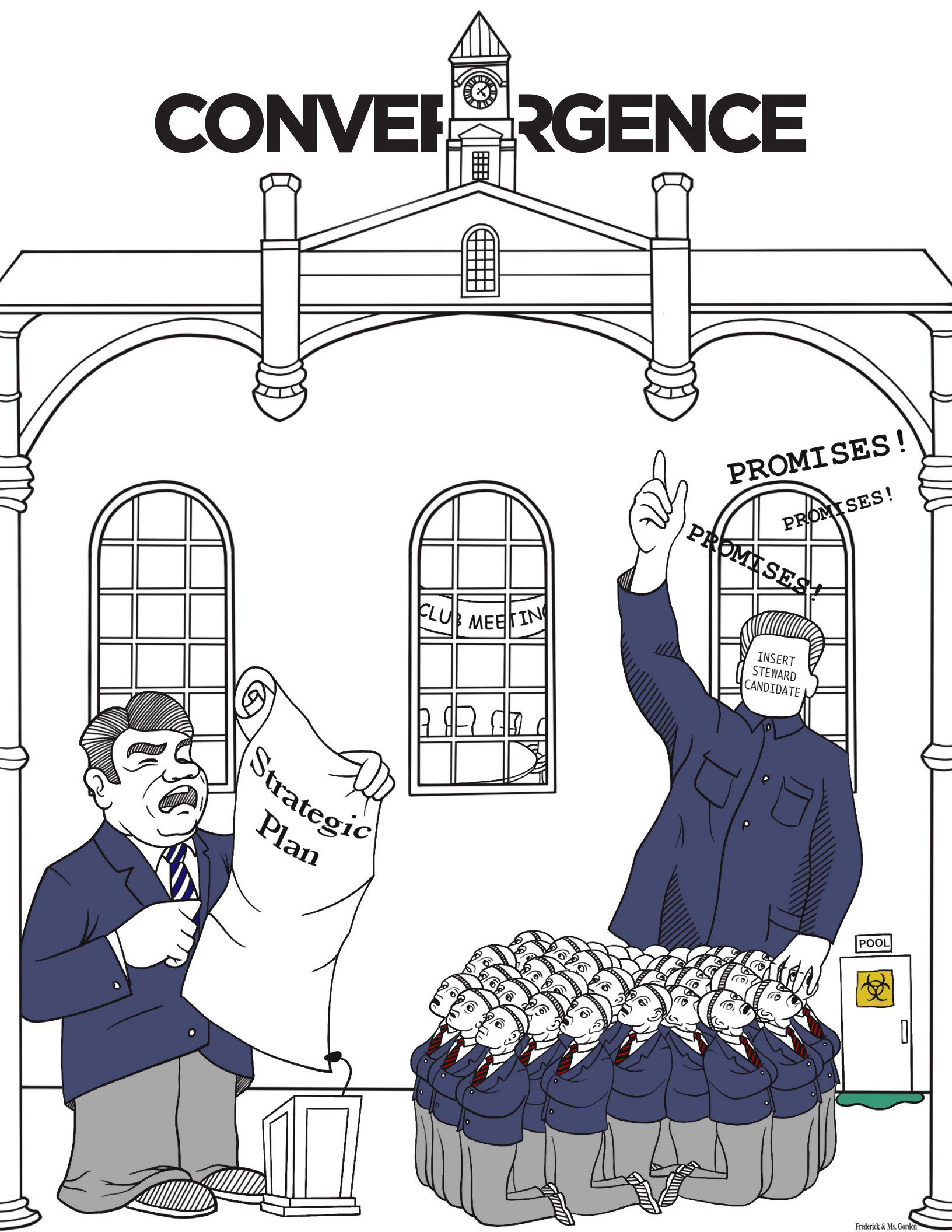


CONVERGENCE



→ CONVERGENCE ←

A COMPLETELY SUBJECTIVE AND EMOTIONAL ANALYSIS OF PREFECTSHIP

COOPER MENDELSON-GRASSE
STAFF REPORTER

Prefects at UCC are the butt of a great deal of jokes, however, what is it exactly that we do? A prefect is something of an administrative assistant to the head of house, and helps plan house meetings, bring in house breakfast, and mobilize the house for house sports. The issues, and thus the jokes around prefects arise in the number of prefects, the oh-so transparent way in which they are selected, and the jobs prefects perform. First of all, unlike portfolio stewards or heads of houses, the position of prefect is very “diluted”. In any given grade, between a third to a quarter of all students will be a prefect. It’s hard to develop a cache for prefectship when there’s a veritable army of us.

Before we can get that snazzy red tie, all of us prefects, and prefect hopefuls, must go through a selection process, before we are either rejected, or accepted. The problem here is that no one really has any idea what it takes to become a prefect. Selection criteria seems to be up to the teachers making the decision. This is all fine and dandy, given that the teachers who choose usually occupy senior positions in the house, and have a fairly good idea of what they want in a prefect, though it’s also somewhat problematic. For instance, teacher A may want their prefects to be administrators for the house, relegating them to a mostly organization role. In contrast, teacher B may want their pre-

fects to be cheerleaders for their house, wiping the house into a frenzy at house events, and making sure that the house never defaults in house sports. This is a problem, because no one really knows how or why they got chosen to be a prefect.

Take me for example. Before Scaddings decided to gift my woefully threadbare resume, I wasn’t what one would refer to as a model Scadsman. If I was a betting man, I’d bet that the vast majority of my house had no idea who I was before I became a prefect. This was in part because during my earlier years at the college I was fairly reserved and quiet, but also because I hardly participated in house events. Thus, the younger Scadsmen got a “house leader” that they’d never seen before in their lives, and some of the more committed older kids who applied for prefectship got a big ol’ slap in the face.

The other oft roasted and derided aspect of prefectship are the jobs prefects have to do. As I mentioned in the introduction, prefects do a wide variety of administrative busy work for their house. The only problem here is that there’s four of us, to do a job that could be done by 1 or 2 people. With 4 prefects its like were trying to shoot down a fly with a canon, it’ll eventually do the job, but its really not efficient. If any of you readers are lucky enough to have participated in Mr. Chan’s wonderful game of “Chan’s Chains”, then you’ll know that things get harder when

you have too many cooks in the kitchen.

As much as I love to complain about things and not present any alternatives or solutions, I feel honourbound to try and present a solution. So what should we do?

1. Reduce the number of Prefects or give them more responsibilities.

As I mentioned before, with the current responsibilities handed to prefects, there really isn’t too much of a need for their to be more than 1 or 2. However, if you were to give us more to do, you could keep the current number. It’s just, right now, as it stands, you’ve got too many people doing one job.

2. Standardize what it takes to become a prefect, or encourage senior house advisors to be more transparent.

Similar to the last suggestion, either have Mr. Williams or Mr. Cowie standardize, and then enforce, what they see as the qualities they want in a prefect, or, have the senior house advisors lay out, in a more transparent fashion just what exactly they’re looking for in a prefect. By making the selection process more understandable, we can ensure that kids who didn’t get the position understand why, and are then less resentful of the house, as well as ensuring that potential applicants understand exactly what’s required of them.

THE MYP SYSTEM



SHAAN HOOEY
STAFF REPORTER

As UCC has embarked on its journey to become North America's only all-boys full IB school with all 3 IB programmes (PYP, MYP & DP) I wanted to take a moment to understand how IB assessment prepares us for the ultimate goal of graduating with the IB Diploma. Slightly different from the IB Diploma Programme, the IB Middle Years Programme has an 8 point grading scale that is used throughout the year. This means that you shouldn't be alarmed if your little brother gets an 8 on his report card... unfortunately, he didn't break the system. To be consistent with the DP, the MYP has an end-of-year scale which converts the MYP final score to an IB level out of 7. However, it's important to note that a 7 isn't everything between 75 and 87.5% as one would logically assume. This system is also weighted with the idea of promoting a "more fair learning experience for all students", but few people know how the MYP is actually addressing this. Hopefully after talking to Ms. Hogan and Mr. Smith, our very own MYP coordinator, I can help answer the question that has befuddled us non-MYP students: how does assessment in the MYP actually work?

Imagine you are a hockey player and your coach grades you on four completely different skills; passing, shooting, skating, and stickhandling. Throughout the year, you must be tested on these four areas a minimum of two to three times each. Each "test",

your coach gives you a level from 1-8 in each of the skills being assessed. Let's say you are tested on stickhandling and passing. You get a 6 for stick handling and a 3 for passing. These numbers are determined more so on your ability to achieve the designated criteria for the skill being practiced. A 3 means you have a basic amount of ability to achieve that specific skill. A 6 means you have a good amount of ability in that specific skill.

Generally speaking, here is how the levels break down:

- 1-2 = Mediocre
- 3-4 = Satisfactory
- 5-6 = Very good
- 7-8 = Excellent

You probably ask, why have two numbers for each mark band? The idea behind this strategy is that if you receive a 3, you are just above the threshold for the criterion that is one category below, whereas if you receive a 6, you are closer to achieving the next level of the rubric. Now back to our hockey analogy. You have been tested on these four skills enough times over the term, and now it comes time for your interim report card in January. You receive an overall 22. What does this mean? 22 is the sum of each of the four criterion that you were assessed on throughout the course. For example, you attained a level 5 in stick handling, a level 7 in shooting, a level 3 in passing, and a level 7 in skating. With the highest possible score being a 32 (8s in each category), you will receive

a mark on your total "mastery" of the course you are taking.

The same structure will be presented for the June report card, except for the fact that a final percentage will be also be included for OSSD grade purposes, based on the IB Schools of Ontario conversion table. For example, for your second "term" of hockey, you receive an overall 27: a level 8 on skating, 7 on shooting, 6 on stick handling and 6 on passing. You will not only see the improvements you have made in achieving mastery of specific skills and the subject as a whole, you will also be able to appreciate the subject for what it is (ie. not having the percentage grade be your primary concern for doing well in school). One concern that is hard to deter from MYP students is that, without a percentage, one could quite easily believe that they "killed that test" and deserve an 8 all the time, even if they were far from it. It is important that, if you are involved in the system, you maintain a hold of what matters most: aka not spending your year guessing the conversion rate and instead focusing on

**"IT IS IMPORTANT
THAT YOU MAINTAIN A HOLD ON
WHAT MATTERS
MOST: **LEARNING**
HOW TO LEARN"**

proper study techniques, asking questions, going for extra help, etc...

At the end of the day, the idea behind the adoption of the MYP assessment system is that students are able to not participate actively in courses solely for the mark, but rather they can approach learning with the sole objective of constantly improving in all areas of one's courses, which is arguably the most valuable skill to maintain throughout one's life. In my opinion, while it is a drastic change to no longer worry about overall percentages, I think the MYP system is very useful towards allowing students to not focus on the competition around academia but instead focus on self-betterment and, ultimately, learning how to learn.

FAKE PROMISES AND THE STATE OF ELECTIONS

LIAM CORELLI & SHAFIQ QAADRI
CHIEF LAYOUT EDITOR & EDITOR

“INTRODUCING IB BUSINESS AND GLOBAL POLITICS” “MAKE THE LD GREAT AGAIN” “RENOVATE THE SWIMMING POOL”

Claims and promises such as these, as well as many others, form the basis of the platforms and campaigns made by the Steward candidates this year, as well as every year prior. Stewards have almost no reason not to make these bold and equally ambitious promises, almost all of which are unattainable, as we, the electorate like to hear them, and it has been shown that they will in turn gain a large share of votes from unsuspecting students, many of which often in the younger years, who may not realize that it takes more than a promise to make change. Having been a student at this school for a while, I have grown tired of unfulfilled promises, and hope the next wave of Stewards will be held more accountable for their content of their platforms. It points to a larger issue, one perhaps intrinsic to the democratic process where candidates and their actions are only judged during the election period. Persuasive rhetoric has always had its place within elections, but within our present election landscape it is clear far too many promises are left unfulfilled. This is problematic for a number of reasons. For one, it means that the candidates who are honest about their limitations and ability to achieve change are not likely to get as many votes as others. Secondly, we have candidates on the Board who have no intention of fulfilling their promises. Being a Steward is not a walk in the park - most people don't realize the time commitment of meetings, planning and execution of ideas. Bureaucracy is flawed somewhat by definition, and combining it with the demanding schedules of IB2 and endless subcommittee meetings, and well, you have the perfect recipe for unproductivity. It's very easy to criticize, and I don't mean to be needlessly cruel. I think the Stewards can do a great deal of good in their positions, I just don't think it's happened recently or will happen soon.

So then the conversation becomes: How do we move forward? How do we fix the system? The administration-student dis-

connect emerged as a central theme in this election as well as elections past. The Stewards this year began progress by publishing the meeting notes of the Steward meetings (not that any of us have read them). But still, transparency takes time, and I say that clichés aside, “honesty is the best policy.” Why? Well, honest communications about what can and perhaps more importantly, what can't be done will help the election process, the Board, and even the Stewards themselves achieve change visible to the student body. It is my hope that Stewards see their role as a responsibility to deliver on their platforms, lest face some consequences. While humour and rhetoric have always had their place, a focus on the more concrete would do wonders for the College.

Take the LD for instance, it's a perfect example of a student-administration disconnect. I believe that the importance of Stewards is in their ability to compromise and negotiate. It's the small victories that add up to real change. Students are those affected by changes, and I think it's high time our voice means something. That the opinions, thoughts and concerns we have are listened to, and even acted upon by those with the power to make changes. The Stewardship positions serve that role as a representation of student power so that the administration makes changes that better the lives of those enrolled at the college.

UCC has evolved over time, and 2018 is no exception. The new school year will see the implementation of the MYP, new courses and a change to how the IB gets executed at UCC. This alone shows that change is possible, realistic, and in the best interests of the student body. But these changes took time, perhaps too much time, to come to fruition. As I read through the declarations this year, I was struck by certain claims that seem to me and others as a bit unrealistic. Let's look at them in detail.

Candidates talk about the implementation of new courses at the College. In theory, this is a good idea, however there seems to be blatant disregard for how the process actually functions, how much time it takes, and who is going to teach it. The introduction of the IB computer sci-

ence course has been discussed for years and it will be implemented for the first time next year. Computer science took so long in large part due to the difficulty in finding or training teachers to actually teach these courses. Without a specifically trained teacher (Mr. Miskew), who is certified by the IB to teach and give credits in a course, computer science could not be introduced. This is completely ignoring the need for demand for these courses from students themselves. Unfortunately, this process will never get any easier, and with the introduction of the MYP it will now become harder than ever to add courses in the younger grades, removing the precedent that BTA set. So when candidates will again discuss adding unrealistic courses such as “IB Business” or “IB Global Politics,” take it with a grain of salt.

Transparency has always been a issue of controversy. The one thing most agree on is that there should be more of it. Adam Rothman made transparency a focus of his campaign, and championed the initiative by publishing the notes from Board of Steward meetings. The notes can be found in a shared folder shared by Ty Greenberg. This initiative was good in theory, it shows what the stewards are talking about, the issues they want to discuss and action items for the future. But what difference does it really make if the issues or solutions they're discussing don't appeal to the vast majority of students? The solution to transparency is not mass emails (that's what Ms. Timusk is for) or even publishing notes. Its engagement. It's having the opportunity for students to stand up, literally or metaphorically, in assemblies, online or in person, to the decision makers in charge. So, if you don't like what happened to the LD, parking, WIFI and more, you ask those in charge what they are doing, and you provide your thoughts.

I hope that stewards regain their sense of honest communication, that they are realistic, transparent and clear in their platforms. The Board of Stewards is a mechanism, a vehicle for change and progress. While not perfect, it can and must be improved for the betterment of the future of the College. It must be held accountable to us, the student body, to retain its legitimacy.

THE FUTURE OF TECHNOLOGY AT UCC AND BEYOND



PRINCETON ZHOU
STAFF REPORTER

We all are enthralled in our own unique fantasies with our modern technologies, whether it be our iPhone, Apple Watch, or Amazon Alexa. But as users, we often don't think about the effort and resilience the innovators put in for these products to come this far. Thus, a question we all may have is: what does it really take to create one of these groundbreaking innovations? Well, the truth is, the Elon Musks and Jeff Bezos of our world are hard to come by, they are trailblazers, one of a kind. So, as the next generation, we have to make it our goal to ensure that there are more of these incredible innovators. And one way we can do that is to make extensive shifts in what is being taught at schools and to promote the right character traits to our students. In this article, I will talk about how UCC is doing just that and is taking steps to becoming a more tech-friendly school.

Within the next few years, UCC will be offering a variety of new tech courses for almost every grade in the Upper School; starting with Year 8, where students will take the MYP design course for the entire year as opposed to only half. It will be a blended design course, incorporating coding, app development, product design (3D printers), digital (film) and web design. The hope is that this new course will jazz up the Y8 school year, allowing for students to use their creativity to dive deep into the various tech outlets offered by UCC. For instance, students could create prototypes using 3D printers, design and print out digital posters using Adobe Photoshop or Illustrator,

and include all of these items in a film they produce.

In Y9, students will have the choice of 1 design course from the following 3 options. The first is digital media, which will encompass the areas of film, Photoshop, augmented reality (AR), and virtual reality (VR). The film component will focus on skills such as collaborative story designing and problem-solving (for example, filming a media campaign). Next, let's touch upon the AR and VR components. For those who don't know, AR is a technology that imposes a computer-generated image on the user's view of the world. Some popular apps that use AR include the game *Pokemon Go* and the *SkyView* app. One idea I have, which UCC students could develop in the future, would be an interactive AR learning environment, projecting images such as different animals onto the space in front of the user. One of the major features of this product would be for the user to tap on the virtual images of the animals. After the user taps, the screen would then display common sources of food, related species, habitat types, and other information about the animal. In contrast to AR, the VR headset completely places the user in a different world. Although VR apps might be a bit more complicated to develop than AR apps, I think that UCC students again could tinker around and perhaps create some educational applications. For instance, students could create a program that could help kids to become interested in learning. Using the VR headset to transport the user to an exotic habitat such as a coral reef, and allow the user to examine the differ-

ent plants and animal species, and the rock formations that contribute to the movement of the tectonic plates.

The second design course Y9s will be able to choose from is called innovative product design. This course focuses on practical solutions for problems through designing physical products. Students will have access to 3D printers, laser cutting machines, and CNC machines. Although the details on the types of projects students will undertake in this course are not very firm yet, I could definitely envision students designing products such as small prosthetic limbs, or wearable tech (for instance, 3D printed watches or headphones).

The third and final design course being offered to Y9s is the computer-science course. This course will likely be somewhat similar to the current Y9 comp-sci course (similar languages: likely Python and Java), except it will explore many more applications where code is used. For example, students will be exposed to the code used by Artificial Intelligence (AI) products. Students will perhaps be able to code their own renditions of Siri and the Amazon Alexa to complete tasks for users. Furthermore, Y9s perhaps will be able to formulate (using their own knowledge) the fundamental code used by AI in Tesla's self-driving car mode. For instance, the AI may run a loop that uses a motion sensor to measure the distance from the user's car to the car in the next lane every 0.1 seconds. Lastly, this course will also explore the code behind VEX and Arduino robots, and mobile apps.

In two years, the same new courses implemented in Y9 will be available for Y10s to take, which means that UCC will likely not offer the BTA course any more. However, in the DP/IB (Y11-12), a computer science course will be introduced next school year. The course will explore networks, databases, and programming applications to robotics and AR/VR. It is an extension of the Y10 coding course and is recommended to students looking to pursue coding as a possible career path.

In conclusion, with these new tech programs, UCC is not only trying to foster a school environment where students are interested in tech, but also is promoting the right core values that will lead us students, to accomplish great things in the future. Cultivating creative thinkers, problem-solvers, and collaborative guys are what this school truly wants, and UCC is definitely taking large steps to reaching that goal. (Thanks to Mr. Archer for the in-depth information).

WHY A SNOWSHOEING TRIP WITHOUT SNOWSHOEING IS STILL A GREAT SNOWSHOEING TRIP



KEVIN LIU
STAFF REPORTER

The UCC Outdoors Club Snowshoeing Trip is an annual 4-day winter camping and snowshoeing trip. This year, the trip took place in Queen Elizabeth II Wildlands Provincial Park from January 26-29 and consisted of Mr. David Borden, Mr. Zach Williams, Chris Munn, Andrew Mun-Shimoda, John Babits, Chris Noh and myself.

Right before our trip, it rained really hard for a few days. So when we went for our trip, there wasn't as much snow as we had expected. It ended up that we didn't even need snowshoes to cover the planned routes. Even though it might seem that snowshoeing is an indispensable part of the trip, it turns out that a snowshoeing trip without snowshoeing is still a great snowshoeing trip! Why?

The Same "Professionalism"

During our trip, we still experienced the flavours of a typical snowshoeing trip. We pulled our gear to and from our campsite using sleds just like professional winter campers, and we slept in a special, heated, winter tent used by veteran outdoor enthusiasts as well.

On the afternoon of Friday January 26th, our party of seven was dropped off at our point of entry to the park.

Along with us we brought three tents, all our gear, and a sled for each of us. It turned out that the 1.5 km trail to our campsite would be facilitated as we had sleds to tie all of our gear in. These orange sleds could comfortably fit a person's pack and had additional room for a tent or a food barrel. When all the sleds were loaded, we worked as huskies to pull our sleds along the trail into the wildlands. In no time, we arrived at our campsite after dragging these sleds across the open ice.

Later, when we slept in our tents at night, we experienced a winter "hot tent". Setting up this type of tents required pegging the corners, erecting the center pole, and laying tarps on the ground. The stove, a small metal box with a chimney, fit nicely near the center in the tent. Although it would be a tight fit with the stoves, these tents were technically designed for four people each. Since we had three tents for the seven of us, we either had two or three people in a tent - so they were rather spacious. Once loaded with firewood, the small metal box emitted a lot of heat! It was hot enough for the metal to set fire to a dried leaf thrown on top of it. When the inferno was at its hottest, the metal chimney glowed red near the base - it must be over 35 degrees at the time! Although regulations required us to turn off the stoves at 9:30, we were asleep long before that. Eventually, the heat drained away with the cold winter night, and in the morn-

ing the temperature in the tent was almost as cold as the outside. However, thanks to my -34 sleeping bag provided by the Norval Outdoor Education Center, I was very comfortable and warm the whole night.

The Same Journey

Although snowshoes were not required, we still explored the vast wilderness of this park as we would have done with snowshoes.

After we woke up the second day, we ate, packed our day packs, and set off for a day of adventure. We brought our snowshoes in case we needed them, but we ended up leaving them at a trail intersection so we didn't have to carry them. There was a reasonable amount of snow but not deep enough to justify snowshoes. There were also a lot of rocks on the trail which would have made using snowshoes a hindrance than being helpful.

We hiked the Ganaraska Wilderness Trail, part of the 500 kilometer trail connecting Port Hope and Collingwood. Along the way we surfed through valleys carved by small streams, forded many small rivers, and walked through dense forest and made our way across the winter wonderland. Eventually, we arrived at a lookout from which we could see the vast Scrabble Lake. As we stayed there to have lunch, it felt



like we were at the top of the world: below us, the icy blue lake and the white sea of trees; above us, some patches of blue sky and the white sea of cloud; in our faces, the calming breeze; and surrounding us, the unbroken silence and tranquility. On the walk back to the campsite, we also stopped by the peak of Scrabble Mountain, the highest

"WE HUNG AROUND THE CAMPFIRE EAT- ING S'MORES, JOKING AROUND, [AND] TELL- ING FUNNY STORIES "

point of the park. When we were back at our camp, we were all physically exhausted yet mentally exhilarated - we must have hiked some 15 to 20 kilometers and we only saw one other small group of hikers the whole day!

The next day, we did another hike, but this time we stayed around the campsite and explored some ponds made by beaver dams. As we trekked on top of the frozen ponds, we noticed that in some spots there was a thick layer of ice covered by a thinner layer. It was amusing walking on top of both layers

and having the thinner layer crack under your feet without worrying about falling through. As we reached the end of our pond we found an enormous beaver dam, holding together the very pond our campsite lay on. We continued to journey through the surrounding beaver ponds, realizing just how profoundly these beavers were shaping the landscape around us.

The Same Fun!

Lastly, we all experienced the same fun of a typical camping trip. From setting up our campsite to enjoying the fire, all of it created a memorable experience.

As soon as we arrived at our campsite on the first day, we began the setup process to take advantage of the daylight hours left. We had people chop trees and split wood and we had people find long sticks to be used as the center pole of our tent. Using the shovel, we dug out snow to make a firepit and removed snow for the base of our tents. Mr. Borden, equipped with his axe, cut a hole through the foot-deep ice which gave us access to fresh, yet slightly brownish, drinking water. We worked efficiently and watched a primitive civilization get established right before our eyes.

At night, we hung out around the campfire, eating s'mores, joking around, telling funny stories about our experiences

at camp, and just chatting. Eventually after three nights we felt a certain sense of bonding with each other.

There were times where we completely fooled around. We played a primitive game of curling on a frozen pond, we hit sticks off a log in the middle of a small lake, and we slipped and slid across the ice.

However, there was only one part of a typical snowshoeing trip that we were missing. That was the feeling of being constantly hungry. Usually on a trip like this, food is limited by how much you can pack into a barrel. Usually calories are counted so each person receives the bare minimum of food possible to sustain the physical activity. However this was definitely not the case on this trip. Because we originally had eight students sign up, we bought food for ten people (including two teachers). However, before the departure, three students couldn't make the trip due to illness. Thus, the seven of us had food for ten people. Never in a winter camping trip had someone emphatically turned down a Clif bar before.

After the end of the four day trip, it became evident that snowshoeing is definitely not essential for a great snowshoeing trip. Or to put it another way, snowshoeing is simply more than just snowshoeing!

SWIMMING AT UCC



WILLIAM BLAIR & PHILIP KONG
STAFF REPORTER

Swimming at UCC can often be underappreciated. While the team has achieved often unprecedented success at competitions, the sport still remains undervalued at the college, below the likes of hockey and football. While these sports are clearly well established and respected at the school, we feel swimming deserves greater representation with regards to our achievements, particularly with regards to the renovation of the school swimming pool. While many facets of UCC has seen renovation over recent years, many of you may (or may not) know that the pool has remained unchanged since 1938, the year in which the UCC swim team was first established. That's right. This year is the 80th anniversary of the pool, yet there are still few plans to renovate or improve the pool facilities. The negligence of the school to our swim teams is opposed both to the success of our teams and the integral position of the pool in the prep, for physical education and swimming lessons. We are doing a great disservice to the 400 kids who are involved with the swimming program in both the prep and the upper school.

Many have little idea of the success of our swim team at UCC. Last year, our team had a historical finish in the Junior division at OFSAA, placing first in Ontario. As well, many of our junior swimmers placed within the top 8 in the province within their respective events, breaking multiple school records. The Junior Freestyle Relay team, especially, enjoyed a first place finish in the province, breaking a school record in the province. Our open and senior teams also placed second and third respectively, extremely impressive with such a small team at OFSAA. Overall, in the coed division, UCC placed third of 297 schools with a combined total of 735 points. Our boys teams were so dominant that, despite that UCC has no girl's teams, we still placed among the top in the entire province. At CISAA this year, UCC brought back both the Overall boys trophy for the 8th consecutive time and the Senior boys trophy for the 3rd consecutive time. At OFSAA, our team is ready to achieve even greater, aiming to bring home two OFSAA banners with the junior and senior boys teams.

To solve this problem and provide swimmers with the respect they deserve, regardless of their skill and contribution, will not happen overnight, or even in

the course of a year. It is going to be a long process that requires the effort of the entire student body. Furthermore, we don't expect the change to be drastic. We understand that building a new pool will be hard, and may come much later or even never. However, some sort of change must take place. This is no longer

**"AT CISAA THIS
YEAR, UCC
BROUGHT BACK
THE OVERALL
BOYS TROPHY
FOR THE 8TH
YEAR IN A ROW"**

about giving the team a nice locker room, or their own state-of-the-art facility, but achieving the basic standards of a swimming pool. Four out of the twelve show-ers heads are broken, and the supply of

hot water is consistently slow and sometimes non-existent. The temperature of the changeroom is well below average, and circulation of air in and out of the facility have been weak, and, for many practices, makeshift ventilation systems had to be made by keeping the doors open towards the rest of the school. To say that the pool is poorly maintained would be an understatement. Chlorine levels have been unstable, and has led to two shutdowns just this season alone. Compared to the BSS pool, which is the same design, and about the same age, the UCC facilities are much worse maintained.

There are many ways to solve these problems, and provide the swimmers with a much improved practice environment. Firstly, a lot of issues can be fixed by awareness of the student body. Maintenance negligence is not a lack of fund-

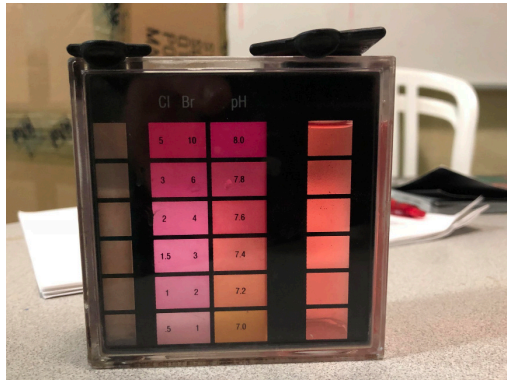
ing, but simply a complete disregard of the team. As more students are aware of the conditions of the pool, discussion will increase, and can influence change in the maintenance of the pool. On a positive note, we are taking steps in the right direction. At winterfest this year, the varsity swimmers were called onto the stage to sing “Never Walk Alone” with the basketball and hockey players. It was extremely appreciated by all the members and coaches of the team. It is only through inclusion that we can get the attention we deserve.

Another reason why there is a disconnect between the swim team and the rest of the school is because we are isolated and not a lot of students know about what it is like to be a swimmer. Within the walls of the pool in the corner of the basement lies one of the most vibrant and supportive communities of the col-

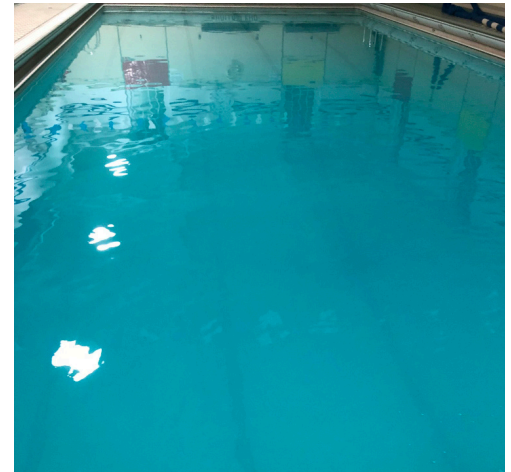
lege. Ninety-minute practices take place virtually every morning (6:30-8:00) and afternoon (4:00-5:30) with occasional practices on weekends and breaks.. While there are no mandatory practices, every member of the team is expected to attend at least three practices a week to compete at CISAA. Upon entering the pool, swimmers would be greeted by the coaches Mr. Roytberg (aka Vlad, Mr. V or V), and residential assistants Ms. Hui Bon Hoa and Mr. Zach Williams with a massive high-five. Mr. Roytberg has been coaching the UCC swim team for sixteen years, bringing championship to UCC year after year. The swim team is no different than any other athletic team, and deserves the same measure of respect, admiration and resources as any other team at the College.



SHOWER ROOM



UNSAFE PH LEVELS ON A BAD DAY



20 YARD POOL WITH CLOUDY WATER (YOU CAN BARELY SEE THE BOTTOM)

A BRIGHT FUTURE FOR UCC

Mr. McKinney, along with his administration team, has recently enacted a program that UCC has long awaited to see. The simple act of consulting with students about changes that the administration is hoping to implement as a part of their long-term strategy has proven to be very successful, not just for UCC, but for many other state-of-the-art schools, as well. It's amazing for us to voice our opinions and ultimately reap the benefits of what we believe, which is honestly single handedly why it has never been better to be a UCC student. We are, in essence, the visionaries that will change the school for future generations of boys.

UCC is working with Fielding Nair International - a architectural company that

specialize in innovative school design. Ultimately, what Fielding Nair hopes to gain from these consultations is more than simply an understanding the physical locations of the school that many people think need renovations (cough cough pool), but more so to understand what values you, both as an individual and as a part of the UCC community, associate with.

For example, “What do you think the UCC community represents?” These questions are very well thought out because you are forced to think about your answer instead of responding to simple questions, such as “I like the student center.” You might instead say, “When I think of UCC, I think of balance, in every possible

SHAAN HOOEY
STAFF REPORTER

way.” Then the question becomes “How can we ensure that all students feel they can have a balanced lifestyle at this campus, regardless of their co-curricular interests?” These questions, in a nutshell, are what result in spaces that work with everyone’s lifestyle and reinforce these values that the students themselves appreciate at UCC.

Personally, I found it to be a very rewarding process for students as well as FNI, and I highly anyone interested in voicing their opinions to email Mr. Cowie if you are interested in being in an upcoming focus group session.

UCC/BSS MUSICAL: THE ADDAMS FAMILY



SHAFIQ QAADRI
EDITOR

They may be creepy, kooky and all together odd, but the Addams Family, one of America's most beloved comics, magically exploded onto the stage a few weeks ago. The cast, crew, and faculty delivered four excellent performances full of laughs, hijinks and a message that "normal" is just a relative term.

Set in the beautifully constructed new BSS theatre, the Addams Family is a fantastic musical complete with songs, lighting, smoke, and of course wonderful, captivating performances from the UCC boys and BSS girls alike. I was immediately struck by the difference in tone compared to previous musicals. Addams Family freely embraces the abnormal, and actively cultivates it throughout the play. The inversion of morals and the embrace of death, misery, and destruction drives and emphasizes the personal struggle of each character.

With characters originating from Charles Addams' comic strip in the late 1930s', the Addams family imbues a Gothic spirit reminiscent of the Great Depression. The husband and wife team of Gomez (Sean Manucha) and Morticia (Belle Winner), their lovably unloveable children Wednesday (Lauren Nathens) and Pugsley (Daniella Gallay), their cadaverous butler Lurch

(Roger Watts) and certified baldie Uncle Fester (Kumail Nathoo), along with a ghostly ensemble of Addams ancestors make up the family in this tale of misery, love, and heartbreak.

We meet the fiendish family in a state as Wednesday has fallen for the "normal" boy Lucas (Ophir Cundangan) and fears offending her mother, Morticia, with their intention to marry. She confides in her father Gomez, and asks him to keep the secret through a dinner with Lucas and his parents, but the secret threatens to derail both families. Throughout the night, comedy and mayhem erupts as character-changing potions bring out dark secrets within the two families. Despite the very best and visible efforts of the Addams family to have a "normal" night, things inevitably turn south and threaten the relationship between Gomez and his wife, Morticia, the blossoming romance between Wednesday and Lucas, and even between Lucas' parents. Wednesday has a constant menacing grin in her eye and it is enjoyable to see the character as a fully-grown adult – a mix of both Morticia's quirks and Gomez's sense of fun.

I was impressed by the surprising amount of witty political commentary and references throughout the play that only a member of the 6ix would get. Especially entertaining was the sustained Latin accent of Sean Manucha's Gomez, which carried over won-

derfully into his vocals and drew the audience into his tormented world. His boundless energy and inner conflict between his loyalty to keeping an honest relationship with his wife and his devotion to keeping his daughter's secrets was compelling. In perfect juxtaposition, the more mature couple – consisting of the mesmerising Gomez and the majestic Morticia-wonderfully illustrates the way a relationship develops over the years. In contrast to their open honesty, Alice (Spencer Watt) and Mal (Ethan Ullmann) have a relationship saturated with secrecy, twisted fortunes, and limited communication. During "Full Disclosure," under the effects of a potion, the secrets emerge and their relationship regains the youthful energy ever present in Gomez and Morticia.

The set design of the stage is wonderfully crafted, creating a dark, gloomy atmosphere that perfectly complements the plot. Coupled with the scented smoke machines, and flawless lighting throughout the play, the audience is drawn into the miserable, twisted world of the Addams family. From the opening to the final number, the minimalist set and scenic motifs created seamless transitions from scene to scene and established a unique setting. The ornate, grizzly fence, tombstones, creepy costumes were all thoughtfully made and contributed to the play. The fight choreography in the first act features Gomez's and Lurch's parrys, thrusts and blows were striking and impressive. The catchy music will haunt you for days afterward and is delivered with aplomb by the ensemble. The gruesome and ghoulish movements particularly work during Morticia's song, Just Around The Corner. Much of the (after)life of the show comes from the omnipresence of the family spooks, gleefully bringing the clever stage to life, whether hilariously harmonizing with the chorus, or frightening the clueless Beinekes. Each has a clearly defined character when required, but manage to blend cohesively as an ensemble.

I know it's hard to make it out to a play at 7pm, I understand that watching a musical may not be everyone's thing, but I urge you, come out, see what it's like, and support the boys in the arts. They put a lot of time and effort into creating something spectacular, and you will not walk away disappointed.

BLAZER

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

Dissection of Head Steward Declarations

Ah, it's that time of year again, February: the month so dull, you might mistake it for a Monday morning assembly. Speaking of which, the Head and Portfolio Steward assemblies were no exception. This showcase of mediocre public speaking marks the beginning of the new Steward elections where students hope to hop on the only Board less effective than the one that held my grade 7 science fair project. We all know a Steward when we see one, a chocolate milk-stained white blazer sticking out like a sore thumb on first-dress days (what's not appealing about that?) But before the final speeches, we had the chance to pretend to read the initial declarations of the many hopeful candidates from IB1, who sacrificed their dignity online for the enjoyment of the Blazer. So without further ado, let us present to you some highlights of these declarations and an insight into the thought process behind them:

"Over my years at UCC, a lot has happened" *Declarations are due in one hour and I can't think of a better opener*

"I am not getting enough sleep and struggling to balance schoolwork and co-curriculars" *I'm trying to sympathize with the student body but inadvertently just exposed that I am not qualified for the position*

"I won't make any huge promises now, but will instead pledge to give as much time and energy as possible to finding and solving these issues with the entire UCC community" *I have absolutely no ideas. Please help.*

"That's why I propose casual dress every Friday to reduce stress and improve mental health" *I love wearing sweatpants and I am completely unaware that this is the most insanely unrealistic and stupidest idea since preposition of introducing IB Business to UCC*

"UCC runs like a well-oiled machine" *I have never read Robert Muttiger's emails*

"This school isn't just made up of bricks and mortar" *Forgive me, I forgot the cement, iron, steel, and the tears of IB students past*

"Never Walk Alone" *Yeah, I know this is was stolen from Liverpool FC, but I'm gonna say it anyway in hopes of getting the votes of Andrew Speirs, Blue Army Generals, and Mme Lowndes, all of whom BLEED BLUE*

"I would like to set up a board of stewards email account that is open to receiving ideas and criticisms from both the student body and teachers throughout the year" *I am 100% oblivious that this already exists which means the Year Ones definitely don't know it exists and hopefully they think it's a good idea and vote for me*

Weather Report



Clouds continue to persist over the skies of UCC despite multiple measures to counteract the phenomena, including emails and even the discovery of some of the cloud producers on stage and in the library. For more weather updates, please email blazer@ucc.on.ca

Upper American College



Headlines

- Connor Mckinney thinks he's gonna go play professional football next year; turns out he's headed to the wrong CFL
- Josh Golden spends more time on Bremner's house picture than the IB itself
- UCC's Quarter Century club only shows to Stewards assembly after hearing there was bingo
- Steward from class of 2019 makes first declaration to have pants with zipper pockets
- EW's vaping email sent to trash even quicker than his advising emails
- Academic Steward race beats out Syrian General Election for sketchiest election of the year
- Ethan Ullman to compete in the 2020 Olympics for Gymnastics
- Year Ones in Bremner's locker room shocked to see red markings across Thomas Gormley's back in wake of recent Montreal trip #whipped
- TI-Nspire crashes while calculating Alex von Eppinghoven's misconducts
- Facebook to become more of a fossil than BTA for all students born in 2002 or later
- Jermaine issues Sarosh Waheed speeding ticket after social Steward speech
- Winterfest and King Lear finish tied for most belligerent event of the year
- Final TOK essay first assignment where a 3 is a fire up... out of 10

Spoiler: We're not getting a new pool