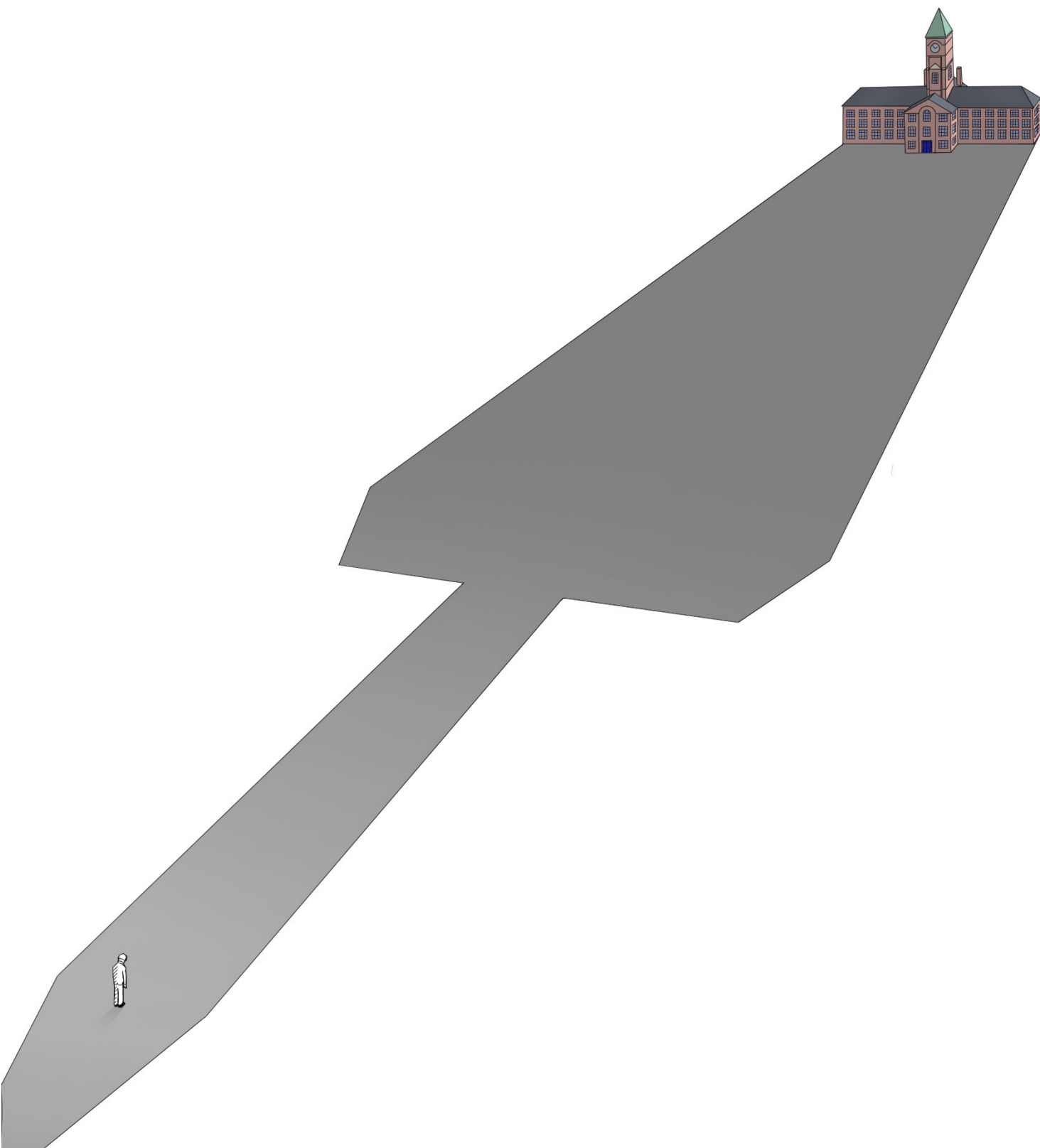


CONVERGENCE



CONVERGENCE

WHY SHOULD TRUTH AND RECONCILIATION MATTER TO US?

SHAAN HOOEY & CHRIS NOH
STAFF REPORTERS

As we near the bicentennial of the founding of UCC in 2029, the College and its surrounding community have an unprecedented chance to change our culture by considering the need for Truth and Reconciliation in all that we do. As a concept, Truth and Reconciliation speaks to the bigger picture of not having Canadian society forget about the cultural genocide of Indigenous Peoples throughout our history as a nation, but rather to reveal wrongdoing and heal wounds inflicted in the past.

Major-General Sir John Colborne arrived in the Province of Upper Canada to take up the duties as its Lieutenant-Governor from Nov. 4th, 1828 to Jan. 6th, 1836. UK Parliamentary Papers record Colborne's founding of UCC but also his influence over the indigenous people of the area. In the "Report on the Indians of Upper Canada," Colbourne states that policies should be made "with a view of introducing amongst the Indians of Upper Canada the industrious habits of civilized life." As a result of this connection, our Amnesty International Club believes that the College should actively contribute towards the righting of past wrongs. It is essential for us, in such a privileged community of people, to realize that Truth and Reconciliation should not only be considered an Indigenous issue, but rather one that affects us all. We continue to elect the governments that exploit Indigenous communities, we still use gas from the pipelines running through Indigenous lands, we still support the sports teams that misappropriate Indigenous cultural identities, and yet some of us still don't see ourselves as responsible. It is imperative for Canadians to finally realize that the first step to Truth and Reconciliation is for everyone to understand and accept our history of oppressing Indigenous

Peoples. In keeping with the mandate of the Truth and Reconciliation Commission of Canada, we acknowledge that Truth and Reconciliation begins with public education and research.

The primary objective of Truth and Reconciliation week from April 23rd to 27th is two-fold: we want the UCC community to understand the plight that Indigenous communities continue to experience, and then we want to educate the UCC community on how we can make a difference as a College. As a lead up to this week, we worked with Vancouver-based artist, Cathy Busby, to develop calls to actions specifically tailored to our community and a historic timeline recounting UCC's history with Indigenous peoples. These statements will take the form of the three large-scale text panels entitled: WE CALL: Upper Canada College. The artwork will hang in the Student Centre to remind our community of our reconciliation objectives, both now and into the future. The beauty of Truth and Reconciliation week is that it is the start of an amazing future for UCC. And while more research and work needs to be done to understand our own story, it is a future where we shape the actions we take to reconcile with our role in the ongoing inequality of Indigenous Peoples. All members of the UCC community are invited to attend the Exhibition Preview & Reception of the artwork from 4:30-6 pm on Friday, April 27th, as well as a lecture and Q&A with Cathy Busby.

UCC is not the only educational institution wrestling with its past. Just last year, Georgetown University in Washington, D.C., experienced a similar issue of reconciliation with regards to slavery where students uncovered that 272 slaves were sold by the University in 1838 to ensure its financial viability. As a result of the campaign #GU272, the University agreed to remove the names

of Rev. Thomas F. Mulledy and Rev. William McSherry, the two Presidents involved in the slave sale, from the two campus buildings. As well, one alumnus took it upon himself to raise over \$10,000 to hire eight genealogists to trace the descendants of the 272 slaves sold, and the University has agreed to grant descendants of the slaves preferential acceptance to the University.

Another example of reconciliation took place in 2016 when the Varsity Soccer team of Bishop Marrocco/Thomas Merton Catholic Secondary School traveled to Attawapiskat First Nation to play soccer with the children of the community, indirectly making a positive impact on the suicide crisis.

As a College, we are not lacking resources to help. The time has come for us to change a culture of forgetting about the past and instead take into account our UCC-specific calls to action to promote Truth and Reconciliation in everything we do. As a result, the Amnesty International Club plans to create a UCC Council for Reconciliation, comprised of administration, students, faculty, staff, alumni, and parents with the goal of ensuring we are progressing on the calls to action we have set for ourselves.

While the UCC community has already made strides over the past few years to realize the impact of past and present actions that are continuing to impact Indigenous nations across Canada, the process of Truth and Reconciliation is long-term. Reconciliation needs to become part of the UCC culture - part of what people associate with UCC. We - and Amnesty believes this wholeheartedly - have a platform: a voice with incredible influence that should not be wasted. We are not only a school with some of the smartest, most talented graduates in the country, but a community that takes action to benefit all of those around us too.

CAMRAN HANSEN - **EDITOR IN CHIEF**
MATTHEW WANG - **EDITOR**
SHAFIQ QAADRI - **EDITOR**
PRINCETON ZHOU - **EDITOR**

OSCAR WANG - **EDITOR**
JOSEPH SAMUELS - **BLAZER EDITOR**
LIAM CORELLI - **HEAD LAYOUT EDITOR**
MICHAEL YOUNG - **LAYOUT EDITOR**

RODNEY CHAN - **LAYOUT EDITOR**
JUSTIN LEE - **LAYOUT EDITOR**
KESHA SHPILEVSKIY - **COVER DESIGNER**
MS. COLLEEN FERGUSON - **FACULTY ADVISOR**

LGBTQ: CALL IT BY ITS NAME

MATTHEW WANG
SENIOR EDITOR

Introduction

One important facet of Convergence is its function as an outlet for the student voice. We, like many other student publications, allow individual students to speak up, and to talk about problems they face in their lives. Furthermore, we want to speak up for issues that students don't often consider, or speak up for people that don't often get their voice heard. This article serves to fulfill that promise.

According to StatsCan, about 3% of the Canadian population is either homosexual or bisexual. Statistically, that makes LGBTQ people a demographic minority. Typically, demographic minorities are underrepresented - that's just numbers. But especially with homosexuality and bisexuality, it can be hard to get their voice heard: society can actively shun these people, and make them uncomfortable to be themselves.

At UCC, we saw a similar problem - it can be tough to come out as being gay or bisexual in an all-guys school, and even tougher to speak up about the problems that you face. However, we still want to give these members of our community the same ability to speak up as we would any other student. So, we conducted anonymous interviews with three LGBTQ students, with the goal of listening to a voice that's often unheard. We provided a list of questions for them to answer, and they responded to ones that they felt comfortable answering. Here are their responses.

Note: to protect the interviewees' privacy, we anonymised their names and avoided specific details when possible. Other than redacting said information, we did very little editing, to preserve the voice of each individual student

Student 1

HOW WOULD YOU SELF-IDENTIFY?

I'm not entirely sure. I think I'm completely gay, but sometimes it seems easier to think

of myself as bisexual (which, if I'm completely honest, probably isn't true).

HAVE YOU HAD ANY STRUGGLES DISCOVERING YOUR GENDER/SEXUAL IDENTITY?

Not struggles in discovering, really, but rather in application. By that, I mean from a statistical perspective (i.e. the number of gay people is far less than otherwise), typical heterosexual behavior is seemingly impossible -- hookups, romantic relationships, etc.

HOW HAS BEING GAY AFFECTED YOUR TIME AT UCC?

I didn't realize it for a while. Even after I did, I had crazy thoughts like: maybe because I haven't really interacted with girls, I've switched sexuality! Otherwise, it hasn't really affected my everyday school stuff

WHERE IN YOUR LIFE HAVE YOU FELT THE MOST SUPPORTED? AND THE LEAST?

Well, I think close friends have been the most supportive. Telling them hasn't really changed much, but it can be nice to share. They've all been supportive to some degree. Selfish as it may be, it's best when they simply listen and nod along -- basically a sounding board.

WHAT DO YOU THINK ABOUT UCC'S HEALTH CURRICULUM?

In the upper school, UCC effectively has no health curriculum (beyond P.E.). There's the occasional substituted gym class, where we talk about the STD-of-the-day...but besides that, nothing. That being said, I'm not sure health class can really address any of these issues -- at least, it didn't with me. Just as consent assemblies won't change anyone, neither will health class seriously help students. If it weren't a Ministry requirement, I think it'd be better and healthier to replace all health classes with gym classes.

IS THERE ANYTHING AT OUR SCHOOL THAT YOU WISH WAS CHANGED?

Well, the fact that this is an anonymous interview suggests there are a few problems...

I recognize the immediate counterargument -- I've put myself in this position

-- but I don't think that's valid. Perhaps the biggest problem is a sort of double standard, in terms of sexuality. I've heard many students make incredibly crass, sexual comments about teachers and other females; whereas, a student simply couldn't make a sexualized comment about another student at UCC without obvious backlash (e.g. disgust). I'm not saying gay people should make such comments (no one should), but it is evidence of an obvious double-standard that applies to any sort of romantic and/or sexual context. Is this just a UCC idiosyncrasy? Probably not, but that doesn't mean that it has to be a thing.

ANY FINAL THOUGHTS?

I think both sexualities have problems at UCC and beyond (though I hate segregating people as such). Gay people are often thought of as effeminate, excessive in their behaviorisms, and seen as flaunting their sexuality. It's a stereotype -- but it's a stereotype many gay people intentionally perpetrate. I wish there were more Tim Cook's and fewer Adam Rippon's in the world.

Ultimately, I think an ideal world is one where being gay really doesn't matter -- where straight people aren't repelled by the idea of being attracted to the same sex; where gay people don't intentionally individuate; and, mostly importantly, where people simply don't assume any which way

Student 2

HOW WOULD YOU SELF-IDENTIFY?

I am a homosexual or gay man, though I also crossdress. But, I think crossdressing is just like a hobby, regardless of whether or not you're straight or gay.

HAVE YOU HAD ANY STRUGGLES DISCOVERING YOUR GENDER/SEXUAL IDENTITY?

It was pretty smooth, I just knew when it happened. Before I knew I was gay, I was really confused - I didn't know what my feelings towards another boy were, it felt weird, and my heart beat very quickly when I sat with him. For a long time, I didn't know that being gay was a thing, but after I graduated junior high school I found out.

HOW HAS BEING GAY AFFECTED YOUR TIME AT UCC?

I don't think there's that much of a difference between me and most straight guys, though sometimes I'll notice some of the good looking guys more often!

WHERE IN YOUR LIFE HAVE YOU FELT THE MOST SUPPORTED? AND THE LEAST?

Before I came to UCC, I definitely felt less supported. Before I came to UCC, I went to highschool in my home country, but away from my home city. There, I had a crush on a boy, and many other girls had a crush on him too. I got along well with those girls, but I had to hide my feelings because it wasn't "correct". After a few months, they found out that I had a crush on that boy, and some of the girls just... did really mean things. They posted hate speech online: one of the girls said it was a shame to be from the same hometown as me, and called me a whore and a slut. Definitely the worst time in my life. For the first few months I was here, I was kind of confused, aimless. It was the first time I had been to an all boys school. It felt strange, weird. I talked to my Senior House Advisor, who referred me to the Health Centre and the nurse. They put me into a support group: there weren't many guys, but we all talked together and had similar problems. We had a really good friendship, we hung out all the time, and we still message each other to share our experiences.

DO YOU HAVE ANY ADVICE OR TIPS FOR OTHER LGBTQ STUDENTS AT THE SCHOOL?

Don't try to be someone you're not, don't force yourself to date someone. I knew someone who was gay, but they "wanted" to be straight - so he dated girls, and even had sex with them. He got married with one eventually, but he still sees other guys on the side. Date who you want to! Don't do something just to convince yourself that you're one identity or the other. Don't let any external forces decide who you are!

IS THERE ANYTHING AT OUR SCHOOL THAT YOU WISH WAS CHANGED?

Currently, I'm pretty satisfied. All of my schools had done worse than UCC. When I was in elementary school or in junior high school, I never really felt supported.

YOU'VE LIVED IN MANY COUNTRIES - DO YOU THINK THAT HOW YOU'RE TREATED HAS BEEN DIFFERENT IN EACH COUNTRY?

I think it is a country thing. Canada is a friendly country; it's better than America! When I was in America for some summer camps, I definitely felt the discrimination. People harassed me for my race, for my sexuality, for other stuff. In Canada, I haven't had many problems so far, in UCC too! They might have some thoughts, but they don't speak them out.

ARE THERE ANY COMMON MISCONCEPTION THAT YOU'VE ENCOUNTERED?

There were many misconceptions in my home country. Many people thought that it was just a "phase" - that when you grew up, you'd become straight again. Many people said that you were too young, that we didn't know what we liked. They didn't understand that it's something that we can't change, like your hair colour or your skin.

Also, some people think that sexuality is decided by genes. Since the parents aren't gay, then the kids can't be gay. That doesn't make any sense! There are lots of things where this doesn't work, like single or double eyelids.

ANY FINAL THOUGHTS?

Sometimes, it's hard to get sexual education, but I think it's important. Whether or not you're gay or you're straight, it can help people learn more about their identity, and protect against sexual harassment and abuse. People in my home country think that sexual education is taboo, and many adults don't know some super basic things! There's a ridiculous story where a couple went to a hospital to know why they weren't having kids, since they were married for five years and they still didn't have a kid. The doctor asked about the sex life, and the couple was confused - they just thought that they needed to sleep in the same bed! Not everything is strange to that extent, but sexual education is definitely needed.

Student 3

HOW WOULD YOU SELF-IDENTIFY?

I'm a bisexual guy, at least I think? It takes some time figuring it all out, and I'm still discovering myself, I guess.

HAVE YOU HAD ANY STRUGGLES DISCOVERING YOUR GENDER/SEXUAL IDENTITY?

I think it was a little hard, since being bisexual isn't explicitly opposite to being straight. I still had crushes on tons of girls, but sometimes, I had them on boys too, and that was definitely confusing. For a long time, I thought that there weren't many other people like me, and I was some sort of freak, but eventually I figured out where and what I was. I went on this website that I found online (I can't even remember what it was), and if all clicked for me.

I haven't told many people about it, and I think that privacy of my own mind has made it hard to figure out who I am - but recently, I've been talking with a lot of my friends, and they've also been helping me discover myself. I think reaching out to those people helped me a lot too.

HOW HAS BEING BISEXUAL AFFECTED YOUR TIME AT UCC?

Well, I think the effects haven't been super clear for the people around me, but it's definitely taken a toll. In some ways, "blending in" has been very easy, since I can just pretend that I'm straight and always comment on how hot some girl is. But, it makes crushes on guys very awkward: in general, I don't really feel free to speak my mind, and having a crush on a guy here is especially bad.

You actually identified one of my big pet peeves: I hate it when people use "gay" as an insult, or the word "faggot". I'm not homosexual, but from a broader perspective, I think it's really troubling that we use someone's sexuality as an insult. It just feels wrong. I think it happens here more than most, but it's just anecdotal evidence.

WHERE IN YOUR LIFE HAVE YOU FELT THE MOST SUPPORTED? AND THE LEAST?

My family is traditionally Christian (but not super Christian), so I definitely feel the least supported at church and talking to some of their more religious friends - they look at me like I'm not a person, which is really troubling. I stopped going to church once I figured myself out. I know that not all religious people are like that, and I've met some people at that church that have been great and super supportive, but it's kind of problematic when certain sects of a religion denounce you

. Interestingly, one big source of my support has been the internet. On sites like Reddit and Discord, there's a community of a lot of people who've gone

through the same trials and tribulations that I have, no matter how specific: LGBTQ groups, bisexual groups, even bisexual ex-Christian groups! Obviously, there are other parts of the internet that tend to be frustrating (like Facebook), but finding the right communities is awesome.

However, I've definitely felt the most supported with my friends and occasional partners. I've found that, if I make friendships with people and they don't know that I'm bi, once they get to know me as a person, they tend to not be intolerant - I've even flipped someone's view on the whole LGBTQ thing. I think it's especially reassuring when someone who's faced the same insecurities as you can support and help understand you.

I'd put UCC in the middle of the support spectrum. I've made some friends here that are awesome, and while I don't visit much, the health center is supportive when I do visit. Other times though, I kinda feel like an outsider here. Being bi (or gay) in an all-guys school is going to be tough no matter where you are, but I also think that UCC just lets some things fly that we really shouldn't, like a lot of homophobic stuff.

IS THERE ANYTHING AT OUR SCHOOL THAT YOU WISH WAS CHANGED?

Hm, I think the school is mostly alright. I do

wish that people said stuff like "that's so gay" less, but at the end of the day I don't know how feasible that is. I also kinda wish that there were more LGBTQ kids - it'd make dating easier for one, but also I feel like the student body would treat it different if there were 10 openly gay kids in our grade, rather than 1.

ANY FINAL THOUGHTS?

I just want to say that every individual person matters - I attribute a lot of my personal growth and self-discovery to one guy who just sat down with me and made sure that I was ok. No matter if you're gay or straight or bi or whatever, you can help make someone's life better!

WORKING IN THE BUSINESS OF EDUCATION

HAZEN ENMAN
STAFF REPORTER

"I admit it," he said. "This school is a corporation and I work in the business of education."

It was the afternoon of Winterfest, post-pep rally assembly. The roars of students cheering in the gymnasium echoed in the halls. Our campus was flooded with fans. The energy in the building was upbeat and school spirit was in full force. But as most students were painting their faces blue, or filling the bleachers in the Lett, I found myself in Mr. McKinney's office. And the principal of my school had just informed me of his position as CEO - chief executive officer of Upper Canada College.

I had contacted Mr. McKinney a few weeks prior via email, requesting an opportunity to meet to discuss several issues I deemed important. As a senior approaching the end of my UCC career, I had developed strong opinions over the years and was willing to share them in effort to improve the experience of future students. I vowed to leave the College in a better state than when I arrived.

My chief concern was the disappearance of the humanities and the lack of arts in the academic programme, disciplines that are neglected for their impracticality and debated usefulness. Within my graduating class, I had noticed among my peers an increased rejection of the so-called subjective classes, where perfect results are unattainable because material is not always concrete. In a school where close to three-quarters of students enrolled in the IB select Economics as their group 3 requirement, and stagger-

ing numbers of students choose to pursue business in their undergraduate studies, I've come to learn that there is a palpable fear of the abstract. In fact, I have discovered that it is a real phobia with visible implications. When I prepared notes the night before my scheduled appointment with Mr. McKinney, I was set on a primary objective: discerning what exactly fosters this mentality and whether UCC as an institution holds any responsibility.

"THIS SCHOOL IS A CORPORATION AND I WORK IN THE BUSINESS OF EDUCATION"

My conversation with Mr. McKinney lasted nearly two and a half hours. We agreed on some fronts, and agreed to disagree on others. I felt as though it was a productive exchange; he was generally receptive to my suggestions and criticisms as I was understanding of some of his counterpoints. If anything, our talk was informative and, at moments, even alarming. I realized how little I knew of the extent of the administration and all that it encompasses. I genuinely struggled to digest Mr. McKinney's oral explanation of our school's hierarchy, which he stated was an abridged version. What I gathered was fairly basic: the board of governors is firmly situated at the top, and the principal answers to this group. Essentially, they are the ones in control. Below

Mr. McKinney is the cohort with which we as students are mostly familiar: Mr. Williams as Dean of Students, Dr. Kinnear as Academic Dean and Mr. Poon and Mr. Cowie as heads of the Intermediate and Senior divisions, respectively. It soon became clear to me that the term "administration," which we so often misemploy, is actually a vast empire that stretches beyond our familiarity. It consists of people and places that we, as students, do not even know.

The brief overview I was presented of UCC's makeup confused me. I could not fathom that a school had so many working branches, most of which had no relation to academic life. What quickly became evident was that all the unknown facets of the administration - human resources, alumni relations, and advancement to name a mere few - give UCC more the appearance of a business than a place of learning. Obviously, these different areas are necessary in order for our school to function. Our generous financial aid program would cease to exist without the presence of staff who seek donations from alumni and fundraise for renovation campaigns, and we would never hire the stellar faculty we have without a department serving that specific purpose. But does it reach a point where the focus moves away from education? Have the many levels of UCC's bureaucracy hindered our learning?

I believe so. I believe too that UCC's corporate mannerisms have led to a structural omnipresence that plagues our system. From the rigidity of IB course selection, to the online portals through which we electronically submit our work, to workshops to grade-level meetings to timetables, struc-

tures are ubiquitous. They have created a mass disconnect between those in charge and the student body by removing the element of human contact, reducing interaction to emails and Managebac messages. And they continue to dampen the student experience by eliminating individuality and any feeling of being more than simply a student number, IB candidate code, or checkbox. Here at UCC, we favour clear-cut systems and organized processes. It is our *modus operandi*.

Although the mission values of the newly minted Strategic Directions promise positive, tangible changes, sometimes I fear that we are too far gone. Our focus, as a school, has shifted from ensuring rigour and balance in our academic programme to espousing vague ideals like wellbeing and pluralism. Diversity and health are crucial, but so is a real education. Already, we have morphed the true essence of a liberal arts education – valuing inquiry and internal reflection – into a STEM-concentrated course load that deals not in tough questions, but in freely given answers. In the process, we have deactivated our creative sides, neglecting our ability to look beyond the fixed information available in a text-

book or on the internet. Do we learn for the sake of learning, or do we dismiss our curiosity in the pursuit of a perfect GPA? Grades are paramount here; we let a 7 define us. We choose courses based on results, rather than personal growth or interest. For many of us, our time at the College consists of meeting the benchmark for that elusive business program that will, in our naïve minds, supposedly guarantee professional success. This mindset is also not exclusive to Year 12 students. Even incoming steward candidates have vouched for the introduction of IB Business despite having no exposure to the field whatsoever. UCC operates as a gateway to Queen's Commerce and Western Ivey, feeding these universities with overwhelming numbers of applications each year. But why are we producing so many seventeen year-old business hopefuls? Perhaps it lies in those offering our educational expertise: businessmen and women themselves.

In the last twenty years, the German program and World Cultures course disappeared as registration for economics courses and the sciences skyrocketed. Now, with the implementation of the MYP, and the introduction of a Design Information

Technology course, the humanities will be further persecuted. Due to conflicts with prerequisites, taking two languages will soon be rendered impossible. As I prepare to close the chapter on my UCC days, I fondly recall my French and Latin classes. I cite them as the courses that, through study of language and literature, taught me the most about the wider world I inhabit, and the human condition I am a part of. I lament the next generations of boys who will not receive the same transformative education I so fortunately did. Instead, they will be treated as transactions. Immersed in a curriculum increasingly void of imagination, they will be measured, monetized and quantified. Afraid of the intimidating world of ideas, they might never journey into the unknown or, more dishearteningly, they may never search within.

Decades ago, we appropriately bestowed upon teachers at Upper Canada College the title of master, from the Latin *magister*, used to describe those of erudition and intellectual height. Instruction, not management, is the undeniable lifeblood of our school. In its absence, UCC does not fulfill what should be its sole intention: to educate.

OP-ED: MY WAY - LOOKING BACK ON FIVE UPPER SCHOOL YEARS, AND WHAT I WISH I'D KNOWN

JOSH NEUFELDT
SENIOR EDITOR

And now, the end is near, and so I face, the final curtain. My friend, I'll say it clear, I'll state my case, of which I'm certain. I've lived a life that's full. I've travelled each, and every highway. And more, much more than this, I did it my way. - Frank Sinatra

I've always been a big fan of this song. Aside from Sinatra's terrific crooning and a triumphant horn-line, I've come to connect it to my time at the Upper School. "The end is near", I'm facing "the final curtain" and as the song later points out, there were a lot of times when "I bit off more than I could chew" (though that's probably just the nature of the IB program). It's safe to say that every student in their final year has lived an academic life that's full, and whether we wanted it or not, we've all loved, laughed, and cried.

Yet, there's a lot that I look back upon and wish that I'd known sooner. There were so many nights when I stressed over the trivial and worried about what the future would hold. To those of you who already understand and live by what I'm about to say- congratulations, you're going to find your foray into the IB easier. However, not everyone has had the chance to develop these same perceptions that the benefit of hindsight has gifted me. Therefore, these are the most important non-academic lessons I've had in the past five years.

Not everyone will go through the UCC experience at the same time or in the same way. Although seemingly obvious, it's a largely underappreciated factor which I know caused me a great deal of angst. For the most part, you will find just sadness and stress by comparing yourself to your peers- and it isn't worth the ef-

fort. Don't get me wrong. I believe in the friendly competition, and the drive to get better. However, it can be really damaging to your self-esteem when you look at another student and wish that you could be just like them (with regards to whatever activity this applies to). Some people won't care in the first place, but for those of you who do, I want to stress that the fact that your differences are what make you unique and special. Humans don't have a collective mind. We're a body of independent thinkers with independent ideas and independent specialties. Find yours, and you'll find greater happiness. Don't beat yourself up over that which is uncontrollable. A person doesn't choose to be naturally athletic or academically gifted. However, you can still work to become that good. Strive to be the best and in the struggle to overcome challenge, you find the journey which shapes your character. At the end of the day howev-

er, you'll get your best results when you keep both eyes on the road in front of you and not the people around you. In time, you'll come to find that you can do almost if not just as well as the people you wanted to emulate all that time ago. That said, It's tricky business to identify where this journey starts, and harder still to place where you are going on the map. Sure, we all walk into the Upper School on a generic September morning, meet our mentors for the first time, play some games, eat some burgers and then go home, and while yes, it is the start of something, I don't always believe that this is where it all begins. My journey began in FY when my English teacher, Mr. Webb asked if I would write for Convergence the following year. My university counsellor encouraged me to partake in some more school activities to round out my resume. So, I did just that, and, I really, really enjoyed it. That was the occasion when I first found myself. Two more years of studying lead me to sending out applications for journalism programs, and we'll see what's in store for me next year. In short, it is in the moment that you find something which truly clicks with you that you take your first steps. And don't get me wrong. Some people come into Y8 with that all figured out. Maybe they love hockey, so they tryout for the U14 hockey team in the winter, make it and get the captaincy. Or, maybe they're an aspiring musician and they get that same thrill from attending rehearsals and performing every so often. But, I'd say that a lot of time, our preconceived notions of who we are and what we enjoy are dramatically altered by the end of all things. It's okay to change your interests radically, and more importantly, it's okay to not know what you're interested in at all. The fresher-faced version of me came in as someone who enjoyed playing piano and studying English/history, and while those certainly shaped my course through the Upper School, they expressed very little influence on my goals for a post-secondary education. For as much as the school coerces you into trying to figure out your life by Y9, I'll say that you absolutely do not have to do so, and you shouldn't feel worried if you can't. To change your mind is to be human. So don't be afraid to just put yourself out there with very little pre-determined expectation for the outcome.

Regrets? I have a few. There were a lot

of things that I did that I wish I hadn't, and a lot of things I didn't do that I wish I had. But that too is part of your own adventure. You're faced with the freedom to make your own decisions and to decide what you do. In the real world, nobody will say "Josh, you must go to watch this team play" -- you'll decide whether you want to or not for yourself. However, I feel bad for not going to more house events when I was in the younger grades. I also wish I'd discovered Convergence three years earlier. But most of all, I regret the fact that I couldn't open myself up to new experiences because I was distracted and lost in a space far too big for me. Y8 is a scary time. The older kids usually don't like you, you go from the biggest fish to the smallest, and you're faced with responsibilities that push you beyond your limits. Yet, going through these experiences shaped me, and I learned such an extraordinary amount from them. To briefly return to a previous point, I realized that I was not going to be the best at everything I did. I wasn't the fastest runner, nor the smartest kid, and I'm still not the best at any single one thing. Yet, that's ok. As you grow up, you realize that the ability to quantify yourself with a designated rank is largely a road to sadness -- especially in regards to trying new things. Just because you won't be the best doesn't mean that you shouldn't try new things. Don't close doors before you even try walking through them. Every time you stumble and fall, you're rewarded with the gift of failure. As undesirable as it is, it makes you a better person should you learn from it. You only start to feel the regret if you don't put yourself out there. Maybe one day you step up to take the game-winning penalty shot but you miss. It hurts, but to not even try is worse. You have at least a chance of scoring if you take it, but none if you do not. And this is why regardless of personal skill, you shouldn't be afraid to try something new. I promise you'll eventually find something you excel at. If you love it enough, you'll push to be the best you can be and maybe someday, be number one. It goes back to the old expression about missing 100% of the shots you don't take. If you truly care about something, the shots you don't take are the ones you'll regret the most.

I guess at the end of the day, I'm being that tacky Y12 who tries to impart my

"wisdom" to younger students out there. To be fair, I know not everyone is going to be able to connect with this editorial. Some of you probably have your lives figured out, some of you are the best at what you do, and some of you have found what you love and are avidly pursuing it. But I also know that there are a bunch of you who probably don't feel the same way. Kids who are the same way I was two to three years ago. So, I want to tell you this. "Don't worry." Don't worry that you don't have the answers that the university counsellor wants you to have, that you don't know which career session you're interested in signing up for, or that the survey you do gives you one option that you don't care about. Don't worry that you haven't found something that clicks with you. If you care enough, you will. Don't worry if you don't think you're special, or are the best at any one given thing. Humans aren't perfect, but I can guarantee that you are special, no matter how cheesy it sounds. And finally, don't worry if you don't know where you're going. That's part of the experience. And by weathering it out, you'll be stronger for it. Every teacher at this school wants to see you do great things, but more importantly, they know that you're young, and have many years to realize these dreams. They're not going to think less of you if you have a bad project, or just naturally aren't gifted in a certain subject. In 20 years, will you remember that one time you had a bad math test? It's the effort that counts. Get yourself out there, try as much as you can if you have the time, and find satisfaction in what you do.

The IB is a daunting task, and as many have said before me, it really can drain the joy out of you. However, you've got choices. You can struggle, you can fight, but most importantly, you can fight to make that struggle as bearable as possible, and maybe find some happiness on the side. It's like they say, "Palmm, qui meruit, ferat." Each and every one of you is good enough to earn it and bear the palm. And you will. Own the experience so that by the end, you too can say, "yes, I did it my way."

For what is a man, what has he got, if not himself, then he has not. To say the things he truly feels, and not the words, of one who kneels. The records show, I took the blows, and did it my way.

A Night at Battalion Ball, 2018

Survey from Convergence | Designed by Matthew Wang



At Convergence, we're dedicated to reporting on all aspects of the student life, and looking for ways to improve it. So, for two sent out a survey asking how Batt Ball went for you. Here are the responses.

114 $\frac{\text{responded}}{\text{response rate}}$ <50%

As with any data, there are certain caveats. The low response rate can lead to sampling bias, and since the results are self-reported, they could be inaccurate.

The Pre



1h 25 8.1/10
average time spent rating

Home Runs & Strikeouts



Palais Royale



Music

The Ball



1h 39 8.0/10
average time spent rating

74%

said it was their favourite part

59%

said it was their least favourite part

The After



3h 12 7.9/10
average time spent rating

The Date



91%
of attendees brought a date

out of that 91%

21%
were friends
9%
were dating

23%
were setup
47%
were other

which included:

Horizons Soccer
Tinder & Grindr
Grade 7 Dance
Instagram Live
FarmersOnly.com

The Bill



\$358
average cost per student

76%
said the cost was worth it

D&A Policy



35%

of students said they upheld the D&A policy



The Final Verdict

8.5/10
rating

99%
would go again

   by Matthew Wang

 to: Liam Correlli, John Mace, Alexander Osipov, Mr. Williams

INTERVIEWS WITH THE INCOMING BOARD OF STEWARDS

SHAFIQ QAADRI
STAFF REPORTER

AKASH KENNEDY-GANESH
HEAD STEWARD

WHAT TEACHER AT UCC DO YOU MOST IDENTIFY WITH?

Terence Dick.

1. I'm late for every P1 class and so is he
2. Most interesting person at UCC, hands down
3. He likes sweaters, I like sweaters
4. We both were accepted to UTS, except I wasn't dumb enough to actually go
5. I don't like writing philosophy essays, he sure doesn't like reading them
6. He seems to have an immense knowledge about life in general

MANY REMARK YOUR ELOCUTION IS REMINISCENT OF A WINSTON CHURCHILL REINCARNATE. TELL US MORE ABOUT YOUR UNIQUE SPEAKING STYLE.

The mic is just never on. #Booooooooooth

I have two modes. It's either tiny whisper or Walmart yodeling kid. Make your pick.

If I go over a total of 12 decibels when I speak, the Colborne statue will come to life, take up arms, and hold the entire school hostage. Also assemblies will become 3 hours, sleep-in Wednesdays become obsolete, and the world descends into an everlasting ice age.

Administration needs me to star in ASMR videos for their secret Youtube channel.

WHAT VALUE, TO YOU, IS THE MOST IMPORTANT TO BE A STEWARD?

Passion.

In my initial exposure to life as a steward, it quickly became apparent that it's not always straightforward or easy. Ideas take an enormous amount of effort to see fruition. Without a sustained drive, diligence, and initiative, ideas will just remain ideas. A genuine passion for the institution and the students is needed to fuel a steward through the entirety of their term, to achieve any goal.

OSCAR WANG
ACADEMIC STEWARD

WHAT TEACHER AT UCC DO YOU MOST IDENTIFY WITH?

Definitely Carson Lau and Sabian Veilji. Their unparalleled mastery of ManageBac and CAS and extracurricular leadership are just few examples of their boundless passion and indomitable drive. Like many UCC students, my greatest aspiration is to one day acquire even some semblance of their superior command of those qualities. And, before you say that they are not teachers or are listed in UCC's staff directory, they both have an office and (perfect) rate-my-teachers page, so check again. Also Mr. MacDougall, just because.

WHAT IS SOMETHING UNIQUE YOU BRING TO THE BOARD OF STEWARDS?

A particularly rough election period. An usually-entertaining-bordering-on offensive-amount of sarcasm. A fondness for illegal sweaters (sorry, Ms. Remtulla). But also a sense of responsibility and a meticulous will to get things done. Just like other stewards with their respective portfolios, there are numerous challenges regarding academics at UCC, visible or otherwise, that I want to address, and for those goals I plan to apply the entirety of my diligence and eye-for-detail with which I typically go about my own academics.

YOU SPOKE OF "IB-MARINATE DAYS" IN YOUR PLATFORM. ELABORATE ON YOUR VISION

Albeit steady efforts have already been implemented to improve mental health at UCC, I think there are still a lot of room for us to collectively engage in self-care, and emphasize the importance - necessity - of taking breaks. In grade 10, Ms. Marshall always stressed to me that my happiness, energy, and health are far more important than one test or project mark, something I learned the hard way. In the new school year, thus, I want to work with the administration to adopt bi-monthly "IB-Marinate Days," where students, in addition to visiting the health center as advising groups, can "marinate," or participate in de-stressing activities alongside faculty, such as in

meditation, drum circles, hand-shaking lessons with Mr. McKinney, storytimes with Mr. Sharpe, and ASMR sessions with Akash.

JACK TUCKER
ATHLETIC STEWARD

WHAT TEACHER AT UCC DO YOU MOST IDENTIFY WITH?

The initial reason I put my name in the ballot to run for the Athletic Steward position was because I wanted to give back to the athletics program at UCC which has given me so much. And while much of what I've learnt on the field or in the rink comes from my teammates, the coaches I've had have acted as great role models and helped me grow both on the field and in the halls. As I played under Coach Beaudoin this past winter I discovered that much of the values he taught through his coaching aligned with those I possessed. Like him, I'm a very competitive person in everything that I do, and although the competitiveness may be intimidating (never quite as scary as an angry Beauds) I'm always ready to laugh and talk about whatever people approach me.

WHAT IS YOUR PLAN TO IMPROVE UCC ATHLETICS?

As many know our school spirit has been on the rise in the past couple years, especially within the Senior Division. I will aim to further integrate the Intermediate Division boys this year which will hopefully result in a better experience at games for both the athletes and those in the stands. I will try to accomplish this through continuing and building upon past initiatives that athletic stewards in the past started such as the highlight videos in assemblies and the sports bulletin. I also plan to implement certain new initiatives such as sports programs rather than just singular teams, this would encourage younger and older athletes to support their counterparts within their program.

WHAT IS SOMETHING UNIQUE YOU BRING TO THE BOARD OF STEWARDS?

Looking at the board now I know I'll be bringing some hair colour diversity, but aside from physical traits I think my energy will be my biggest contribution. I hope to make the meetings lively and bring forth some fun ideas while remaining serious when need be.

OWEN MEUNIER

COMMUNITY SERVICE STEWARD

WHAT TEACHER AT UCC DO YOU MOST IDENTIFY WITH?

The teacher who I identify with the most at UCC is Mr. Blair Sharpe. He is a kind and genuine person who has a great sense of humour and who knows how to connect well with people especially with the students.

IF YOU COULD PICK ANYONE TO BE YOUR MENTOR, LIVING OR DEAD, WHO WOULD IT BE?

If I were to pick anyone to be my mentor, it would be Ghandi. It goes without saying, he was an outstanding individual who shaped the world of humanitarian work. He was a true human rights champion which made him a hero in my view and someone we can all learn from.

MANY LAMENT THE LACK OF ACCESSIBILITY OF COMMUNITY SERVICE, WHETHER DUE TO MANAGEBAC OR A LACK OF HOURS IN THE DAY. HOW DO YOU PLAN TO REIMAGINE SERVICE NEXT YEAR?

I will work tirelessly to make community service as accessible as possible and the CAS program including ManageBac as less stressful as possible. I believe community service is very accessible now as there are several opportunities both on campus and with our partners in the city. However, I will continue to create more opportunities by partnering up with the all-girls schools to encourage community service.

OSCAR BROWN SOCIAL STEWARD

WHAT TEACHER AT UCC DO YOU MOST IDENTIFY WITH?

I identify with Dr. Hamr, because having him as a coach, advisor, teacher, and EE advisor I have really come to know him. I identify with him because we never struggle to hold conversation because we hold many similar interests. I identify with him because we get along very well.

WHAT DOES "BEING SOCIAL" MEAN TO YOU?

For me, being social means connecting with the society and the community around oneself. Being social means taking a risk towards opening up to opportunities that might make you feel uncomfortable. When someone steps outside of their comfort zone. Personally, being social is having a good time with other people, regardless of the setting.

WHAT IS SOMETHING UNIQUE YOU BRING TO THE BOARD OF STEWARDS?

This is a very tough question considering the wide range of personalities on the board of steward. I would say that I have a unique sense of creativity. Not that the other stewards are not creative, each steward has different types of creativity. I just think my creativity is unique.

LUKE STEVENS

SUSTAINABILITY STEWARD

WHAT TEACHER AT UCC DO YOU MOST IDENTIFY WITH?

I have had some pretty phenomenal teachers at UCC. Although he has never taught me personally, I would say Mr. Heffernan. As my advisor and coach, Mr. Heffernan has been a big part of my life at UCC. A few years ago when I had a back injury, Mr. Heffernan was instrumental in helping me recover and get (my) back into sports. Other than that, I would say that he has just imparted a lot of knowledge on me about school, life and how to "be better".

WHAT IS YOUR FAVORITE PIXAR MOVIE?

I'm definitely gonna have to go with Toy Story. As a kid I had it on DVD and would watch it as much as I could. At one point I think I had the entire script memorised. As an eight year old kid I guess something about toys coming to life excited me. One Christmas I asked for a Buzz Lightyear toy that could fly around on it's own. It didn't actually exist, I kind of just made it up in hopes that Santa could pull through. He didn't.

A GREAT DEAL OF VAPID RHETORIC, SUCH AS "MAKE THE LD GREAT AGAIN," FOUND ITSELF IN THIS YEAR'S SUSTAINABILITY STEWARD CAMPAIGN. HOW DO YOU ADDRESS SUCH CLAIMS, AND WHAT IS YOUR STRATEGY TO MAKE CHANGE?

The most frequently asked question that I get about being sustainability steward is "what are you going to do about the LD?" Ultimately we're never going to get twix bars and gatorade back but I'd like to see what other options are out there and give those a shot. Kohilan has done a great job at getting this started and it definitely shows that we can get some decent snacks that are Verboom-approved. With meals, I think there is some room for improvement. Recently I did a taste test and Aramark had some great alternatives. Communication with the staff and students on what they like and dislike could be really effective. Overall, I look forward to taking on this task and exploring more potential options.

NICK PAPOUTSIDIS

CREATIVITY STEWARD

WHAT TEACHER AT UCC DO YOU MOST IDENTIFY WITH?

Mr. Olds and Mr. Olds only.

MANY EXPECT THE CREATIVITY STEWARD TO BE "FUNNY" WHAT IS YOUR CLAIM TO COMEDY FAME?

I think that you will find these expectations to dwindle after my first assembly.

IF YOU COULD PICK ANYONE TO BE YOUR MENTOR, LIVING OR DEAD, WHO WOULD IT BE?

Gareth Sayce.

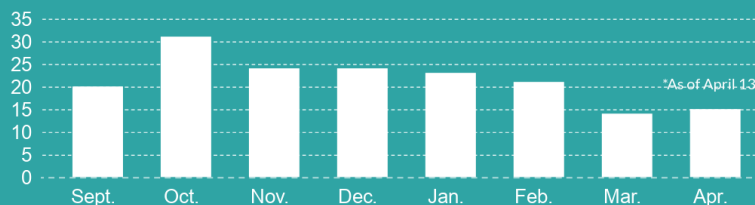
BLAZER

| UCC's Humour Publication Written By People Who Think They're Way Funnier Than They Actually Are |

A year in review

Mr. Poon Lost emails

Lost Items Per Month



173

LOST ITEMS IN TOTAL

0%

OF STUDENTS LOOKED FOR
LOST ITEMS

FREQUENTLY LOST ITEMS:



18
Earbuds



17
Hoodies/Jackets



13
Wallets



13
Cellphones



10
Chargers



10
Calculators



9
Shoes



8
Schoolbooks



8
Blazers



8
Student Cards



7
Balls



7
Backpacks



7
Water Bottles



5
Sports Sticks



5
Pencil Cases



4
Hats



4
Laptops



3
Pieces of
Jewellery



3
Musical
Instruments



2
Pairs of
Glasses



2
Watches



1
Lock



1
Tie



1
Pill Case

Analysis

I've heard a lot of banter in the UCC hallways, but never have I heard "Wow, its a good thing I sent a lost email to Poon, someone actually found my earbuds." Although they started as a convenient way to let classmates know they lost stuff, over the years these emails have transformed simply into an advertisement for a school-wide scavenger hunt, letting all the students know what phones, jackets, and other other expensive items are up for prize. Even if you leave your pencil case in another class, you're saving someone from an inconvenient trip to Staples. Also, I'm just going to put it out there: how in the world do you lose a saxophone? That's something that doesn't just fall out of your pocket! All these optimists who hope their emails result in the lost items being returned to them need to just accept that once you lose something, its game over.

Jie Matar

It actually happened...



Headlines

- I don't know what all the fuss is about, it's usually snowing during the Battalion
- After a cold, rainy, and ultimately disappointing Spring, local weatherman Jack Prince predicts a "Great Fall"
- EW encourages students to wear green on "Earth Day"
- Like father, like son: McDermott is expecting triplets after spending too much time in the cyn byn
- FY motto at TJ semi: "snitches get stitches"
- Breaking News: S in S-trip does not stand for service. UCC moms "shocked"
- Josh Golden informed that hosting the boys does not count as CAS project, hosts Mariokart tournament instead
- Mr. Verboom recommended that Armaan Dogra keep his sleeves on during grad assembly

A note to the school: we at the Blazer apologize for the photograph that appeared in the last edition. It was printed without consent and it was inappropriate, even in the context of a satirical magazine. We regret any offense we caused as a result.