Amongst players in his draft, he is second only to point guard Trae Young in assists per game and second in rebounds per game. He’s also demonstrated a willingness to play defence, where he sits third in total steals among rookies. This holistic game came straight from the Euroleague, where he was the youngest ever player to win the Euroleague MVP. His solid scoring, passing and rebounding has impressed many fans. In fact, Dončić had the second most All-Star fan votes in the tougher Western Conference, trailing only LeBron James.

An area he’s already exceeded LeBron James in, however, may be much more surprising. LeBron is well known for producing triple-doubles, but LeBron was unable to record a single triple-double during his entire rookie season. Comparatively, Dončić leads the rookies with 6 triple doubles this season and counting—the only NBA player ever to have multiple triple doubles as a teenager.



Illustration: Sophie Yang

Enter Trae Young. Traded for Luka Dončić at the 2018 NBA draft, many saw Young’s games before January and thought that the Atlanta Hawks had made a gross blunder on draft night. Recently, however, Young has put together a solid late run at the ROTY award, including a stellar 49-point, 16-assist game against the Chicago Bulls—the first time a rookie has scored 45+ points with 10+ assists since Michael Jordan.

Young struggled with three-point shooting during the first half of the season, shooting just 19.8% from three-point range in November, but he’s upped that to a eye-popping 43.7% through February. His rookie-leading 8 assists per game is fourth among all players in the NBA.

The Atlanta rookie has demonstrated marked improvement since the beginning of the season, shooting more shots and making them more often, but what’s remained constant through his early shooting struggles is his good eye for passing. He’s made some great assists by drawing multiple defenders to the perimeter before passing to teammates closer to the basket.

Much as Dončić has been compared to Nowitzki and LeBron, the young (wink, wink) guard has drawn comparisons to Stephen Curry, a two-time league MVP. Their playing styles are similar: they often shoot the ball from three-point range, and they both make flashy assists and score fancy layups.

This year’s race for Rookie of The Year has been exciting and fun—Dončić with his consistent, well-rounded performance and Young with his late case for top rookie. While Young’s recent performances may stand out to many, Dončić has been leading the Dallas Mavericks for the whole year, a feat that Young is hard-pressed to beat. Young’s drastic improvement in the past few weeks has him sitting comfortably in the second spot, but overall, Dončić leads in the ROTY race. ■

The Broken Ties in the SNC-Lavalin Scandal

JODY WILSON-RAYBOULD

Continued from P1

What’s Jody Wilson-Raybould’s role in all of this?

The role of the Minister of Justice and Attorney General (MoJAG) in this situation needs some explaining. Beginning with Sir John A. MacDonald, these two positions have been held by the same person for most of Canadian history. This creates a difficult balancing act for the MoJAG to play. Wearing the MoJ hat, they need to be a Cabinet minister who helps to create, implement, and defend the government’s positions and policies on one of the most prolific government departments. As AG, they need to oversee litigation and prosecution independently, and not be influenced by the positions of the government (which they are a part of). Because of this, the appointed Director of Public Prosecutions manages most of the responsibilities associated with the position, but the AG still has the ability to overrule the Director of Public Prosecutions decisions.

The Director of Public Prosecutions had already decided not to agree to a DPA with SNC-Lavalin, so the PMO was asking for Wilson-Raybould to overrule the Director of Public Prosecutions. Trudeau and his office allegedly wanted her to reconsider because of the economic impact the loss of SNC-Lavalin’s

bids would have, citing a disputed figure of nine thousand Canadian jobs that a DPA could save.

What’s wrong with that?

The problem is that the Attorney General, as previously mentioned, is supposed to be independent of politics, reflective of the independent judicial and legislative branches Canada maintains. The decision to overrule the Director of Public Prosecutions on this matter is a decision she would make in her role as the independent AG, not the political MoJ. Communications between the PMO and Wilson-Raybould make it clear that the PMO didn’t understand this distinction, or at the very least didn’t think it was that important in light of the economic impact it could have.

However, the provisions of the *Criminal Code* outlining the DPA specifically state that Wilson-Raybould could not use the “national economic interest” as a factor in her decision. In other words, what Trudeau wanted her to do may have been illegal.

Did the Prime Minister’s Office break the law?

No. While the law prohibits the AG from considering the national economic

interest, the Prime Minister is legally free to pressure her to do so as much as he wants. The question of interest is whether it was ethically right for the Prime Minister to pressure her in this way.

So was it ethically right for the Prime Minister to pressure the AG?

This is a complicated question, with no simple answers. Based on this information, you can reasonably arrive at more than one conclusion. Perhaps Justin Trudeau was doing the right thing as Prime Minister of Canada by looking out for the economy. On the other hand, you could argue that the rule of law is far more important than any of that, and Jody Wilson-Raybould did the right thing. Or maybe this was never about the economy, but about Justin Trudeau helping out a company that has donated significantly to the Liberal Party in the past. None of these statements are fully right or wrong, but it’s important to understand the whole story before coming to a conclusion.

What does this all mean for the next election?

For the Liberal government, this could not have come at a worse time with the deadline for the next election in October

2019. Since the scandal first broke, the Liberals have lost six points in the polls and Justin Trudeau’s approval ratings are at record lows. They’ve tried to put this scandal behind them, ending the investigation from the House of Commons’ Justice Committee and removing Jody Wilson-Raybould (along with Jane Philpott, another cabinet minister who backed Wilson-Raybould) from the party caucus. Even so, the issue remains at the forefront of federal politics. The Liberals will likely try to shift the focus to something else like immigration, vague promises about pharmacare, or the unpopular Ontario Progressive Conservative government.

Meanwhile, for the Conservatives and New Democrats in opposition, this pres-

ents a great opportunity. Both parties have seen modest upticks in polling since the scandal broke. Keeping the scandal in the news will remind Canadians of the reasons Justin Trudeau’s disapproval is now in the sixties. If either party can win over 2015 Liberal voters who’ve become disaffected from the scandal, they’ll have a good shot at dethroning the Liberals.

This scandal has made the next election a lot more interesting, but six months is an eternity in politics. Only time will tell how the political parties, the media, and Canadians feel about this scandal, or if they even remember it come October. But if this scandal is still in the news come election day, that’s bad news for Trudeau. ■

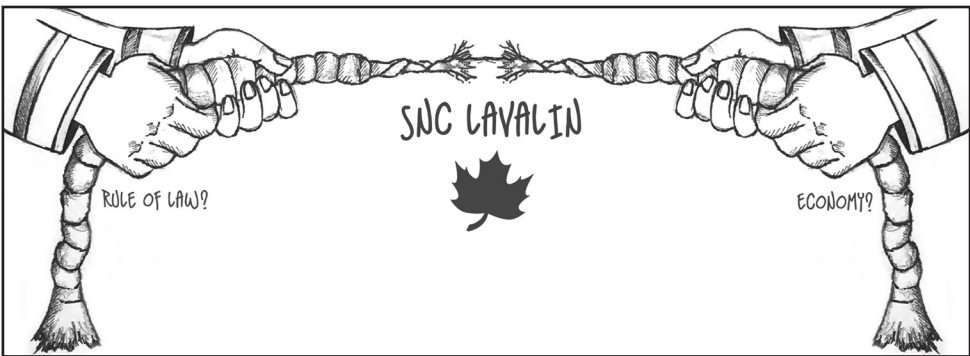


Illustration: Sheri Kim



EDITORIAL

Significant Digits

by ADIL HAIDER

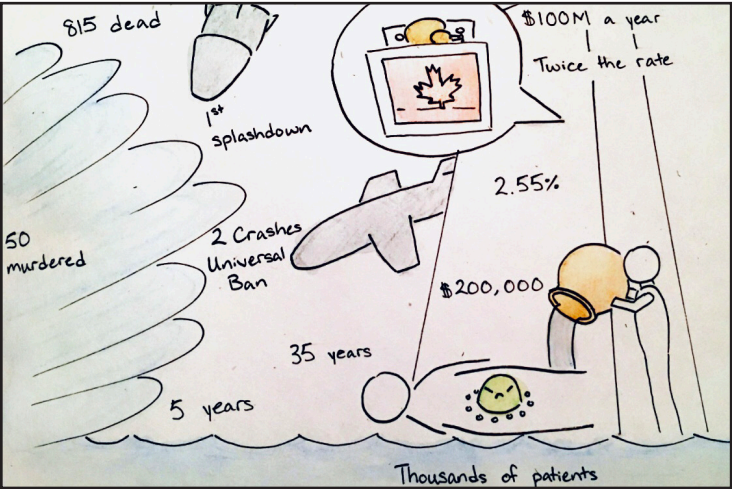


Illustration: Roger Li

35 Years

For the past 35 years, Alex Trebek has been the host of Jeopardy, a trivia game show beloved by millions. His tenure may now be coming to an end. Alex recently announced his diagnosis with stage 4 pancreatic cancer. He intends to fight the disease and will not stop filming. [Globe and Mail]

1st Splashdown

On 8 March, history was made as the SpaceX Crew Dragon capsule splashed down off of the coast of Florida. The capsule, the first American spacecraft designed to carry humans since the retirement of the Space Shuttles, performed an autonomous docking with the International Space Station before making a successful reentry carrying simulated crew and cargo. The National Aeronautics and Space Administration (NASA) says that if all goes well, the first astronauts may go up as early as July. [Scientific American]

815 Dead

Cyclone Idai tore through Southeast Africa in early March, killing over 815 people in 3 countries, with the vast majority of deaths occurring in Mozambique. 98 000 people have been displaced, vast regions of the country are experiencing rolling blackouts, and 50 health centres were destroyed. That last one is especially significant, as due to poor conditions in the tent cities, a cholera epidemic is currently raging. The international community is providing aid, with groups as diverse as the United States Air Force and the Indian Navy pitching in. However, according to the United Nations, 1.8M people still need help in Mozambique alone. [CBC]

2 Crashes, Universal Ban

Two crashes in less than six months. One in Ethiopia, one in Indonesia. What do they have in common? The Boeing 737 Max, a plane now banned worldwide. In the service of profits, ill-fitting engines were shoved onto a decades old airframe. The aerodynamics were patched with gimmicky software, and the safety concerns patched by a rubber stamp from the Federal Aviation Administration. Because of their mistakes, 346 people are dead and the Boeing stock is down \$43B. [Vox]

5 years

It's been 5 years since the menace known as Islamic State (ISIS) captured the Iraqi city of Fallujah, and began expanding over the Llevant. Thus began their reign of terror, taking slaves, conducting genocide against the Yazidis, and destroying archaeological sites. But now that reign of terror has come to

an end. Kurdish forces captured their last remaining piece of territory, the small Syrian village of Baghuz Fawqani. But though they may no longer control territory, the threat they pose is still very real, with world spanning networks of terror still in place. The battle against ISIS may have been won, but the war is still ongoing. [CNN]

Twice the Rate

According to a recent report, Canada is experiencing global warming at twice the rate as the rest of the world, with the northern territories reaching three times the global rate. You've probably already felt the effects in our ridiculously wet winters of late, or seen them in the flooding wracking the country and the Arctic permafrost that's collapsing into lakes and rivers at a rate 6000% higher than usual. Time is short, and the problem is real. [CBC]

\$200 000

That's how much the government has allocated since 2015 to Terre Sans Frontières, a Quebecois aid group, to provide homeopathic treatments in Honduras. Homeopathic treatments have been shown in trial after trial to be nothing more than water, with any positive effect being attributed to the placebo effect. Terre Sans Frontières has been decried by the medical community for providing treatments with absolutely no scientific basis, and steering patients away from actual proven medications. Global Affairs Canada recently announced the government's plan to withdraw funding. [Globe and Mail]

\$100M a year

Speaking of the northern territories, there's one more big issue you should be aware of: food insecurity. The federal government spends almost \$100M a year to subsidize food in the North, and yet prices are still intolerable for many Northerners, with items such as bottled water having prices five to six times more expensive than they are in the south. Over 70% of children in Nunavut experience food insecurity, up from 50% before the institution of the subsidies. The federal government is planning to provide an additional \$15M in targeted subsidies, but until the

fundamental issues of infrastructure and utility costs are solved, those children will still likely go hungry. [CBC]

2.55%

Toronto recently passed its new budget, which included a 2.55% property tax increase rate to keep up with inflation. Property tax rates are the only means the city has to generate income, and Toronto's are famously low. Mayor after mayor (including John Tory) have promised not to raise property taxes beyond what inflation demands, even as the cost of city services balloons. Toronto has a serious deficit problem, and with a 21-4 vote in favour of the status quo, City Hall has made no progress towards solving it. [CBC]

Thousands of Patients

Brachytherapy is a type of cancer treatment in which various radioactive "seeds" are placed around the tumour. The therapy is much more targeted than normal radiation therapy, and has fewer side effects. It's no surprise that thousands of patients undergo the therapy every year.

Yet many are now coming to regret this decision, due to a law passed by the Ontario government preventing those who have received the implants from being cremated. The implants have a short half-life, being completely harmless after 2 years, and even if the patient is cremated before that time, it can be perfectly safe with only the most basic of precautions. Because of the ban, patients who want to be cremated are refusing treatment, risking their lives in the name of a fundamentally flawed ban. [CBC]

50 Murdered

You're already familiar with Christchurch. You know the vicious and hateful ideology of the shooter. You know the progressive response of New Zealand's Prime Minister. Here are some names you may not know.

Abdukadir Elmi. Abdul Fattah Kasem. Ahmed Abdel Ghani. Ali Elmadani. Amjad Hamid. Ansi Alibava. Ashraf Ali. Ashraf Al-Masri. Ashraf Morsi. Asif Vora. Atta Elayyan. Daoud Nabi. Farhaj Ahsan. Ghulam Husain. Hafiz Musa. Vali Patel. Hamza Mustafa. Haroon Mehmood. Hosne Ahmed. Hussain al-Umari. Hussein Moustafa. Junaid Kara/Ismail. Kamel Mohamad Kamel Darweesh. Karam Bibi. Khaled Mustafa. Linda Armstrong. Maheboob Khokhar. Matullah Safi. Mohammed Imran Khan. Omar Faruk. Mohsen Mohammed Al Harbi. Mojamel Hoq. Mounir Suleiman. Mucad Ibrahim. Lilik Abdul Hamid. Abdus Samad. Musa Nur Awale. Naem Rashid. Osama Adnan Abu Kweik. Ozair Kadir. Ramiz Vora. Sayyad Milne. Sohail Shahid. Syed Areeb Ahmed. Syed Jahandad Ali. Talha Rashid. Tariq Omar. Zakaria Bhuiya. Zeeshan Raza. Muhammad Haziq bin Mohd Tarmizi. Mohamad Moosi Mohamedhosen.

May they never be forgotten. [BBC] ■

Why the New Food Guide Matters

by ANDREW ZOU LI

For the first time in over a decade, Health Canada has released a new food guide. Although very few people gave the document much thought when it was released a decade ago, dismissing the updated Canada's Food Guide based on our past experiences is misguided. From the rations during the World Wars to the emergence of fast food chains across the country, food shapes the demographics and culture of society. Yet, health nutrition is no longer a political priority despite the four million Canadians, including 1.5 million children, who have household food insecurities [1]. Access to healthy food is inhibited by a sinister greed for money and political influence that topples over the true need for proper nutrition. It is clear that an updated food guide is long overdue—but please, free it from politics. Pay no attention to the unfounded criticism from industry lobby groups; Canada's future will be glad to know it was worth the wait.

Past food guides were almost illegible:

confusing serving size numbers were never memorable and food groups were too broad for adequate nutrition portions. More importantly, they were never created in the interests of Canadian citizens. Instead, the documents legitimized the common perception of nutrition, painting a blur of misinformation used by food industry leaders and corporations to maximize Canadian agricultural profits. What should have been a bright image of healthy eating at home was instead a masked model for industry lobbyists' economic and political gains. Drafts of food guides were sent to companies before consumers [2]. Unreasonable changes were made to match the demands of industries. The Canadian Meat Council complained that the 1992 Food Guide only recommended one to three servings of meat and alternatives. The guide was changed to please the council, increasing the servings count to two to three. The Grocery Products Manufacturing Council had the audacity to suggest that "extras" was too negative and inappropriate for labeling harmful junk foods. Somehow, despite the obvious consequences of high fat and chemical concentrations, Health Canada still complied. Besides replacing the section title with "Other Foods," the guide incorporated a preposterous description commenting on the "taste and enjoyment" of such foods [2].

After the inclusion of the meat and dairy industries as independent food groups, families started over-consuming and overspending on unnecessary products. Although dairy and meat are quite important to the Canadian economy, greedy industry leaders must make substantial sacrifices in favour of the livelihoods of millions of Canadians. While lobby groups actively protest in fear of monetary losses in their industries, they should remember that it was originally unethical leverage that brought remarkable industry growth. Health Canada has finally come to realize the consequences of dealing with industry lobbyists, willfully refusing meetings with officials in their deliberations for the recent food guide. New statements by Health Canada even concede that "more than 60% of the choices in the meat and alternatives group failed to match food guide recommendations." [2]

Moreover, Canada's Food Guide is the second most requested federal document after the federal tax forms [3]. Although most households have never depended on it, there has been an undeniable importance for it in the medical and education fields. Health professionals and teachers incorporate it as a part of their work because it is a reputable source that is available across the nation. Even though Canadians may not realize its impact on their nutrition, the food guide still influences the general opinion on balanced and healthy diets. In its first update since 2007, the food groups are replaced by three proportions: vegetables and fruits, whole grains, and protein foods (meat, dairy, and alternatives).

The short guide details some foods to choose from, placing emphasis on drinking water and also addressing how we should eat—healthy eating is endorsed as a lifestyle. The tenet of the new guide fo-

cuses on plant-based sources of protein and reducing processed or fatty meats [4].

Nonetheless, Canadian nutrition remains at risk from predicaments set by political agendas. With the federal election in six months, many of the proposed changes to commercial nutrition may face a complete reset in deliberation. Important projects such as nutritional labels with high sodium and fat content warnings contribute to the health of Canadian children. If adults do not even read the small fine print for nutritional information, how are children expected to make healthy choices? Placing large and comprehensible indicators with hazard symbols will detract from the appeal of unhealthy products, but that is the point. It is impermissible to continue allowing these companies to package snacks that chip away at an unsuspecting child's lifetime. Despite child obesity tripling over the last three decades, television advertisements continue to target these already-inactive youth lifestyles [5].

The time has come for the democratization of healthy eating. While countries such as Brazil have followed this model of proportions for ages, Health Canada has ironically ignored the interests of public health. This change in nutrition marks a revolution in culture, identity, and quality of life. However, freeing Canadian nutrition from its past flaws and industry influence is far from over. Support must be garnered to support a quick exit from the political dungeon. Families and children of Canada await a decision on the health of their future lifestyle and culture—whether they are aware of it or not—as the clock ticks to more delays and industry intervention. The 2019 Canada's Food Guide makes incredible progress towards a healthy future, but other nutrition proposals must follow for the sake of Canada's future. ■

Works Cited

- <https://proof.utoronto.ca/food-insecurity/>
- <https://www.cbc.ca/news/health/the-politics-of-food-guides-1.1268575>
- <https://www.theglobeandmail.com/news/national/a-taste-of-whats-to-come-inside-the-big-revamp-of-canadas-food-guide/article35728046/>
- <https://food-guide.canada.ca/en/>
- <https://www.canada.ca/en/public-health/services/childhood-obesity/childhood-obesity.html>

What Students Need—And What They Don't

DOUG FORD
Continued from P1

But high school teachers are much more than just educators. They're coaches, they're mentors, and they're confidants to so many secondary students in Ontario. They offer encouragement as we try to make sense of the disparate fragments of the world, unsure of ourselves and the thoughts that haunt our minds. We ask them about happiness, about finding motivation, about the future, for them to ramble amiably about the things that bring them happiness, their own experiences, their own mentors. Yes—believe it or not, your teachers actually care. Every day, they stand at the front of the classroom somehow willing to do everything in their power for our learning and for us as individuals. Every day, their eyes inquire our faces for the unusually furrowed brow, for those distant glassy eyes that betray desolation. The TDSB's 2017 Student and Parent Census indicated that fewer and fewer students feel connected and like they belong [13]. And as the number of high school students facing mental health issues rockets, the care that

teachers provide is especially important. These changes are not just detrimental to the quality of education that secondary students receive—they also compromise real human relationships and the degree of care that teachers are able to provide.

So get angry. Contact your MPP, Lisa Thompson, Doug Ford, even Sam Oosterhoff (see www.ola.org for more). Because none of this is about students or meaningful learning or what students need, especially in terms of mental health. We don't need to be made more resilient—we need small classes and caring staff to teach them. ■

Works Cited

- <https://www.theglobeandmail.com/canada/article-ontario-school-boards-shift-repair-plans-in-wake-of-funding-cuts/>
- <https://www.cbc.ca/news/canada/toronto/ontario-education-truth-and-reconciliation-commission-trc-1.4739297>
- <https://www.cbc.ca/news/canada/toronto/ontario-education-programs-funding-cuts-1.4948200>
- <https://www.ctvnews.ca/health/parents-an>

- <https://www.cbc.ca/news/canada/toronto/ford-government-says-full-day-learning-will-stay-but-it-won-t-necessarily-be-kindergarten-1.5002881>
- <https://www.cbc.ca/news/canada/toronto/ford-ontario-school-boards-hiring-freeze-budget-1.5038662>
- <https://toronto.ctvnews.ca/ford-gov-t-lifting-class-cap-sizes-allowing-parents-to-opt-out-of-new-sex-ed-curriculum-1.4337273>
- <http://www.edu.gov.on.ca/eng/education-facts.html>
- <https://www.thestar.com/politics/provincial/2019/04/09/changes-to-ontario-teacher-hiring-rules-on-the-way-education-minister-lisa-thompson-says.html>
- <http://edu.gov.on.ca/eng/about/excellent.html>
- <https://ipolitics.ca/2019/03/15/ford-government-boosts-class-sizes-in-bid-to-save-cash/>
- <https://www.cbc.ca/news/canada/toronto/larger-class-sizes-high-school-fewer-course-choices-electives-tdsb-john-malloy-1.5073488>
- <https://www.thestar.com/news/gta/2018/11/13/tdsb-student-census-reveals-higher-stress-levels-greater-sense-of-disconnect.html>



Buzz

by KATHERINE MA

I forgot my earbuds today. I always listen to music when I walk home, at a volume just loud enough to fill the silence. But today, I forgot my earbuds, so I walked home without any.

The first thing I notice is the buzz. There's always a cloudy, buzzing sort of sound. Indoors, outdoors, everywhere. I don't exactly know what it is most of the time, what's making the buzzing sound, but it's always there. The buzz is different depending on where you go. Inside a building buzz is different from walking on the street buzz which is different from sitting on the bus buzz.

The next thing I notice is my footsteps. The zippers on the sides of my boots are made of some kind of metal, so the slider always clangs against the chain. And so my shoes make a sort of jingling sound every time I take a step. Not that I'd noticed before.

On the street, I hear lots of conversation. Some I understand, some in languages that I don't understand, but that I kind of understand because I notice their tone and body language. I can hear that some people are talking, but I can't make out what they are saying. Sometimes these people add to the buzz. It makes me look at people on the streets, but not in a creepy way, in a curious sort of way. It's funny how I want to get to know them, even though I'll never see them again in my life.

I notice a piece of fluff floating in the air. At first, I think it's a dandelion seed,

and then I realize it's late October and it's probably a feather from someone's down coat. It might be from my coat.

Motorcycles and expensive-looking sports cars make loud buzzes as they drive by. I could never drive like that, never mind the sports car part. They create a sort of prominent buzz. Buzz isn't typically prominent.

I notice that when I walk faster, the sound of my footsteps beats faster. Not that I didn't know that. I just happened to notice it today.

I see other people with earbuds, most of them probably listening to music or maybe a podcast, others talking on the phone. The earbuds always make it seem like they're talking to themselves, and then it looks really creepy. There's a lady who seems to have forgotten her earbuds too, because she's listening to her music by holding her phone to her ear. I don't know if she thinks it's quiet, but I can hear it pretty clearly. I think it's a Bruno Mars song.

When I get home, I use my keys to open the door. I can hear the click of my key going into the keyhole, the clinky shuffle of the key as I spin it. The clink trickles above a different buzz from street buzz. It's home buzz. It's more quiet and soft. It takes a few clinks and shuffles to open the door.

I'll definitely bring my earbuds tomorrow. I find the walk a little boring without them.

TRAPPED SUPERVILLAIN

by ROSHAN SIVARAJAH

A back-rank checkmate is one of the most foolish ways you can lose. The king is stuck between a rook and a hard place, trapped between the edge of the board and the very pawns meant to protect it. This is where I find myself in the 2013-2014 Eastern York Regional Chess Tournament. I've been here before. Last game of the day—win or go home. The stakes have never been so high. My neck is itching to have the glory of that satin ribbon around it, holding the fake metal in its rightful place on my chest. Its warped reflection displaying the cheering crowd as the paparazzi capture my heroic victory. All I need to do is win this game.

I lock eyes with the poor schmuck on the other side of the board. We immediately recognize each other from chess camp a couple of years ago. While I gaze at the sweat-stained lump that he has become, he slouches back. He's a supervillain trapped in the back of an alley with a bag full of cash, staring at the masked hero dead in the eyes, knowing of his inevitable fate. We both know I'm the better player by far.

And so the game begins. He humours me with his generic opening as I quickly take control of the board. My knights leap onto centre stage as he scrambles to advance his pieces before it's too late. Soon all of my pieces surge from their resting spots as they effortlessly dominate every square of the board.

He's already lost a bishop. With every blunder he makes, I ease a little further out of my seat. Chiseling my way through his poor defence, I soon hit the motherlode. His vulnerable Queen lies within striking distance. Within a split second, I smugly grab the head of my bishop and swipe his Queen off of the board, removing his most important piece.

In a moment of carelessness I give away my rook, a critical piece. I shrug this off; there's no way he could possibly climb his way out of the bottomless grave he's digging for himself. His quivering fingers move his bishop to the middle of the stage.

The nail in the coffin.

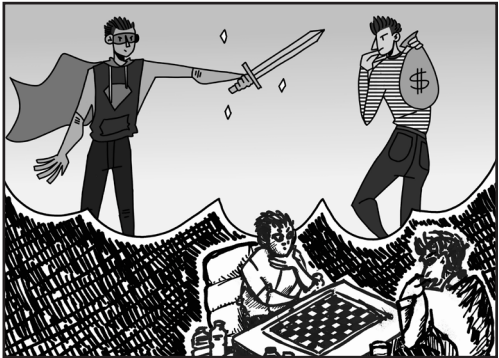


Illustration: Helen Sun

At this point I get out of my chair and arrogantly look up at the podium, mollifying my fear of heights in preparation for the steps I'll be climbing. With a flick of the wrist, I take down his last bishop.

At this instant his body language changes, and for the first time, I see the slightest twinkle in his eyes. He pulls his dusty rook across the entire board and onto my side. Onto my back rank, a clear path to my king—his bishop was bait. He doesn't even have the gall to say "checkmate," and simply slides out his steady hand to shake on his victory.

I frantically look for a way out. There must be a way to kill the rook, or at least block its path to my king. I now know my king is trapped, staring back at the rook dead in the eyes, knowing its inevitable fate. I am the supervillain, I've had it wrong this whole time. The realization of my loss deflates me back into my seat as I return his handshake. It's over. I latched onto his bait and now it's over. I flee the tournament as soon as possible, before he waltzes on stage to collect his gold medal.

Sometimes when I'm struggling to fall asleep at night, this memory presents itself in the most inconvenient way possible. It freezes me in place as I grapple with the hard reality of that day. There's nothing I can say or do that will ever erase it from the depths of my subconscious. Perhaps it was meant to be remembered, because I should never have gotten out of that chair until the game was over.

FOOL'S GOLD

by AVA PUN



Yellow Days

This memoir covers loss and the importance of remembering. Change is inevitable, but let past innocence exist in your memories.

by MICHELLE WANG

2019. We drove through the unfamiliar roads of downtown—my father, my younger brother Michael, and I. The sun had just retired for the day, but if we closed our eyes, all the noise pollution and bright lights made it feel like daytime. I sat in the passenger seat and stared out the window, thinking about all the homework I could be doing and all the friends I could be texting at that particular moment instead of sitting in this stuffy car, stuck with my dad and Michael.

"This is where we used to live." My father spoke out of the blue, breaking the comfortable silence. "Do you guys remember our old apartment?" "Mhm," I responded—one of the only ways I communicated with my parents. 2010. The streets were lined with small shops held together by matte bricks, worn down by time and nature; the paved sidewalks covered in cracks, bland yellow dandelions sprouting from every other one. The road was no better: every street a roller coaster ride; every intersection, the beginning of another. This was the home I had become accustomed to: my run-down apartment being the only structure tall enough to hinder the flight of the birds.

"Can you find the building?" he pressed. I didn't even bother to take a look around before replying, "No."

My brother did the same. "You probably don't recognize anything 'cause it's all been reconstructed. You see that street over there with the small shops? Those are the only ones that haven't been changed yet." I glanced over at where he was pointing; surely enough, tacky little stores sat along the abandoned road. "Oh."

"Michelle, remember Central Montessori School?" my brother blurted out.

I nodded. "Yeah." Memories of the small school and of Sam flashed through my mind.

As always, I sat in the very corner of the classroom, on the cushioned red chair. Silently observing the other kids as they quarrelled and played; sometimes, my mind engrossed in the infinite world of a picture book. School wasn't exactly something that brought me joy, but rather a transition to another place where my childhood euphoria was stowed away.

Immediately after the school bell sang its last post, I collected all my belongings, exited the classroom, and descended a short flight of stairs. My chubby hand hovered cautiously over the wooden railing, in case my steps were to falter. I smiled at the secretary and murmured a shy goodbye underneath my breath before pushing through the glass doors once again and leaving the safe environment of my school behind me. Outside, the soft wind whispered promises of excitement and the familiar drone of car engines could be heard as parents arrived to pick up their sons and daughters.

Both hands clutching onto my backpack straps, I strode across the parking lot as if walking a red carpet. On the other side of the street was a house that looked just like any other: brick-red with a tiled roof. However, past its external appearance, a step

within would reveal that it was significantly different from the ones surrounding.

Easels and stools filled the large art classroom in an orderly fashion, all adjusted at different heights with half-done sketches or paintings clipped onto them. Mine was second from the door and one of—if not the—shortest. Waiting for another stroke of my paintbrush was the unfinished painting of yellow flowers against a deep blue background.

I stood up on my tippy-toes and peeked into the petite house. Surely enough, Sam was bent over helping an older girl sketch out a basket of fruit. I smiled to myself and twisted the doorknob, a loud creak announcing my entry.

The bright yellow flower amidst the midnight blue was like an innocent little girl with an entire world to discover. My soul lay in this painting alone; the paintbrush its architect, fusing each stroke of colour to the one before. My tentative fingers, carefully guided by Sam's supportive words, glided across the canvas until the blossoming heart of a young girl could be clearly traced against the vast, endless blue. This painting, along with another one of beige and tawny vases reflecting against a mirror, became two of the masterpieces that moulded me while I was still soft. They shaped me as I shaped them, and became the pinnacle of my days.

"You see these people?" Sam asked just as I was about to leave. I looked over at where he was pointing to find the numerous images of kids taped onto the wall by the door. Sometimes, I would study the people and wonder how they had gotten up there.

"When you leave, your picture will be up here, too. With all the others."

The conversation ended there and I went back to staring out at the glass buildings that stretched past the rim of the window and at the vacant sidewalks lined with metal benches and bus stops. We drove down the smoothly paved roads all the way back home, the only uneven thing being my father's twenty-year-old car.

I remembered the decrepit stores that the new streets would never know of; the small, brick house where all my joy had been stowed away. I remembered Sam, who had a great share in

making me who I am today. I remembered the person I used to be and the relationships I used to have.

I remembered how they had abandoned me.

As a child, I was raised to believe that constant change was a common thing, something that everyone went through all the time. Adaptation was a requirement. We moved homes a lot and I was constantly switching from school to school, so often that I was incredibly shocked to hear there were kids who had remained in the same school their entire life. That year, my family relocated out of the city and into the suburbs, where my second brother, Max, was born.

Two years later, Sam and my primary school all became fragments of my past. Once again, we moved from a cozy home to a much more spacious one, where my last brother, Marcel, joined us. My grandparents moved in too, and my life gradually began to veer off from my family to my friends. The familiar bonds from before were tangled into a chaotic mess, then broke off—lost and left behind as recollections of childish innocence.

The few words that were traded between my father, Michael, and I had brought back an entire past that I thought I had left behind. Looking back, it made me wonder when and how our relationships had worn away and, like stores on the old streets, if there was still a chance for them to be rebuilt like the towering buildings that now stood, stronger than before.

I sat on my bed and stared at the painting hanging on my empty bedroom wall, remembering once upon a time how all my heart and soul lay in this composition alone, when all it meant to me was another accomplishment. Yellow flowers; green stem; dark, dark blue background.

The sun-kissed petals were like childhood fantasies, barely held together by a fragile memory, lost amid a sea of sorrow. The vast emptiness only grew with every second, as the past slowly slipped through my grasp.

And all I could do was reminisce. Reminisce in the warm, tingly feeling I felt as I sat before the blank canvas; an entire future for me to paint.

People change, but the past doesn't. It is inevitable.



Illustration: Zoe Cheng

The Reckoner

of Marc Garneau C.I.

EDITOR IN CHIEF EMMA WAI	LIFE MANAGER MADHUMITA NATHANI	NEWS MANAGER AIMAN ALTAF
DEPUTY EDITOR IN CHIEF & DIRECTOR OF PRINT DEVELOPMENT ANTHONY CHANG	DIRECTOR OF WEB DEVELOPMENT JIM WU	PHOTOGRAPHY MANAGER RUSSELL IJAYA
EDITORIAL MANAGER TAZIK SHAHJAHAN	ILLUSTRATIONS MANAGER SHERI KIM	OUTREACH MANAGER FRANK CHEN
100% Original Content Policy		



Spoken Words

LANGUAGE
Continued from P1

And these will not just be words stored in some dark recess of the brain as novelties, the same way a friend will recite the clinical term for an obscure fear as some conglomerate of syllables with the suffix “-phobia” from some book they read. These are words meant to be in our daily vocabulary; ones that will register an exact and characteristic mental response, because the necessity for such a word to exist in common use will be so compelling.

Or consider: a reality nearer to the opposite side of the spectrum, in which the populace decides that the esoterica of meticulously crafted, multisyllabic words is useless in such a present (to us, the future). The public has become so desensitized to the sharpness of pointed words and the blunt force of a technical testimony that all comprehensible feeling or occurrence

can and should be conveyed in a manner which entails the use of the shortest words available. No more convoluted sculptures of sentences, only what is and what is not.

Could this be a possible future?

If so, how far into the future would this lexical revolution take place?

Should we, the young generation, prepare to lose the words that have been weaponized against us and that we have weaponized against others, in a war between ideologies?

Imagine the shape of a civil war, fueled by those desperate to reboot the English language. Who are the rebels? Who are the militants? Could it even be stated? Imagine:

We fight the war.

And we lose the war.

And we all talk like this and we all know what we mean when we do.



Illustration: Lauren Liu

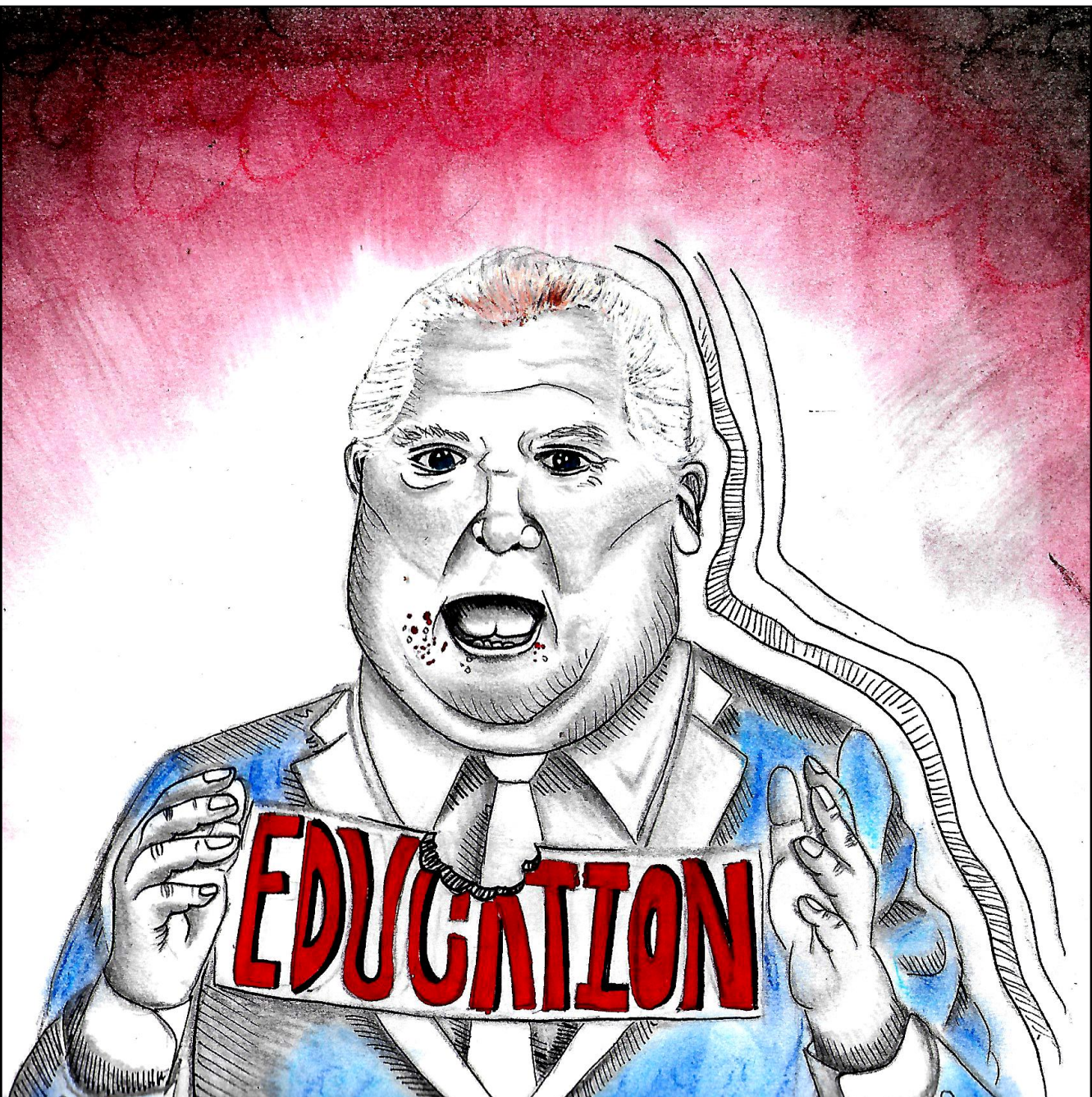
Squirrel

by ROGER LI



GETTING HUNGRY

by IKHLAS SABRY



Reaching for the Stars

by AMY CHEN



WALKOUT

GARNEAU SAYS NO

BY ANDREW ZOU LI, RENA LIU, AND EMMA WAI

Classrooms were empty on 4 April 2019 as fifteen hundred Garneau students walked out of school at 12:20 pm to protest against Ontario Premier Doug Ford's proposed changes to Ontario's education plan. Bright placards were waved around; chants of protest and supportive car honks rung throughout the neighbourhood. As protesting students filled MGCI's back field over the following hours, so did thousands of their peers in seven hundred schools across Ontario.

MGCI's walkout was organized as an arm of the March for Our Education, a student-run group that initiated the province-wide walkout. Prompted by student interest, several MGCI students took charge by registering the school, promoting the initiative, and making posters and banners. Said Nelson Lee, a Grade 11 student organizer at Garneau: "Doug Ford is making a lot of cuts to our education and he is undermining our future and our chances of success. He thinks that students are too stupid to speak up about it. If he's going to give us trouble, we're going to give him trouble."

The resounding participation in the walkout—fifteen hundred students which compose about 90% of the Garneau population—is indicative of the level of investment students maintain in their school and community. There's been talk that it's all just to miss class, yet the MGCI walkout, staged largely during lunch, saw outstanding participation all the same. In the backlash and uncertainty of the recent changes, among them the recent declaration of a thousand Ontario high school teachers, students have found a unified voice against the Ford government's changes to the educational program.

Outside of Garneau, the changes have also prompted the founding of the #StudentsSayNo movement. The ongoing social media campaign is sustained by "Ontario students against the recent changes to government policy for education," and encourages students to express their opinions by sending letters to politicians and signing petitions. With more than twenty thousand Instagram followers to date, the movement hints at an ever-growing willingness among students to act, as well as a determination to protect and preserve the education they want to receive.

\$25 MILLION
IN CUT FUNDS

6000 LESS
JOBS FOR TEACHERS

INDIGENOUS CULTURE FUND
CUT BY \$2 MILLION

MANDATORY
E-LEARNING (ONLINE COURSES)
FOR AT LEAST 4 OUT OF THE
30 REQUIRED COURSES

CANCELLED FUNDING
FOR FOUR UNIVERSITY
CAMPUSES IN ONTARIO

CUT FREE TUITION FOR
LOW-INCOME STUDENTS

AVERAGE
CLASS SIZE OF 28

DECREASE BASE FUNDING FOR
THE ONTARIO ARTS COUNCIL BY
\$5 MILLION ANNUALLY

MODIFYING UPDATED SEX ED
CURRICULUM TO FEATURE
1998 CONTENT FROM THE
CURRICULUM

CUT FUNDING FOR THE
ONTARIO STUDENT ASSISTANCE
PROGRAM (OSAP)

10% REDUCTION OF TUITION,
FEWER GRANTS,
LOANS HAVE SMALLER PAY OFF DEADLINES,
LIMIT TO MAXIMUM INCOME ELIGIBLE FOR AID



Class changes affect Garneau. Average class sizes at Garneau are around thirty people. So adding six more students will mean average class sizes may balloon upwards to thirty-five to forty people. The government will also be cutting six thousand teachers from Ontario, which means that your favourite teachers might not be here next year.

- Nelson Lee, Grade 11

When we stood at the side of the road, a lot more cars than I expected honked to show their support and it was really nice and empowering to see that.

- Cynthia Wang, Grade 9

The government's response to changes in our education system is basically throwing 'The Hunger Games' into our classrooms. What we should be doing is providing supports, providing the one-on-one access to teachers and not tell kids that they're going to have to fight their way through school.

- Andrea Horwath
(Leader of NDP)

When students are currently preparing to go off to post-secondary education, we're hearing from professors and employers alike that they're lacking coping skills and they're lacking resiliency, so by increasing class sizes in high school we're preparing them for the reality of post secondary as well as the world of work.

- Lisa Thompson
(Minister of Education)

They haven't had that exposure, the coping skills, to deal with stressful situations, and so we need to make sure that students have an environment whereby they're communicating, they're learning, how to discuss difficult subject areas.

- Lisa Thompson
(Minister of Education)