

pearson vision

LESTER B. PEARSON HIGH SCHOOL

JUNE 1998

THE FINAL ISSUE ?

by Nick Gustafson

I FIRST BECAME INVOLVED with the school newspaper towards the end of grade 11. I admit that I had a fairly self-serving motivation in that I wanted a forum for my comics and I wanted to be spared the cost and bother of printing and distributing them myself.

I had always been aware that Pearson had a paper. Between grades 9 and 11 I had picked up the odd copy, and on the whole, I found the articles to be well constructed and with an excellent variety of topics, just as one would expect a newspaper to be. I was aware of-- if not overly concerned by-- the fact that it was distributed on a regular monthly basis and was of consistent length.

The finer points of precisely what was involved in the production of a single edition was lost on me in those early days. In grade 11 I attended all of one meeting and handed in my comic contribution through an intermediary. About a week or so later the new edition came out and there it was. I got a number of compliments upon the effort-- I got one of those little award stickers-- I was happy.

In the following year little changed. I still handed in my comics and nothing more. I was encouraged to submit articles or other

writings but I never felt I had anything to say. At meetings-- though I attended them regularly-- I did not contribute in any meaningful way save that I suggested a name change which was adopted with last year's final edition.

At times I could perceive that the editor was under some strain in managing the paper. Coming up with new ideas, organizing meetings, chasing after contributors for their all too often late work, putting it all together and waiting for 300 or so copies to slowly print out before distributing them about school.

But hey-- what did I care about any of that? It wasn't my problem so long as my comic got printed-- and it always did. I never missed a deadline because, really, when you get down to it, a one-page comic strip really doesn't take that long to prepare.

However as last year drew to a close, it became readily evident that virtually everyone who had been associated with the Patriot Press were not going to be here this year. Thus, fairly selfishly, I nominated myself to be the new editor and met no objections.

I thought I would still do my comics and hey-- maybe I'd throw in an article or two over the year-- but primarily I was intent upon taking in other people's work, formatting it and printing it out. I thought-- how much trouble could that be?

Granted I had been a bit late getting started so as it had been too late for a September edition and nearly too late for an October one-- but I tried to compensate for this by making not only PA announcements but also a series of posters which were put up around the school.

I set a date for the first meeting.

And no one showed up.

That was the beginning of a very disappointing and often frustrating year.

At one point I had, at most, eight people on the newspaper staff-- now that number is less than half. This is it right here. If you're actually reading this I will be quite surprised and impressed with myself, that's how bad the situation is. Better still, the way things are going I don't think there will even be a paper next year due to lack of interest.

Maybe that's a good thing.

Perhaps it's time to put the *Pearson Vision* out of its misery.

INDEX

LEAD STORY	pg.1
ALTERNATE VISIONS	pg.2
CLIFFHANGER STORY	pg.4
ART SHOW '98	pg.5
CURTAIN CALL	pg.7
ROLL CREDITS	pg.8

ALTERNATE *visions* S

c/o NICK GUSTAFSON, EDITOR

NEWSPAPER OR SPEAKER'S CORNER?

Newspaper- a printed publication, usually published daily or weekly, which reports the latest current events and offers opinions on them. Notice the absence of the word 'or' in the above definition. In response to the release of the first edition of the *Pearson Vision* I can only hope that the term 'vision' is used in recognition of the fact that the publication is not, by definition, a newspaper. One need only to read the opening offerings to realize that, objectively speaking, there is no reporting of the latest news of current events going on. If this is clear to you, read no further. If you're a little foggy, then let me explain. Let us first consider the article, "The Bigger Picture." Before I go any further let me say first that I hope the underlying of the first word in the title is an editing mistake. If not, we may be dealing with a delusional individual. If it is an editing error I apologize. Once one gets past the title an article will be found that, while no doubt well intentioned and written from the heart, is virtually useless when it comes to informing the public of the facts. Take a sentence like "with their new Bill-160, the so-called 'reforms' that will make education better, the government is intent on using this public persona of teachers against them to further their power grabbing agenda." As a reader am I honestly expected to get

something out of it? What can be learned from such a statement? Apparently the author believes that the reforms under Bill-160 serves some hidden agenda being carried out by the government. Fair enough, but consider this, some people believe celestial events can determine the outcome of their favourite soap opera. A belief is nothing more than a possibility until it is proven. If the author really wants to convince us that what he believes is valid he is going to have to prove it. Empirical facts must be held to be paramount. What are the reforms? What exactly is this power grabbing agenda? Without explanation they are merely words and, though they have the power to persuade, they do not form the basis of a strong argument. Later in the article the author refers to the "damaging implications of the Bill." Further, he states that "the Bill itself was intended to divide and conquer the teachers, along elementary and secondary lines, by hitting secondary teachers hardest." Concerning the former, what are the damaging implications? An the latter? Is the reader really intended to take this as fact? By what means will the Bill achieve this? While the context of the article may very well contain truths, the explicit lack of explanation virtually destroys its credibility. I will however give the author credit for his use of emotionally charged language. Phrases such as "the war mongering government" and the idea of the teachers in the trenches and a government perched in Queen's Park go a long way to

make this hollow argument convincing. Furthermore, I find it ironic that, further on in this publication, the same author is found lamenting over the ignorance of the student body. If we're all so ignorant, why aren't you informing us? Or maybe he believes that, as a fact deprived entity, the students of Pearson will blindly accept his apparently unfounded suggestions (if he had proof why is it not presented?) due to an absence of contrasting ideas. The second article "To Strike or not to Strike: A Student's Perspective," while at least making concession to the fact that it represents little more than a perspective based on a limited knowledge of the subject, falls into the same traps as the first. When the author makes a statement like "to strike is the only option" is the reader expected to accept this as fact without giving it a second thought? If it truly is the only option an explanation should exist as to why it is so. If such an explanation does exist why is it not made available to the reader? Also, regarding the author's apparent knowledge of "the tricks the Minister of Education is trying to pull," what use is it to the reader to be informed of the author's knowledge without having it explained. If these tricks exist please explain them, it can only make your argument stronger. Remember who you are writing for. These articles are not intended for teachers, who may very well be informed to the point

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where explanations are not necessary, they are intended for the students. It cannot be assumed that the reader is informed. To close this response let me make a few disclaimers. First, no offense is meant to the authors. As far as English goes, the articles were well written. It is only out of concern for the readers that I suggest further publications include more fact-based articles. My goals in writing this are simply to enhance the quality of the newspaper and prevent susceptible readers from being influenced by potentially unfounded opinions. Secondly, if this publication was, in fact, meant to be no more than an unchecked opinion collection rather than a means of informing the student body, then, by all means, continue with wild abandon. However, editor take note, if you want to be taken seriously as a newspaper you'd better check the definition at the top of the page.

Dave Holmes

Thank you for taking the time to react to our newspaper and further to submit your comments to us. Through interaction with our readers, we've tried to improve our publication.

However, I really must take issue with a number of points.

1. Your definition of 'newspaper' is interesting. Where is it derived from? Without a source to substantiate it, it is no better than your opinion, and certainly no better than our own.

2. 'Vision' is a term used to signify the fact that our paper presents the 'visions' or views of

Pearson students upon matters of common interest and/or knowledge.

3. Your claim that no current news is reported on is blatantly untrue, see "Duh" pg.6.

4. The intention of the leading articles was not to present facts, but rather "the views of two of our writers." Thus, what you were "expected to get out of it" was their viewpoints. Nothing more. It is up to you as the reader to make whatever you will out of it.

5. Empirical data is only paramount to the reporting of factual accounts, ie. not opinions. You are not expected to take it as fact.

6. Perhaps the absence of contrasting ideas is due to the fact that we could find no one to present them.

7. The statement "to strike is the only option" was not made as unreservedly as you suggest, but rather preceded by the clause "when push comes to shove," which would seem to indicate the author's clear view that left with no other viable alternative, to strike is the only choice remaining.

8. According to Webster's New Riverside Dictionary:

Opinion- a belief held with confidence but NOT substantiated by positive knowledge.

An opinion is by definition unfounded by facts.

9. If the Pearson Vision is not a collection of student opinions, in what manner would you suggest it is/could be different from any major one?

10. We're a free, student-run, low circulating publication. Who

takes us seriously to begin with? Once again, thanks for writing. We appreciate your input.

ANOTHER BOOB-BOO?

We find the portrayal of the women in the "Patriot" cartoons offensive. Please do something about this. If the girls are portrayed as large-breasted women, the men should be portrayed with equality.

Susan Dolan

Nikki Kivell

Nicole Sherry

Are you suggesting the men should be portrayed with large breasts as well? I doubt that would accomplish anything.

Seriously though, this is not the first negative comment I have received on this subject. I'm sorry that you were offended, but I do not apologize for the comics. You are not being forced to read it or any part of this publication. I will admit that women have breasts and I often draw them at disproportionate size, but no more so than conventions of the medium.

I'm sure that if you actually read the story, you would know that the neither female character speaks or behaves in any way derogatory to women. If you can concede that, I can't see what the problem is. These are not real people, nor real situations and the anatomy is not the most preposterous element of my stories. If you can suspend your disbelief for super-powers and time-travel, why can it not extend to this as well?

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CONTEST WINNER!!

*Congratulations to JORDAN PERRIS, winner of our
Cliffhanger Story Contest (Suspense Category).*

Here's Jordan's winning entry:

They both decided to enter the house and when they did so, the door quickly slammed shut! Then they checked the place out with the flashlight they had brought with them and this place looked like a haunted house straight out of a horror movie. It had cracked wooden walls, torn wallpaper, a wooden floor that creaked with every step, mist throughout the house and it had a strong musty smell to it similar to that after a rainstorm. They felt a cool breeze underneath them so they looked down and noticed that a thick blanket of white fog was covering the wooden floor. This fog was so dense that it looked like one giant pillowy cloud and they could not see their feet or the wooden floor beneath. Moments later, this fog was slowly turning green so they then tried to escape but could not do so since the door had been locked tight and would not budge. They noticed an old cracked wooden door opposite the one that they had entered so they decided that they should go through it thinking that it would be a way out.

Just before they opened the door, they heard thousands of whispering voices, but they could not make out what they were saying. Many beams of bright green light were eerily peeping through the small cracks in the door and throughout the mist that was by it. The door then slowly creaked open and they could see nothing but green light within. They decided that it was the only way out, so they

slowly entered. Afterwards, they felt quite light as if they were floating in water. Moments later, they found themselves on a large slab of dirt that had a flat surface and a rigid bottom with several roots branching out from it in diverse directions. There were other slabs like the that one that were all different sizes and each slab had different features of nature, with either waterfalls, streams, hills, valleys, trees, plants, fog, rain and many other natural features on them.

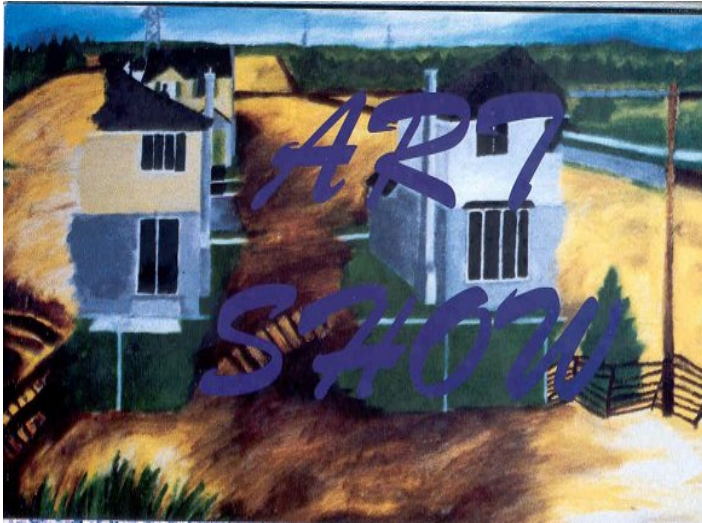
Around these slabs there was nothing but infinite clearness, and when Jack and Jill looked into the infinite clearness, they experiences enormously intense feelings of fear, wonder and enchantment. They noticed that just above them there was a large clear blanket-like object that was slowly waving like the waves of an ocean and this object had green mist around it that was barely visible to both Jack and Jill. Shortly afterwards, the object suddenly crept closer and closer towards them. While this was occurring, they were both thinking of jumping towards another slab that was around fifty feet below them that had a grassy hill. It was close enough so they could jump onto it, but they could not do so because their bodies were so awestruck from the intense eeriness from the clearness that was all around them. Moments later, the object was a few more feet above them and did not come any closer, but was still exhibiting its wave-like patterns. The object then disappeared and a green

human-like skeleton with a bright red glow in each eye-socket appeared. They both heard many voices from within the skeleton that were wailing. From the two red eyes came many small, what appeared to be, white souls that were shaped like waving blankets. Each one had two clear eyes and a clear mouth that were rounded with wavy edges, and one of them said in a faint, eerie, bone-chilling voice, "Say fear, then find the green water below and toss it at that demon."

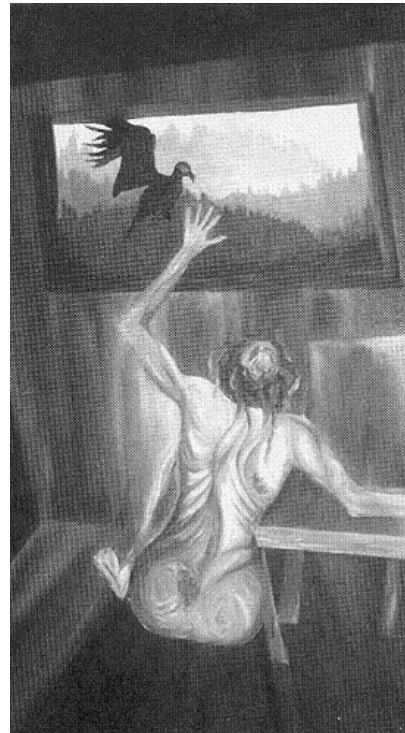
Afterwards, the skeleton's eyes glowed intensely and all the souls were sucked back into them. Suddenly, the skeleton said to Jack and Jill in a deep, lonesome voice, "YOU TWO SHALL SURRENDER YOUR SOULS TO ME." Jack and Jill found the strength to jump onto the slab beneath them. Instead of hurtling towards the slab, they fell down towards it slowly and they both landed on it unharmed. The skeleton came down at a slow and gradual pace as well and was right behind them. Jack and Jill landed by the hill and said the word, "fear."

Suddenly at the top of the hill, a puff of purple smoke appeared and eventually vanished leaving behind what looked like a wooden pail. Jack and Jill decided to go up the hill to fetch the pail of green water as the skeleton was trailing close behind. When they got the pail they immediately tossed the green water at the skeleton, then threw the pail at its head. The skeleton fell down and broke its

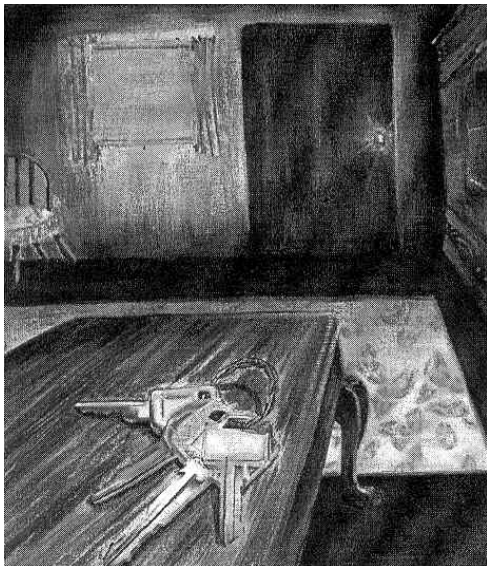
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NICK GUSTAFSON

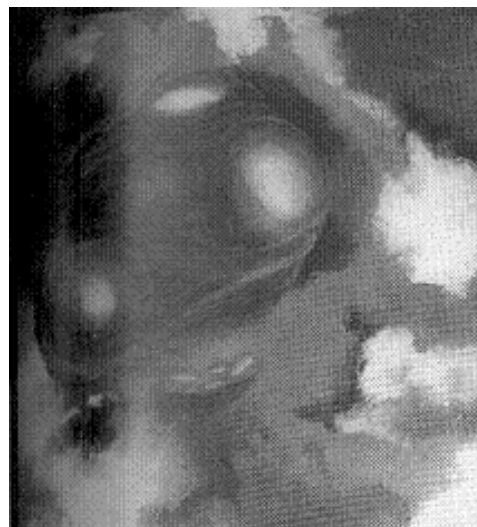


KATE TAYLOR

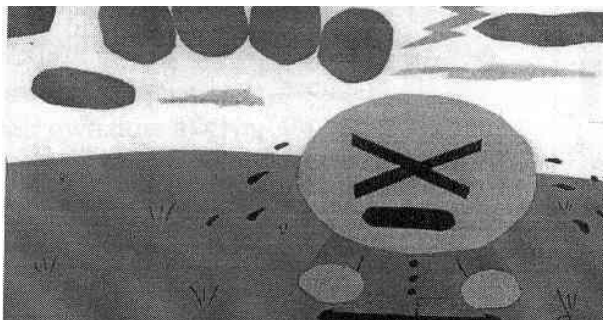


ANDREA COLLIS

CAROLYN EADY



ADAM HUTCHISON





① **RACHAEL RICHARDS**



① **MADELEINE GIBSON**



CONTINUED FROM PAGE 4

crown as the pail came tumbling after. The skeleton gradually disintegrated and the souls were shooting out of it in all directions. The thousands of souls formed a ring around Jack and Jill and gave them their thanks. When the skeleton disintegrated, the souls sent Jack and Jill back into the rainy forest of pine and scattered above them saying, "You have freed us from the boundaries of pure evil. You have defeated the one whom many would call the devil. Now we and your world will be freed from all evil and in evil's place you shall experience many intense emotions of wonder, excitement and joy. Your world will then be released from all negatives and the Earth will be transformed to a place of majestic place filled with unimaginable beauty and wonders beyond your wildest dreams. The transformation will occur within moments as a thick blanket of white fog will cover the Earth for a minute. After the fog vanishes, all able be able witness the transformation, so be prepared for a world unlike anything you or anyone else has ever seen, experienced, dreamt or imagined." Jack and Jill then anxiously awaited the transformation as the many souls slowly vanished and a thick blanket of fog covered the Earth.



(photo by RON KUZYK/Burlington Post)

THE ARTISTS: (from left to right) Caroline Eady, Andrea Collis, Nick Gustafson and Madeleine Gibson. Not pictured Adam Hutchison, Kate Taylor and Rachael Richards.

LAST CALL

by Madeleine Gibson

On June 5th, Curtain Call was held. This annual showcase of the talented students that attend Lester B. Pearson was once again a success. Many students received awards, not only for their athletic achievements, but for their academic achievements and their contributions to the various clubs within the school.

This year's Masters of Ceremony Lindsay Sgro and Adam Rankin provided some colourful commentary and amusing banter between awards and videos, while singers, musicians and dancers both opened and closed the show. Overall, it featured the diverse talents and abilities of the school's student population.

Goodbyes and best wishes were offered to the graduating class and in turn the grads offered advice to those they are leaving behind. The audience also wished Mr. Boone, Mr. Mills, Mr. Campbell and Mr. Smith a happy retirement. From everyone's reactions, they will be missed.

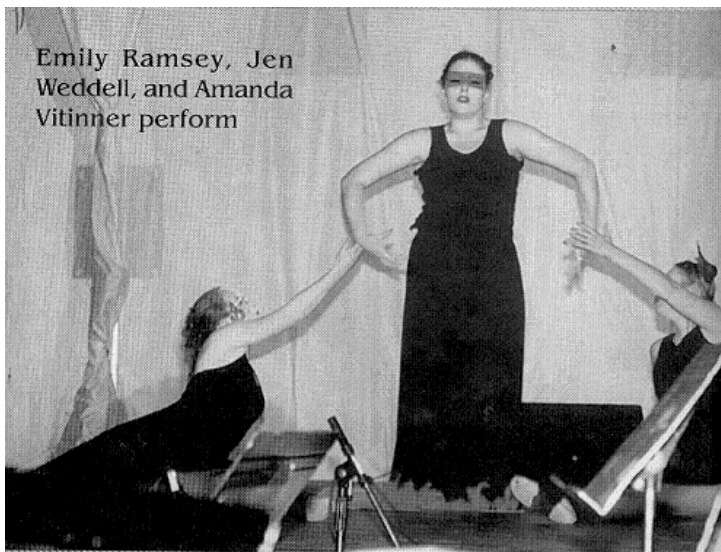
The finale brought down the house. Faith MacMillan lent her beautiful voice to the Titanic theme ("My Heart Will Go On"). She was accompanied by a small but impressive orchestra. When she was finished the crowd was on its feet. It truly was a great way to end not only the show, but the year and my high school career as well.

(Photos courtesy of the Yearbook Staff)

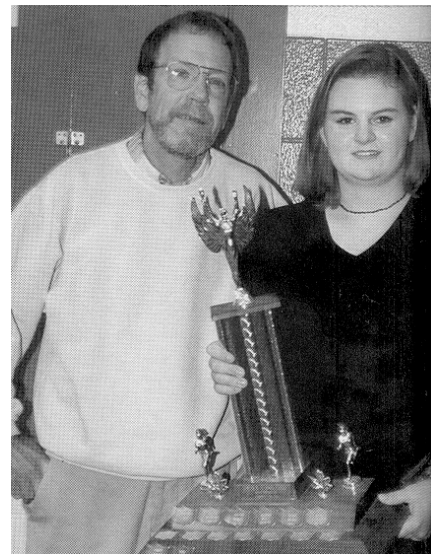


ABOVE: Adam Rankin and Lindsay Sgro.

BELOW: Aileen Cruikshank receives an award from Mr. Campbell



Emily Ramsey, Jen Weddell, and Amanda Vitinner perform



ROLL CREDITS...

As this is the final issue of **PEARSON VISION** published this year (perhaps ever, as all trends indicate) and because the Newspaper staff photo was conspicuously absent from the 1997-98 yearbook, I decided I would dedicate this space to giving credit where credit is due.

The following people should be thanked for their contributions:

LYNDONELLE BACUNGAN (CD review)

SEAN SHAW (Opinion)

PAMELA VLASIC (Opinion)

MICHAEL HALBMEIER

(Sports Opinion, Crazy Uncle Mankle)

BILL WADDELL (Trivia, Opinion, Ask Al)

JOANN LEESON (Photographer)

HEATHER LACEY (Photographer)

STEVE LOUTFI (Sports Opinion)

KATE TAYLOR (Art Show)

CHANTEL CRAWLEY (Short Story)

ADAM HUTCHISON (Letters to Editor)

BRAD FISHER (Trivia, Poetry)

MATTHEW SEYMOUR (Game Review)

MADELEINE GIBSON (Curtain Call)

ASHLEY MCGHEE (Sports)

I would especially like to thank **MR. HENDERSON** who hung since the beginning, offering sagely wisdom, patience and commiseration, not to mention pointing out any grammatical/typographical errors may have slipped my notice. Also to the office staff who were quite helpful and tolerated my infrequent comings and going.

Anything else that has appeared in these pages may be assumed to be my fault

-NICK GUSTAFSON

pearson vision
LESTER B. PEARSON HIGH SCHOOL OCTOBER 1997 ISSUE 1

(Courtesy the biggest issue facing the school even as early the first issue to the process is the looming threat of a 'work stoppage' by Ontario's teachers union over proposed government legislation. The following represents the views of two of our writers...

THE BIGGER PICTURE
by Sean Shaw
OAC Student

For the longest time the teaching profession has been viewed as an easy ride for those who chose it as a career. They get summers off, Monday and Friday breaks, seven hour days with a lunch and a spare, good pay and plenty of personal time outside of the school. No wonder why they have become the most bitter rival to those who have chosen the same path.

With their new Bill-160, the so called "reform" that will make education better, the government is intent on using this public opinion of teachers against them to further their power grabbing agenda. Our former Minister of Education, the dishonourable Mr. Snodgrass, couldn't help but tear into this messy subject, to divert attention away from the damning implications of his bill. The Bill itself was intended to divide and conquer the teachers, along elementary and secondary lines, by hiring secondary teachers the hardest. However, this only strengthened the resolve of teachers to not back down from the Tory government, and spelled an end to Mr. Snodgrass. Hopefully Mr. Snodgrass will be a little more cautious.

The threat of striking, and subsequently closing every school across the province does place us, the students, in a tight spot. While the province of Education is trying to pull it, I know of the

TO STRIKE OR NOT TO STRIKE? A STUDENT'S PERSPECTIVE
by Pamela Vlasic
OAC Student

"What scenario is in a thick of marble, education is the soul!"
-Joseph Addison

And a school without teachers is students without education. Thoughts like that have me feeling violent and scared; school is my life and my home for the last thirteen years. How I sit typing, in my final year, my OAC year, and I try to swallow this war pill.

To young elementary minds, the thought of no teachers, and consequently no school, is their wildest dream come true. To pure democratic thinkers, teachers must strike for it is their fundamental right, despite the lingering consequences. And to the teachers, for whom I am truly sympathetic, when push come to shove, to strike is the only option.

I am not an expert on the subject, nor will I try to be one; but I am a student with a voice and an opinion. I have gotten to where I am by my own determination, my own will, and because of my teachers. I am aware of the tricks the Minister uses to keep us, the students, in a tight spot. While the

HAPPY HOLIDAYS FROM
pearson vision
LESTER B. PEARSON HIGH SCHOOL DECEMBER 1997 ISSUE 2

ATTENTION FUTURE UNIVERSITY AND COLLEGE STUDENTS!!
by Sean Shaw
OAC Student

Well, well, well. Yet again the provincial government, who claims to be looking out for our futures (that is us, the students) has once again shown its true colours. On Monday, December 15, 1997, Finance Minister Eble announced that Ontario Universities will have to raise their tuition fees by as much as 20%! This announcement is added on to the 30% increase for a grand total of a 50% hike, that the Tories have already allowed since they have come into power. What this means is dollar figures to you, in the early 1990's the tuition fee was a mere \$600 per year. An average student had to work forty hours a week plus overtime, all summer, to make \$1,000 dollars, enough to also pay for books. In the early 1990's the tuition fee has increased by over 600%. While wages, for students, have only increased by 41%, that is a negative difference of 15%, I won't even try to touch upon the job market after graduation from post-secondary. My question is, when is this going to subside? How much do the universities and government believe that this average student can handle? It seems that this province, that is supposed to be a land of opportunity, education, is there are still books, activity fees and going towards transportation costs. For those who choose not to attend a local school there are also accommodation and food costs. These come out to an estimated \$6,000 for staying at home and \$10,000 for those living on or around the campus (university prices). I personally have decided to work full-time next semester and all

... because I intend to stay in residence at Otago University. The trouble is that I have found it but I cannot continually afford the over \$10,000 that I need, I also am relying on some support from my family and maybe even the government. To put this in perspective, in the early 1990's the tuition fee was a mere \$600 per year. An average student had to work forty hours a week plus overtime, all summer, to make \$1,000 dollars, enough to also pay for books. In the early 1990's the tuition fee has increased by over 600%. While wages, for students, have only increased by 41%, that is a negative difference of 15%, I won't even try to touch upon the job market after graduation from post-secondary. My question is, when is this going to subside? How much do the universities and government believe that this average student can handle? It seems that this province, that is supposed to be a land of opportunity, education, is there are still books, activity fees and going towards transportation costs. For those who choose not to attend a local school there are also accommodation and food costs. These come out to an estimated \$6,000 for staying at home and \$10,000 for those living on or around the campus (university prices). I personally have decided to work full-time next semester and all

Index

LEAD STORY	pg.1
ALTERNATE VISIONS	pg.2
ENTERTAINMENT	pg.3
MOVIE REVIEW	pg.4
OPINION	pg.5
SPORTS	pg.6
TRIVIA	pg.7
POETRY	pg.8

SHADES OF REALITY - OAC ART SHOW pg.4&8
pearson vision
LESTER B. PEARSON HIGH SCHOOL MAY 1998

PLEASE GIVE, OR ELSE!!
Government introduces compulsory volunteerism
by Nick Gustafson

Isn't it funny the way things go? This year's graduating class (of which I am a part) was the first to be put through the mandatory "radical deprogramming" of the Grade 9 course, but then continued to resist the increasing number of changes made to the curriculum, and will now miss out both on the broader ramifications of the Education Quality Improvement Act, as well as this wonderful new legislation.

Mandatory volunteerism has been in practice in several U.S. states for some time now, but thus far had escaped application here. While ostensibly it may be justified as helping students gain valuable work experience and interpersonal skills while simultaneously saving the government money, it seems to me as though it is merely a way to force other than altruism and the dictates of one's own conscience. Would they truly arrive at a solution to a problem if they were being forced to do so by some force other than altruism and the dictates of one's own conscience? Would they truly arrive at a solution to a problem if they were being forced to do so by some force other than altruism and the dictates of one's own conscience?

Imagine if you would, that these volunteers did not have their own time to give, but rather were being forced to toil by some force other than altruism and the dictates of one's own conscience. Would they truly arrive at a solution to a problem if they were being forced to do so by some force other than altruism and the dictates of one's own conscience? Would they truly arrive at a solution to a problem if they were being forced to do so by some force other than altruism and the dictates of one's own conscience?

Better yet, suppose that they could not graduate high school without completing fifty hours of community service, then guess what? You need not suppose anymore because it is

index

LEAD STORY	pg.1
ALTERNATE VISIONS	pg.2
WRITER'S FESTIVAL	pg.3
ART SHOW '98	pg.4
OPINION	pg.5
SPORTS	pg.6
CRAZY UNCLE MANKLE	pg.7
ARTS/ENTERTAINMENT	pg.8