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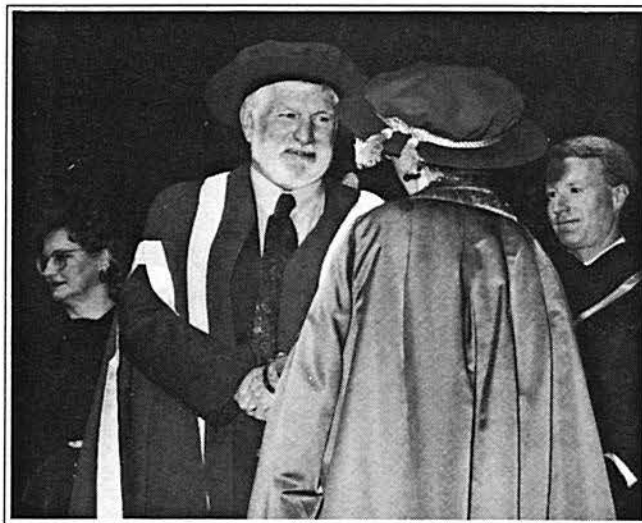
NOVEMBER 1998



A NEWSLETTER FOR LAKEHEAD UNIVERSITY STAFF & FACULTY

Dr. Frederick F. Gilbert Installed as President and Vice-Chancellor

by Frances Harding, Publications Officer



Having donned the blue and white regalia of the presidential office, Dr. Frederick Franklin Gilbert shakes hands with the Chancellor of Lakehead University, The Very Rev. The Honourable Dr. Lois Wilson.

Lakehead University has done well for over three decades, said Fisher, and much of the credit must go to the faculty and to the leaders including Dr. Melvin W. Bartley, Dr. Harold S. Braun, Dr. William G. Tamblyn, Dr. Robert G. Rosehart, and now Dr. Frederick F. Gilbert.

"I don't think any other endeavour in my life span will have done more to diversify and enrich living for the people who live here and, I think, for the province and for the country as a whole.

"As one here only for the beginning of Lakehead University, I salute those who did it and those who carry on. Thank you Robert Rosehart. Excelsior Fred Gilbert!"

Sharing the stage with Dr. Gilbert and Dr. Fisher were a number of honoured guests including Dr. Richard Charles Lyons, a Native elder who gave the Invocation in Ojibway and in English, and Peter Collins, chief of the Fort William First Nations, who welcomed the president "to our traditional lands."

Other platform guests included friends and colleagues from other universities and colleges in Canada, the United States and Britain -- many of whom brought official greetings to Dr. Gilbert on behalf of their respective institutions.

As well, some of Lakehead's best students were acknowledged during the ceremony including the recipient of the Alumni Association Award, Marianne Ariganello; the Presidential Scholarship, Laura Nelson and Christopher Bosman; the In Course Graduate Scholarship, Brian Whitfield; and the In Course Undergraduate Scholarship, Annabella Zawada.

When the ceremony was over, Lakehead staff, faculty, students, alumni and friends were invited to join the president at a luncheon in the main cafeteria. The night before, friends and colleagues had "roasted and toasted" the new president at a dinner hosted by the chancellor.

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Those who witnessed the Investiture of Lakehead's fifth president on October 31, 1998, also heard from one of the University's earliest advocates — Dr. Douglas M. Fisher.

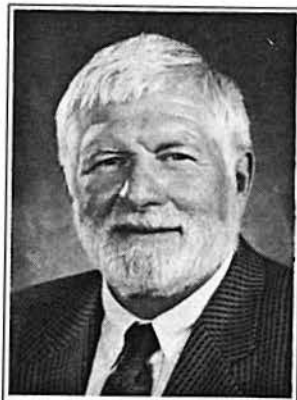
In his Installation Address, Fisher spoke of how his career in federal politics began when he joined with others in the early 1950s to push Lakehead Technical Institute toward full university status.

"Political action is worthwhile," said the former MP who was awarded an honorary Doctor of Laws from Lakehead University in 1987.

"Always remember that Northern Ontario is still a 'zone of transit.' A space between places. And the people who live in the zone need a persistent program so that they [metropolitan centres] will know the utility and the wonder of a competent university here."

Installation Address

by Dr. Frederick F. Gilbert



Madame Chancellor, Board Members, Elder Dr. Richard Lyons, Chief Peter Collins, Dr. Douglas Fisher, Representatives of Municipal, Provincial and Federal Governments, Members of the Judiciary, Honorary Degree Holders, Fellows of Lakehead University, staff, faculty, students, alumni, colleagues and friends:

To be truthful, this is a day that I never envisioned as I progressed through my academic career. I never aspired to, nor coveted, the position of president of a university. To understand why I wound up here it might be useful to explore a little of my background. I was the first in my family to pursue a higher education although I had cousins (particularly three in Michigan) who took it for granted that they would go on to "State." I went to university at a time when access was not yet a political issue and like the students of today only did so by incurring a debt burden. Indeed, if I had not been awarded an NRC Postgraduate Scholarship, I would have ended my education with my Masters as I could not afford to continue to accumulate debt. Thus, the importance of student aid to assure access to and continuation in higher education is not lost on me. Neither is the lack of family support nor understanding of the importance of a university education in situations where the student is the first in the family to go on to university.

It should not be surprising therefore that much of what I will say today will relate to students, their exposure to university and their expectations of higher education. I am aware that I am using the occasion of Halloween to do so. Although I am not following a colleague's suggestion to wear a mask, I am, as you can see, definitely

in costume. Halloween is primarily an event for young people (as UNICEF understands) and as much of my emphasis is on young adults, it does seem appropriate timing for such a discussion. I will leave it to you to decide if there is a "Trick or Treat" message inherent in what I say.

I believe that a meaningful education is the best bulwark we can provide today's or tomorrow's generations with, especially in times of societal change and it appears that society will be in transition for the foreseeable future. How do I define a "meaningful education"? I have been asked many times what I thought a university should be and to a large extent my responses are tempered by the experiences I have had as a student and as an educator. As I share some of these experiences, you should begin to understand my definition.

Although I had many memorable high school experiences there is one in particular that I can't forget. Unlike the grades in many of my other subjects, I was carrying an "A" into the Grade XIII Ontario provincial exam in English composition. I chose to write the essay part of the exam on the Canadian Cultural Mosaic. I did so by arguing that a mosaic was inappropriate as a mechanism for creating a national culture because the

fabric of a mosaic was liable to fracture along the joins. Canada offered the classical example of the strengths and weaknesses of the mosaic in the French-English dichotomy. I further argued in favour of the American idea of the Cultural Melting Pot. It was apparent that my world view must have varied considerably from the marker's as my final grade dropped to a "C", coincidentally an outcome that could not be challenged. This was my first but not last exposure to a doctrine that does not allow the questioning of "accepted wisdom." In university, I asked why it was necessary to memorize details on taxonomic classification that could easily be accessed from reference material. Why did we have to accept one person's interpretation of Shakespeare's or Plato's writings when both were dead and my interpretation could be as good as that of a so-called expert? These were not good questions for a student to ask! And the faculty always had the last word with the power of the grading process. Conform or suffer the consequences. The message was -- don't be original, don't challenge the faculty or the reference material -- and thus the only real learning process left was to determine what needed to be memorized for regurgitation. While the latter has been justified as good discipline for the mind and in some circumstances is requisite and useful, with languages being an example, it is hardly the stuff to engage and develop a process of inquiry. Mind you, there were notable exceptions to this general educational doctrine:

1. An Acadia statistics professor who was a brilliant theoretician but who used examples from Rudyard Kipling. He believed it was more important to use the tools of statistics correctly than to memorize formulae and thus gave take home exams. As a result, I found myself

Many of the most exciting aspects of higher education today are happening at the boundaries of the old disciplines

learning and understanding calculus which I never did when I took it originally;

2. A University of Toronto geology professor who taught the then heretical idea of tectonic plates before it became accepted theory and allowed the class to debate the old and new theories. In so doing, he provided insight into why the major theorems in science take so long to change;

3. Another Acadia professor who drew beautiful freehand drawings on the blackboard with coloured chalk to explain the form and function principles of comparative anatomy and who colourfully illustrated verbally reproductive anatomy with personal examples that were truly memorable. But this was secondary to his exams which always contained a bonus question that tested your ability to take the concepts and facts of the course and equate them to an area otherwise uncovered by the course material. These and a handful of others were the sole contributors in my educational experience to a student-centred learning environment and they did so without much technological assistance, yet in the process certainly stimulated the mind.

Over the past 30 years, my career has taken me to positions across the U.S. border three times. In addition, I have had many experiences that have allowed me to catch glimpses of life and education in Europe, Africa, Central and South America as well as Australasia. Having dealt with the administrations and cultures of five fundamentally different yet similar universities and hopefully having learned valuable lessons along the way, I am perhaps egotistical or naive enough to think that I may have some idea of what works and what doesn't in the realm of higher education, and that I might have some insight into what would allow a university like Lakehead to succeed in a time of fundamental change in the system.

Our basic commodities within a university are still the students, staff, administration and faculty, but without the students we have no *raison d'être*. Although the

Wouldn't it be exciting if Lakehead were to become the model for how all universities should operate

demographics of the student body have changed, and will continue to change dramatically with more adult and senior learners participating, students fresh from high school or transfers from colleges still represent the primary segments and have for the past three decades. But if we scan those past 30 years and fast forward to 1998 and our current technologically enhanced classrooms and to students who seemingly are hard-wired to the Internet, whose attention spans are measured in sound bites and where video, CD-ROMS, and action, action, action are the norm — what should be their educational expectations?

If we put such students into a classroom with a lecture format that is basically a talking head following a textbook, should we expect them to turn on to education? The classroom now, unlike 30 years ago, is a place where we can interface technology with a faculty member to create a learning environment that can, and should, be student-, rather than teacher-centred. But whether it is or not, as in my own university days, depends on the will of the faculty member doing the teaching. So basic questions are: Do we as educators, or do the accrediting agencies that drive the academic programming in so many professional areas and who we know are notoriously slow to respond to change, really understand how students learn most effectively or what they need to know to be successful once they leave the university? Shouldn't we be avoiding rigidity of thought and instead encouraging the exploration of ideas and using technology to complement and demonstrate that there are different pathways to solutions? The Acadia experiment with computer teaching has shown that students, for example in physics labs working with their personal

computers, actually learn more than in traditional labs with a set format because they create the pathways to solutions themselves often through the reinforcing process of trial and error. That is an old lesson -- that we can learn from our mistakes, that information is networked and that, like a spider web, there are many "correct" paths to the spider. I suspect such an analogy conjures up more than one interpretation!!

Furthermore, the opportunity to share ideas in small peer groups is the fundamental learning basis we have used for science laboratories, seminars and take home exams. Such smaller groups of students facilitate learning, so shouldn't we be ensuring such opportunities as part of the introduction to a university education and making certain that all incoming students are so exposed in at least some courses in their first year of study? Without providing such opportunities, we disenfranchise collective discussion which is the real world *modus operandi*. Students in residence, and that is one of Lakehead's fundamental strengths, usually create their own groups to discuss their education and more worldly issues. Although not in residence at the time, I remember clearly just such a discussion in a campus restaurant during my U of T days where we Honours Biology students (all 12 of us) concluded that the evolutionary big brain experiment should be considered a failure. I might add that time has not changed my opinion that the conclusion was probably correct. Web-based courses provide a similar experience for students who form discussion groups (chat rooms) with, or without, faculty involvement.

Real life experience either indirect through the anecdotal accounts of the faculty's activities outside the classroom and indeed the university's walls, or direct

*Installation Address**continued from page 3*

learning, and internships as examples, are essential elements to prepare the student for life after university. Faculty gain such experience by reaching beyond the university in their service, research and scholarly activities to link with the private and public sectors, as well as society in general. Built in is an attitude that a primary function of the university is to serve people and thus applied research is as valuable as basic research. The operational concept of the university as a socioeconomic engine and a fertile ground for new or different ideas provides the connection to society and its needs. To adequately generate this potential requires active research and supporting graduate programs and a willingness to engage in partnerships with entities outside the university.

There are many other defining qualities that I believe Lakehead should have. Commitments to multiculturalism, diversity and globalism that are expressed in international, aboriginal and gender understandings and sensitivities in the classroom and beyond are essential. These should be diffused across the curriculum in much the same way as writing. Where better than this university to embrace sustainability as the key operating paradigm when it is becoming obvious that so many of the extant operating paradigms are unsustainable. The warning signs of global warming, declining biodiversity, increasing chemical contamination of the environment, contamination and depletion of critical aquifers, population densities that facilitate the development and transfer of new or modified diseases and a world economy built on unlimited growth are examples and testament to the lack of sustainability. As an institution, we need to encourage thinking that is outside the current paradigms. We must change what we are and how we do things and in the process influence external change to a greater degree.

It is important to recognize that Lakehead can not be all things to all people. We must exploit our strengths in our academic

programming and focus our efforts. We should become renowned as a medium-sized excellent university showing forward thinking and providing a superior education. We should partner with other colleges and universities to articulate and share programs. We should help Thunder Bay and the region reach its potential by cooperative activities, including being an honest broker in multiparty decision-making processes. And a defining characteristic of the university would be the student-centred nature of the learning experience and Lakehead's ability to adapt to and capitalize on change.

Many of the most exciting aspects of higher education today are happening at the boundaries of the old disciplines. In these areas of overlap, interdisciplinary and multidisciplinary initiatives are occurring. Such approaches need to be encouraged. A university is the place to break down boundaries, not to create them. We have the opportunity at Lakehead to capitalize on the strategic planning process now underway, to expand and change our boundaries of thought and action, and by so doing, position ourselves in a way that is attractive, exciting and embracing of the future information age. We should do so in a manner that is accountable to our students, society and ourselves. The public who support us with tax dollars and the students who do the same with their tuition fees must be comfortable with the premise that their money is being spent to provide an education that is not simply a pathway to a job, but instead is preparation for a life that will be demanding. We all need to recognize that the jobs that the graduates find themselves in may not even exist yet. Thus we have to prepare them to cope with conditions that will change at a dizzying pace. If we equip them with an enhanced tool of their own, an agile, inquiring and

sophisticated mind combined with a toolkit of appropriate current knowledge, they will not only adjust to that change but also will become the agents of change for the betterment of society.

Although we require capital funds to maintain and improve our facilities, most of what I have described can be achieved by changes in attitude and a willingness to do things differently. If the people of Lakehead embrace such a change environment, funding will follow because we will be more attractive to students and the province will recognize that Lakehead is worthy of additional investment. Lakehead could represent what all universities should be. We control our destiny and as we move into the new millennium wouldn't it be exciting if Lakehead were to become the model for how all universities should operate.

All these thoughts could be expanded on with greater detail and there are many others I would like to share with you but the time I have this morning is too limited. Suffice it to say that it is my hope that as Lakehead's president I can help it build on its past and become a place where those who are touched by it in the future will recognize its special qualities as an innovator in education, an important source of research and scholarship, a responsive public asset to deal with the issues of the region, and a global presence in its ability to influence and foster change.

Thank you for the opportunity to serve as president of Lakehead, a university with great potential, at such a critical juncture in its development. Together, I believe we can accomplish exciting and meaningful outcomes for the university, its students and the various publics it serves.

Meegwetch.



"Godspeed"

Dr. John Whitfield

Dr. John Whitfield, vice-president research & development, experienced a mild heart attack on October 21, 1998. He was treated in hospital and is now resting comfortably at home awaiting further tests.

It is too early to say when John Whitfield will be well enough to return to work, but the president of Lakehead hopes it will be soon.

"John is a vital part of our community," says Dr. Fred Gilbert, "and I'm sure I speak for everyone on campus in wishing him 'Godspeed' in his recovery."

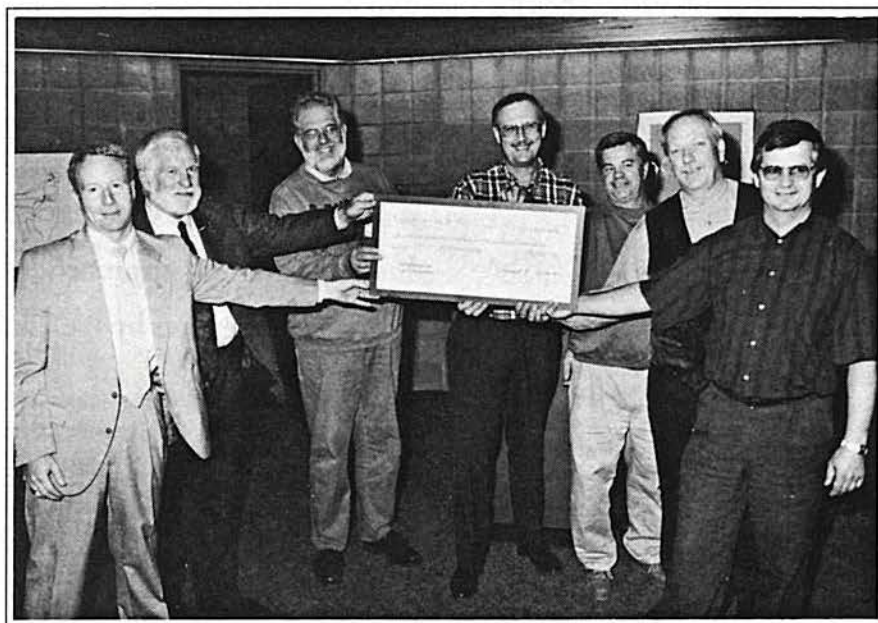
While Dr. John Whitfield is recuperating, units reporting to him are being asked to carry on as usual. Secretary Janice Pellizzari is in regular contact with the Whitfield household and can be contacted at extension 8201 for more information.

Forestry Class of '73

Celebrate 25-year Reunion

Lakehead's first graduates to receive a degree in Forestry were back at Lakehead in October to celebrate a 25-year reunion. While on campus they presented a cheque for \$5,000 to the president of Lakehead University and the president of the Alumni Association. These funds will be matched by the Ontario Student Opportunity Trust Fund (OSOTF) and will form the basis of an annual award to a third or fourth-year forestry student in memory of Gary McKellar (BScF '73).

Photo (l-r): John Friday, president of the Lakehead University Alumni Association, Dr. Fred Gilbert, president of Lakehead University, and Dr. David Euler, dean of the Faculty of Forestry and the Forest Environment, share the spotlight with four members of the Class of '73 -- Bill Murphy, Ray Rivard, Geoff Pattysen, and Royden Potvin.



Campus Clean Up

Despite the cold, wet weather a dozen hearty volunteers came out for Campus Clean Up Day on October 16, 1998. Congratulations to: Katie Havens, Kris Odette, Jose Moran, Lynn Plouffe, Shane Dunn, Eddie Donato, Collin Meijerink, Danielle Sperling, Holly Walsh, Susan Pankuch, Val Hicks, and Allison Green.

If you missed Campus Clean Up Day remember to use the garbage cans and keep our campus beautiful.

Stay tuned for the next Campus Clean Up Day in April.

-- Norma Jean Newbold, Residence Life Coordinator

Guest Lecturer

Dr. John Spears, secretary general of the World Commission on Forests and Sustainable Development, gave a special lecture on "Global Trends and Challenges to the Forest Sector" on Friday, October 9, 1998. The lecture was one of a number of activities held on campus to celebrate the 25-year reunion of the Forestry Class of '73.

Montreal Memorial Service

Friday, December 4, 1998
12:15 p.m.

Lakehead University Agora
Students, Staff and Faculty are Welcome

Budget Process 1999-2000

The budget process this year will incorporate various alternatives which will be used to assist in determining the future direction of the University. Scenarios involving 95%, 98%, 100% and 103% of the current years' base allocations will be used in arriving at the overall budget plan.

The president's message in the October issue of the AGORA outlined the general approach including the potential benefits to be derived by the University.

The schedule on the following page outlines the various steps of this process and affords the departments the opportunity to present a vision of the financial implications of the various alternatives which they have developed. These presentations, coupled with the intensive involvement of the Senate Budget Committee, the Financial Planning Committee and the Administrative Executive Committee, should provide the basis for making financial decisions that enhance operational flexibility, reflect strategic directions and are consistent with the Board of Governors' intention to retire the University's current deficit by 2001.

LAKEHEAD UNIVERSITY

**SCHEDULE FOR DEVELOPMENT OF 1999/00 OPERATING BUDGET
AND 1999/02 OPERATIONAL PLAN**

Month	Date	Action
1998		
October	Friday 30th	Finalize Recommended Guidelines
November	Thursday 12th	Board Financial Planning Committee - Receive and Consider Report on Funding and Recommend Guidelines
	Friday 13th	Information to Deans and Directors for Preparing Budget Submissions - Academic Information to Senate Budget Committee on Guidelines and Budget Process
	Friday 20th	Information to Deans and Directors for preparing budget submissions - Administrative
December	Thursday 3rd	Board of Governors - Receive Report from Financial Planning Committee and Approve Guidelines
	Tuesday 15th	Faculty Leaves Approved by President
1999		
January	Monday 4th	Budget Submissions Due From Deans and Directors for Review by Senate Budget Committee and the Administrative Executive Committee
	* TBA	Government Announcement of Global Funding For Ontario Universities
	Monday 4th to Friday 29th	Hearings conducted by Senate Budget Committee with Deans and Directors as required to review budget submissions
February	Monday 1st	Final Date for Leave Changes
	Friday 6th	Senate Budget Committee recommendations to President
	Tuesday 23rd	Senate Meeting - Senate Budget Committee Report on Establishment
	Friday 26th	Administrative Executive Committee completes review of budgets
March	Friday 26th	Finalize Enrolment Projections , Revenue Estimates and Budget Modelling Alternatives
April	Monday 5th	Board Financial Planning Committee - Finalize Recommendations re Budget, Operational Plan Establishment and Tuition Rates
	Thursday 15th	Board of Governors' Meeting - Approve Budget, Operational Plan, Establishment and Tuition Rates
	Monday 27th	Senate Meeting - Receive 1999/00 Budget, 1999/02 Operational Plan and Establishment
	Thursday 30th	Confirm 1999/00 Detailed Budget Allocations To Budget Centres
* Subsequent Schedule Dependent On -		a) actual announcement date - assumed to be in January b) extent and significance of details announced

A Place for Praise

Department of English hosts a three-day international conference on "Literary Modalities of Praise"

by Jolene Davis, MA'98

Keynote speaker, Dr. Constance Rooke, posed a challenge to those who attended an English conference at Lakehead University from October 2 - 4, 1998. She suggested that in this highly theoretical age, academics should make room for more literary appreciation and praise. As a writer, editor, critic, and the vice-president of academics at the University of Guelph, Rooke questioned whether academics have forgotten how to praise solely for the beauty in writing or for the joy we can get from a text. While she did not discount the merits of literary theory, she felt that praise has "gone out of fashion" and "something of value has been lost or dimmed in the way that many of us speak and write about literature today."

While literary scholarship still tends toward exposing the praiseworthy or blameworthy elements in a text and its context, it is becoming increasingly self reflexive, leading researchers to query the rhetorical motives and social values implicit in such exposition. Speakers to the conference, both graduate students and scholars, came from Great Britain, the United States, and several parts of Canada to discuss these ideas. As very little has been published about literary praise, this conference offered a fresh international forum.

Three papers were given by Lakehead University faculty. Susan Tiura gave "Epiphanies of Fire: Praise and Dionysus" which examined praise from the point of view of epiphany as an organizing principle of modern poetry and imaginative prose. Joan Dolphin's "A Contemporary in Praise of Shakespeare: Kate Grenville's Lillian's Story" discussed the rhetorical device of praise in terms of a means to finding a subjective voice. Dr. Kim Feddersen and Dr. Michael Richardson presented "Praising and Burying the Bard: Epideictic Dilemmas in Recent Cinematic Adaptations of Shakespeare." This paper examined the ways in which various contemporary filmmakers adapting Shakespeare respond to the burden imposed on them by the tradition of performance and scholarship which precedes them and of which they will become a part. Examples of praise came from the ancient to the modern, from mythology to the screen.

The conference was well attended by faculty, students, and guests. Approximately 60 people came out to hear papers and participate in the discussions held between papers. Travel costs were partly offset by SSHRCC funding and local participants took in out-of-town guests. The Valhalla Inn assisted with accommodation for the keynote speaker. The final speaker of the conference left the educators with an especially important message. Dr. Erika Scheurer gave a paper titled "Notes Toward a Theory of Constructive Praise." As educators we must learn how to use praise effectively in order not to discourage students with constant fault finding. Her feelings were that, with praise, we can show we care -- especially when we support our praise with proof.

Conference organizer Dr. Alice den Otter says that the purpose of the gathering was to "engage a critical inquiry into the purposes and paradoxes of praise, not only among literary discourse communities, but also within and about literary texts." Some general ideas that surfaced over the duration of the conference are: praise and blame are often relative to expectations, praise is not necessarily soft or sentimental, praise can be used to reinforce a hierarchy, one can be damned with praise, and attention is a natural form of praise. There are hopes to publish as many of the papers as possible in an edited, peer-reviewed format.

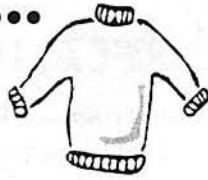


*"Ever newly begin the
praise you cannot
accomplish."*

-- Rainer Maria Rilke

Casual Attire...

by Bev Stefureak, Executive
Assistant to the President



So a Student can Aspire

Lakehead is stepping up its Dress Down Day program in order to raise \$10,000 for student financial aid. Here's what we're doing ...

During the Ontario Student Opportunity Trust Fund (OSOTF) campaign we seized upon an opportunity for the faculty and staff to work together toward funding assistance for needy students, now and in perpetuity.

The first Friday of each month was set aside as a Dress Down Day, with a donation of \$2 per person going toward the funding of a faculty/staff bursary.

We have five months left in the campaign. In order to reach our goal of \$5,000 (to be doubled by the Province of Ontario for a total endowment of \$10,000), efforts need to be stepped up.

The president has agreed to target the first and third Friday of each month for the "**Casual Attire, So a Student can Aspire**" endeavour.

That means for a donation of \$4 a month, and the opportunity to come to work in more relaxed attire twice a month, faculty and staff collectively can send a caring message to current and prospective students of Lakehead University.

This is a small commitment toward an objective that could make the significant difference in a student's university life.

Please think about it and make the extra effort to participate to the best of your ability.

Note: A one-time donation of \$20 will cover the remaining Dress Down Days to March 31, 1999, and you will be issued an income tax receipt.

The new Dress Down Days are as follows:

November 20, 1998

December 4 and 18, 1998

January 8 and 22, 1999

February 5 and 19, 1999

March 5 and 19, 1999

To make your contribution contact your departmental secretary, Marie Ferguson at Switchboard or Patti Merriman in UC2009, extension 8207.

Shirley Shaffer Remembered

by a Seminar Room Named in her Honour

Paul Shaffer credits his mother for inspiring him to pursue a career in music. It was she who "forced" him to take piano lessons as a child and encouraged him to explore his interest in rock, jazz, and rhythm and blues as a teenager in Thunder Bay.

Paul Shaffer was back on October 17, 1998, to dedicate a seminar room in the William H. Buset Centre for Music and Visual Arts in honour of his mother -- Shirley Eleanor Wood Shaffer. He has also created a bursary in her name.

Attending the dedication were Shaffer's father Bernard and about 45 family friends including jazz trumpeter Lew Soloff (a member of the former rock group *Blood, Sweat and Tears*) who joined Paul in playing some of Mrs. Shaffer's favourite tunes.

Shaffer said that naming a room on campus was appropriate given that his parents encouraged him to pursue postsecondary studies at the University of Toronto before making a career in music. Paul Shaffer now lives in New York City and appears on the CBS television program "Late Show with David Letterman," where he is musical director.



Bound for Antarctica

Twelve Lakehead students will be embarking on a two-week undergraduate educational field trip to the Antarctic as part of a fourth-year special topic geography course. The students will be travelling with Dr. Margaret Johnston aboard a research/passenger vessel. En route they will be learning and leading discussions and seminars on Antarctic issues such as the impacts of polar tourism, human exploration history, polar geological development, environmental issues, and Antarctica's unique wildlife.

The students have organized a variety of fund-raising events to help offset the cost of travelling (amounting to \$6,350 per student). LUSU has provided the entire group with \$1900 and the Department of Geography has contributed \$400.

For more information contact Paula Ashby at 345-6562 or Tom Wilkinson at 623-5652.

New Faculty and Staff

During October and early November, employment notices were issued by Human Resources announcing the following appointments:

Alanna McIver

Administrative Assistant, NAPE

Jason Rybak

Security Communications Officer, Security

Valerie Koblun

Financial Analyst, LUCAS (Instrument Lab)

Jennifer Willianen

Analysis & Communications Assistant

Ewa Gulbinowicz

Systems Technician, Library and CTRC

Sari Tuhkasaari

Mail Clerk, Residence

Dean Carlson

Full Time Caretaker, Campus Development (Housekeeping)

As well ...

Robbie Buffington has been transferred to the Departments of Chemistry and Northern Studies and **Jennifer Howie** has been transferred to the Departments of Music and Visual Arts.

Have Lunch With

Rubin "Hurricane" Carter

Friday, November 27, 1998

at the Victoria Inn, Thunder Bay

11:30 a.m. to 2 p.m.

Tickets are \$30 and can be purchased at the
C.J. Sanders Fieldhouse and the Victoria Inn

Rubin "Hurricane" Carter spent almost 20 years in prison for a crime he did not commit, before being freed on a writ of *habeas corpus*. Carter has thus become a living symbol for the necessity of preserving the "Great Writ." He testified May 20, 1993, before the House Judiciary Committee, Subcommittee on Civil and Constitutional Rights.

Carter, who was immortalized in the Bob Dylan song, "Hurricane," became a civil rights cause celebrity in the mid 1970s. A number one middleweight boxing contender, about to fight for the world championship, he and a teenager John Artis, were arrested in 1966 for the murder of three whites in a New Jersey bar. The prosecution sought the death penalty in a trial the following year. They were convicted and sentenced to triple life, narrowly escaping the electric chair.

Mr. Carter, an articulate and charismatic speaker, lectures frequently at bar associations, universities, high schools and libraries in the United States and Canada, on such diverse issues as literacy and education, wrongful convictions, and the death penalty.

Following the luncheon on November 27, Carter will be giving a talk in the C.J. Sanders Fieldhouse starting at 3:30 p.m. Tickets are \$4 for students and \$5 for the public.

Funding Opportunity

Research

into Renewable Resources

In accordance with the 1993 Sahtu Dene and Métis Comprehensive Land Claim Agreement, the Sahtu Renewable Resources Board (SRRB) has funds available to support research associated with management of renewable resources in the Shatu Settlement Area in the Northwest Territories. Applications must be received by December 1, 1998.

The SRRB is primarily concerned with management of wildlife, fisheries, forestry and other renewable resources of value to claimants and non-claimants in the Sahtu Settlement Area. For information contact the Office of Graduate Studies and Research at ext. 8283.

In Memoriam

Cliff McIntosh

Cliff McIntosh -- visionary, futurist and strategic thinker -- passed away on November 1, 1998, after a long battle with cancer. He was 69.

McIntosh was instrumental in the formation of Quetico Centre which evolved into a unique organization designed to help people understand and cope with change. A regular public speaker and author, he sought to help people shape change and turn problems into opportunities. He worked extensively in the public and private sectors including health care, government, industry, social service and education.

In 1987, Cliff McIntosh received an honorary degree from Lakehead University. He was also named a Fellow of O.I.S.E. and was the recipient of the Order of Canada.

Five CFI Projects Funded

Lakehead has been successful in a national competition for funding under the Canada Foundation for Innovation's (CFI) Research Development Fund.

Five projects were funded including:

- Renewal of Lakehead University's Scanning Electron Microscope Facilities (Dr. Roger Mitchell);

- Coherence in Semiconductor Nanostructures/Long Haul Fibre Optic Communications (Dr. Marc Dignam);

- Atomic Resolution Surface Facility (Dr. Mark Gallagher);

- Renewal of Lakehead University's Nuclear Magnetic Resonance (NMR) Facility (Dr. Stephen Kinrade);

- Numerical and Experimental Studies of Industrial and Environmental Flows with Phase Change (Dr. Greg Naterer).

Lakehead's five projects were among 24 awards totalling \$5.7 million given out under the *Research Development Fund* category of CFI. A total of 46 proposals were reviewed.

Appointments

Dr. Livio Di Matteo (Economics) has been elected to a term as vice-president, external communications, for the Humanities and Social Sciences Federation of Canada. The vice-president, external communications, is responsible for public affairs and a communication strategy to promote a better understanding of the vital role of the humanities and social sciences.

Honours

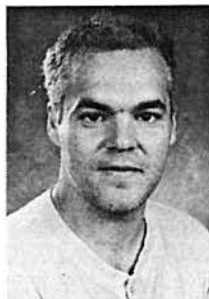
Four MNR staff working on campus at Lakehead University were recently honoured in Buffalo, New York, at the Fifth Annual Conference of The Wildlife Society. They received the Society's Wildlife Publication Award in the

"Outstanding Article Category" for a report which was published in the *Journal of Wildlife Management* on the effects of timber management and natural disturbances on moose habitat. The Wildlife Society is an international, non-profit organization of resource management professionals with a focus on wildlife science and management.

Dr. Rob Rempel, research scientist at the Centre for Northern Forest Ecosystem Research (CNFER) and principal author of the article, was honoured along with Dr. Art Rodgers, also a research scientist at the Centre, Phil Elkie, forest landscape specialist with Northwest Science and Technology, and Mike Gluck, planning analyst at the Northwest Regional Office. Their article was recognized for illustrating the importance of evaluating the effects of resource management policies at the landscape level. Both Elkie and Gluck are recent graduates of Lakehead University.

Dr. Yves Chantal

Dr. Yves Chantal is a SSHRC-funded post-doctoral fellow working with Dr. Brian O'Connor in the Department of Psychology this academic year. He did graduate work at the University of Quebec at Montreal and at the University of Moncton, followed by a stay at the University of Rochester before coming to Lakehead this September. His research has focused on motivational factors involved in gambling, volunteerism, and health-protective behaviour. In his free time, Chantal enjoys working as a professional magician. You can see him perform some tricks at the following website: <http://www.geocities.com/Area51/Orion/7399/>



Ken Kaneyama

Lakehead is pleased to welcome a professor from Gifu Shotoku Gakuen University who is spending his sabbatical here as a visiting professor.

Tamafumi (Ken) Kaneyama arrived on April 28, 1998, and will be on campus until March, 1999.

Professor Kaneyama's field of expertise is mathematics and he teaches math and computer programming at Gifu University.

He is currently conducting research at Lakehead in the field of algebraic geometry. He is a native son of Gifu and is married. His personal areas of interest include performing the traditional Japanese Tea Ceremony, Go (the black and white board game similar to, but more complicated than, Checkers), and Shogia (a Japanese version of Chess).

Ken Kaneyama is eager to share his knowledge of Japan with the University community and he can be contacted through the Department of International Activities at 343-8134.



Certification

The Canadian Council on Animal Care confirmed on July 31, 1998 that the animal care and use program at Lakehead University is in accord with the guidelines and policies of Good Animal Practice as established by the CCAC.

The next assessment is scheduled for 2000. Dr. Philip Fralick (Geology) is the chair of Lakehead's Animal Care Committee.



Calendar of Events

Lakehead University Fellow Award

Lakehead University is currently accepting nominations for the prestigious Lakehead University Fellow Award which is conferred each year at the May Convocation.

The award has been reserved for truly deserving persons and need not be awarded every year. In the past, recipients have come from all walks of life with the commonality that all have been outstanding citizens in their community who have contributed significantly to their community and/or to the region.

Nominations should be submitted by January 6, 1998, (on the required form accompanied by supporting documentation) to the Secretary of the Board, Lakehead University, Thunder Bay, Ontario, P7B 5E1. For nomination forms or further information, please call Mrs. B. Stefureak at (807) 343-8614, FAX (807) 343-8075, or e-mail bev.stefureak@lakeheadu.ca.

1999-2000 Northern Scientific Training Program Grants (N.S.T.P.)

The federal government makes grants available every year for research on northern topics to graduate and senior undergraduate students who are Canadian citizens or permanent residents of Canada.

The size of the grants last year was from \$500 to \$5,000, and they were given to students across Canada in virtually all the physical and social sciences. They are meant to be research grants, SUPPLEMENTAL to other money provided by the student or by the student's faculty advisor.

It is important to note that the research funded by N.S.T.P. grants must be carried out in the North as defined as the region north of the discontinuous permafrost zone, and includes Southern Yukon in the west; that section of Labrador south to

and including Happy Valley and Hamilton Inlet in the east; and, seven Arctic countries (Finland, Greenland [Denmark], Iceland, Norway, Russia, Sweden, and the U.S.).

Each applicant must have a faculty advisor and application must be made by the advisor, and submitted to the Northern and Regional Studies Committee by Wednesday, November 25, 1998. If you would like a set of application forms or further information, please contact Robbie Buffington at the Department of Chemistry at ext. 8458.

Lakehead University Night

at the Fort William Gardens

Saturday, November 14, 1998 at 7:30 p.m.

sponsored by B.T.C.M. Holdings Ltd.

Come out and see the Thunder Bay Thunder Cats vs Quad City Mallards. Your \$10 ticket includes free access to post-game party at The Outpost. Vouchers available at Switchboard, Alumni Bookstore, LUSU and Alumni Services. For more information call 343-8155

Department of Music Lumina Concert Series 1998-99

Concerts are held in the Jean McNulty Recital Hall in the William H. Buset Centre for Music and Visual Arts at 12:30 p.m. unless otherwise noted. Subscriptions and tickets are available from the Department of Music. Complimentary parking. For information call 343-8787

November 24

Krystyna Tucka, Piano

(Eckhardt-Gramatté National Music Competition Winner)

Agora

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Send us your news.

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Lakehead University Parents' Newsletter

Fall 1998

When You're Studying Hard and Not Succeeding ...

by Geraldine White

Coordinator, Learning Assistance Centre

Consider the student who is frustrated because she studies a lot but doesn't do well. Instead of studying longer, this student may need to learn a better method for studying successfully.

That's where the Learning Assistance Centre can help.

We provide academic support for all Lakehead students as well as services for students with disabilities. Our service falls into three broad categories:

Study Skills

Most students don't come to university with good study skills. Some develop their own methods or learn from friends and others have not yet developed these academic skills at all. At the Learning Assistance Centre, we offer a workshop in which the five basic skills of note-taking, time management, reading, studying, and writing tests and exams are covered. This session is offered at various times to accommodate students' schedules.

Professional and Peer Tutors

Upper-year students are hired as peer tutors to assist students with course content in such varying subjects as philosophy, engineering, biology and art history. Professional tutors in English and mathematics are available to meet with students as needed (either one-on-one or in a group). *All students are entitled to five free hours of tutoring in each academic year.* Students requiring more than five hours can make arrangements with the tutor to continue with the tutoring sessions.

Assistance with Writing Essays

Workshops are presented regularly on researching and writing essays and on formatting and documenting papers. In addition, assistance is available with writing individual essays. All students can learn how to be more successful by drawing on the resources offered at the Learning Assistance Centre. For more information call (807) 343-8047.



Students who want to make the best use of Lakehead's expanded fitness centre are encouraged to sign up for an instructional session with Dwayne Fuchs, Lakehead's strength and conditioning coach. The newly renovated facility -- called the Wolves' Den -- is open Monday to Friday from 6 a.m. until 10:30 p.m. and on weekends from 8 a.m. to 8:30 p.m.



Important Dates

Fall term exams:	Dec. 8-19
University is closed:	Dec. 24-Jan. 3
Classes begin for winter term courses:	Jan. 4
Final date for registration and course additions (winter term):	Jan. 13
Final date for course withdrawal without academic penalty:	
fall/winter full courses.....	Feb. 8
winter half courses.....	March 1
Midyear study week (except for Education):	Feb. 15-19

**Tips for Parents
from the Financial Aid Office**

by Phyllis Bosnick

Financial Aid Administrator (OSAP)

Your son or daughter has been at Lakehead University for about two months now. Do you know what his or her financial picture is like? Have you checked with him or her recently to see if everything is OK?

If you haven't, here are a few suggestions:

-- Check on their money situation. Do they have enough to live on and pay the monthly bills?

-- If they are worried about their financial situation, suggest to them that they prepare a budget.

-- Tell them to visit the Lakehead University Financial Aid Office and talk to a financial advisor. We can avail students of possible financial and job opportunities.

-- If they are in financial need, suggest that they apply for a bursary. The deadline for applications is November 13, 1998. If they have already received a bursary this year, they may still be eligible provided they demonstrate real financial need.

-- It's not too late to apply for funds through OSAP (Ontario Student Assistance Program). The deadline is in January, 1999. If they apply for OSAP via the Internet there is no charge. If they apply using a booklet application, they must pay \$10 to the Ministry of Finance.

-- If they have already received OSAP funds and have any questions or concerns, tell them to come and see us.

Many students talk amongst themselves and become distressed when they learn that someone else, in what they believe is a similar situation, may have received more money than they did. We can explain their assessment. There may have been a change in the information that was presented on the application which will make a change in the amount of money (OSAP) to which they are entitled.

For information call (807) 343-8206.

Profile

Juanita Lawson: Student Counsellor

Juanita Lawson is familiar with the pressures of University life. Four years ago she completed her master's degree in social work at Lakehead while working part-time as a social worker at Thunder Bay's W.W. Creighton Youth Services.

Now, in her capacity as Lakehead University's coordinator/counsellor, her goal is to increase the visibility of Lakehead's Career and Counselling Centre and to make the services it provides "more accessible and student-friendly."

One of the ways she plans to do this is to link the work of her office more closely with those programs and services being offered elsewhere on campus such as in Health Services and in Residence.

Lawson was born and raised in Cookstown, near Barrie, Ontario, and completed an undergraduate degree in sociology and criminology at Carleton University in Ottawa.

After finishing university, she packed her bags and spent a year working her way around Australia before settling down in Thunder Bay.

Prior to signing on with Lakehead in September, Juanita Lawson spent several years working as a social worker/case manager with the Lakehead Regional Family Centre.



We're Here to Help Lakehead University's Counselling & Career Centre

The Counselling & Career Centre is located in UC1002 and is open Monday to Friday from 8:30 a.m. to 4:30 p.m. Telephone 343-8018. During the winter term the Centre will be open on Tuesday evenings. The Centre offers a variety of programs to all Lakehead students including:

- Personal Counselling
- Career Counselling
- Career Interest Inventory
- Chaplaincy Services
- University & College Calendars
- Workshops & Seminars
- Resource Library
- Resumé Critiquing Service



The Parents' Fund

by Rob Zuback, Manager, Alumni Services

The Parents' Fund is an annual appeal to parents of Lakehead University students to support a number of important initiatives on campus.

Most recently, the parents have been asked to support the purchase of new library books through the Buy-A-Book Campaign, student financial aid, and this year, Electronic Access for The Chancellor Paterson Library.

1997-98 Parents' Fund

Goal: \$20,000

Raised: \$22,845

Average gift: \$52.88

Largest gift received from a parent: \$250

Amount raised since inception in 1993-94: \$211,439

1998-99 Parents' Fund

Target: \$25,000

In support of Electronic Access Campaign for

The Chancellor Paterson

Library

Making a Payment on a Previous Pledge?

Time is running out for the opportunity to have your pledge to the Ontario Student Opportunity Trust Fund (OSOTF) campaign matched by the Government of Ontario.

Payments on OSOTF pledges must be received before March 31, 1999.

Please don't miss this tremendous opportunity to double your gift to Lakehead University.

For more information contact:

Rob Zuback, Manager, Alumni Services

Lakehead University

955 Oliver Rd.

Thunder Bay, Ontario P7B 5E1

(807) 343-8916

E-mail: rob.zuback@lakeheadu.ca

Shop by Phone, Fax, or E-Mail

Now you can order a variety of gift items including T-shirts, mugs, sweatshirts and jackets from "The Intersection," home of Lakehead University clothing and gifts. Check out The Intersection's two-page colour advertisement in the fall, 1998, issue of Lakehead's *Nor'Wester Magazine*. A complimentary copy of the *Nor'Wester* is being sent to you during the first week of November.



Show That You Care

Send your Child a \$20

***"Good Luck" Christmas Care
Gift Pack***

In the next few weeks, your son or daughter will be writing midterm exams and starting to prepare for Christmas exams. For many this can be a very stressful and trying time of year, especially when the encouragement and support of parents seem so far away.

To combat the blues, and alleviate those exam anxieties, the Alumni Association of Lakehead University and the Lakehead University Residence Council are offering you the "Good Luck" Christmas Care Gift Pack for a cost of \$20 plus tax.

The "Good Luck" Christmas Care Gift Pack contains a healthy assortment of fruit (apples, oranges, bananas), power snacks (chocolate bars, chips, candy and gum) and beverages (pop, coffee, hot chocolate) to provide energy for those late nights of studying.

This year we are including a special add-on gift -- a Lakehead University Thermo Mug at a cost of \$5.

To place your order, complete the form that has been sent to you by the Office of Alumni Services or, if you don't have the form, call the Office of Alumni Services at (807) 343-8155 or toll-free at 1-800-838-8076.

Christmas Care Gift Packs will be delivered both on and off campus on the weekend of December 5th.

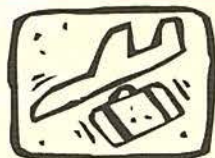
Deadline for orders:

Friday, November 27, 1998

Proceeds from the sale of the kits will be used to enhance campus life and to provide bursaries for needy students.

You will have an opportunity to purchase a similar care package before study week in February, and again before final exams in April.

For more information contact the Office of Alumni Services at (807) 343-8155.



Special Offer from *World of Vacations*

Visit Thunder Bay and Lakehead University between
November 1, 1998 and December 21, 1998 from

\$328*

$\$378 - \$50 \text{ (Coupon)} = \$328$

*per person, based on double occupancy

With: World of Vacations (Formerly Canadian Holidays)

Package includes ...

***Round-trip Airfare from
Toronto or Winnipeg
and 2 Nights Hotel Accommodation***

For second term prices (January 1999 to April 1999), contact your travel agent and ask for a World of Vacations package to Thunder Bay. Don't forget to use your coupon!

This Coupon is valid with this offer or for any flights offered by World of Vacations destined to Thunder Bay and booked with a hotel or car rental in Thunder Bay. Minimum 1 night hotel or 1 day car rental is required in Thunder Bay.

Discover why Lakehead is the University of choice for so many students! Experience the highlights of the city -- arts, sports, professional theatre, great restaurants, entertainment, history and hospitality.



Attention

Parents, Students, Alumni, Staff, Faculty and Friends of
Lakehead University

Present this

\$50 Discount Coupon

to your travel agent and save

\$50 per person (single); \$100 per couple (double) on Adult pricing;
or \$25 per child when sharing with 2 Adults.

Coupon must be presented at the time of making reservations and must accompany your deposit or final payment for your booking.

Note: Coupon is valid from November 1, 1998 to **December 21, 1999.**



Missing Something?

by Linda Moffatt
Fire and Safety Officer

Everything imaginable has found its way to Campus Security at one time or another.

We have things that lift and separate (how one can misplace a hydraulic jack is beyond us), things that ring, beep, and even meow.

Cell phones, pagers and the family cat have turned up here. We have enough keys to unlock every car in the Intercity parking lot during their Christmas shopping days and every house at least in the Port Arthur area.

Didn't graduate this year? Well your thesis could be sitting here with us. We are your one stop shop. We are the Campus Security Lost & Found.

Our motto is, "Things you cherish and hold so dear are things that more than likely have turned up here."

If you have lost something, check for it at Campus Security (UC 1014), the friendly place to ask. Campus Security will hold unclaimed articles for a year after which time they will be sold at a campus yard sale usually held in September.

All proceeds from this sale will be given to an annual bursary fund to be awarded to a student who has demonstrated an interest in and contributes to Campus Security.

Campus Security: (807) 343-8569

Emergency: (807) 343-8911