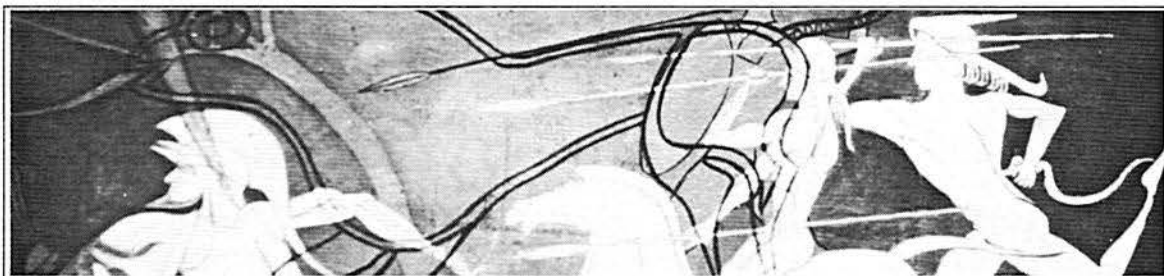




Agora

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A NEWSLETTER FOR LAKEHEAD UNIVERSITY STAFF & FACULTY



Stan Kalaska is the talent behind this remarkable mural being painted in the tunnel near the Library. The third-year visual arts student earned three awards at the Student Juried Exhibition. Details on page 10.

English Prof Receives Distinguished Instructor Award

Lakehead's highest award for teaching and learning has been presented to Dr. Jeanette Lynes, a professor and poet in the Department of English.

Lynes came to Lakehead University in 1991 and in 1993 was awarded a *Contribution to Teaching Award*. She is currently on sabbatical and working as a visiting professor in Canadian Studies at the University of Washington, Seattle.

During her time at Lakehead, Jeanette Lynes has developed, on her own and in collaboration with others, new courses in the areas of Canadian literature, women writers, and children's literature.

She has also contributed to Lakehead's teaching and learning community by giving workshops on professional skills to English students, writing articles for *LU Teacher*, teaching classes in Canadian writing to students in Cuba, and delivering off-campus courses in Geraldton, Atikokan and Rainy River.

In a letter to the members of the Senate Committee on Teaching and Learning written last September from Mount Saint Vincent University (where she spent the



Dr. Jeanette Lynes

fall term of her sabbatical), she states: "I have made my share of mistakes as a teacher, but I also believe that my teaching experience thus far has made me a more compassionate human being.... Not least of all, I have been fortunate enough to have had a number of bright, energetic graduate teaching assistants who often cheered me on in the lecture hall and who offered indispensable help with what was often a heavy marking load."

Lynes completed her PhD in English at York University in 1988. Her major field was Canadian literature with a minor in eighteenth-century literature. Recently she helped organize a poetry reading in Thunder Bay with her col-

leagues John Fell and Dave Antilla. --F. Harding

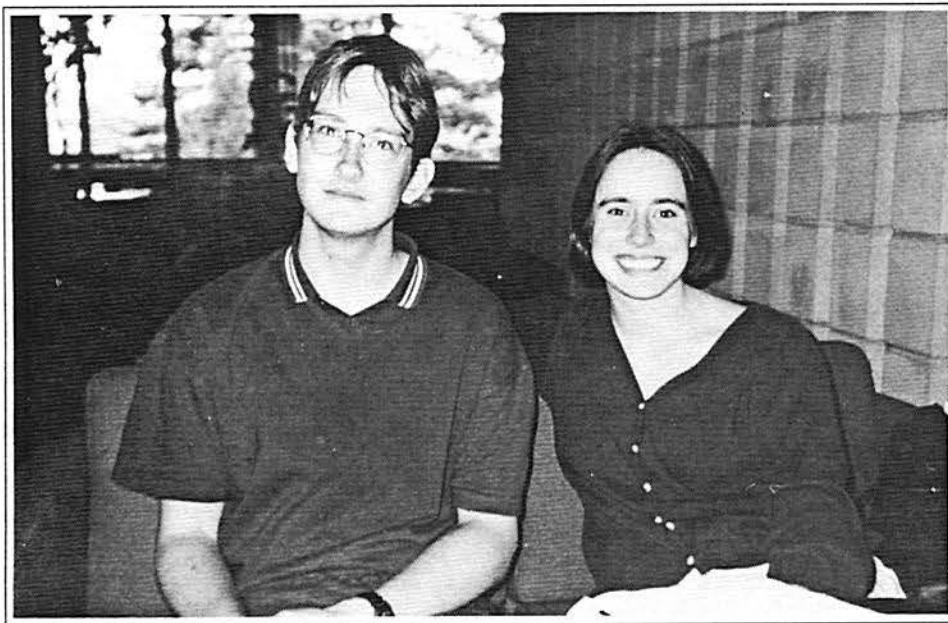
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More on Teaching and Learning in this issue:
A list of the recipients of Lakehead's Distinguished Instructor Award can be found on page 7 and "Fieldnotes: Reflections on a Teaching Career, 1985-1997" by Dr. Jeanette Lynes is on page 6.

HAVE PEN, WILL TRAVEL

by Frances Harding



Two Lakehead students are taking part in the WUSC Overseas Programs this summer: Marcia Lee, a third-year Outdoor Recreation/Geography student and Felix Eigenbrod, a second-year Biology major.

Both students are going to Africa. Eigenbrod will be in Benin learning everything he can about honeybees -- in French -- while Lee will be a little further south researching the country, people and culture of Botswana.

For Marcia Lee, who has never travelled overseas, the six-week trip to Africa is an opportunity to do some important work and "to help other people." Her goal, after graduation, is to teach children and seniors in an outdoor setting.

Felix Eigenbrod, who admits to being "a little skeptical" about the positive effects of foreign aid, says the 10-week trip is an opportunity to learn. He's already visited Tunisia through Canada World Youth and thinks that eventually he would like to do some interdisciplinary study, perhaps in environmental studies or resource conservation.

Both say there are lots of opportunities to gain international experiences at Lakehead --WUSC being one.

World University Service of Canada (WUSC) is a non-profit, non-governmental organization which involves Canadians in international development in Canada and overseas. WUSC's mission is to foster sustainable human development and human rights in a global context through education and training, active and participatory research into development issues and internationally oriented programs.

Although WUSC will pay most of the students' travel and accommodation expenses, Lee and Eigenbrod are each expected to contribute \$2,500. Hence their plan to request funds from service clubs and University departments, as well as a unique Postcard Campaign. (Anyone who makes a contribution of \$5 or more will receive a postcard from Africa.)

After a recent article in *The Chronicle-Journal* ("Lakehead students heading to Africa") the students received a cheque in the mail for a generous sum. They're hoping many more donors will have a hankering for overseas mail this summer. And they've got their pens at the ready.

If you would like to make a contribution, contact Felix Eigenbrod at 346-4698 or Marcia Lee at 343-9533. For more information about WUSC at Lakehead, contact Dr. Yves Prévost at 343-8342.

Women's Studies

Award-winning novelist, poet, critic, playwright and professor Carol Shields will be a featured guest on September 13, 1998, at a fundraising gala dinner in support of Women's Studies. For information contact Jo-Anne Silverman at 343-8910.

South of the Border

Canada's Consul General in Minneapolis Robert Déry visited the campus in February and attended a breakfast meeting with a dozen or so staff and faculty including Dan Pakulak, Director of International Activities. According to Déry, the role of the Consul General is to "promote, defend and explain the interest of Canada" in north central United States. Throughout the morning he encouraged Lakehead and other Thunder Bay organizations to explore potential marketing opportunities south of the border. "But," he said, "You need to do your homework and you need to understand the market."

Minneapolis is the site of one of the largest annual education fairs in the USA which Lakehead attended with two other Canadian universities in October, 1997. According to Registrar Pentti Paularinne, the response was "excellent."

Many U.S. students already know about Lakehead having travelled here from the Twin Cities region, he said, and they are interested in Lakehead's programs, especially Outdoor Recreation, Parks & Tourism.

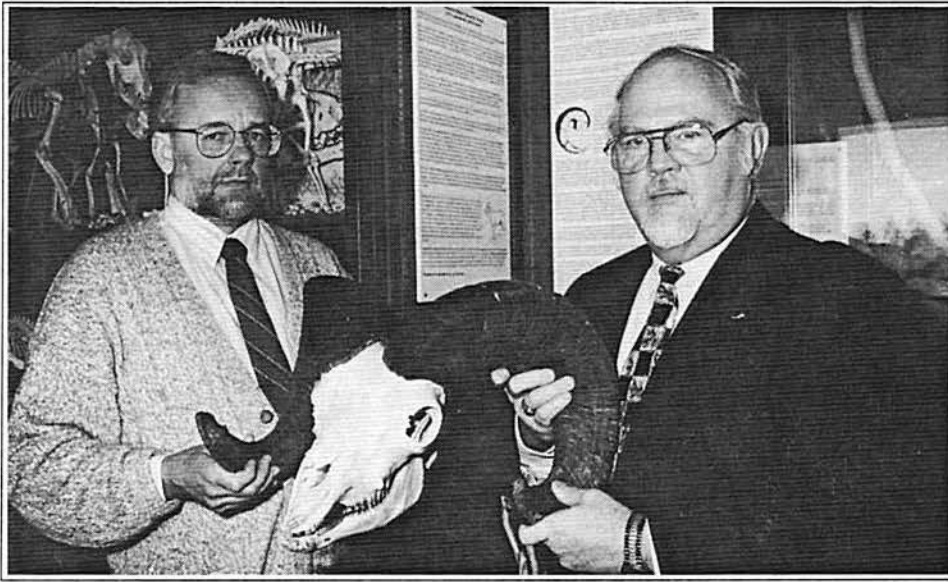
Lakehead is following up this month and in April with school visits south of the border. Paularinne's goal is to raise the total number of U.S. students at Lakehead and is promoting the fact that education in Canada is "a significant bargain."

The Canadian Consulate General is located at 701 Fourth Avenue South, Suite 900, Minneapolis, MN 55415-1899. Robert Déry can be reached at (612) 332-7486, ext. 3200.

CORRECTION

In the article "Co-op Education at Lakehead" printed in the February, 1998 issue of the *Agora* we said that Lakehead offers a MSc in Forestry. In fact, Lakehead offers an HBSc program in Forestry.

OVIS CANADENSIS CALIFORNIANA



Dr. Alastair Macdonald and Dr. Murray Lankester hold the head of a **California Bighorn Mountain Sheep** donated to Lakehead by The Okanagan Wildlife Section of BC Environment. The Mountain Sheep's head, along with panels of text detailing the life of the ram, are on display in the Department of Biology on the third floor of the Centennial Building.

Art in Atikokan

Recent paintings by Professor Ann Clarke are on display at the Pictograph Gallery in Atikokan until March 28, 1998.

Know a Worthy Student?

Last year the Poulin Award was given to LUSU Vice President of Student Issues Julie Miller. Who will it go to this year? The deadline for receiving nominations for both the *Poulin Award* and the *President's Award* is March 27, 1998. Nomination forms can be picked up in the offices of Financial Aid, LUSU or Graduate Studies and Research.

The Poulin Award is given for outstanding citizenship and is presented to the full-time student selected by the student's peers, faculty and administration for having contributed most to the welfare of the University.

The President's Award is given to graduating students who have occupied positions of responsibility in student organizations and/or who by their activities and achievements have earned the gratitude of a Department, School, Faculty and/or the University.

CIAU National Women's Basketball Championships

No-one who was in the stands on Friday night could say that Lakehead didn't give everything they had in their first game against the two-time national champions the University of Manitoba Bisons. Unfortunately, when the Bisons tied the game in the very last second of play, Lakehead was forced into overtime and in the end lost by 10 points with a score of 77-67. A second disappointment came on Saturday afternoon when Lakehead was defeated 63-54 by The University of Western Ontario Mustangs. In the end, the "Bronze Baby" CIAU trophy was awarded to the University of Victoria Vikes who beat the University of Manitoba Bisons with a score of 66-61.

Congratulations to the Lady Nor'Westers: Catlin Crooks, Katya Masun, Becky Morrison, Alicia Gunn, Jackie Dawson, Sarah Langly, Jen Burgess, Angela Hrkac, Stacy Volkmann, Kelly Roth, Amy Pinnegar, and the coaching and support staff: Stu Julius, head coach, Bob Main and Jamie Lockington, assistant coaches, Kendra Arthur, athletic therapist and Dwayne Fuchs, strength & conditioning coach. Photos on page 5.

Breast Cancer Forum '98

About 150 people came out to the University Centre Theatre on Saturday, February 28 to hear three speakers talk about the risk factors of breast cancer. Among the speakers was Dr. Peggy Tripp-Knowles of the Department of Biology who spoke about "Lifestyle Risks, Nutrition and the Environment." The Forum, along with the Women's Health Fair, was presented by Thunder Bay Breast Health Coalition and Women's Studies Program, Lakehead University.

Shelter House Corporate Relay

Cheryl Balacko in the Bookstore is making plans for Lakehead's participation in The Shelter House 24-Hour Corporate Relay on May 30, 1998. She needs to form a committee, choose a captain and make arrangements for tents and equipment. A meeting is planned for Wednesday, April 1, at 4:30 p.m. in the Dean's Conference Room and she encourages everyone interested in taking part to attend. For more information call Balacko at 343-8335.

Fieldhouse Renovations

The latest update from Athletics Facilities Supervisor Bill Keeler is that, due to the renovations soon to be underway at the fieldhouse, the main gym and track will be open during the months of May and June and the swimming pool will be closed May to September.

Francis Clayton and Stu Julius named Coach of the Year

Lakehead coaches Francis Clayton and Stu Julius have each been named Coach of the Year by the Ontario University Association in their respective sports: wrestling and women's basketball. Congratulations! This is the third time that each of the men have earned top honours from their professional association.

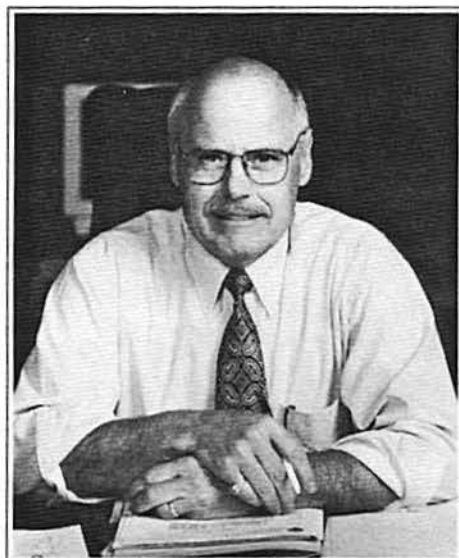
Journal Award to Dr. Reino Pulkki

Forestry professor Dr. Reino Pulkki has been selected as the winner of the *Logging & Sawmilling Journal Award* for the best English paper delivered at a Canadian Pulp & Paper Association, Woodlands Section branch meeting in 1997.



An Update from the President

Dr. John Whitfield



Federal Budget

The 1998 federal budget has been generally applauded by universities. It was encouraging to see investment in education at the centre of a budget. The Government of Canada evidently recognizes the economic payoff from investing in an educated population and in research.

The 1998 budget proposes a comprehensive *Canadian Opportunities Strategy* to expand access to the knowledge and skills Canadians need for better job opportunities and a higher standard of living in the 21st century.

The *Canadian Opportunities Strategy* acts on seven fronts to:

- promote access to postsecondary education by helping students in financial need cope with rising costs;
- increase assistance for advanced research and for graduate students;
- help individuals repaying student loans, especially those in financial hardship;
- help Canadians upgrade their skills throughout their working lives;
- help families save for the children's education;
- encourage employers to hire young Canadians and help young people make the transition to work; and
- help bring the benefits of information technology into more classrooms and communities across Canada.

The centrepiece of this *Strategy* is the creation of the Canada Millennium Scholarship Foundation that will be endowed with \$2.5 billion over 10 years. The Millennium Scholarships will be awarded to individuals who need help in financing their studies and demonstrate merit. The Foundation will be governed by a board of directors made up of private citizens. Recently, Mr. G. Ives Landry, president and CEO of Chrysler Canada, has been named chair of the board. Other board members are yet to be appointed.

Other elements of the *Strategy* include:

- Canada Study Grants up to \$3,000 per year for full-time or part-time students in financial need who have children or other dependants. These Grants will be provided through the Canada Student Loans Program;
- Tax relief for interest payments on student loans under both federal and provincial programs. A 17 percent federal tax credit of the interest paid can be claimed;
- The education tax credit, currently available only for full-time students, has been extended to part-time students.

In addition, support for advanced research and graduate students was announced. This included increased support to NSERC, MRC and SSHRC to provide research grants, scholarships and fellowships for graduate and postgraduate students and faculty. The attached table shows the increases and total funding for the granting Councils. The lower level of an increase

and continued underfunding of SSHRC is worrying. A healthy economy can flourish only in a healthy society.

Granting Council Funding

	1994-95	1997-98	1998-99	1999-00	2000-01
	(millions of dollars)				
Natural Sciences and Engineering Council (NSERC)					
Increase announced in 1998 budget			71	78	85
NSERC funding level	493	434	494	496	501
Medical Research Council (MRC)					
Increase announced in 1998 budget			40	44	50
MRC funding level	265	238	267	270	276
Social Sciences and Humanities Research Council (SSHRC)					
Increase announced in 1998 budget			9	13	15
SSHRC funding level	101	94	101	101	103
Total granting councils					
Increase announced in 1998 budget			120	135	150
Unallocated Networks of Centres of Excellence funding			11	21	23
Total funding level	859	766	873	887	903

Geological Dating

In the March 1998 issue of *Discover* magazine there is an interesting story about Dr. Graham Borradaile's discovery of a dating method. Borradaile, a professor and researcher in our Department of Geology, calibrated his dating method using samples from the Old Bishop's Palace in Lincoln, England. Built in stages over a period of seven centuries beginning in 1155, all construction and renovations were carefully documented. This supply of dated rocks was most helpful to Borradaile. "The palace has become an integral part of his research. Its old stone walls and towers have enabled him to develop a new technique that will allow archeologists to date precisely stone monuments and buildings whose ages, until now, have been difficult or impossible to determine." Fascinating story. Congratulations, Graham!

Award-Winning Coaches

Francis Clayton was named the Ontario University Athletic Association (OUAA) wrestling Coach of the Year. As well, Stu Julius, coach of the women's basketball team, is the Coach of the Year in the OUAA West Division. Congratulations!

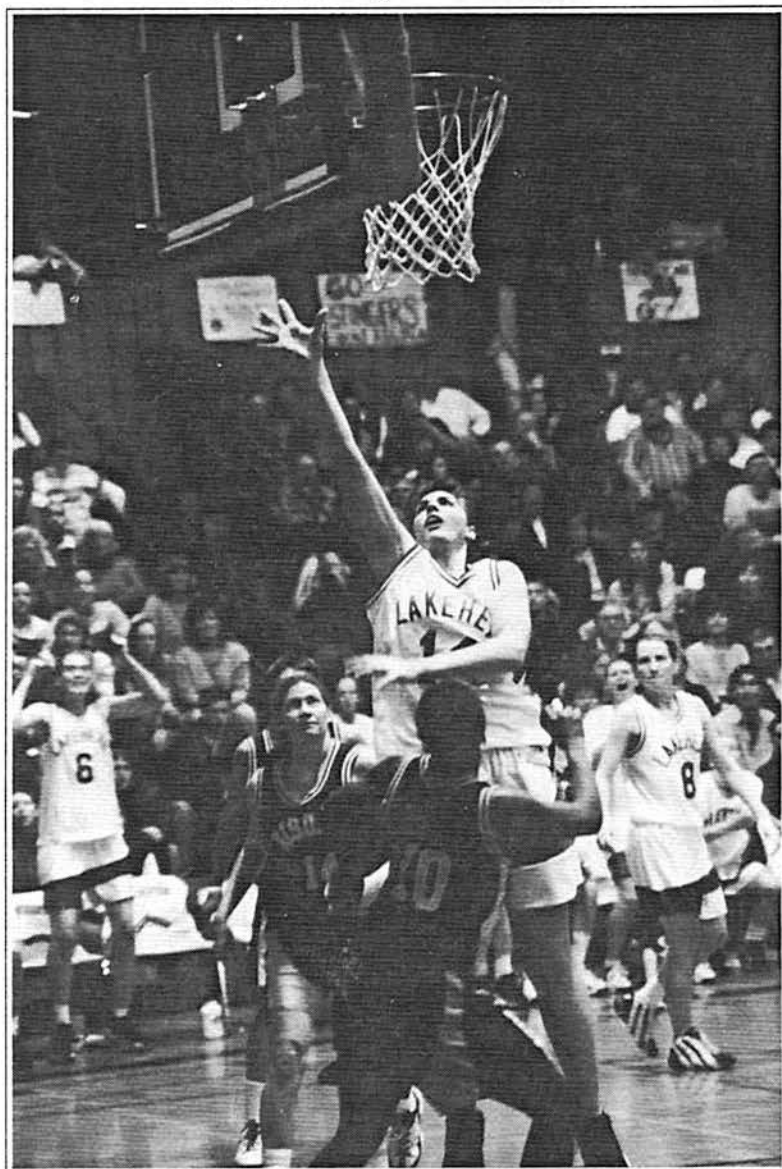
Gordon Rothney

Dr. Gordon Rothney, the first dean of the Faculty of Arts at Lakehead University, died in Winnipeg on February 15, 1998. Rothney was instrumental in the early development of the Faculty of Arts and the University.

HOOP STARS

Scenes from this year's CIAU National Women's Basketball Championships held at Lakehead University March 13-15, 1998.

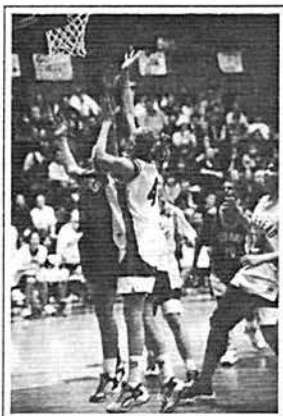
Photos courtesy of Robert Linke



Angela Hrkac



Amy Pinnegar



Stacy Volkmann



Katya Masun

WHAT'S HAPPENING IN THE LIBRARY

Academic Journals Online

A growing number of journals to which the library subscribes are now also available in electronic format through the World Wide Web. We are in the process of linking these online journals to the Library's Web Page and including this information in the Library's Online Catalogue.

To view these journals:

1. Go to the Library's "Academic Journals Online" Page at: <http://www.lakeheadu.ca/~librwww/journal.html>
2. Select a journal title or publisher from the list. If a password is required call the Information Desk (x8302) of The Chancellor Paterson Library during these hours:

Monday to Thursday
8:30 am to 9:00 pm
Friday
8:30 am to 5:00 pm
Saturday
12:00 pm to 4:00 pm
Sunday
1:00 pm to 5:00 pm

Also on the "Academic Journals Online" page you will find links to collections of Web journal pages from other universities or associations. It is important to note that some pages will offer only subscription information, tables of contents or guidelines for authors and not necessarily the full-text of their journal issues. Most journals from established publishers and organizations will require a paid subscription for access to the full-text of their journals.

Watch the "Academic Journals Online" Page for developments in this area!



Fieldnotes

Reflections on a Teaching Career, 1985-1997

by Dr. Jeanette Lynes

This past summer, while compiling my teaching dossier, I sat down countless times and typed "Philosophy of Teaching" at the top of my computer screen. After that, I stared at the blank screen and wondered what was wrong with me; I could not set down a definitive philosophy of teaching. 'Why not?', I asked my blank computer screen.

I cast my mind back over my teaching career thus far to see if any gems of wisdom would emerge that might nudge me towards a fully articulated philosophy of teaching that made sense to me. The main image that kept recurring was that although I certainly think of Lakehead as my professional home, much of my teaching career had been itinerant. In other words, I had taught on one-year contracts, summer contracts, and part-time contracts from 1985 to 1991 in various colleges and universities in Canada and the U.S. Surely, working in all these different institutions had taught me something about teaching and working as a professional academic. But what?

Finally, on a crystalline autumn day with red leaves laced across the Bedford Basin in Halifax, it struck me that every institution I had worked in, including Lakehead, had its own culture that had to be learned, negotiated, and to some extent, adapted to. The challenge of each job was partly to find my own niche, if only temporary, within that culture. Sometimes I did, and sometimes I didn't. Sometimes I couldn't figure out clearly the sets of conventions and protocols that dominated a culture, and so I would fumble along, never entirely sure of what was going on. Every department had its own culture, too, and beyond that, every single class developed its own culture.

Perhaps that was a key. Perhaps it was so difficult to articulate an all-encompassing "philosophy of teaching" because to survive in the constantly changing classroom, departmental, and university-wide cultures I was exposed to, it worked best to keep my teaching strategies quite malleable, and to ask, before entering each class, 'what strategy works best for this particular culture I am about to enter?'

I have had long conversations with colleagues at Lakehead and elsewhere about this, particularly about ways of coping with difficult classroom cultures. We've all had them: the classes with the sounds of snoring, rumblings of rude conversations, or just plain

deadpan unresponsiveness, no matter how much wit or how many antics we thought we might be injecting into our lecturing style. It just didn't make any sense that a particular style of teaching or method of presenting material could work well with one class and be a miserable flop with another.

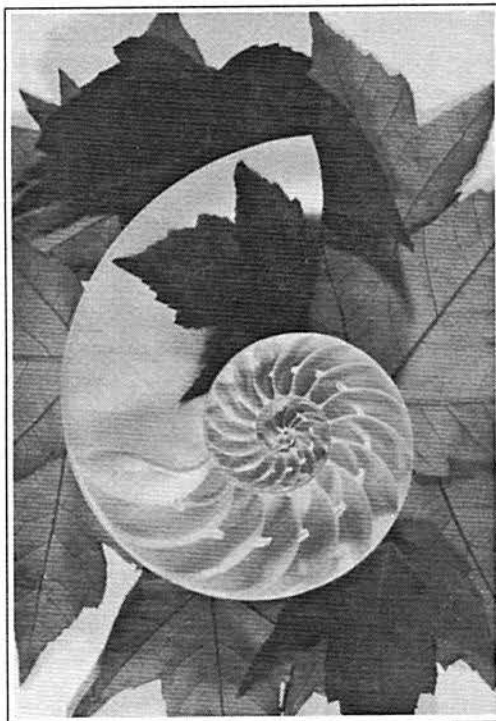
The only possible explanation was that each classroom culture had to be thought through carefully. Different pedagogies had to be applied from one group to another. One class might have a few dominant figures who monopolized discussion. Another might have a group of problematic dissenters. Usually, each group had its 'ham' or its exhibitionist or its arguing tag-team. The sooner I could get a fix on the personality of a group, the easier it was to devise teaching strategies to best help the students in that group realize their fullest potential. Rainy River was a different classroom culture than Geraldton, for example; *English 2907* was a totally different culture in 1995 than it was in 1994. Some classes had within them power struggles; some got along famously.

I suppose this means that we might continually re-invent our "philosophies of teaching" every time we walk through a classroom door. I suspect that this is not true for all teachers. But I seem to experience the 'personality' of a class quite forcefully. Sometimes this works to my detriment as an instructor. I have even wished at times that I could block out the class and throw on a 'lecturing switch' -- but those are rare and gloomy days. When I have remained open to the class as an evolving culture, I have had some of my best, most stimulating classes. Then I loved

my work. I didn't want to be anywhere else.

Because adaptation or adaptability to the classroom culture has become such an important tool for me, a grand "teaching philosophy" can only state some generalities which would be sufficiently vague to cover every classroom situation: 'learning is active', and so on. There is nothing at all wrong with these aphorisms. It's just that they are a bit too abstract to hold true in every situation, and they don't sufficiently take into account an individual class or an individual student. I have had some students who struck me as extraordinarily *passive*, for example, until I learned later that they had actually been learning a lot in my class.

continued on page 7



The discourse of pedagogy can be abstract. In 1985, at my first real teaching job at Augustana University College in Camrose, Alberta, new faculty were given a copy of Wilbert J. McKeachie's *Teaching Tips: A Guidebook for the Beginning College Teacher*. I still think this was money well spent, on the college's part. My copy of McKeachie is well worn, and I still go back to sections I highlighted in 1985, to phrases like "community of learners," and learning as "cooperative" as opposed to "competitive." The following passage I had also highlighted:

Students at the lower stages are characterized by a dualistic view of knowledge. Things are either true or false, right or wrong. The teacher knows the truth; the student's job is to learn the truth. Students in the middle stages have learned that authorities differ. The student's task is to learn the criteria needed for evaluating the validity of assertions in different subject matter fields. The final stages involve student commitment to values, beliefs, and goals with the recognition that despite the lack of complete certainty one must make decisions and act on one's values.

(McKeachie 248)

I always admired McKeachie's succinct formulation of a learning curve as a progression from dualism to value-assessment. I assumed that the teacher's role, in McKeachie's scheme, was to facilitate this progression. This made sense, but did it really tell you how to teach?

As a beginning teacher, I myself was quite dualistic in my thinking. I either had a 'bad' class or a 'good' class. My class 'loved me' or 'hated me', I believed, seeing the class as a static culture. I had bought into what McKeachie considers lower level thinking, in the sense that I had an image of the 'ideal' professor as authority, purveyor of truth. I strove to be the 'ideal' professor. It would take work, but I believed I could do it. I bought designer clothes, nice Liz Claiborne flowered dresses. I wished I smoked a pipe, but I didn't. I wished my hair would go a certain way, but it wouldn't. I read my lectures so they wouldn't sound too colloquial -- so they wouldn't sound like me.

The above scenario mainly describes my years 'on the road,' from '85 to '91. The vicissitudes of contract work had created a kind of identity crisis. I didn't feel that I had any real presence, teaching persona or professorial identity. I hadn't learned that because teaching is essentially the process of negotiating different cultures, it was OK to have a number of provisional identities which would allow for the flexibility needed to adapt to different environments and the different stages learners are inevitably at. Any one class is more layered and complex than McKeachie's formulation suggests because in any one class, some students are at the dualistic stage, others have discovered the relativity of opinions, and still others have reached the desired pinnacle of value assessment.

McKeachie's time frame is also unclear. Is he implying that the progression from dualism to value assessment takes place over the course of a semester, a year, or the student's entire undergraduate education? It could be some combination of all three, but it is probably most evident over the course of a student's undergraduate career.

continued on page 8

Recipients of the Distinguished Instructor Award

- 1988 S. Penny Petrone (Education)
- 1989 Manfred M. Kehlenbeck (Geology)
- 1990 Peggy H. Tripp-Knowles (Biology)
- 1991 S. Ali Mirza (Civil Engineering)
- 1992 W. G. (Bill) Heath (English)
- 1993 Victor C. Smith (History)
- 1994 Darlene Steven (Nursing)
- 1995 Inderjit Nirdosh (Chemical Engineering)
- 1996 Jane Taylor (Kinesiology)
- 1997 Jeanette Lynes (English)

Distinguished Instructor Award

The Distinguished Instructor Award is Lakehead's highest award for excellence in teaching.

The award, worth \$3,500, is given annually to a Lakehead University teacher who has made a distinguished contribution to teaching.

All faculty members (full-time and sessionals) are eligible to participate except for members currently on the Senate Committee on Teaching and Learning.

The Senate Committee on Teaching and Learning together with the Vice-President (Academic) will represent the Selection Committee.

The Selection Committee will be looking for evidence that the nominee's teaching is highly regarded by both peers and students.

Written criteria for the award is available by contacting Janice Pellizzari at 343-8201.

For more information contact Professor Ann Clarke, Chair, Senate Committee on Teaching and Learning at 343-8032.

May 31, 1998, is the deadline for submitting nominations for the 1998 award.

Fieldnotes continued from page 7



I got tired of trying, like F. Scott Fitzgerald's *Great Gatsby*, to live up to some impossible platonic image of myself. Even in large classes, I began to discover my identity in some balance point between where the class was as a culture and my willingness to take the risk of revealing some vulnerability, some fallibility and, McKeachie would say, some humanity.

Lakehead gave me my first opportunity to track a student's development from the "lower" stages of learning to the "higher" because I was appointed for longer than a year (originally, a three-year contract). This, in turn, provided a chance to develop some rapport with students and to try out some teaching strategies in an environment with more continuity than I had previously had. It was really gratifying to compare the work of a student in his or her first year with the same student's work at the upper-undergraduate or graduate level. It is difficult to tell how much direct influence one has on this; students have many cultures going on at the same time. But some kind letters from my previous students suggest that I had some influence on their intellectual growth.

The greatest challenge at Lakehead was learning the culture of large classes. To put it baldly, during my early period at Lakehead, I suffered from terrible 'stage

fright'. I still experience it in large lecture situations, but it goes away more quickly, and I have learned to work with it. Large classes of around 100 are more intimidating, and their culture can be more difficult to decode; if anything, they tend to dissolve into subcultures: the keen ones, the indifferent ones, and so on. I tried to reach every single student and if I didn't, I felt like a failure. I sensed that the larger the class, the more formal my teaching style ought to be. I don't necessarily believe this anymore; I just try to respond to each class as an individual culture and adapt my persona, to some extent, around that. The culture is determined by the students more than the teacher; the culture is probably already partly defined on the first day before the teacher even walks into the room. Perhaps that is why it is so unnerving walking into a new class on the first day. I was recently reassured to find that even much more veteran teachers than I experience this. It must be partly because we don't know what kind of culture is awaiting us in there, but we sense that something has already been formed.

I got tired of trying, like F. Scott Fitzgerald's *Great Gatsby*, to live up to some impossible platonic image of myself. Even in large classes, I began to discover my identity in some balance point between where the class was as a culture and my willingness to take the risk of revealing some vulnerability, some fallibility and, McKeachie would say, some humanity. Of the six roles of the teacher he identifies -- expert, formal authority, socializing agent, facilitator, ego ideal and person, it is "person" he lists last. This could be because he thinks it is least important. But I doubt it. He may have listed it last because it is the most elusive and difficult to attain.

Could it be that we spend most of our teaching careers honing a pedagogical persona adaptable enough to adjust to the changing classroom cultures we work in, and human enough to connect with our students as the age gap between them and us increases? Our students are never the same people, but neither are we. If anything, the hubris of graduate school wears off, over time and some kind of humility sets in. Because everything, including everything in institutions, exists in a state of flux or process, one's teaching philosophy is always in a

state of ongoing formation, just a bit out of reach. This is a good thing, and may be what helps give us some humanity as teachers.

It may be that as we grow as teachers, we demythologize ourselves as 'grand authorities' and learn how to, as McKeachie puts it, "perform in our capacity as persons." The most heavily starred and highlighted passage in my *Teaching Tips* book is the following:

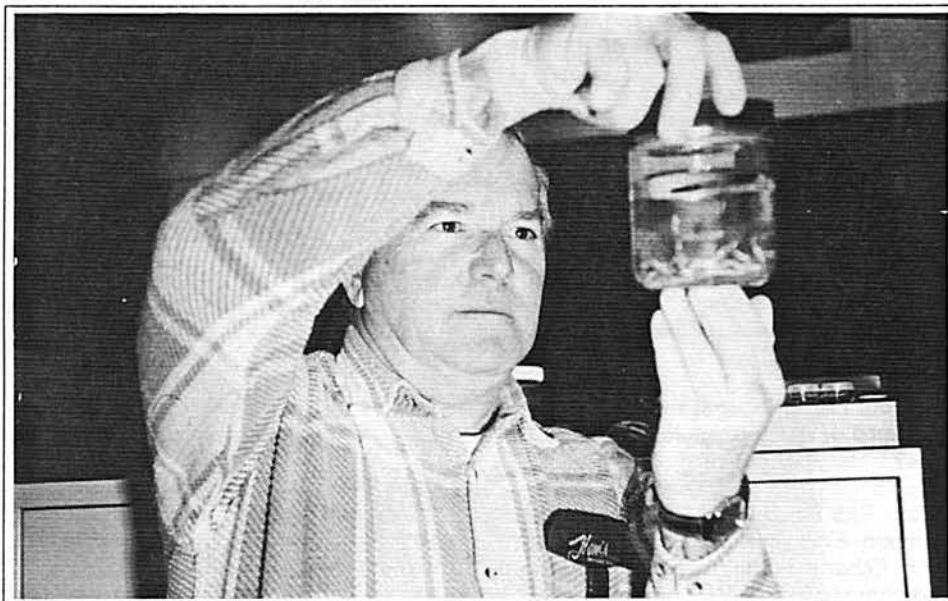
One senses in ... the performance of many teachers in their capacity as persons, that even marvellous achievements are attainable when one hears how large a role good fortune and human frailty have played all along the way. One also senses in such performances a real reluctance to convey only the admirable parts of the process, as if the teacher were impelled not to create a myth when in fact reality is far more humorous (and attractive) than the myth of the genius striking directly toward the Nobel Prize could ever be. Thus the teacher as a person is not only addressing his own need to recognize the self he is portraying by his performance. He is also performing a vital task by performing the various mythic constructions which students may develop, and the net effect of this is both to decrease the awe in which he is held and to increase the extent to which his interests reveal him to be an ordinary mortal in pursuit of a recognizable and manageable set of goals (64-5).

Part of what McKeachie refers to as "good fortune" is surely the support we receive from those in our institutional communities. At Lakehead, I have been lucky in that I have received a lot of support, both for my teaching and my research. This has helped my professional growth a great deal, and I know my students have benefited from it as well. Perhaps at the end of my career, I will type "Philosophy of Teaching" and actually fill in the rest of the screen. At this stage, however, I have only to offer these "fieldnotes" along with gratitude to my colleagues and students for their ongoing tolerance and support.

Works cited:
McKeachie, Wilbert J.. *Teaching Tips: A Guidebook for the Beginning College Teacher*. Eighth Edition. U.S.A.: Heath & Co, 1978.

INVERTEBRATE COLLECTION DONATED TO LAKEHEAD

by Frances Harding



Macro Invertebrates are small creatures like leeches and sludgeworms that can be seen without the aid of a microscope. Dave Pugh should know. He's travelled the length and breadth of Ontario collecting them for the Ministry of the Environment.

Dave Pugh has spent 33 years collecting the "clams and the critters" of northwestern Ontario. Now, with his retirement as Senior Environmental Officer with Ontario's Ministry of Environment just a few months away, he has the reassurance of knowing "his" priceless collection has found a new home in Lakehead University.

The 12,000 vials of beetles and bugs that make up the collection of *Macro Invertebrates from the Aquatic Environment of Northwestern Ontario* can be found in a row of filing cabinets on the third floor of the Centennial Building, just outside Dr. Freitag's Lab in Room 3021.

If you go there on Tuesday mornings you may find Pugh reviewing the field notes, editing the collection's catalogue and conducting maintenance on the samples.

According to Pugh, it was common in the mid 1960s to see evidence of severe water pollution across northwestern Ontario: pulp and paper wastes, floating fiber mats, and raw domestic waste entering the lakes and rivers. "Even the tolerant sludgeworm found water quality, in some locations, intolerable," says Pugh. "Today, these same locations, although not all perfect, have improved immensely."

With the Ontario Government gradually reducing its involvement with water quality testing (and the private sector *increasing* its activity), Pugh saw an opportunity to move the Ministry's collection of midges and mayflies into a public institution. After gaining the Ministry's approval for the donation, he made the offer to Lakehead, and Lakehead gratefully accepted!

Like the *Claude E. Garton Herbarium* which was donated to Lakehead University in 1966, the *Macro Invertebrate Collection* will be an asset to the Department of Biology. Professor and Chair of the Department of Biology Alastair Macdonald says the collection is "invaluable" to students interested in taxonomy. The Department plans to publicize the collection through academic journals and the Internet so that researchers working in boreal forest regions around the world will know about the data.

As for Dave Pugh, he takes comfort in knowing the blackflies that he and other Ministry staff have been collecting since 1965 will stay in Northwestern Ontario. And that when he retires in June, he'll be more than welcome to add to the collection!

***And the blackflies, the little
blackflies,***

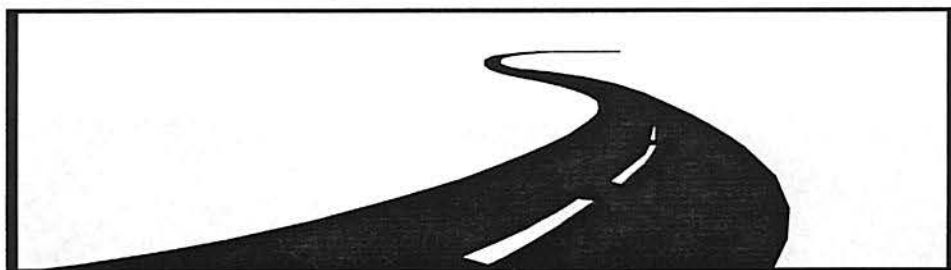
***Always the blackfly no matter
where you go.***

***I'll die with the blackfly a-pickin'
my bones***

***in North Ontario, i o, in North
Ontario.***

***-- Wade Hemsworth
The Blackfly Song, 1949***

Lakehead University, March, 1998



Colleague FAQs

*Frequently Asked Questions
About Lakehead's Administrative Information System*

What can I do if I forget my Colleague password or if my password does not work?

Contact Rita Blais (ext. 8526) or Margot Ross (ext. 8730) in the Finance department. Either one can have your password checked or changed so that you will be able to log into Colleague Financials.

When will Purchase Requisition training resume?

Electronic requisition training will resume when the next version of the Colleague software, with an improved graphical user interface, is installed. An exact date is not known.

Note: The technical team has successfully installed the new Colleague software (R15.0) in a test environment, but has encountered difficulty with the install of the graphical user interface.

When will I be able to view my departmental (financial) reports online?

Departmental reports will be available online when the latest version of the software with the new graphical user interface is available.

How do I receive against my Purchase Orders?

Use Purchase Order Receiving (GSR), specifically the function mnemonic PORC. Lookup the PO using one of the following techniques:

- (i) Enter the PO number
- (ii) Enter the vendor name
- (iii) Enter the initiator's name (;IN name)
- (iv) Enter the PO date (;DA EQ YY/MM/DD)

To receive on the Purchase Order, the following fields are required:

- 1. Date Received** - defaults to today's date, can be changed, enter in year/month/day format.
- 2. Packing Slip #** - enter P/S # or Invoice #
- 3. Arrived Via** - enter '...' to bring up valid table entries
- 4. List of items** - displays a list of all the items associated with this PO, press the Enter key to accept each item one at a time
- 5. Received by** - filled in by the system based on login id
- 6. Accept all items** - enter a Y in this field to receive all the goods associated with the PO.

Note: normally use either field 4 (for partial orders) or field 6 but not both.

If you have questions or concerns regarding the implementation of Colleague contact any of the following people:

Rita Blais, *Finance*
ext. 8526
Marilyn Husiak, *Purchasing*
ext. 8455
Judith Mackie, *Data Standards/
Shared Codes; Technical*
ext. 8536
Brenda Nelson, *Student*
ext. 8615

Juried Student Exhibition

Third-year visual arts student Stan Kalaska was presented with three awards at the opening of the student show on March 6, 1998: the LUSU Purchase Prize for a drawing entitled "Fire," the Alumni Award for a painting entitled "After Glow," and the Dean's Award for Sculpture for a piece called "In the Garden."

The President's Award was given to Quentin Maki for overall work progress.

Sarbadhikari Lecture

Dr. Michael Spourdalakis, a Lakehead graduate and a professor of political science at the University of Athens, Greece, gave a public lecture on "Globalization and Democracy" on March 9, 1998. The Sarbadhikari lectures are all delivered by former Lakehead students.

NDP Leader to speak on Education

Howard Hampton, the leader of the New Democratic Party in Ontario, will give a talk on "Critical Issues in Educational Policy" in the Senate Chamber on Friday, March 20, 1998 from 1:30 to 3:30 p.m. Everyone is welcome.

Mock Emergency Staged

On February 18 you may have noticed police cars and an ambulance in the Agora circle. They were taking part in a simulated hostage crisis staged by Lakehead University's Security Services.

"As a responsible workplace, we need to think about being prepared," says Lakehead's Chief of Security Services Donna Miller.

"Lakehead University's response/crisis management plan is intended to identify potential problems associated to the University environment and the necessary responses in the event of a crisis. The Security team must be prepared and well trained for such an event. Testing the plan periodically by staging a mock crisis is by far the best method."

As a result of the exercise, Lakehead and other Emergency Response services were able to identify the strengths and weaknesses of their current emergency plans and make the necessary adjustments in order to offer the best possible response.

International Days '98 Review

by Alex Pasquali, International Student Advisor



This year's "**Beyond Borders**" International Days 1998 was a great success with large turn-outs at all of the events. The festival was initiated with the first ever "Parade of Nations/Fashion Show." This was a great chance for Lakehead's Canadian students to see the diversity of International Students attending Lakehead University.

The **International Film Festival** presented a variety of films from Mexico, Italy, Martinique, China and New Zealand. The **International Expositions** occupied the Agora for most of the week, and were appreciated by all who had a chance to view the exhibits. The **Silent Auction** was also a success raising \$300 for next year's events. Both **Oscar Lopez Night** at the Outpost and the **Tamil Cultural Night** were sold-out, and due to the popularity of the former, endeavours are being initiated to bring Oscar Lopez back to Lakehead University for another performance. The **Pow Wow** and the **Feast** were an excellent cap-off to the week of festivities by displaying this distinct and unique celebration.

See you next year!



Alumni Association's 15th Annual

ALUMNI CURLING BONSPIEL

sponsored by
Financial Concept Group
Friday, March 27, 1998
Port Arthur Curling Club
\$35/person \$140 per team
includes a Chinese buffet dinner

Call early to register at 343-8155

SOCIOLOGY FACULTY BROWN BAG SPEAKERS SERIES

**"Regionalism and Identity in the
Late 20th Century"**

All talks will be held from 11:15 a.m. to 12:30
p.m. in Ryan Building Room 2032
Everyone Welcome.

Friday, April 3, 1998

Dr. Bruce Minore, "Putting 'Community' in
Community Health Policy"

WOMEN'S STUDIES BROWN BAG SPEAKERS SERIES

All talks will be held from 11:30 a.m. to 12:30
p.m. in the Northern Forest Ecosystem
Research Building Main Boardroom. Bring
your lunch and bring a friend.

Friday, March 20, 1998

"Women and Political Action" by
Dr. Laure Paquette, Political Studies,

ANNUAL JURIED STUDENT EXHIBITION

Thunder Bay Art Gallery and Lakehead
University Department of Visual Arts
cordially invite you to the Annual Juried
Student Exhibition

March 6 - March 29

The Opening Reception and Awards
Presentation is on Friday, March 6 at 7:30
p.m.

The Agora is published on the 15th
of every month.
We encourage you to send in your
news. Deadline for the April issue is
April 6, 1998.

ADVICE FROM CIBC ON LOAN REPAYMENT

James Walker of the National Student Cen-
tre of CIBC will be giving a public talk
about Student Loan Repayment on
Wednesday, March 25, 1998 in the Upper
Lecture Theatre. There are two sessions
planned: 10:30-11:30 a.m. and 2:30 - 3:30
p.m. Everyone is welcome.

CHEMICAL ENGINEERING CONFERENCE

Lakehead University Student Chapter of
the Canadian Society for Chemical Engi-
neering (CSChe) will hold the 6th Annual
Chemical Engineering Conference on Sat-
urday, March 21, 1998 in the Senate Cham-
bers. The keynote speaker is Maja
Veljkovic, President of the Canadian Soci-
ety for Chemical Engineering

THE CHANCELLOR PATERSON LIBRARY

Extended hours will apply from March 13
until April 22, 1998

Monday to Thursday

8 a.m. to 11:30 p.m.

Friday

8 a.m. to 10 p.m.

Saturday

10 a.m. to 9 p.m.

Sunday

12 noon to 11:30 p.m.

Note: Thursday, April 23, the Library will
close at 6 p.m.

Easter Weekend

April 10-13, 1998

Good Friday, April 10

closed

Saturday, April 11

10 a.m. to 9:00 p.m.

Sunday, April 12

12 noon to 11:30 p.m.

Monday, April 13

10 a.m. to 11:30 p.m.

Mark your calendar for the following

OSOTF DRESS DOWN DAYS

April 9, 1998

May 8, 1998

Music of our Time Concert

Saturday, April 4, 1998

8:00 p.m.

Jean McNulty Recital Hall

\$5 students/seniors & \$8 for adults

Agora

March 1998

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