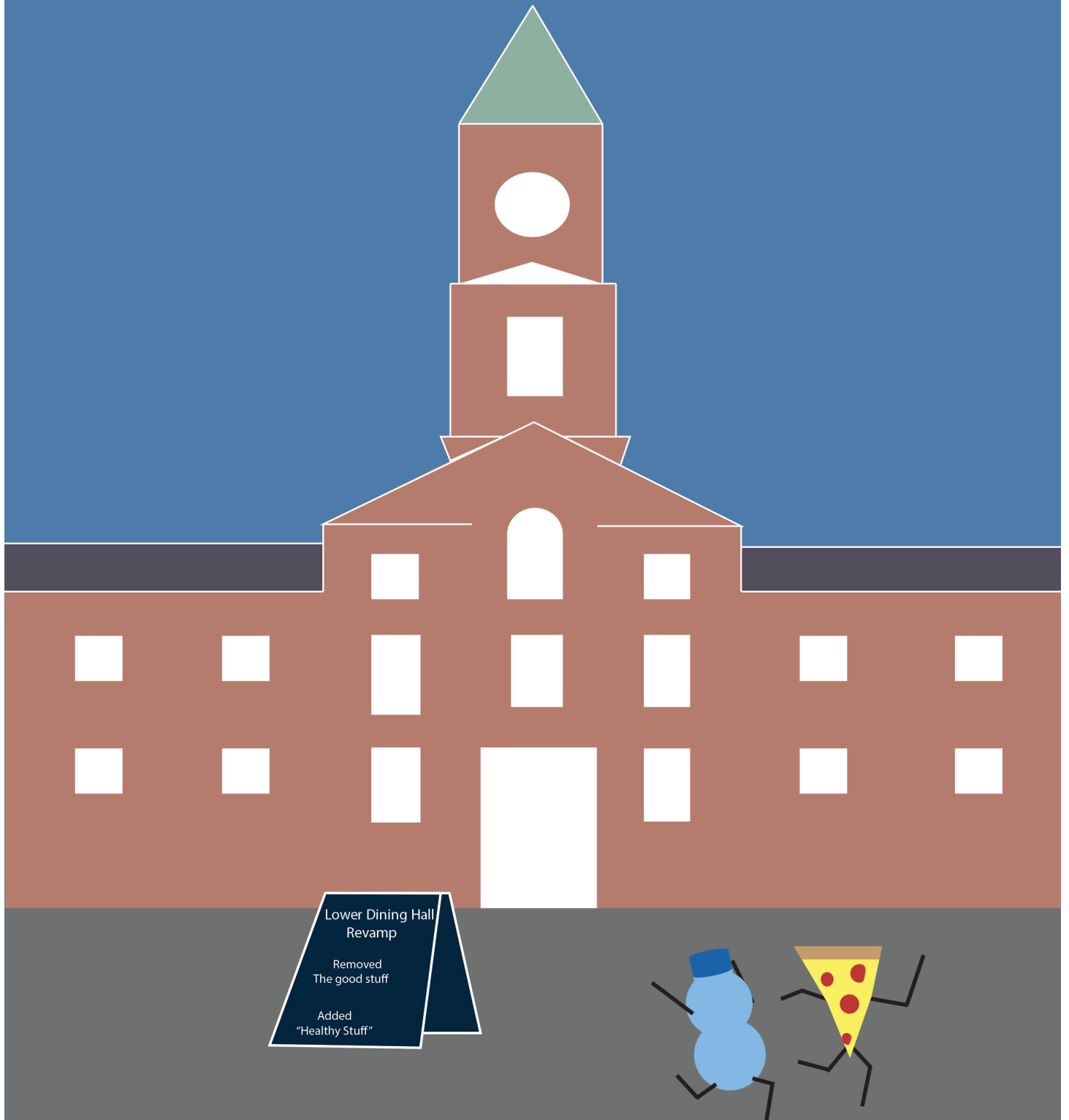


→ CONVERGENCE ←

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A PRIVATE SCHOOL WITH A PUBLIC PURPOSE

How and why we fail to fulfil

Colborne's vision

BY: Komahan Paramaanantham



The famed philosopher and Princeton professor Peter Singer has never donated to Princeton and says he will never give one cent. He argues a donation to Princeton would make a marginal difference but a donation given to an organization that focused on those who have nothing, would have much greater utility. He states that the one exception for such a donation would be to places that produce people who may solve the world's problems.

Upper Canada College may not be Princeton, but we are far from paupers. Which begs the question: why is the school deserving of its donors' dollars? A century ago, UCC's role as a tool for the reproduction of the upper class was unabashedly clear. Today, the College has progressed to a greater degree of self-awareness of its privileged position within Canadian society, as reflected in the expansion of

the financial assistance program amongst other initiatives.

In 2002, Doug Blakey, then principal of UCC, delivered a speech to the Empire Club where he examined this very same question. He discussed the ways in which the College as an institution was living up to the vision of our founder Sir John Colborne. Blakely believed it was important for students to understand that the purpose of their education was not "to acquire money, to become defenders of capital, to build a big house, to have a cottage on Georgian Bay, but rather to make the world a better place."

What he believed differentiated UCC from the great British public schools after which it was modeled was the explicit public purpose outlined in our founding documents. From the beginning, UCC was meant to educate the leaders of tomorrow on how to shape society for the good and thus it was a "private school of public purpose".

The arrival of Principal Eric Barton in 1967 brought along the introduction of mandatory volunteerism at UCC. Though mandatory volunteerism may seem like an oxymoron, it is generally agreed that it is a necessity in "character building" which is more or less the attempt to instill mental and moral values in students within a secular school and society.

Mandating volunteering is much like having students read great works of literature. Most of us would not bother to read Shakespeare if it was not shoved down our throats by the English department. On your first taste, you hate it, but over time you slowly develop the tools to dissect and digest the work and eventually develop an appreciation of the Bard. Similarly, we are being force fed volunteerism, but without a single utensil. Like an eating contest at a country fair, boys dive face first into a feast and the focus is on quantity not quality. Once all is said and done, you have earned your blue ribbon, but unlike with Shakespeare, you

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are left with a bad taste lingering in your mouth.

Students should be taught to slow down and appreciate a rich and rewarding experience that allows us to better understand our role within the world. In theory, CAS reflections should prompt appreciation of this nature, but in reality they fail to do so and so much more comprehensive classroom learning is needed to complement service experiences. At the very least, the school must push students to re-evaluate personal values and motivations as well as build a connection and commitment to the community.

Volunteerism at UCC has become a means to an end, rather than the end in itself. The objective of volunteerism is not to assist in admission to Ivey or the Ivys, but rather it is a moral obligation. It is not simply an act of kindness, but a moral requirement; as the biblical verse puts it "to whom much is given, much will be required." The privilege of the student body must be balanced by duty towards those who lack such privilege or cannot perform such a duty.

The issue with noblesse oblige is that it can be considered a direct affront to the core values of the College — that the palm we bear is to a great extent "given" and not merited. Research has found that when high status individuals are faced with the disparities of society and asked to answer for their privilege, they most often turn to the belief that they are where they are by effort, talent and skill. On the stage of Prize Day, meritocracy may shine as those who have earned top marks are distinguished for their achievements.

However, broader society with its growing economic inequality and diminishing social mobility is undoubtedly not a meritocracy to the degree in which many students at the College believe. The issue with perpetuating this myth of meritocracy is that if an individual truly believes that those on the top deserve to be there, then they must also believe those at the bottom deserve to be there and are not de-

serving of their compassion.

Despite participation in service activities, students often fail to actively engage with issues because of these beliefs. The work of Joel Westheimer and Joseph Kahne, professors at the University of Ottawa and Mills College respectively form three conceptions of a "good citizen"— personally responsible, participatory, and justice oriented.

From kindergarten, schools teach us to be personally responsible; we all attempt to act responsibly within our community as we obey laws, pay taxes and recycle. Participatory citizenship is what UCC, like most schools, strive to achieve through service programs as we are asked to not be idiots (in the classical sense) and participate in the civic affairs and social life of the community. While the personally responsible citizen may donate to a food drive, the participatory citizen would organize the

food drive.

The last of the three is justice-oriented citizenship which is to critically examine the social, economic and political structures which are at fault for the ills of society and seek out and address the injustice through systematic change. Justice-oriented citizenship would ask why people are hungry and seek to address the root problems. While participatory citizenship assumes leadership roles within the established systems and structures, justice-oriented citizenship asks that we challenge the way the systems themselves may produce injustice.

All three dimensions of civic engagement are important, yet the College is not teaching students to pay attention to the last of the three. The institution of justice-oriented citizenship is impeded by an unwavering belief in meritocracy. The perception of the current structure as fair and just delegitimizes any call for reform in the interest of the common good.

At UCC, there is a lack of awareness of the political dimensions of the service initiatives students engage in. When students are

not taught to appreciate the nature of the problem, then the necessary solution seems simply to be more involvement by more people rather than systemic action. Students need to be taught within the classroom to take a political approach to the issues at hand: to ask the critical questions of why the people they are helping need help in the first place; and how to solve the issue in the long-term. This would lead to recognition that political action may be necessary.

Students must be taught to examine the moral values embedded in particular policies or institutions, and the role these values play in aiding or preventing solutions to the issues of human need. The College needs classroom learning to provide a forum of discussion about the larger issues involved. We must better synthesize meaningful community service, instruction, and reflection throughout a boy's time at the College to teach civic responsibility.

Examining community service inherently raises the question of what defines community. One of the objectives of community service is to further our moral development by expanding the circle of what we consider community until, ideally, we view the whole of humanity as part of our moral community. However it is possible for a UCC student to earn all of their service hours without stepping foot off the school grounds through events such as Nuit Bleue, May Day and Winterfest. While scooping ice cream for peers, parents and Old Boys is a form service, it fails to challenge students to expand their definition of community beyond the UCC bubble.

Tutoring economically disadvantaged youth or organizing a sporting event for intellectually disabled students allows you to interact with those you may not have otherwise. This cross-cultural experience allows you to embed yourself within a community other than your own and have a greater understanding of a different reality. Such experiences often catalyze the development of empathy and allow students to come to the realization that the less fortunate are in fact deserving of our service.

Indirect volunteerism such as food sales that have risen in popularity in recent years suffer from a similar issue. While the funds collected are valuable to the recipients themselves, the experience offers limited value to participating students. Students have become so disconnected from the issue their donation addresses that there is no possibility of a realization of justice-oriented citizenship. Allegations that one student may have even skimmed off the top of such a sale are a reflection of this fail-

ure.

In his speech Blakey also spoke of the "vital role in encouraging the growth of such civic mindedness by modelling it as an organisation" and that the school "...through its public conduct, exemplifies, if you will, what it asks and expects of its students. At UCC that means modelling, as an organisation, doing good and doing well. An important part of the students' education to see how their school conducts itself as an organisation." This means, that beyond changing the service program and the broader culture of the College, there is still the opportunity to examine the College itself within the justice-oriented framework suggested.

In many ways the school practices the ideal of public purpose to which it has explicitly committed itself. Though even as we embark on a "modern, inclusive and progressive path," we still leave others behind in our journey. I would like to draw your attention to Aramark for a moment—and for once not in critique of their cuisine. I return to the question of how we define community: do we really consider Aramark staff members of the UCC community?

Sure we pay lip service to not leaving a

mess in the Student Centre and we remember to include them in the College Times, but what about beyond that? The outsourcing of the school's labour force to a third party contractor as a cost-savings measure seems to be far from the inclusivity we trumpet in national newspapers. The reality is that Aramark pays many an annual salary below the cost of tuition at the College which in large part is what allows the contractor to offer the savings it does.

Today, much of the private sector has shifted to outsourcing labour to contractors or the use of temporary employees. This shift has begun to hollow out the middle class and has wide sweeping social implications including a loss of social cohesion, perhaps even to the polarization of politics and the rise of Trump and Brexit. Ironically, we cannot afford to pay the price of low wages because the social cost is too great. We need to return to policies that favour secure and stable employment; someone will always have to cook, clean and care for UCC and they deserve a living wage.

A living wage policy at the College would reflect a commitment to human dignity and acknowledge that people have the right to a decent standard of living. UCC must

reevaluate its priorities and recognize that the well-being of its workers is worth paying for. If the school needs to trim its budget perhaps we should opt to instead not spend what is likely thousands of dollars to rent a crane to wrap the Clock Tower in a "Think Ahead" banner. At this point, the irony should not be lost on anyone; those surviving on low wages cannot afford to consider long-term financial planning and to "think ahead" when they only have enough money to pay their next bill.

As individuals and members of larger institutions, such as the College, we must be critical of how our actions and beliefs affect others. We must admit to our own shortcomings before we can address them. Progress requires that we question everything around us, including the institutions which taught us to ask questions. It is my hope that at the very least my words may spark a dialogue on how we can best honour Colborne's legacy in fulfilling his vision of a school in service of the greater good.

KOHILAN PARAMAANANTHAM
STAFF REPORTER

THE UCC FOOD-NUNDRUM

Towards the end of last year we were given a taste of what was to come of the Lower Dining Hall, more commonly referred to as the LD. But at that point, these changes just seemed temporary and rather entertaining; like a dollar goldfish from chinatown. First, Boxed Water made a splash, provoking a general sense of curiosity, then annoyance after we realized that it wasn't actually better. Later, we laughed as the Y1's struggled to cope with life without the pizza, skittles, and iced tea trifecta. To our discontent, those changes were not temporary but instead, only the first steps to ushering in a new era of the LD. Now over a month into school, the dust has settled and it has become clear, our once beloved Lower Dining Hall, now sucks.

To hate the new you must know the old, and some of the younger guys will not know what the LD was like back in its glory days. Lays, Doritos and Cheetos, instead of moon cheese and stale green peas. Every race of skittles was accounted for, and there was still enough room for their sour patch friends and the other glorious treats the Maynard brand had to offer. All of whom have now lost their homes to Clif Bars, Kind snacks, and overpriced macaroon

packs. You then have the choice of washing it down with a five dollar organic iced tea that tastes like a wet cloth sprayed with an even coat of lemon pledge cleaner. Or instead the well favoured un-Honest Tea, that despite its elusive organic branding, still contains a higher level of sugar content than a Mars bar (22 grams or 4 and a half teaspoons of sugar). The justification provided by the College in conjunction with Aramark for this brutal overhaul, was an urgency to provide healthier food alternatives. There is no denying the allure of a healthy diet, and therefore students were in overwhelming support of the changes that were to come. However, after seeing the extent to which it has been implemented, students are starting to second guess themselves. When asked about the options available at the LD, Year 2 student Thomas Rusaw responded saying, "There is just nothing there. Well I guess there are a lot of things to eat, it's just that none of them are good." He then went on to explain his utter distaste towards the whole wheat pizza, which is by far the most controversial change made. The elimination of this once consistently harmonious lunch time satisfier has disrupted the delicate lunch cycle. The IDiv species who once relied heavily on the downstairs environment

are now forced to migrate in herds to the upper dining habitat. This has inevitably caused for an increase in competition over resources, or in other words, annoyingly long UDH lines on a daily basis.

The solution to this food-nundrum is best deposited by an IB1 student who has requested to remain anonymous. "You can't always trust people to govern themselves when it comes to this sort of thing. Once you leave school you are making choices of your own, including what you eat. Instilling better judgement during high school by providing the alternative instead of simply removing it, allows kids to feel the consequences of poor decision making." The College is not at fault for providing these healthier alternatives, however there was no need to take such drastic action. A far more sensible approach would have been experiment with a variety of goods, then slowly phase in the most popular ones throughout the year. But more importantly, what is to be said about a school that boasts the high level of aptitude and maturity of its boy yet denies them the opportunity to decide whether or not they would like to treat themselves to a Mars bar with their lunch?

AN INTERVIEW WITH MR. MCKINNEY



SHAFIQ QAADRI AND OSCAR WANG
STAFF REPORTERS

Q: What strikes you most about the difference between Canada and Australia?

A: There are obvious differences, in terms of geography and weather, but I am probably more struck by similarities than differences. Canada and Australia share similar heritages in many respects, were challenged by similar things and are both resource based economies. I think also the extremes of climate, Canada, the cold of winter and Australia, the hot of summer. Both have links back to European settlement and challenges faced by indigenous populations who were the original custodians of the land. Similar also because of population distribution, along the coast of Australia for example and along the border in Canada. Both wonderfully multicultural and accepting nations.

Q: What made you want to pursue a career in education?

A: My parents are teachers. My father was a high school vice-principal and my mother was a teacher's assistant. I think that's where I got my passion for education and learned the real value of education. My dad though son you're going to be an engineer someday and my mother said you're going to be a teacher and I think the lesson in that is that mothers are always right.

Q: As the new principal, how would you like to see UCC evolve in the future?

A: I think UCC is doing so many things exceptionally well right now so I suppose the evolution should be subtle, should be respectful of tradition but should be mindful that while we are a school of great history, we also want to be a progressive school. We should be looking to entities outside of UCC to see what is progressive in the world of education and consider whether those things would be appropriate in this environment. I would love UCC to be an inclusive school community, one that respects the individual and the uniqueness of every individual irrespective of whatever characteristic, trait or definition you would put to them. I think that UCC should be an environment where everyone can flourish and be their very best self.

Q: How do you see UCC benefiting from the digital world?

A: I think they are unavoidable, that is the world in which you live. As students in 2016, I think that we have to find ways to utilize disruptive

technologies as they are often referred to as tools to further and enhance our learning. So I would be looking to see how to embed technology into our curriculum.

Q: What is your favorite thing about the College?

A: I'm immediately struck by the tremendous pride that people have in UCC: boys, parents, legacy families, there's a great pride in being a part of this community. So I'm struck most by the pride and sense of brotherhood that people have in the UCC community.

Q: Tell us about someone, a teacher, a coach, who has had the most lasting influence on you.

A: My grade 8 teacher, Mrs. Edwards, who was a remarkable individual. She saw a soft heart in this tall, gangly boy and made me feel great about myself. She is someone I've maintained contact with since. She wrote to my dad when she learned I had become principal of UCC. She had and still has a tremendous influence on me.

Q: Name one book that you think all UCC boys should read.

A: It's tough to narrow it down to one. I loved *Into The Wild* by Jon Krakauer, it's a great book, a combination of adventure and outdoor but also the fragile human spirit. I loved the book *thief*, an Australian book. I loved *High Fidelity* by Nick Hornby and the *Kite Runner*. They are all just great reads.

Q: What interests do you pursue outside of the classroom? What do you like to do with your family in your down time?

A: I like to work with my hands. In recent years I've renovated a home so I don't mind working with tools. Downing tools at work and picking up tools at home in a literal sense is something I enjoy doing. I had great fun taking a 100 year old home and modernising it in Adelaide, Australia. I enjoy fishing, reading, being outdoors at the cottage, and above all I enjoy sharing those experiences with my family and being a dad.

Q: What do you think is the greatest challenge facing UCC students today?

A: I would not limit it to UCC students. I would say the greatest chal-

lenge facing young people is the workforce is changing at a rate that we have never seen before and I think there is tremendous pressure for schools to students for the changing work environment. I think it's exceptionally important that you will know how to learn perhaps far more important that what you have learned at school. So I think that's probably the greatest challenge, making sure boys know who they are, their own strengths of character and how they learn.

Q: What plans do you have regarding Monday's principal's assemblies or guest speakers?

A: The idea of a principal's assembly is new to me in some respects. I've always tended to want assemblies to focus on the boys in the school, their achievements and accomplishments and recognizing the positives. Then touching down on issues or concerns or topics that arise as is appropriate. So I suppose in some respect I hope principals assemblies to be a place where people are positively recognized for things that they are doing across the school, that we have speakers who are topical and engaging. I hope to use principal's assemblies as my classroom.

Q: If you had to turn one club into a class, what would it be?

A: Coding, I think it is going to be increasingly important over time and it is important that people gain an awareness of how to use technology. I think Coding is a good example of something that should be embedded in curriculum.

Q: What is it like to live on campus, in the heart of the UCC community?

A: We, as a family, have been fortunate to live at three different campuses. The boys were born in Perth, Western Australia, so they grew up on the school grounds. Last week I did not leave the school at all. So far it has been nothing but enjoyable. It is very convenient but at times can be consuming, which is why we escape to the cottage.

Q: Do you feel that you are prepared for a real Canadian Winter?

A: I am, but I'm not sure about my family. I grew up in St. Catherines and I remember the blizzard of '77 very well, snow drifts bigger than I was. So I am prepared for it, but we literally have no winter coats, in Australia we just didn't need it.

THE YOUNG CAPTAIN CONNOR

MILES HOAKEN
STAFF EDITOR

Connor McDavid recently became captain of the Edmonton Oilers—the youngest to ever do so in NHL history, at just 19 years and 266 days of age. McDavid has been cast under the hockey spotlight since he was 13, while playing for the Toronto Marlboros of the GTHL; he then gained exceptional status to play in the OHL at age 15 en route to being the first overall pick in the 2015 NHL Draft. McDavid is already one of the top centres in the NHL, and is the future of the Oilers—a perfect candidate for the C. Want to know just how dominant McDavid was last year when healthy? Granted it's a small sample size, his teammates were 9% more likely to score a goal playing with him than without; Sidney Crosby's impact was roughly half of that, translating to an increase of 5% (per OwnThePuck.com).

Purists will say that McDavid is too young to possess the leadership to be captain, but what does anyone truly know about McDavid's leadership? I won't comment on this because I only watch him play and analyze his performance by the numbers. That being said,



Photo Credit: NHL

no one can deny that he is an electric hockey player who has the rare ability to make any play imaginable. Giving him the C is also a statement that they want him in Edmonton for a long time. Do you think Eberle or Ryan Nugent-Hopkins should have been named captain because they'll be in Edmonton for

the remainder of their contracts? Ask Taylor Hall what he thinks of that. McDavid is ready to face the media because he's done it all his life; he's ready to produce because he's already one of the best. The Oilers want him there for as long as possible, so why not invest their trust in him early? He is the real deal.

THE JAYS ADVANCE TO THE ALCS

KARMAN CHEEMA
STAFF EDITOR



Photo Credit: CBC

What a time to be alive. Clutch situational hitting, quality relief pitching and a costly Roughened Odor error to top it off. Nothing summed up what Jays fans felt better than the sign that read: "I would rather get

punched in May than get knocked out in October." The AL's top seed in the Rangers was no match for a battle-tested Jays squad that has truly been in the playoffs ever since mid-September, when the Red Sox began to pull away for the AL East lead.

Any Jays fan should be confident in this team—its shutdown pitching, which has been consistent all year long, has met its long-awaited match in a potent offense reminiscent of the one from last year. The big hitters—particularly Encarnación, Donaldson and Tulowitzki—came to play in the ALDS, posting on-base plus slugging (OPS) values of at least 1. For those unsure of what OPS exactly means, the trio essentially hit for power and got on base like nobody's business (a value of 1 is the gold standard).

That being said, if there's one thing that's certain about baseball, it's that nothing

is certain; anything could go wrong, and there is an element of luck that will play into this. Should the Jays maintain this momentum, Cleveland will be beatable. They saw the Jays about a third as much, and their rotation is depleted—it is likely that Danny Salazar will not regain top-form, and Carlos Carrasco is out for the season. The Jays have hit well at least once this season against ace Corey Kluber (5 earned runs on July 3) and Josh Tomlin (6 earned runs on August 20); the remaining pitcher, Trevor Bauer, remains more of a mystery, for he has gotten the better of the Jays twice this season.

This may be the last time we ever see Joey Bats or EE in Jays uniforms—we must cherish these times, and enjoy the ride. The team seems to be peaking at the right time; only time will tell if they can bring the World Series north of the border for the first time since '93. Let's go Blue Jays!

OH CAPTAIN! MY CAPTAIN! A NEW ERA FOR THE ARTS AT UCC

JOSH NEUFELDT
STAFF REPORTER

On the final Friday of September, (cue Earth Wind and Fire joke) UCC received some very exciting news. After altogether too many years without full representation in the arts, the students would be finally getting the heroes they deserved and needed in the form of Arts Captains Jacob Gotlieb and Nicholas Czegledy! Aside from wanting to issue a proper congratulatory statement from the convergence team, this article decided to have a look at the inside process of making this position; what it took to make, why it was created, and what we can expect for the future. After this major announcement, it was imperative that a little more information be revealed about what some people might claim was a hastily crafted duplicate for the Blue Army Generals. Luckily, after an extremely informative and helpful interview with Ms. Macdonell, I learned enough to safely say that you don't need to worry guys, arts aren't here to try and replace your sports. And, to the people in the arts, don't worry guys, change is coming.

The first topic that was discussed was the actual creation of the position. It's certainly true that the arts play a major role in life at UCC. A wealth of students participate in the bands every year, the film program continues to produce exceptional work, even more students find themselves reciting Shakespeare in the drama program, and it's quite hard to forget the quality of the art shown at the IB art exhibition in Spring. It's obvious that students are giving a great deal of effort to enrich the lives of others around them, and more importantly, the arts as a whole. So then, the question becomes, how does UCC recognize and appreciate the time and effort of the students? "We started to ask the question, such as how does UCC become a school that honours every aspect about extra-curricular life?" states Ms. Macdonell. It is certainly true that the sports programs

are one of UCC's greatest offerings to its students, but what about the arts? "[The arts] are the schools' best kept secret" she affirms. "On A-Day, we see students coming into classrooms to give the students a sense of intense energy! It makes the kids happy." So, what has the UCC community come up with to make arts just as important? According to Ms. Macdonell, "The idea came from the students. Technically speaking, the original suggestion was to have an arts steward and the whole support the arts movement was received rather well." The ABC program was one of the first groups to get behind the suggestion followed shortly thereafter by the arts team, (film, music, theatre and visual arts). "It was realized that the creativity steward (with all due respect) keeps the assembly going rather than acting as a figurehead for the arts." Ms. Macdonell explains. Essentially, the members of the arts community realized that they needed a leader who could represent them when discussing matters with those who organize events at UCC.

So, why mimic the namesake of the Blue Army? If you've been at the Upper School for more than a year, then you've probably heard of the Blue Army Generals; the representative of school spirit within the athletic sphere of UCC. So then, if the purpose of the Arts Captain is close to that of the Blue Army Generals, then will they do the same thing, yet just on different fields? Not quite. While the suggestions for both positions came from the boys themselves with the intent of gaining support from the larger UCC community, the arts and sports still have their differences. Regarding the naming process, the origin of the Arts Captain actually stems from Walt Whitman's poem, "Oh Captain my Captain." This soulful phrase accurately encompass-

es what the Captains have come here to do. It isn't about making the arts seem like a competitive showing such as a hockey match or a soccer tournament. What it is about is giving everyone the opportunity to experience the benefits of having the arts in their life. "Taking arts is respected when it's for class" Ms. Macdonell points out, "but taking arts is a different matter when it's extra-curricular. Some students have said it isn't manly!" The Captains have come to bridge our worlds of arts and athletics. "If you are without the arts then you are without a very fundamental need...the ability to express oneself, she continues, We are so fortunate to be in a vibrant creative community with so much talent and outstanding facilities. The outlook towards Arts both in curriculum and out...only needs to shift."

The final question that can be asked should be, "what can we expect for the future of the arts?" In part though, that wondering has already received its answer. You won't find the Captains coming crashing into your French Class, chanting about an upcoming concert. They won't be hosting assemblies where everyone is getting pushed and shoved into Laidlaw Hall with the word "ARTS" being shouted over and over again. But, what you can expect is two very dedicated young men with a goal to show to the school what arts can and should be. Two young men who want everyone to be able to partake freely in the arts and have fun.

So... Arts Captains, the stage is set, the band is tuned, the lights are on you. What are you going to show us?

"[THE ARTS]
ARE THE
SCHOOLS'
BEST KEPT
SECRET"

THE THEORY OF RELATIVITY



Photo Credit: MTI

BERNARD ORDIZ
STAFF REPORTER

Bernard had the opportunity to interview one of the cast in the upcoming winter musical, Theory of Relativity, Benji McLean.

Convergence: What is the Theory of Relativity about?

Benji: The Theory of Relativity is a unique musical in that it communicates its message through a series of scenes where a group of university students learn their lives are linked. Each scene in the show revolves around the central theme of how one person's life impacts another's — this unites the characters in the show. It explores different problems faced by students — heartbreak and struggling to meet great expectations among them — and shows the power of the human connection as a means of solving these problems. As Einstein's theory of relativity presents space and time as a unified entity, so too the musical presents people's problems as something that binds them together. The Theory of Relativity employs a level of realism seldom found in the world of musical theatre.

C: Why does the story revolve around university students, not high school students?

B: The Theory of Relativity was created at Sheridan college based on real experiences from students in the cast. UCC old-boy Carter Easler was a member of the original cast, giving the show an even greater connection between the subject matter of the musical and UCC students. For many of us at UCC, university is right around the corner. The stories of the characters in the show could be our stories in a few months.

C: When and where is it going to be performed?

B: The show will be performed on February 7th-10th at the BSS Theatre.

C: Why do you think people should watch it?

B: The audience should watch the show not only because it will be an excellent showcasing of UCC and BSS theatrical and musical talent, but also because the play has universal meaning. The themes discussed in the show are those faced by students daily: whether you are allergic to cats, mourning the loss of your mother or anywhere in between, the Theory of Relativity applies to you. The show

includes a series of humorous scenes and songs making for an entertaining night at the theatre.

C: How is this musical any different from the past UCC/BSS productions?

"THE THEORY OF RELATIVITY APPLIES TO YOU"

B: Unlike past productions, the Theory of Relativity is written specifically for students. As well as making for a more real theatre experience, students will also be watching characters that could remind them of themselves. The show also deals with more mature

themes. In the past, UCC and BSS have opted for a more conventional musical. Unlike a classic musical, this edgy show creates an exciting atmosphere in the theatre, providing audience members with a captivating performance.

Warning to those interested in watching this musical: There may be some MATURE themes. This means that if you are a Year One interested in watching, you should bring your mom along with you so she would explain to you what is going on. Anyway, break a leg performers!

A HOUSE DIVIDED

IS THE GREATEST COUNTRY IN THE WORLD FALLING APART?



DAVID NIDDAM-DENT
STAFF REPORTER

The United States' 2016 presidential election is a little over a month away, and it appears that neither candidate can shake the perception of the majority of the country – that they are the wrong person for the job. The country is having a hard time picking between two extremely imperfect options with unfavorability ratings hovering close to 60%. The Republican nominee, Donald Trump, is seen by critics as dangerous, dishonest, and incompetent. Critics of the Democratic nominee, Hillary Clinton, describe her with many of the same adjectives. It has become increasingly clear that if either party replaced their candidate with someone just a little bit more likeable the election would be over. Any establishment Republican – Rubio, Bush, Kasich, perhaps even Cruz – would likely be annihilating Clinton. Likewise, a Joe Biden versus Donald Trump election would probably be over already. All any not-quite-so-dislikeable Democrat would have to do is trump the policies of the outgoing President, a man with a 50% approval rating, and then expose the deep flaws of

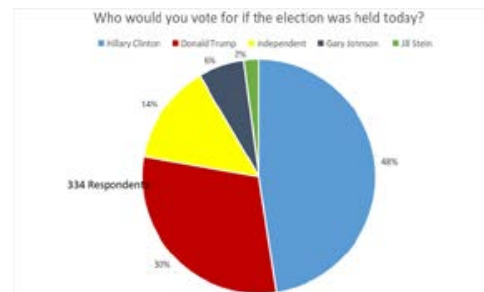
Donald Trump, and the election would be won easily. Likewise, any Republican who could point to Hillary's various scandals without starting their own could give Republicans a real shot at control of the White House, Congress, Senate, and the Supreme Court – all at the same time. But it is the unique quirk of this election cycle that both parties have chosen such spectacularly flawed leaders that the current polls are just about even.

But this election is showing more than just hatred for two politicians. It has showcased, spectacularly, the division between the two sides of the country. It starts, of course, with social ideals. The Tea Party wing of the Republican party, one with increasing control over the GOP, trumpets a brand of social conservatism that is completely unacceptable to any Democrat. On the other side, the Democratic party's recent trend towards socialism (#feelthebern), stricter gun control, and globalized trade policies stand in stark contrast to the new Trump Republicanism. And this is without getting to what is probably the most contentious issue of American politics, which is minorities – policies towards Muslims, illegal immi-

gration, and the Black Lives Matter movement. The hatred between fellow Americans is perpetuated by television networks distorting facts (on both sides), manifests itself in online comment sections, and every once in a while rears its head in the form of violence. The loathing that some Americans feel for one another, simply based on politics, is both undeniable and horrifying. Go to CNN or FOX's Facebook comments if you don't believe me.

Yet perhaps the scariest and most important question to contemplate in the November election madness is, what's next? If Hillary Clinton wins in November, do Donald Trump's supporters' hatred of their new president, distrust of establishment politicians, and less tolerant views towards minorities simply vanish from American culture? And if Mr. Trump is elected, and the Republicans gain control of every major body of legislative power in the country, will the Bernie Democrats simply let them propel the country far to the right without resistance? With a country as divided as the United States, anything can happen. And that's what makes this election so scary.

WHO WOULD YOU VOTE FOR?

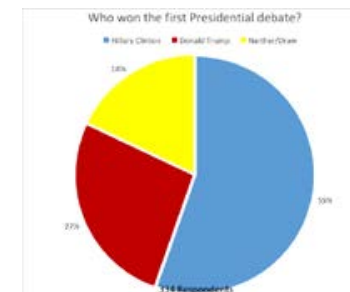


CHARLIE HUGHES
DP1

During the primaries, I supported Ted Cruz. Now, I have to choose between Hillary Clinton and Donald Trump. It's not an easy choice: One of the candidates is a serial liar and the other is a Clinton (as if there's a difference). If policy was all that was relevant for the office of President, my pick would be far easier. But that is not the case – character and attitude bespeak an importance that can override policy considerations. Donald Trump's character is more similar to a scam-artist in New York or Rome, while Hillary Clinton's disdain for countless Americans (i.e. "deplorables", "put a lot of coal miners...out of business", et cetera) is repulsive in equal measure. Frankly, both of them have serious personal deficiencies. Which means policy is their only real difference. And ultimately with Donald Trump, the glimmer of hope that he might just pursue a conservative vision beats another 4 years of failed liberal policies – à la Obama – that are offered by Hillary Clinton.

COOPER PRYDE
DP 2

Clinton undoubtedly won the debate. She was able to convey her platform effectively on topics such as job creation. Also, she baited Trump into incoher-



enough proof that she isn't capable of handling terrorism. Her poor handling of government emails on a private server and committing perjury by lying to the FBI and the public is enough proof that she will put America in danger and spread criminal injustice. No more Bushes and no more Clintons!

AMAN RIZWAN
YEAR 2

The issue of gun control and gun violence was quite pertinent in this debate. Interestingly, both Trump and Clinton both agreed that gun violence should be controlled and gun laws are something that need to be more prominent in the United States. Here, Trump chose to give up traditional Republican party values, which in fairness don't seem very important to him, in favour of simple logic, which also doesn't seem to be his favourite. This shows that we might be seeing a Republican party under Trump that gives up old-fashioned Republican values for more Liberal views.

ently ranting about unimportant topics. Furthermore, she deflected most criticism of her email scandal while highlighting many Trump scandals that made him seem like a crook, such as the tax scandal. Overall it was a decisive victory that I assume will be reflected in the polls.

SHAAN HOOEY
YEAR 2

I believe that Americans are beginning to realize the danger of having a Trump presidency, which is why the polls are finally beginning to shift towards Hillary Clinton being the favourite in the upcoming election this November.

BERNARD ORDIZ
FOUNDATION YEAR

I think that Donald Trump will provide a real change to America and ensure Americans are put ahead first. Hillary Clinton will favour her shady foundation, elite Americans, illegal immigrants and Syrian refugees. Her poor leadership in the 2012 Benghazi attacks is

BLAZER

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

Greetings, and welcome to the first issue of the Blazer for the 2016-2017 school year. We put all of our comedic energy into this issue, so you can almost certainly expect things to go downhill from here.

Stewards Outfits/Costumes

With the Stewards dance coming up, many will be frantically scrambling to find a date. But what's more important than your date? Having a pimpin' outfit. If you're not looking fly on the night of Stewards, your date will probably ditch you for some cooler jabroni anyway. **Note:** This article was scheduled for release before the theme was decided, but apparently Seyon publishes convergence whenever he pleases. We sincerely apologize for Seyon being bad at his job, and we hope you enjoy our costume ideas for the themes that are no longer relevant.

Theme: Opposites

Costumes: Sevion DaCosta and a bird

After much deliberation and lots of science, the folks at the Blazer determined that the opposite of a fish is indeed a bird. For this pairing, you'll get to dress up as our very own Head Steward while your date will be a majestic fowl. Make sure to wear your white blazer and introduce yourself as the Head Steward. This one's a difficult one to pull off; you'll have to carry yourself with the utmost of confidence. Practice that soothing baritone voice. Did you mention that you're the Head Steward? I guess we didn't talk about your date's costume much, but that's not really important; the point is that Sevion is a fish...



Theme: White-out

Costume: 20 mL bottle of Wite-Out™

We don't really understand how white-out can be a theme in itself; it realistically falls under the broader theme of school supplies. Anyway, for this theme we suggest you go with the only logical option and dress up as some classic correctional fluid.



Theme: Neon

Costume: Argon

For a noble gas, neon is extremely trite. For this theme, shake things up and dress up as a discharge tube full of ionized argon. Or, if you're feeling very adventurous, why not take it all the way to the halogens and go as a test tube of bromine. Heck, embrace your inner organic compound with some good old fashioned CH_2O .

**YO KARMAN, I'M REALLY HAPPY FOR YOU, IMMA LET
YOU FINISH, BUT CRISTOPHER ADOLPHE HAD ONE OF
THE BEST PRIZE DAYS OF ALL TIME! ALL TIME!**

IF YOU'VE BEEN **TRIGGERED** BY THIS ISSUE OF THE
BLAZER, WE'RE "SORRY". SEND ANY HATE-MAIL TO
BLAZER@UCC.ON.CA ✌️

THE COOLEST KIDS IN IB2

Have you younger kids ever thought: "Wow, those older kids are cool. Like really Cool. I wish there was some kind of SI unit to measure how cool those kids are because, WOW! They are cool!"

Well if you've been thinking about this recently then look no further; Here are the coolest cats around, and by around we mean in IB2.

5. Anthony Hua

Anthony one time killed a man for saying the word "biscuit". That is swagger you just can't buy.

Cool Index: Kanye West Shutter Shades

4. Robert Wong

Robert can cook a delicious meal AND his social security number is 7679-2033! Can anyone say ballin'!

Cool Index: Riding a Harley Davidson without a helmet.

3. Elliot Birman

Listen, we know he graduated, but he has a kind of "I don't care that you broke your elbow" vibe that sticks around for years to come! He's the kind of guy who is cool because that's what this list is about! The man is sub-zero!

Cool Index: 12

2. Charlie Mortimer

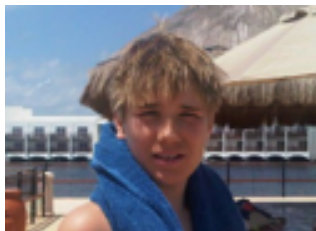
I hear the guy can't even read! Ice cold baby!

Cool Index: Drinking Energy Drinks past 4:00 pm.

1. Pearce Gould

Were you expecting anyone else? National Hero. Teen Heartthrob. Demigod. Pearce Gould.

Cool Index: Wearing SPF of less than 10 at the Beach.



When you get that article analysis extension 🍌🍌😬🍆🌑🔥



HEADLINES

- Directors cut of Horizons promotional video was reportedly 3 hours long.
- Theory of Knowledge course code "IDC4U" perfectly describes students' feelings about the course.
- School adds Pokestops by Laidlaw to increase assembly attendance.
- Nutrition committee convinced that they haven't jumped the gun by replacing the LD with a Whole Foods store.
- Teachers growing tired of Brad Manucha's "I'm a steward" excuse after he arrives late for the 78th time.
- Tom Reeve fails to live up to Cupillari's legacy at Battle of the Blues
- Year 1 stumbles, dropping both laptop and pizza; manages to save the pizza.
- School spends thousands of dollars to create another giant wooden hole in iDiv hallway.
- Security tightened by Lett Gym in light of laptop thefts; nobody left to conduct traffic.
- Ms. Timusk spotted walking around the school looking flustered.
- Luke Swadron officially enrolled in HL Spare

EDWARD ALDERSON IS DEAD; ELLIOT IS MR. ROBOT