



## The Politics of Flora


### UWinnipeg Student Publishes Groundbreaking Paper

What started as a last-minute e-mail proposal has resulted in a 60-page paper and an Undergraduate Research Award in the Humanities. Heather Cullen combined her love of Canada's francophone literature with her love of botany in *L'herbier de force: l'intertexte botanique chez Réjean Ducharme*, a paper based on two seemingly unrelated texts. The award, given by the University's Office of the Vice-President (Academic), recognizes Cullen's insight and talent as a writer.

"I used excerpts from *Flore Laurentienne* by Frère Marie-Victorin, the only French Canadian botany guide, and *L'hiver de force* by Réjean Ducharme, a book that created a huge sensation in 1973 by making a controversial political statement about Quebec," she explains. "The premise of my paper is that the botanical intertext is used by Ducharme in opposition to the language of TV commercials for an ecological message. He delights through his characters in the names of flowers in French Canadian and in Latin."

In *L'hiver de force*, Ducharme's two main characters decide they will stop everything they are doing, stay at home, and watch television. They sell everything they own, except *Flore Laurentienne*, which becomes their personal bible. "The text cuts between the couple reading aloud from *Flore*, and quotes from TV commercials. Ducharme plays the two off each other," says Cullen, a published poet and experienced horticulturalist. "The couple attempts

to cut themselves off from society, living in their private world of French flora and television. But in the end their experiment fails," she explains. "Their relationship falls apart, and in the last scene they are hitchhiking with the *Flore* tucked under their arms. It's such a wonderful metaphor; everything comes together so beautifully."

Cullen, a student in the UWinnipeg after degree Education program, graduates in May and intends to embark upon a Masters program in French Studies at the University of Ottawa, thanks to \$14,000 in University of Ottawa scholarship funding. Professor Ken Meadwell, her research advisor and a Ducharme specialist, says that no one has ever studied the interplay between this botanical treatise and literary theory. "Heather handled the subject with depth, maturity, and sensitivity," says Meadwell. "Literature speaks to her and she speaks to it. The published results of Heather's project will help Ducharme scholars see in a very clear fashion the role of intertext and botany in his novel and greatly enrich our understanding of the work." 



Heather Cullen, a published poet, has combined literature and botany in an award-winning paper.

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# Breaking the Bacteria Code

by T. B. Bailey (Student, Joint Communications Degree/Diploma)

Oranges, stacks of biology journals, and numerous textbooks crowded the table space in Paul Holloway's office at the University of Winnipeg. When we spoke, he had just returned to the University, after helping his family fight off a nasty flu bug and then succumbing to it himself. We touched on where he was educated, his current research in microbiology, and why his research has the potential to help solve problems associated with pollution, such as accidental chemical spills. Holloway received his BSc at the University of Waterloo in biology and chemistry. He went to the University of Guelph for his PhD in microbiology. Agriculture Canada accepted him for his post-doctoral research.


Holloway is a microbiologist and geneticist but is currently focusing his efforts on bio-re-remediation, which is the process whereby bacteria break down naturally produced chlorinated compounds. "Fungi break down wood and produce a lot of these chlorinated compounds and they actually excrete them out of their cells. Around these fungi you can find very high concentrations of these chlorinated

compounds." This natural molecular process is significant to Holloway's research. He believes this may be the basis of how bacteria break down other man-made chemicals that have been around for only 50 years or so.

"All these man-made compounds have only been produced for [decades] and already we are finding [some] bacteria that break down these compounds," he explains. It is not a significant amount of time when it comes to the genetic programming of an organism to adapt and respond to breaking down some of these new chemicals, says Holloway. "It doesn't always work. Polychlorinated biphenyls are pretty hard to break down even for bacteria." But other compounds that are equally problematic, such as pesticides, herbicides, compounds used for cleaning circuit boards, and dry cleaning fluid, figure prominently in the usefulness of bio-remediation. Holloway says you can actually find the bacteria that break down these harmful chemical compounds in the field. "Most work in this area is achieved by finding the bacteria naturally. We

need to know how we are going to use them to clean up a spill and how we are going to use them to clean up contaminated ground water."

Holloway's research can potentially tell us how we can find these bacteria and why they exist. He is also looking at the specific mechanisms involved when bacteria break down these compounds and utilize them. "If we find out how they [bacteria] evolve naturally, how we can use that to make them evolve better towards what we really want them to do, to break down [PCBs], then we can use these lessons from nature to engineer organisms."

Holloway began this phase of the project about two years ago with a small research grant from the University which allowed him to hire a student assistant. He also received a Natural Sciences and Engineering Research Council of Canada (NSERCC) funding grant to hire an undergraduate summer scholarship student. 


## Lost in a Black Hole Physicist Searches for a Unified Theory

Black holes are the most bizarre creatures in the modern astronomical zoo. Theoretical Physicist Gabor Kunstatter has spent almost 30 years studying these dense beasts. In the beginning, he set out to prove that they didn't exist. But after much probing research, Kunstatter has come to agree with recent theories that predict the existence of black holes. Results yielded by astronomers using instruments such as the Hubble Space Telescope now indicate that most—and possibly even all—large galaxies may harbour one of these curiosities.

According to Einstein's theory of gravity, if enough matter is packed into a small enough volume, the gravitational 'well' in the centre will get so deep that the matter inside can never escape. A black hole, or a circle of no return, forms. Hidden at the centre is a tear in the fabric of spacetime. Anything that falls into this region of space is irrevocably lost. No light can emerge or pass through, so it appears totally black. But, as Stephen Hawking showed in the mid-70s, black holes aren't really black. They glow in the dark like very faint light bulbs. They emit radiation via microscopic processes that occur just outside the

horizon. The net effect is to remove energy from the black hole. Ultimately, a solar mass black hole will evaporate, although it will take many times the lifetime of the Universe to do so.

This process gives rise to the problem of information loss. Microscopic processes outside the surface of black holes cause evaporation, so all information about what fell into the black hole is lost forever. Nobody knows where the information goes. "The resolution of this problem is thought to lie at the intersection of the microscopic world of quantum mechanics and the macroscopic world of Einstein's gravitation," explains Kunstatter. "We need to find a unified theory for these two types of phenomena."

Toward that end, Kunstatter says he is working with researchers from Moscow, trying to understand both the evaporation process and how gravity and quantum mechanics are to be unified into a single theory. Says Kunstatter, "The strange behaviour of black holes is providing us with clues that will lead us to the 'Holy Grail' of theoretical physics: a correct and consistent unification of gravity with other interactions." 

# Adapting Tradition Key to Future

by Jon Unger Brandt (*Liaison Officer, Enrolment Services*)



Thibault Martin's work has been accepted for publication in *Edition DeBreck*, a scholarly journal published in Belgium.

As dependence on the written word and technology increases in the 21st century, oral traditions so important to many cultures around the world are being marginalized. Communities with an oral tradition are struggling to find a balance between the demands of the highly literate majority and the long history of their oral society. This is where Thibault Martin, sociology professor at the University of Winnipeg, has stepped in. Professor Martin has looked at the question of literacy among Aboriginals, Metis, and Francophones, particularly in Manitoba. He is currently involved in a joint project with Pluri-elles that will encourage communities to find ways to work both at literacy and promotion of

their cultural identity. As young people are increasingly exposed to the dominant culture, they are desensitized to their primary culture. This study explores how literacy education could be used to enhance and contribute to the transmission of the primary culture, slowing assimilation into the dominant one. Through an empirical study by Pluri-elles and research headed by Martin, the team hopes to significantly advance Francophone adult literacy research.

Martin's second research project deals with local management issues in Nunavik, Quebec. How can social services best be managed to strengthen a community's social capital rather than weaken it? Through the comparison of two federally financed social institutions, Martin will demonstrate that specific federal development


policies drain resources from less developed regions rather than support them. These policies, if followed by the local government, may in fact impose a foreign value system on a community that does not have the tools to address the cultural differences. The two institutions, the Hunter Support Program and Social Services, are managed quite differently. The Hunter Support Program has been acculturated to fit into the community and support the social network. By moving away from a welfare program for the unemployed and to a system that encourages subsistence hunters to extend their role to sustain the larger community, the program has allowed the

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*How can social services best be managed to strengthen a community's social capital rather than weaken it?*

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traditional practices of the Inuit to be a boon for their communities. Social Services, on the other hand, was not modified to fit the Inuit culture. Administered in accordance with governmental norms, the program does not favour integration of local resources and traditional practices with modern institutions of health and social programs; therefore, when issues surrounding adoption are studied, one finds a serious discrepancy.

Among the Inuit, adoption is a very important part of family dynamics; it is a way to increase family bonding and cooperation. This adoption procedure, however, is significantly different from the "legal adoption proceedings" favoured by Social Services. This means that several adoption methods exist without clear understanding of which method takes preference. Fears that traditional adoptions will not be supported by the government agency, and therefore children will be removed, are prevalent. Martin has interviewed dozens of people in neighbouring communities to analyze the effect these two government programs have had on the cultural strength of marginalized communities. This confusion leads to a disturbance of traditional practices within the community. Research indicates that, unlike the Hunter Support Program, Social Services has been a means of dividing the community rather than supporting it. This second project was presented at the UNESCO-MOST CCPP conference in Joensuu, Finland last October. 

# From 'Defectology' to 'Talent Development'

## Resourcing Teacher Training in Russia

by T. B. Bailey

Louesa Polyzoi is the Project Director for a recently-funded (\$130,000) CIDA project, made possible through the University of Calgary-Gorbachev Foundation. The project is entitled *Russian Teacher Training for At-Risk Students* and involves developing the skills of Russian teachers to better meet the needs and nurture the talents of at-risk children and youth. Youth who are at-risk are those who are academically challenged and who come from difficult family situations. They typically experience a higher degree than usual of personal and social problems which may eventually decrease their chances for success at school, resulting in drop-out and/or wasted potential.

Polyzoi explains, "Special education in Russia, historically, has been based on a deficit model of service delivery. Until very recently, the term 'defectology' was used to define the field of special education. What we are proposing, instead, is a model based on 'resiliency' and 'talent development'." Workshops directed to Russian participants will address areas such as mentoring at-risk youth, creative problem solving, learning styles, enrichment and talent development, anger management, conflict resolution, and attention deficit/hyperactivity disorders. "The primary goal of the project," Polyzoi clarifies, "is to provide Russian teachers, teacher trainers, and policy makers with current, research-based strategies and programs delivered by North American leaders in the field of at-risk students and youth. It is anticipated that this will, in the long run, result in improved education policy in the Russian Federation as well as enhanced social programs that will benefit this vulnerable sector of the student population. An important parallel component of the project will be the development of professional educational materials—with video support and internet links—to be made

available to the regional education offices throughout Russia."

Economic restructuring and the transition to a market economy have been challenging for Russia; declining productivity and inflation have resulted in increased social costs, particularly for vulnerable groups. Family breakdown, the increasing incidence of youth in residential settings, and a growing number of homeless children underscore why new ways of responding to the needs of at-risk children and youth have become a priority for the Russian government and NGO's. In Russia, "at-risk" is not a term that is officially used by the Ministry of Education, although it is increasingly being recognized as an important service category. Dropping out represents an enormous cost to both the individual and to society. Polyzoi emphasizes, "In North America, for every dollar spent in effective early intervention, \$7 is saved through increased high school graduation rates and fewer youth involved in criminal activity or on welfare. In the long run, effective intervention programs that support success will be far less costly than letting students leave the education system prepared poorly for future studies or the work force."

The University of Winnipeg and the University of Russia's Academy of Education (URAE) in Moscow are the two primary institutions involved in the project, although the Ministry of Education of the Russian Federation, Office of Special Education and Health, also will be consulted. The Russian team consists of Boris Bim-Bad, rector of the URAE and team leader; Diana O. Antonova, Director



An important parallel component of Louesa Polyzoi's project will be the development of professional educational materials—with video support and internet links—to be made available to the regional education offices throughout Russia.

of the University's International Department and Russian-Canadian liaison on the project; and Boris Victorovich Beliavsky and Andrei Yurevich Isakov, both from the Ministry of Education of the Russian Federation. The Canadian team members include Tatiyana Nazarenko from German and Slavic Studies at the University of Manitoba, as well as Annabelle Mays and Ken McCluskey from the University of Winnipeg.

The three-year project began this Spring and will be completed by April, 2004. Training will proceed in two phases. First, a group of eight to 10 North American educators, who are experts in the field of at-risk children and youth, will provide training through a series of on-site workshops in Moscow to a group of about 75-100 teachers selected from across the Federation. Administrators, policy-makers, university faculty, and researchers will also be represented among the workshop participants. At a minimum, the districts of



Moscow, St. Petersburg, Krasnoyarskiy Krai, Saratov, and Novosibirsk will participate. Following this, a select group of eight to 10 Russian participants will be invited to Canada for a more intensive training experience at the University of Winnipeg. A 'training the trainer' model will be followed. Intensive workshops will be designed, organized, and delivered in Winnipeg; field site visits to a number of model schools and social service agen-

cies in Winnipeg and surrounding areas also will be arranged. Russian delegates will have an opportunity to see skills and strategies demonstrated by teachers who are expert practitioners in the field of at-risk children and youth.

Polyzoi stresses that the project is a team effort. Members of both Canadian and Russian partner institutions are important to the success of the project. "We recognize the importance of sustainability in a

project like this. We believe in creating a sense of ownership and pride in the project among the partner institutions. We were cognizant of how critical it is to adapt our training and curriculum materials to the Russian school culture in order to successfully meet the needs of all stakeholders: the students, their teachers, faculty at pedagogical universities in Moscow, social agencies, and parents."



# What is the Cost of "Free" Play?

## Gender Stereotypes Limit Choices



Laura Sokal encourages her student teachers to promote cross-gendered activities.

When children are told it's free play time, typically the girls flock to the dress-up area or the craft table, while the boys set out for the block and transportation area. Laura Sokal, professor of Education, says these patterns are so common that they are accepted as natural. "There is a price," Sokal warns. "By allowing free play for the majority of the time, early childhood educators inadvertently encourage children to practice skills they already have." Sokal's article, "The Real Cost of 'Free Play,'" has been published in *Canadian Children*.

Sokal contends that many children develop strong opinions on what is appropriate for boys and what is acceptable for girls. Children who become inflexible in taking part in activities they view as inappropriate to their gender are called gender schematic. "Gender schematicity is much higher in boys, especially among preschool-age children," Sokal notes. "Rigid gender roles for boys contribute to this phenomenon." Boys are punished more often for cross-gendered play, and a lot of that disapproval comes from peers.

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Choice, in the case of free play, restricts rather than enhances the development of boys, she explains. "Boys practice a smaller range of skills than do girls, because they are acutely aware of what is accepted by other boys."

In light of society's long-time focus on school outcomes for girls, it is surprising that the latest national results from the Council of Ministers of Education Canada show that girls' performance met or exceeded boys' performance in every academic area. Of even greater concern is the fact that boys have always lagged behind girls in Language Arts, and this disparity continues to grow. "On average, boys are about a year and a half behind girls in terms of their development in this area," Sokal reports.

Sokal believes changes have to start in the home and continue in the classroom. "Children need to be encouraged to challenge stereotyped play choices," she explains. "Making play centres attractive to both genders is key in promoting cross-gendered activities. Another method involves assigning roles to the children during work tasks in the classroom."

Providing children with a well-balanced developmental experience involves helping them find their place in our learning communities. "Ideally, all children would see each skill area as a viable choice," Sokal concludes. "Children learn from one another, so they are important in making this happen."

# UWinnipeg NSERC Winners Gearing Up for Summer Research

## Winner of Three NSERC Scholarships Feels at Home in the Lab

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The National Sciences and Engineering Research Council (NSERC) Scholarship is one of the most prestigious student science awards in Canada. NSERC scholarships recognize academic achievement, innovation, and research potential. This year seven UWinnipeg students received this honour, winning scholarships of \$17,300 each. Successful applicants work for 16-week summer terms as lab assistants to professors currently working on NSERC-funded research.

This year Teresa Wawrykow received her third Undergraduate Research Award from NSERC. "It's a great summer job," says Wawrykow, a fourth-year Biology and Environmental Studies major. "The research is applicable to my studies, and I really like the type of work we do." After her second year at UWinnipeg, Wawrykow received an NSERC award to study Crystallography with Chemistry professor Michael Zaworotko. Last summer, she was hired as research assistant to Douglas Craig. Together they worked on an NSERC-funded project dealing with the biochemistry of Capillary Electrophoresis.

"We used laser technology to detect the presence of fluorescent substances in small volumes of liquid," Wawrykow says. "The lab assistants gather the research and the professor completes the analysis." She adds that the research has pharmaceutical applications and, in the future, may be used to study drug interactions. The subject is of special interest to Wawrykow, who is pursuing a

Tracz believes that having a strong research background is critical for continuing on to graduate school.

pre-medical degree in Biochemistry. "I haven't decided on a specialty yet, but I really like to teach and ideally I'd like to work both with patients and students," she says.

### Research Opportunities Give Students the Edge

NSERC winner Dobryan Tracz credits his success to the primary scientific research opportunities he had at UWinnipeg. "That's something I could never have dreamed of at a larger institution. Whether it was a summer position as a field ecologist or going up north to gather water samples for bacterial analysis, I was given a central role in the project," he says.

Tracz starts graduate school this year at the University of Alberta in the Department of Medical Microbiology and Immunology, where he will pursue a PhD in bacterial infectious disease. Tracz says UWinnipeg's reputation for producing top-notch graduate students and winning the NSERC award were critical to gaining a place in that exclusive program. 

### Other 2001 NSERC winners:

Dean Swedlo  
Jennifer Prokop  
Michael Chubey  
Marcie Dudeck  
Sophan Chhin



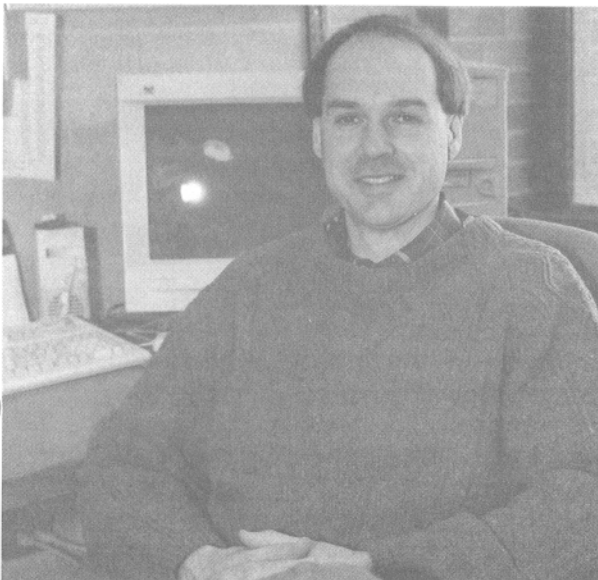
# Understanding Forest Health

## Research Team Takes an Ecosystems Approach to Managing Forests

by T. B. Bailey

Environmental Studies students at UWinnipeg are getting experience in the field, or the forest, to be more precise. Richard Westwood, a professor in both the Biology and Environmental Studies Departments, says he was thrilled to work with several students on a wide variety of projects during the summer of 2000. One of their goals was to evaluate forest harvest operations and their impact on the biodiversity of insects in the black forests of eastern Manitoba. "Canada's forest industry is moving to an ecosystems approach to managing forests for multiple resource use," says Westwood. He adds that he is using insects as bioindicators of ecosystem health to determine the impacts of human activities on the province's forests.

In 1997 the Canadian Council of Forest Ministers put forward a report on sustainable forest management in Canada. Westwood's research projects are addressing ways in which his team can measure "indicators for sustainable forest management." He and his student researchers are now focused on areas such as maintaining habitat differences and richness between and within forest structures for the continued genetic and ecological biodiversity of species.




Richard Westwood reports that he will continue three large-scale forest related projects this year and will launch two new major projects this summer.

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According to Westwood, maintaining the natural integrity of our ecologically complex boreal forests is "bolstered by natural disturbance events ... such as insect and disease outbreaks, fire, windthrow, and flooding." Ironically, a managed forest can disrupt these natural disruptions. Westwood and team are doing a comparative analysis of naturally disturbed versus managed forest ecosystems (in this case where forest harvesting and tree planting occur). "Looking at areas where the effects of natural disturbance may be much less pronounced will further help us understand forest health and the sustainability of managed forests." 

### Prairie Fringed Orchid Population on the Wane

Professor and Students Investigate Methods of Improving Pollination

The Western Prairie Fringed Orchid (*Platanthera praeclara*), which is on the endangered list with only 1,500 individual plants remaining, is another of Westwood's research interests. The Manitoba orchids are in the "last existing location in Canada." They not only require undisturbed tall grass prairie to exist, but also depend upon "only two species of nocturnally active nectar seeking moths." Westwood says "these moths are relatively scarce in their own right, although not endangered." Results to date indicate that the scarcity of moths is causing a lower than normal rate of pollination of the orchids and, as a result, the number of seeds they produce each summer seems to be very low. The goal of this research, Westwood indicates, is to find methods of improving the rates of pollination of the orchids by the moths to ensure the population of plants remains healthy and stable.

Last summer eight students worked with Westwood on various projects, and he says this summer five graduate students and seven summer students will work on various projects in the forests and on the prairie.

The projects are funded by both federal and provincial governments and non-profit organizations. 

# Forging Links: Research, Funding, and Results

"Katherine has an extra brain on her desk," laughs Erin Booth and Wen Trask, research administration officers. "We often joke about that—it's a stuffed toy that looks like a brain—that's why Katherine has accomplished so much, it's that extra brain!" Both admit that wit and drollery have been welcome in their fast-paced work environment.

A good sense of humour and her 'big laugh' aren't the only things her colleagues have valued. "She knows how to coach and mentor people. Faculty know they can go to her anytime to talk about small or big issues. If it's about research, this is the place to come," says Trask.

Schultz, who began teaching at the University of Winnipeg in the late 1970s, was appointed Associate Vice-President Research and Graduate Studies in July, 1994-95. Despite continuing to teach and conduct her own research, she had little trouble balancing the many roles. "As an active researcher who holds a SSHRC grant, Schultz demonstrates commitment to faculty research at this University," says Booth. "She understands that research is what many are passionate about—there is mutual respect for commitment to research and scholarship."

Since Schultz took office, financial support for faculty researchers has been on the rise. Back then UWinnipeg researchers were awarded just over \$717,000 in support. This past academic year that support amounted to more than \$4.8 million—a seven-fold increase. To honour the role research plays at this University, Schultz's team worked with University Relations to develop the Think Link logo which represents UWinnipeg's research.

Both supportive and encouraging, Schultz has the insight and ingenuity to bring together faculty from disciplines that might not seem related, but prove to be perfectly matched to conduct innovative, groundbreaking research. "When funding opportunities arose, she knew instinctively how to connect people and opportunities. She saw the possibilities that existed and she got people fired up about them."

A perfect example of this kind of surprising yet fruitful interdisciplinary collaboration is the C-SCAPE project. Linking art history, chemistry, and geography has yielded a wealth of information about artworks—everything from materials used by the artist to geographic location of the artist. As with the C-SCAPE project, Schultz has been the driving force behind almost all CFI funded projects.

A member of the Board of Regents from 1989-1993, Schultz is the Animal Care Officer, a member of the Senate Committee on Experimental Ethics, and a member of the UM/UW Advisory Panel for the Margaret Laurence Chair in Women's Studies. Administrative service is something to which she has committed a great deal of time and energy.

A variety of community groups have also benefitted from Schultz's skill as a leader and a visionary. "She ensures that there is dialogue and translation of that dialogue between the groups," says Trask, noting that groups with different interests need someone like Schultz to assist communication and establish shared purpose.


Specializing in physiological psychology, Schultz's primary goal as a teacher is to give students the opportunity to develop the skills necessary for acquiring knowledge and thinking critically. Students know that Schultz sets high performance standards, and they appreciate her drive. The Clifford J. Robson Award for Excellence in Teaching that Schultz received in 1995 attests to her commitment to students. "Teaching is a lot of work," Schultz asserts, "but it's tremendously rewarding when you see the lights go on, when a student suddenly understands."

In addition to supporting students in research at the undergraduate level, she has mentored many students through to the PhD level. Booth and Trask agree that as a strong champion of undergraduate research, Schultz has succeeded in securing internal funding for undergraduate students at the UWinnipeg—a major accomplishment, especially for a small



Katherine Schultz (third from left) mingling at a UWinnipeg reception.

university. At the same time, Schultz has strengthened graduate studies at UWinnipeg. When students graduate from this University they often want to teach here. That's how much they value their undergraduate experience.

Schultz says that although she is excited about the chance to pursue new opportunities as Vice-President (Research and Development) at the University of Prince Edward Island, she will miss her friends and colleagues at the University of Winnipeg. "Throughout the University I have been touched by people's dedication to and love for this institution. I have been privileged to work with you to make UWinnipeg an even better place and have come to know how, together, we make UWinnipeg happen." 

THINK  
LINK



The Think Link logo conveys the idea that the UWinnipeg research department is made up of a team of 'thinkers' who use and connect with internal and external resources to get the job done. The tag and the graphic, combined with a strong tie to the UWinnipeg identity, promote the University as a viable source of significant research and promote the actual work and the people involved as creative, innovative, and relevant.



# up convocation update

The UNIVERSITY of WINNIPEG

## Spring Convocation: A Day to Honour Students

### The Faculty Connection

The sound of bagpipes, the pageantry of rituals, the elegance of academic robes, and the warm wishes of family and friends: these are the things Jackie Mikolash loves about Convocation. Having graduated twice from the University of Winnipeg, she has many wonderful memories of the traditions and the people who made both events unforgettable. "Last fall I graduated with a Master of Public Administration, and I remember feeling proud to be a part of this University. I looked into the crowd and saw the faces of my professors and I felt as though they were there to see me specifically," says Mikolash, now an information literacy coordinator in the Library.

### A Day for Family and Friends

"What meant the most to me, though, was having my family there," she says. "I graduated once in the fall and once in the spring, and the fall ceremony was special because I was able to invite everyone I wanted." She was able to invite everyone she wanted because the fall ceremony is small. The spring Convocation is a different story.

Mikolash is not alone. Every year students look forward to sharing this day with their family and friends. Until now, each graduating student has been allowed to invite

only two guests to attend the spring ceremony. For students who are unable to include important people in their lives, the policy has been upsetting and frustrating.

### Landmark Decision Puts Students First

In an exciting move to make Convocation as welcoming as possible for graduates and their families, the University will be changing the Spring Convocation format. Instead of one large ceremony where all graduates receive their diplomas, there will be two smaller functions. Education and Science students will graduate in the morning, and Arts, Theology, and Joint Masters students will graduate in the afternoon.

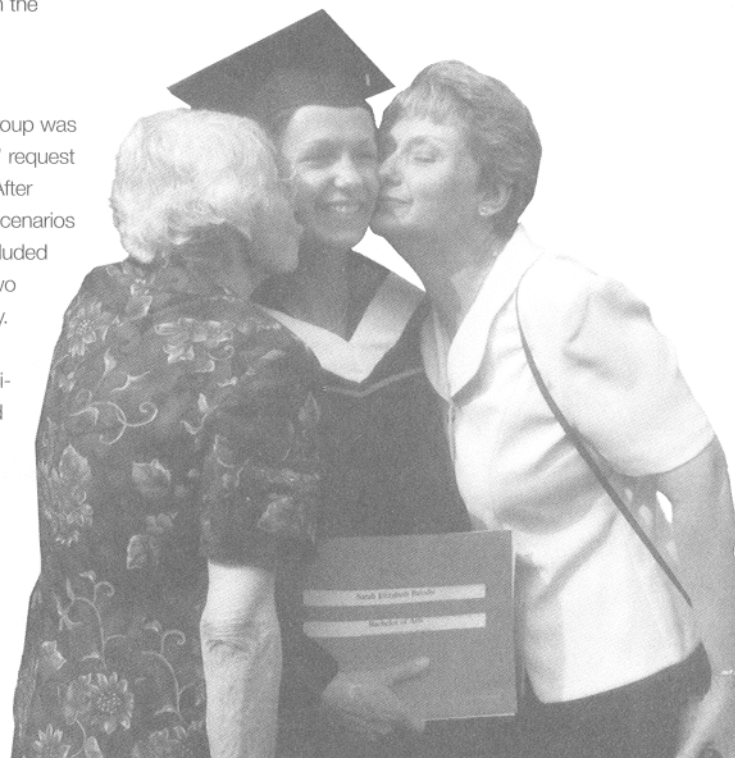
### The Road to Change

About six months ago a small group was formed to consider the students' request to change the two-ticket policy. After careful consideration of several scenarios and alternatives, the group concluded that the best option is to have two ceremonies on the same Sunday. The decision has received wide support and will be most appreciated by the students. The added costs are well worth the enor-

mous value of telling our graduating students to "invite as many people as you like," says Michael Fox, Vice-President (Students). "Convocation is the culmination of three or more years of hard work and sacrifice. It is a day to honour students. We want to honour their request to share their day with more of their family and friends."

### And in Response to Faculty Requests

In the past, faculty members were asked to pay half the cost of their academic robes. Now the entire cost of academic robe rentals will be covered by the University.



**Convocation #1: Sunday, June 3 at 10:30 a.m.**  
Education and Science Graduation

**Convocation #2: Sunday, June 3 at 3:00 p.m.**  
Arts, Theology, and Joint Masters Graduation

# The New Format

## **Convocation #1: Sunday, June 3 at 10:30 a.m. Education and Science Graduation**

- recipient of an honorary degree
- admission to fellowship in the University of Winnipeg
- prizes and honours related to Education and Science
- reception on the front lawn or in Riddell Hall (depending on weather)

## **Convocation #2: Sunday, June 3 at 3:00 p.m. Arts, Theology, and Joint Masters Graduation**

- recipient of an honorary degree
- admission to fellowship in United College
- Distinguished Alumni Award
- prizes and honours related to Arts and Theology
- reception on the front lawn or in Riddell Hall (depending on weather)

The Farquhar and Robson awards will be presented at the Convocation most appropriate for the recipients.

*Convocation is a massive undertaking that requires many volunteers to make it a success. We need your help. You can volunteer for the morning (9 a.m. to 1 p.m.), afternoon (2 p.m. to 6 p.m.), or both. (Staff will receive banked time for the hours contributed.) Lunch will be provided for faculty, staff, and volunteers. To inquire about volunteering, please call Darcy Duggan at 786-9174.*

