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A SPIKE IN CONCUSSIONS

GRAEME JOEL - STAFF REPORTER

Concussions in sports have always been a concern, but their growing prevalence, particularly in high school, have caused a spike in attention. Concussions occur fairly frequently in contact sports, particularly hockey and football, and, at a lesser rate, rugby. In addition, high rates of concussions occur from miscellaneous activities. The issue with this last point is that we, as a school, have protocols we can follow when someone is injured playing a contact sport. One isn't allowed to play in a game unless they have completed a baseline test beforehand. The test is taken because if someone takes a hit to the head, and there is a risk of concussion, they take the test again, and if there is a large difference in score, it is more than likely that this person is concussed. With miscellaneous activities, however, there is no baseline test. Our Health Centre isn't allowed to diagnose concussions, so our protocol is to have the potentially concussed students discuss their symptoms with the Health Centre, and then be referred to a clinic so they can be diagnosed. This becomes a subjective process, and makes it difficult to determine the severity of one's concussion.

Treatment of concussions becomes a

different issue, but the key point is rest for the brain. This typically includes no sports or physical activity, lack of computers and cellphones, a lowered amount of mental activity, and not driving for a few days. Staying away from alcohol is highly recommended until one is completely cured. As a school, we do whatever we can to accommodate those with concussions. First, a boy is taken to and assessed at an outside clinic. Once you are allowed to return to school you begin on a half-day basis without laptops whenever possible. Depending on the severity of the concussion, extra time is allowed for all tests and exams for a given period following the concussion, and in certain circumstances, laptop use is allowed once the student has been cleared to use it. Due to the subjectivity of a concussion, there have been reported instances of students abusing the system, and gaining extra time when it is no longer necessary. But, that being said, there is simply no way for concussions to be treated passively. There are also those who try to cheat the system the other way so that they can return to sports earlier, but this is an incredibly dangerous thing to do. Should one return to physical sports and become concussed again before the first is healed, they can become

affected by Second Impact Syndrome (SIS). This can cause swelling and/or bleeding of the brain, and when severe, is fatal.

The final point to discuss is mental illness as a result of concussions. It has been argued that contact sports shouldn't be allowed in high schools as repeated concussions cause young people to become 65 percent more likely to be diagnosed with schizophrenia, 59 percent more likely to develop a depression, 28 percent more likely to be diagnosed with bipolar disorder, and 439 percent more likely to suffer from organic mental disorders. This shouldn't be the solution, as sports are an incredibly important part of high school life, and without them schools lose their ability to produce well-rounded students.

Finally, research into concussions has increased dramatically over the last few years. This could actually be the reason we have seen such a spike in diagnosed concussions. In the NFL, for instance, the concussion test used to involve the team doctors ask the injured player how many fingers they were holding up. According to former Chicago Bear player Doug Plank, "It was always 2," and then the players would return to the field. No concus-



NUTRITION AT UCC: YOU ARE WHAT YOU EAT

ROBERT WALKER - STAFF REPORTER

Nutrition has been an important part of our lives since day one. When we were younger, the reminder to "eat your green vegetables" was said by authoritative figures at almost every meal, and later, the saying that "you are what you eat" was drilled in by coaches and parents daily. Eating healthily has always been a priority, both at home and at UCC. But now it seems as if the UCC student body is in a dilemma.

Students have raised concerns over the quality of food at UCC. According to the Board of Stewards' most recent survey, over 40% of students responded that the "lack of healthy food choices" was affecting their decision to eat healthily at UCC. Over 60% said their decision was being affected by the "cost of healthier food items." In a school that values health and well-being, this number is surprising to say the least. So, whether it's the selection, cost, nutritional value, or even taste of UCC food, one thing is for certain: it is time for change, and luckily, change is on its way.

THE SCHOOL IS GOING TO BE MAKING A SHIFT TO HEALTHIER OPTIONS

With the help of the Nutrition Committee, UCC will be integrating healthier food into our menus. To get some of the details about these changes, I spoke with Charlie Dunn, one of the heads of the Nutrition Committee. When asked about the changes, he replied: "So, what has been happening around the school is a shift away from sugary beverages, including sports drinks." He also said that the school is going to be making "a shift to more healthy options like healthy grab-n-go style food and healthier snacks." He added that all of these changes will only be happening in the Lower Dining Hall

and that, unfortunately for the IB2's, most of these changes will be made for the next school year. Although the details have yet to be completely finalized, Charlie shared a document with me containing most of the details. Some of the changes are going to be extensive.

According to the document, the overall goal of the changes is to move the Lower Dining

Hall from being a "corridor of junk food" to being a "healthy food zone and café". To do this, the school is redesigning the menu in the LD. For the entrée, the school will be removing the pizza, Jamaican patties, and hot dogs, and replacing them with better hot meal foods like antibiotic-free burgers, rice bowls, and hearty soups and stews. To drink, almost all of the sugary beverages such as Nestea, Powerade, and pop, will be replaced with bottles of water, coconut water, small BioSteel electrolyte cups, and smoothies. For dessert, the school will be replacing the apple pies, pastries, chocolate bars, and chips with granola bars, fruit-based candies, baked chips and healthy popcorn. However, the school is keeping its healthy foods like the yogurt parfaits, fresh fruit, hummus, sushi, and grab-n-go sandwiches and salads.

These changes, suffice it to say, are significant and are going to make a big difference in our ability to eat healthily. It seems that the students' plea has been answered, and we can all look forward to a healthier next year thanks to the Nutrition Committee and the school.



NANOR BALYOZIAN: THE 2016 LIONEL GERBER KEYNOTE SPEAKER

LOGAN YE
NEWS EDITOR

Q: Can you recall the specific moment when you and your family decided this is enough, we have to leave?

Ms. Balyozian: "We tried to stay in Aleppo for as long as we could. Due to the conflict, food, water and power were running out, but we could handle it. One day, a mortar shell hit the building next to ours. It could have been us. That's when we realized that we could no longer stay. We had to leave our Aleppo. We had to leave behind our home, our country, and our lives."

Ms. Nanor Balyozian is this year's Lionel Gelber Keynote speaker. She fled the Syrian civil war in 2013, first taking her family to Lebanon, where they spent a year before arriving in Toronto on December 22nd, 2014.

Ms. Balyozian completed a BA in English Literature at the University of Arts and Humanities in Aleppo, Syria. Before the civil war began, she worked in the travel and tourism industry. She now works as a consultant and financial planner in Toronto and volunteers with the Armenian Community Centre of Toronto to provide services to new refugees. She is married to Abra-

ham Shohmelian, and they have two children together, a five year old son, and a seven year old daughter.

In her speech, Balyozian will describe the challenges she faced on her journey from Aleppo to Toronto. She will address the Canadian government's policies during the refugee crisis from her personal perspective. What has the government done well? In what respects has the government fared poorly? Finally, she will also give her thoughts on

the refugee crisis as a global issue, addressing many of the concerns people have regarding accepting refugees such as national security, economic burdens, and community integration. As always, there will be an open question and answer period after her address. This is an incredible opportunity to hear from someone who has seen first-hand what we have all heard about in the news. Don't miss it!





COMBATING STRESS AT UCC

PAUL WEISER - EDITOR-IN-CHIEF

Upon embarking on this editorial about stress, I began to feel a fair amount of just that - as is common for me lately. We all deal with it on a daily basis and it is not going away. Why is stress so prevalent in our lives? Between the highly demanding IB program, athletics, the arts, community service, and social networking, one could say that free time is not at a premium for UCC boys. We lack the necessary amount of rest, and, in turn, our anxiety levels can peak. Although it seems impossible at times, we can certainly overcome stress. While I am certainly no expert, I'd like to share a few approaches that we can all apply to juggle our interests successfully.

In her memorable assembly address last term, the Venerable Robina Courtin, a Buddhist nun, told us that "We need to know our own mind and take responsibility for what is in there – including the emotional part." She pointed out that we assume responsibility for our good marks, our talents in sports or arts, yet we tend not to recognize our own responsibility for our feelings or emotions. In his speech a week later, Dr. Power said that he does not believe our stress is increased because of the IB program. I admit that there is some truth to that. While I do not deny that the workload is significant, but I have felt stress long before I was in the IB, and will continue to do so after. We are inclined to blame our stress on external pressures, like that of university applications or the IB, but it is our will to do the very best and fear that it is not going to be good enough that causes us to feel anxiety. Courtin's advice on knowing oneself is extremely useful in terms of handling our myriad of hob-

bies. It can be difficult to determine one's ability to participate in multiple extra-curricular activities, especially when there are so many offered here at UCC. Students can often find themselves signing up for 5 or more clubs at the annual clubs fair in September in addition to taking part in athletics and the arts. The ability to understand yourself emotionally could go a long way to helping you figure out just how much you can take on. But, the pressure of university applications makes this self-awareness more difficult on IB1s and IB2s. Scholarships and selective programs look for applicants with strong extracurricular involvement. However, it would be worthwhile for every student to direct a majority of their energy to a few commitments by adopting a "less is more" approach. Universities often prefer quality over quantity. This approach can also help students find more time for relaxation, allowing them to reflect on their lifestyles and perhaps even to get to know themselves a little better, as Courtin suggested.

Dr. David Spiegel, Stanford University's associate chair of psychiatry and behavioral sciences, suggests dismissing any thoughts of multitasking in order to better manage stress and to let go of the idea that you need to solve everything. "Figure out what you can do about things and what you can't," he says. "Take on the things you can do something about and give yourself some credit when you've accomplished something." We need to appreciate and respect the signals our body gives and to listen to them. Psychologist Kelly McGonigal talks about how our attitude towards stress is a key tool in handling

it. She states that our body's stress response is actually its way of preparing us to meet a challenge, and that if we can see it as such we will become more adept at handling anxiety. I concede that being able to harness stress as a positive force is a difficult task, especially for a teenage boy, but awareness of the benefits of stress is the first step. It can't hurt to shed some positive light on hell weeks, can it?

The Health Centre and the Mental Health Club are working diligently with the Administration to embed a culture of wellness at UCC. I spoke to Ms. Peacock, one of the school nurses, who said that building resilience to stress is a priority at the moment. The school is taking action to educate the community by teaching techniques like mindfulness and conducting school-wide surveys. This way, we can attain a better understanding of stress, creating a wide range of people students can speak to for help. I experienced this first hand after my concussion two years ago. My teachers were cognizant of my situation and I received help from both my friends and the CFL.

To sum up, keep these take-aways in mind. Know yourself: Work on understanding your feelings, and try to figure out how much stress you can take. Learn to accept that stress is okay and, in turn, make your hell weeks a bit easier. Lastly, remember that you "Never Walk Alone" and that there is always someone to reach out to. It is often the best we can do. Of course, there is also Dr. Adam Cox's suggestion – get a dog, or at least hang out with one – they are the best therapists!



WINTERFEST RECAP - BASKETBALL

SEYON RAJADURAI
STAFF REPORTER

In a much anticipated game to start off Winterfest Festivities, the Blue Army cheered on their varsity basketball team against rivals St. Andrew's College. Having planned a "silent night" before the first two home baskets of the game during the pump-up assembly, the boys quietly entered the Lett Gym and made

our way to the far side bleachers. After the 2nd basket was scored, the crowd jumped to their feet and filled the Lett Gym with noise. Being ahead the entire game, the blues had a 22-point lead at the half, which they extended after the break with the game concluding in a 61-32 score line - a 29 point blowout. The Blue Army looked livelier than ever, throwing up the "3-signs" every time one

of our Blues drained a shot from behind the arc. Special shout out to Blues guard Jonathan Clinton for completing his junior season highlight reel with the footage from the Winterfest game. Hopefully the Blues current level of form carries on to their home tournament, hosting teams like Ridley and our very own Junior Varsity team.

WINTERFEST RECAP - HOCKEY



ARJUN PASRICHA
STAFF REPORTER

The varsity hockey team came out on top in a close 2-1 game against Nichols School on Winterfest. The Blues had struggled against Nichols this year, losing to them at home earlier in the season and tying them in a tournament in Belmont after watching a two goal lead disappear. The Blues were eager to earn a win against their rivals from over the border.

The first period started slow with neither team generating much offence and no goals being scored. The Blues came out strong in the sec-

ond period with Samuel Morin opening the scoring twenty two seconds in on a two-on-one rush. However, Nichols answered back with ten minutes remaining in the second period when a shot off the back glass took an unfortunate bounce back in front of the net where a Nichols player batted it in. Later in the second period, Nichols was awarded a penalty shot after a UCC player covered up the puck with his hand. Goaltender Colby Muise bailed out the team, making what turned out to be a crucial stop. The game went into the third period tied 1-1 and remained that way until Samuel Morin scored his second goal of the game off a scramble in front of Nichols' crease with

2:49 remaining in the third period. Nichols pulled their goalie in a final attempt to tie the game, but Muise shut the door and the Blues skated away with a 2-1 victory.

The junior varsity hockey team was also in action on Winterfest, tying SAC in a physical affair. The Blues started slow, finding themselves down 2-0 early in the first period. However, they regrouped and battled back with four unanswered goals to take a 4-2 lead midway through the third period. Unfortunately, two late goals by SAC meant that the game ended in a tie.

THE UCC "SENIOR SLIDE"

LOGAN YE
NEWS EDITOR

Every year, a horrible disease strikes high school seniors across North America. Typical symptoms include a lack of motivation, complacency, declining grades, skipped classes and a tinge of existential crisis. It is called Senioritis. IB2's at Upper Canada College are not immune to this affliction, and it always comes at the worst time.

Some would say that senioritis is caused by another closely related phenomenon called the senior slide. The senior slide is supposed to be the time when seniors get to relax, and reflect on their journey through high school. For most schools, this happens because many students have already been accepted to universities unconditionally, or have done well enough to buffer some slightly worse test or assignment marks. However, with the way the IB is structured, there really is no senior slide for students at

Upper Canada College. Everything still matters.

Senioritis usually kicks in after the Winter break, because everyone believes that the December exams are the last marks that count. Except, almost everything done in the IB program doesn't actually count for your final grade. Instead, almost all of the tests, assignments, evaluations and exams simply contribute to your predicted mark. These marks do indeed matter, since they are sent to universities when you apply. However, almost none of these marks count for your final IB grade. In almost all of your courses in the IB, less than 70% of your final mark is determined before you enter the final May exams. Not only that, but the last 30% left up for grabs is determined by IAs and other similar assessments that are completed after January. These IAs and tests in the Spring term may also end up on the dreaded April transcript, which are sent to universities if you get on a waitlist, and to the many universities/programs that also

require them. The final IB grades are also used to determine things like scholarships and final acceptances. There's always rumors about the student who was accepted to his dream university, only to have their offer rescinded. Essentially, everything still matters.

The work also doesn't slow down in the Spring term. There are just as many tests, assignments and hell weeks. The senior slide is really the senior ladder, especially if you remain heavily involved in athletics and other co-curriculars.

However, some things do get better in the Spring term of IB2. Lots of universities will have already sent offers of admission, providing the sense of security and comfort that comes along with knowing you have somewhere to go. It is also kind of fulfilling yet scary to know that such a long chapter in many of our lives is soon coming to an end. Nonetheless, future IB2s be warned, the senior slide is a myth.

ERROR 1829: IS THE LANGUAGE OF COMPUTERS NEGLECTED AT UCC?

MATTHEW WANG
LAYOUT EDITOR

One of the IB Learner Profile's main goals is to ensure that students can be contributing to the global community: to fulfill that goal, IB Students take a mandatory second language. Yet, today's modern world relies less and less on being bilingual, and more and more on understanding technology. Understanding French connects you to 220 million people in the world, and knowing Spanish 400 million. Yet, that pales in comparison to 7 billion connected mobile devices in the world, 1 billion personal computers, and billions of websites and apps. The internet connects more people across the world every day than mail envelopes sent by Canada in the past 10 years. The new global language isn't English, Mandarin, French, or Spanish: it's code.

It's unfortunate that UCC's IB program doesn't teach its students how to utilize the new global language. But why? It isn't due to lack of resources: the International Baccalaureate offers several Computer Science (CompSci) programs, most of which are taught in other Toronto IB schools including Bayview Secondary School. It isn't due to a lack of interest: 50+ Y2 students and 30+ FY students take CompSci, larger class sizes than some IB language courses, including Mandarin and Latin. It's due to our school's lack of modernised learning. Often UCC prides itself in its immersive technologies, such as laptops in classrooms or our art and film lab. But that pride hasn't transferred to results: not only do we lack IB-level Computer Science classes, but our school computer science and robotics clubs don't take home trophies. A very small mi-

nority of our student population can take what they learn in FY CompSci and get a job. It's akin to asserting that taking French for two years makes you bilingual; after all, nobody will expect two years of Computer Science knowledge to turn heads.

That being said, the school still has programs in place to help an eager, but very small minority. AP CompSci club offers students a chance to learn take CompSci at a higher level. But, it's after school on Thursdays: the most contended extracurricular spot, including Debate, Horizons, and the Arts. Other extracurriculars such as Robotics and CS/DM Club teach eager students, but they suffer low funding, time constraints, and low attendance.

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Ultimately, our school needs to catch up. Computer Science is the largest growing job sector, featuring the highest return-on-investment on a Bachelor's degree and the second highest non-management salary (with medicine as the first). Familiarizing UCC students with the language of computers gives them skillsets that are both high in demand and extremely useful. IB Computer Science is only the start: integrating actual technology into the school, and not just TVs in the iDiv classrooms, needs to be the ultimate goal of UCC. Robotics Club having actual parts, Computer

Science club having more students that know how to code, and events such as the World Affairs Conference or Ontario Model UN having a better online presence all come from the foundation of having more students speak Computer Science. We get all of these benefits for a fraction of the cost that the school invests into sports, facilities, or the arts.

COMPUTER SCIENCE IS THE LARGEST GROWING JOB SECTOR

We're getting a new principal this year. Hopefully, that means we get a new educational principle that focuses on creating students ready for the future, not the past. Then, truly will we have students that can integrate into an international society.

THE FUTILITY OF CAS PROJECTS

RONAN MURPHY
BLUE PAGE EDITOR

IB CAS Projects. Right now IB1's are being told to think about what they should do, and IB2's are thinking about what they should do now that they have put something ambiguous in the planning document.

It's bizarre that figuring out what the project should be takes so long, when actually, the CAS Project is applicable to almost anything you do. The classic example I use to describe the range is that you can write a letter to Justin Trudeau or the City Council on behalf of

THE CAS PROJECT IS A FANTASTIC PLATFORM ON WHICH UCC STUDENTS CAN MAKE A PROFOUND EFFECT ON THEIR COMMUNITY, AND WE TREAT IT AS A JOKE

those who are impoverished in Toronto. That counts as your CAS Project, even if you do not get a response. Does this give back to the community? Sure, if the secretary reading it in Queen's Park actually decides to give it to an MP rather than add it to the total tally of letters received about the same issue, and send back a default letter with a photocopied signature and picture of the MP, their significant other, and their dog. But the faults in the political system are a rant for another time.

I am a huge proponent of giving back to your community and to other people. I believe it is one of the most important things that you can do because that is what raises a com-

munity and makes it strong; that's what empowers a nation and makes it great. The CAS Project is a fantastic platform on which UCC students can make a profound effect on their community, and we treat it as a joke, a requirement to be filled, and hours to complete. We have lost the clarity about what community, action, and service are by equating them to total number of horizons sessions we need to still do to get our diploma.

We live in a society that stresses the importance of quantitative data to differentiate members of our society. The hours of community service, your mark in the sciences, and the amount of clubs you lead. Boys, if you listen to anything in this article, please hear this. We are not the sum of our transcript, our CV, and the university that accepts you. You are the sum of everything that brought you to those points. When you do community service, please don't see it as a requirement to fill. See it for what it is: bettering someone's life. So after this, don't take away the fact that you can just write a letter for your CAS project (but I know many of you will consider it). Take note that you're being given the chance to do something great for your community, and get rewarded for it.

THE RECESSION



Photo Credit: The Globe
And Mail

EMERSON BRAITHWAITE
STAFF REPORTER

On January 20th, the Canadian dollar (CAD) reached a low value of an abysmal \$0.681 United States dollars (USD). As a large portion of Canada's foreign exchange earnings come from crude oil, the 70% drop in the value of crude oil since mid-2014 is to blame for this currency crisis. The CAD has a 78% positive correlation with the price of crude oil, which is currently valued at \$30.92 USD per barrel. When Canada sells a barrel of oil, it receives USD in return, causing the USD to be in greater supply in Canada compared to the CAD, and increasing the value of the CAD. If oil is not valuable, the USD cash flow to Canada decreases and the USD becomes smaller in supply compared to the CAD. This, in turn, decreases the value of the CAD. Although the dollar has crawled back up to \$0.710 USD as of January 27th, it is still by no means valuable. Upper Canada College and its student body would be drastically affected if the CAD were to remain at the value it is now.

Due to the advantageous exchange rate, the number of international boarders applying to UCC will likely increase if the CAD remains low. The more the value of the CAD drops, the cheaper going to school will be for international students. The tuition for boarders at Phillips Exeter Academy, an independent school in New Hampshire, USA, is \$46,900 USD. The tuition for international IB boarders at Upper Canada College is \$61,560 CAD. If the CAD drops back to \$0.681 USD, an American family would only have to pay \$41,922.36 USD as opposed to paying almost \$5 000 more for Phillips Exeter Academy. The CAD would have to be valued at \$0.762 USD for the two schools to be equal in price for American

boarders, which was the case as recently as November 2015.

However, the opposite effect could happen to UCC students who are considering application to universities in the US. The number of US Universities the UCC students apply to on average would drop because tuition costs are much higher. Cornell University estimates that the total annual cost of attendance (including dining, books, incidental fees, and personal expenses) is \$64,164 USD for international students. If a family wanted to send their child to Cornell, the difference between the CAD valued at \$0.681 USD and \$0.762 USD would be \$10,154.10 CAD, with the larger attendance cost of \$94,220.26 CAD. Schools with a higher cost of attendance like Harvard and Duke surpass the \$100,000 CAD benchmark. Meanwhile, the domestic tuition, incidental fees, and residence fees for the University of Toronto Engineering program amount to \$32,823 CAD.

**ON JANUARY
20TH, THE CA-
NADIAN DOL-
LAR REACHED
A LOW VALUE
OF AN ABYS-
MAL \$0.681
UNITED
STATES DOL-
LARS**

sault on the UCC community.

Two accomplishments that UCC is proud of are the geographically diverse boarding house and alumni satisfaction with their post secondary education. Many high school students have their hearts set on studying in the United States for their post secondary education. Not being able to go because their currency has dropped in value would be a very anticlimactic end to their high school hopes and dreams and an as-



UCC'S CLASSICAL PRODUCTION: HAMLET

HUGH SMITH - STAFF REPORTER

Hamlet is one of the two UCC/BSS co-productions this term, aside from the musical, "Pippin." Directed by Dr. Dale Churchward, the Shakespearean play will be performed in the upcoming month. Hamlet, The Prince of Denmark, will be portrayed by Nick Czegledy (IB1). Alongside Czegledy, Atef Abedin (IB2) will play King Claudius; Theo lordache (IB1) will play Horatio, best friend and colleague of Hamlet; and Jack Van Nostrand (IB2) will play Corambis, adviser to the King (also known as Polonius). Several BSS students will also play major roles. Trish Rooney will play Queen Gertrude; Abby Holland will play Laertes, son of Corambis; and Kate Urquhart will play Ophelia, daughter of Corambis. After months of preparation and rehearsal, production will be something special.

I interviewed Theo lordache, one of UCC's very own IB1 students in the play, to talk about the fast approaching performance.

1. How do you memorize all of your lines? Where and when do you typically do it?

A lot of people think memorizing lines is a lot more challenging than it actually is.

When you're working to put on a show, you're basically running the same scenes and saying the same stuff over and over again day to day. So when it comes to letting go of the script, you'll find that you already know most of your lines without actually dedicating much time to "memorization". That being said, each actor has their own methods when dealing with lines, and sometimes the director may demand that a scene be memorized for the next day - in this scenario some grunt work at home may be required, but these instances are few and far between.

2. What are some problems that the production has faced thus far, and how have you solved them?

When you're dealing with Shakespeare there's always the challenge of language. As anyone who's read Shakespeare will tell you, it's difficult to understand everything he says on the first go-round. Unfortunately, we only have one go-round when it comes to presenting the show, so we've got to make sure everything is as clear as possible, otherwise the audience gets lost in a sea of poetry that doesn't mean anything to them. There really isn't a concrete way to "solve" a problem such as this, so

the only real way to do so is to train the actors and rehearse diligently, all of which we've been doing. It's often we're stuck in the David Chu until 6:30 PM.

We've also had a tough time dealing with the fights in the play on our own, so to help us with that we've commissioned the help of professional fight director Simon Fon. Simon's great when it comes to putting together a fight sequence for the stage, and the sword-fight at the end of the play is arguably the largest piece of stage combat UCC's ever done. Even if you're not a Shakespeare guy, I'd highly recommend coming out to the show to see some of the fights we've thrown together. It can get pretty intense.

3. Are there any special twists that have been added to this production?

Oh yeah. I don't want to ruin any surprises, so I'll keep it simple: This won't be your run-of-the-mill Shakespearean performance. People wear modern clothes, the actors are positioned as an onstage audience, and the show is incredibly tech-heavy. We've even got ahold of a snow machine!

The idea is that we don't want to lose anybody to the language of Shakespeare, and a really good way to do that is to make sure every element of the show besides language is audience-friendly, and relatable to modern teenagers.

THIS WON'T BE YOUR RUN-OF-THE-MILL SHAKESPEAREAN PERFORMANCE

BLAZER

UCC'S HUMOUR
PUBLICATION WRITTEN BY
PEOPLE WHO THINK
THEY'RE WAY FUNNIER
THAN THEY ACTUALLY ARE.



IB Courses

Most people think that IB courses are only there to educate you and make you weep in preparation for your future endeavours. Little did they know, IB courses are actually a form of social standing amongst the elite UCC students. The courses you choose say more about yourself than you'd think. Are you cool? Smart? Expressive? Punctual? Ambitious? Really not ambitious? Your courses reflect such values. Think of it like a medieval aristocracy... but dumber. And non-existent.

The "I Don't Like Fun" Pack

Courses: HL Chem, HL Physics/Bio, HL Math

Before you say anything, no. Doing schoolwork is not fun, and it will never be fun. The infamous 'I Don't Like Fun' pack is taken by those who just love numbers and never enjoy themselves ever. Straight out of the womb, abacus in hand. You probably *actually try* during those optional math competitions. HL Math is the foundation, accompanied by HL Chemistry (numbers!) and HL Physics (guess what? More numbers!). SL Lang Lit has all you ESL-ers and english-haters covered, and throw in SL Economics



for more math highs and SL Ab Initio, and you're golden. Want to make that an 8-pack? Add Further Math for some more *Fun with Chun* and show up to the HL Econ classes, just "for fun."

The "Searching For a Really High IB Total"

Courses: HL Lang Lit, SL Latin, SL Math

Most likely you heard that you need a 43 or higher to get into Harvard. But at the same time, you still want to play some AA Puck and actually have a life - and you're a pretty smart guy relative to your friends. Want to get the highest possible total without putting in too much effort, but still come across as hard-working and motivated? The IB has got you covered in nearly every facet. Need a solid 7? HL Lang Lit will boost your total like no other (just pray you don't get... *him*). And it counts for two credits - amazing! Throw in some other reputable (but not too demanding) options - like maybe a little HL Film or Latin perhaps, and you'll be rolling straight into 40 town high on minuses. If you want to get really creative, join Model UN - universities love the well-rounded individual. Contact charlie.mortimer@ucc.on.ca if you have any questions.

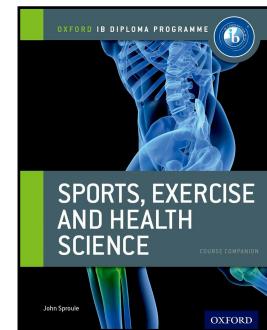


Queen's
UNIVERSITY

The "Slacker" 6-Pack/4-Pack

Courses: Systems, Studies, HL Film

How can I go through high-school without every needing to do work? Hmm... Systems, yeah... '*Ab-Enishio?*' French's a dead language anyways... Studies never hurt anyone... uh, does anyone know if the Certificate still an option?



The "For the Learning" Pack

Courses: HL Philosophy, HL Art, SL French

The antithesis of the 'searching for a high IB total guy'. You probably enjoy reading, and genuinely learning, not caught up on this whole extrinsic mark thing. Most likely, you also submit many a piece to Quiddity and TBAW, and frequent the Times Literary Supplement. But be warned - it's a dark world out there. Taking courses such as HL Literature and HL Philosophy will have you begging for some justice, as 'searching for a high IB total guy' laughs mercilessly at your measly 36-38 total. Jokes on him - because you'll actually enjoy all those intellectual discussions on the metaphysical meanings of garlic bread. Also, do chairs have feelings too?



The "Incongruous Choices"

Courses: HL French, SL Econ, HL Theatre

You're probably the guy that will take physics *and* systems. Your exams probably won't even line up. Like... why? What are you even applying to?

IB Music

Courses: Anything with 'music' in it

You're the real MVP, buddy.

**Yearly reminder to actually go to
WAC day!**

If we've offended you with this issue of Blazer, we're "sorry". Send all hatemail to blazer@ucc.on.ca. Also email us if you want to join our team. xoxo, - BS

Portfolio Stewards Elections

It's hard to elect a Steward when you don't really know what they do, which goes for the majority of people. That's where we come in - Blazer has infiltrated their ranks, so we got the inside scoop regarding each Steward's activities. And we'll tell you, it's pretty unimpressive.

Creativity Steward

Responsible for making Friday assemblies an enjoyable experience (at least, they used to), the Creativity Steward is basically the most important person at the school. Ignore the "arts" and whatever - *Friday assemblies* matter more. Everything else, like theatrical and musical productions, are unnecessary. Whoever has the funniest speech usually gets the job, which has totally worked out the past couple years.



Social Steward

We used to think that being a Social Steward was hard. Organizing and planning events with other schools and venues requires a considerable amount of school and street smarts, as well as a knack for human interaction. With the newest addition to the team, however, we're not sure if that holds any value.



Community Service Steward

If there's anything related to community service happening at the school, it goes through this guy. We've never really participated in this so-called 'community service', because, y'know, *Blazer*, but we're pretty sure that's what he does.

Sustainability Steward

You know what looks really good on a resumé? "Steward." Also, recycling is cool.



Athletic Steward

Uh... blue army generals?

Academic Steward

They hand out awards at Prize Day. That's important!

"I Used To Be Called **Big Steve...** That Was Until I Got

RIPPED IN JUST 2 MONTHS!!!
THANKS TO **"THINKING AHEAD"**



And Now They Call Me **SLIM-GYM**
>>CLICK HERE<< To Find Out HOW!

HEADLINES

- Prefect Winterfest video nominated for "best short film" at Oscar's
- Sam Caylor to be on cover of Men's Health magazine
- Mr. Paschalidis' "work periods" voted most productive class at the school
- RSGC sets new record after scoring 1 point in second half against JV Basketball team
- New anti-doping measures to be introduced to house sports - Martland's retires immediately
- UCC graduation rate drops drastically after removal of OSSD boost
- Mr. LaPlante to be honoured by planting of a sapling
- Construction area in main foyer revealed to be Stewards' money laundering fort
- Varsity Swimming locker room labelled as official health hazard
- ToK attendance drops after learning that a A- is worth as much as B+
- Sudden increase in students with 'learning disabilities' after receiving January report card
- Gregory Cupillari mistakenly credited for role of Mr. Fantastic at Oscars

Old Ben is Obi-Wan Kenobi