



### TRACING CHAUCER

By transcribing some 30,000 pages of Middle English, English Professor Peter Robinson hopes to discover which of the remaining manuscripts of *The Canterbury Tales* is closest to the original. Read about his project on Page 8.

DAVID STOBBE

# Student employees hold union vote

## Outcome uncertain pending procedural decisions

COLLEEN MACPHERSON

The votes have been cast but it will be weeks or even months before graduate student employees at the University of Saskatchewan find out if they have the support they need to join a union.

Cheryl Carver, acting associate vice-president of human resources, said students cast their ballots March 27 on the question of certification with the Public Service Alliance of Canada (PSAC). Since then, the local Canadian Union of Public Employees (CUPE) has applied to the Saskatchewan Labour Relations Board for intervenor status in the process, asserting that the employees in PSAC's proposed bargaining unit should fall within its bargaining units instead.

"Unless CUPE and PSAC can resolve their differences, there



Cheryl Carver, acting associate vice-president of human resources

is likely going to be a hearing and the labour board won't count the ballots until it deals with the CUPE application," she said. "That could take three or four months so it's business as usual at the university. Nothing

changes until we know the outcome."

When the vote counting proceeds, the board will also have to rule on which graduate students were in fact eligible to cast ballots, said Carver. The university's list of eligible students numbers about 1,100 while the PSAC list includes some 1,400 names. The difference, Carver explained, could be the result of a number of scenarios: a student may have been an employee in 2014 when they signed a union card but may no longer be on the payroll; or a student may not understand that their pay cheque is scholarship money rather than employment income.

If the university and PSAC cannot come to agreement on the list of eligible voters, the

board will address the question of who should, and should not, be included in the certification effort.

When the issues surrounding the public service alliance's effort to certify the students are resolved, and if the vote count shows majority support, "we would then move into the process of negotiating a collective agreement," said Carver. "If that agreement is ratified, we will then implement its terms and conditions."

Preparation for negotiating a new contract will involve a great deal of research, she said. It will include learning more about the PSAC should it be determined to be the bargaining agent "and what's appropriate for that particular bargaining group. We'll also have to do some broad consultation with leaders across campus to determine their interests, something we do around all of our bargaining tables."

Should the vote fail, "this group of employees will remain non unionized."

She added the University of Saskatchewan is one of only a handful of post-secondary institutions in the country where graduate student employees are not unionized.

In terms of the university's response to this unionization effort, Carver said the institution respects the right of employees to be represented by a bargaining group. At the same time, it works to ensure fair and reasonable terms and conditions of employment for everyone.

"We want to get to that outcome whether it's done through a union or not through a union but clearly the students are trying to tell us something. It's like they're telling us we're not living up to that standard, and we have to listen, understand and figure out how to address their concerns." ■

# Supporting children and families

## Laura Herman's volunteerism comes from the heart

COLLEEN MACPHERSON



Laura Herman, communications officer in the College of Medicine.

COLLEEN MACPHERSON

Laura Herman devotes a great deal of her spare time to the Children's Hospital Foundation of Saskatchewan, a cause that is near to her heart in more ways than one.

Herman, who is the

communications officer in the College of Medicine, first heard about the foundation nine years ago. She happened to tune into a radio fundraiser for the organization while driving with her newborn son safely strapped into

the seat behind her. She listened to parents of sick children tell their personal stories "and I felt so powerless," she said. "At the same time, I knew it was a club I didn't ever want to be in."

She made a donation to the foundation, and she has since joined that club.

Herman's family has a long history of heart and other issues associated with Alagille syndrome, a genetic disorder. Her own case is a mild one but she had a sister who died of the syndrome before Herman was born. Her son, who is nine, is perfectly healthy; her daughter,

age six, was diagnosed with a mild heart condition in utero.

But the disease had taken a significant toll on other children in the family; a nephew died from complications related to Alagille syndrome and two nieces are severely affected. Herman has travelled with the children and their parents to children's hospitals in Edmonton and in the U.S. as they sought treatment that is unavailable in Saskatchewan. They were experiences that cemented her commitment to seeing a similar facility built for the children of this province.

"Children's hospitals are so very different than regular hospitals," she said. "It's a unique environment and a different way of treating patients where families are important. It's not the building so much as it is the dedicated staff and facilities, and the access to services."

Since her first donation nine years ago, Herman's involvement with the foundation has steadily grown. She has answered phones and stuffed envelopes when needed, and has served as a key organizer of the same radio fundraiser she heard in her car.

This year, she is chairing the volunteer committee that is putting on the foundation's Jeans & Jewels Gala April 24 at TCU Place. It is a significant fundraiser, she said: "The goal is to raise \$200,000, and we will."

These major events have taken on additional significance "because we've got shovels in

the ground now," Herman said. "Construction is underway and the foundation will be buying the equipment, all the things that will make it a special hospital. What really matters is that there's equipment and services meant for kids."

Herman describes her work with the Children's Hospital Foundation of Saskatchewan as "the longest volunteer relationship that I've ever had." And while it continues to be rewarding, it can be quite demanding. In the weeks leading up to the Jeans & Jewels Gala, Herman said she will put in 10-12 hours a week ensuring every detail is just right. And she will continue to give her time to the foundation "as long as they have a need."

When she thinks about her own children and health issues compared to what some others face, Herman describes her family as "very lucky." At the same time, her understanding of the need for specialized facilities and services for sick children and their families has grown significantly through both her volunteer work with the foundation and her personal experience.

"I get it now. I didn't get it before. There isn't anything I can do for those moms who have kids who are sick or recovering except to raise some money to buy a comfortable rocking chair for them to sit in and hold their child." ■



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KRIS FOSTER

### MYSTERY STICK

Mark O'Connell (left), claims to own the oldest known manufactured hockey stick. To verify his claim, he brought the stick to Colin Laroque, a tree-ring expert in the College of Agriculture and Bioresources. Laroque, who was involved in dating the Moffatt Stick, the world's oldest handcrafted hockey stick as well as a piece of railing from the Titanic, will examine O'Connell's stick for evidence of its age. The stick is stamped with the word "Ditson," the name of a sporting good company established in 1871, the era from which O'Connell believes the stick comes.

# Battling misinformation about agriculture biotechnology

✍ MICHAEL ROBIN

Whether it is hormones in beef and preservatives in bacon, or pesticides and genetically modified foods, Stuart Smyth wants to be part of the conversation.

"If someone's looking for

information about genetically modified corn or genetically modified canola, so much of the information on the internet is provided without a lot of accuracy or factual details," he said. "(Readers) are influenced

by Dr. Phil or Dr. Oz or Food Babe or this type of thing."

To counterbalance the misinformation, Smyth, a professor in the Department of Bioresource Policy, Business and Economics, and graduate student Savannah Gleim have launched Sustainable Agricultural Innovations and Food (SAIFood.com), an online blog and Twitter feed to provide science-based information on agricultural biotechnology (agbiotech).

For Smyth, the gap in the public discourse can benefit from U of S expertise not only in agricultural science but also in trade, regulatory affairs and public opinion. As an agricultural economist, he has seen first hand how advances in agricultural science can be stifled by social science problems.

For example, while there is broad scientific consensus that GMOs are no more dangerous than other crops, public fears have driven governments to create onerous regulations and trade barriers that are smothering advances in agriculture worldwide.

"We've got technologies, right now, that could make a huge impact, but because consumer acceptance in Europe and in African countries isn't the



Stuart Smyth, professor in the Department of Bioresource Policy, Business and Economics.

✍ MICHAEL ROBIN

## Tenure and promotion awarded for July 1

At its meeting March 24, the U of S Board of Governors approved tenure awards and promotions to full professor for faculty members in a wide range of disciplines, all of which come into effect July 1.

### ✚ TENURE:

**AGRICULTURE AND BIORESOURCES**  
Helen Booker Plant Science

**ARTS AND SCIENCE**  
Christy Morrissey Biology

Lindsey Banco English

Marie Lovrod English

Ella Ophir English

Jill Gunn Geography and Planning

Carolyn Brooks Sociology

Elizabeth Quinlan Sociology

### **BUSINESS**

Regan Schmidt Accounting

### **EDUCATION**

Paul Orłowski  
Educational Foundations

**ENVIRONMENT AND SUSTAINABILITY**  
Douglas Clark

### **LAW**

Robin Hansen  
John Kleefeld  
Ibironke Odumosu-Ayanu

### **LIBRARY**

Diane Dawson  
Jo Ann Murphy

### **MEDICINE**

Dr. Jonathan Gamble  
Anesthesiology, Perioperative  
Medicine and Pain Management

Julia Boughner  
Anatomy and Cell Biology

Scot Leary Biochemistry

Eriq Lukong Biochemistry

Rachel Engler-Stringer  
Community Health  
and Epidemiology

Dr. Cory Neudorf Community  
Health and Epidemiology

Dr. Rejina Kamrul Family Medicine

Dr. Beverley Karras  
Family Medicine

Linda Chelico  
Microbiology and Immunology

Changinz Taghibiglou  
Pharmacology

Soo Kim Physical Therapy

Veronica Campanucci Physiology

Juan Ianowski Physiology

Dr. Jill Newstead-Angel Medicine

### **NURSING**

Diane Campell  
Lynn Jansen  
Kelly Penz

### **PUBLIC POLICY**

Dr. Haizhen Mou

### **PUBLIC HEALTH**

John Moraros

### **VETERINARY MEDICINE**

Dr. Barbara Ambros Small Animal  
Clinical Sciences

Dr. Bianca Bauer Small Animal  
Clinical Sciences

Dr. Maud Ferrari Veterinary  
Biomedical Sciences

Dr. Matthew Loewen Veterinary  
Biomedical Sciences

### ✚ PROMOTION

#### TO FULL PROFESSOR:

**AGRICULTURE AND BIORESOURCES**  
Tim Mutsvangwa  
Animal and Poultry Science

### **ARTS AND SCIENCE**

Richard Bowles Chemistry

Matthew Paige Chemistry

Brent Nelson English

Julio Torres-Recinos  
Language and Linguistics

Gap Soo Chang Physics  
and Engineering Physics

Loleen Berdahl Political Studies

Gregory Poelzer Political Studies

Melanie Morrison Psychology

Veronika Makarova Religion  
and Culture

### **EDUCATION**

Beverly Brenna Curriculum Studies

### **ENGINEERING**

Rama Gokaraju Electrical and  
Computer Engineering

### **KINESIOLOGY**

Nancy Gyurcsik  
Louise Humbert

### **LAW**

Glen Luther

### **MEDICINE**

Dr. John Gjevre Medicine

Dr. Mansfield Mela Psychiatry

### **NURSING**

Angela Bowen

### **PHARMACY AND NUTRITION**

David Blackburn

### **VETERINARY MEDICINE**

Dr. Janet Hill  
Veterinary Microbiology

same as it is in Canada and the United States, these technologies are not able to be adopted," he said.

While there are some efforts to provide science-based information to the public by individual scientists and organizations, Smyth said they are still few in number and are often drowned out by purveyors of misinformation who have already staked out their online turf.

"As an agriculture industry, we've been very slow to engage in social media, to provide a factual counterbalance for those people who are seeking information. People realize when they go to a social media site it may not

be the best source of information, but they struggle to find a trusted source."

Smyth explained that incredible changes and advances have happened in plant breeding in the past two decades, and they have occurred much faster than advances in public scientific literacy. Combined with growth in communications technology and a vast gulf between rural and urban populations, these factors have created an enormous challenge, one with high stakes.

By not adopting new agbiotech in response to the Food and Agriculture Organization's challenge to figure out how to feed the world's nine billion people, "we're going to fail." ■

## FROM THE ARCHIVES

### Along the Nile



✍ PATRICK HAYES, UNIVERSITY LIBRARY, UNIVERSITY ARCHIVES AND SPECIAL COLLECTIONS

MG 516

This issue's image takes us off campus and features a February 1916 photograph of a group of Nursing Sisters posing in front the Great Sphinx and pyramids at Giza. It can be found in the recently acquired papers of Louise Brock.

Brock volunteered for the Canadian Expeditionary Force on Feb. 24, 1915 and according to her Attestation Papers, was five foot five, had a brunette complexion, grey eyes and dark brown hair. She was a resident of Saskatoon and member of the Church of England. Nursing Sister Brock saw active service in France, the Dardanelles and Salonika, Greece. She was mentioned in dispatches twice and decorated by the King.

The bulk of the collection is correspondence from Nurse Brock to her fiancé S.C Archibald in Saskatoon. The letters, cards and telegrams originate from a variety of locations including Ottawa, Halifax, London, France, Egypt and Greece, and at times while she was in transit in the years 1915-1917. There is also correspondence sent to Nursing Sister Brock, photographs, a copy of the *Balkan News* and material regarding the death of Ottawa soldier L.C. McColl. The material can be viewed at [greatwar.usask.ca/nursingsisterbrock](http://greatwar.usask.ca/nursingsisterbrock), one of the many pages now available on the U of S Great War web site. The X marks Nurse Brock in the photo. ■

## NEW TO US



Gail MacKay

"The one thing that everyone has in common is this ground we call 'home,'" said Gail MacKay. "To have an appreciation of the naming of the place where we are and an understanding of the land through Indigenous language contributes to good relationships between people."

An assistant professor in the Department of Curriculum Studies in the College of Education, MacKay said language is a critical part not only of culture but of how people see and interact with the world. This is Indigenous rhetorics, MacKay's specialty and an area of study she would like to bring to Saskatchewan's K-12 classrooms.

"A rhetoric is a system of meaning making that is understood by a group of people and is expressive of a world view and life philosophy," she said, adding the printed word is only one part of such systems, which include visual elements, symbols and patterns all working together to communicate sophisticated ideas.

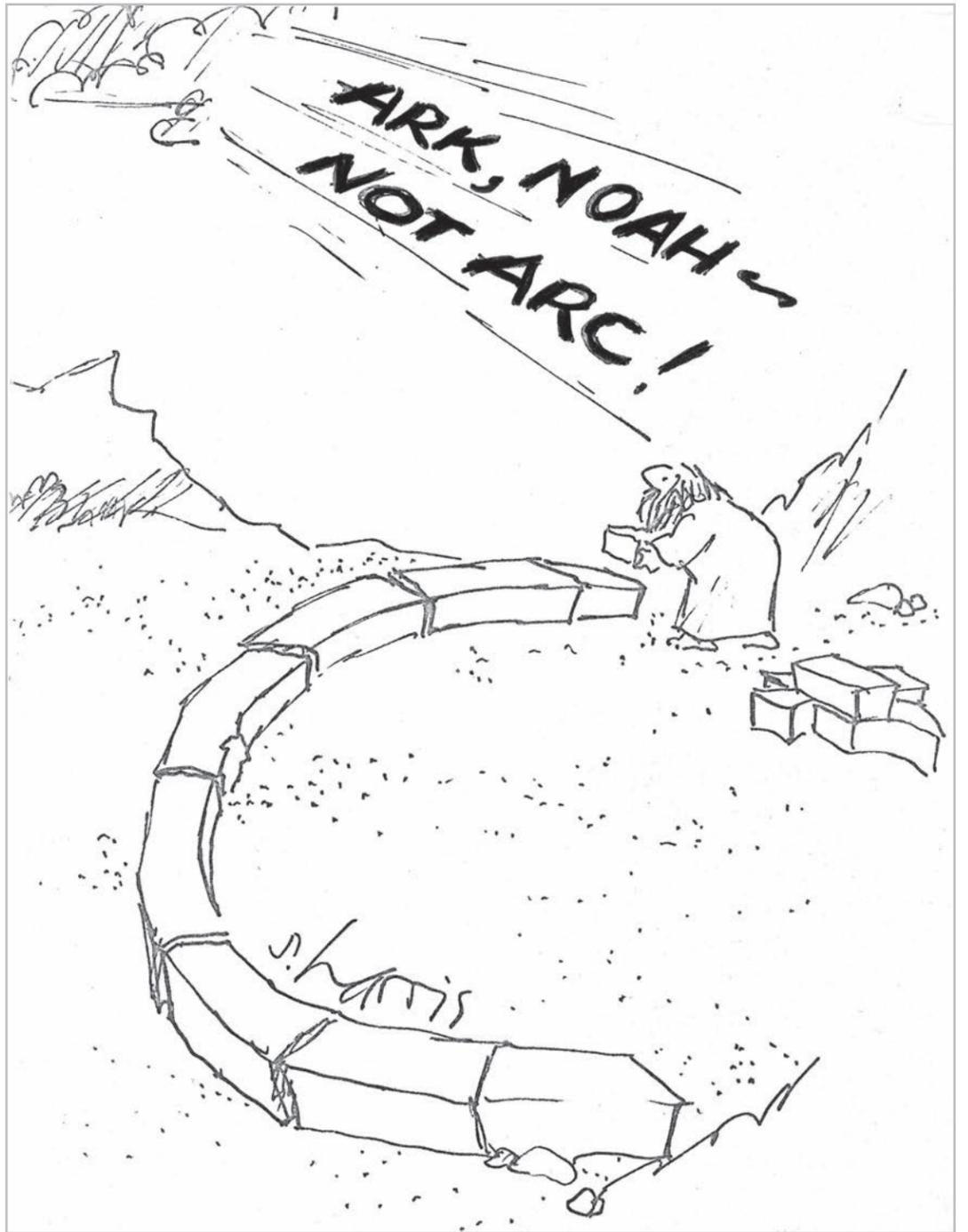
A Métis of Anishinabe-European ancestry, MacKay grew up in a small community in the woodlands of northwestern Ontario but has called the Prairies home since the 1990s. She completed a BA in English at the University of Calgary and a Bachelor of Education at the University of Toronto before coming to the U of S for her MEd. She is currently completing an interdisciplinary PhD in curriculum studies and native studies.

MacKay said "patterns of meaning-making" persist even as a person communicates in another language. For example, an Indigenous person may use English to express an idea, but choose words, symbols, constructions and logic guided by their Indigenous rhetoric. She said the result can sound like errors in academic English.

"Patterns in spoken and written languages are culturally specific," she said. "Bringing this knowledge into the educational system contributes to mutual understanding." MacKay added she also hopes to imbue her students with a sense of community connection and service.

"If they trust themselves to build relationships in the communities where they teach, I think that will allow them to continue their own learning. We should always work from the position of humility and gratitude."

**NEW TO US highlights the work of new faculty members at the University of Saskatchewan. If you are new to campus, or know someone who is, please email [ocn@usask.ca](mailto:ocn@usask.ca)**



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# Excellence recognized with annual awards

Individual academic and administrative excellence across the campus was recognized March 29 when the U of S Students' Union announced its annual Experience in Excellence Awards.

### Teaching Excellence Award

These awards recognize instructors who have demonstrated, enthusiasm, organization and fairness in evaluation, as well as support for their students.

- Cheryl Besse, Nursing
- Vince Bruni-Bossio, Management/Marketing)
- Tracie Risling, Nursing)
- Bruce Wobeser, Veterinary Pathology)
- Zachary Yuzwa, St. Thomas More College)
- Brenda Kelly, Curriculum Studies)
- Jacob Semko, Art and Art History)
- Jennifer Chlan, Anatomy and Cell Biology)
- Janeen Loehr, Psychology)
- Brandy Mackintosh, Accounting)
- Scott Johnston, Instructional Support, Computer Science

### Academic Advising Award

This award recognizes effective and efficient direction to students in completing their degree.

- Adil Afzal

### Vera Pezer Award for Student Enhancement

The award goes to student volunteers who enhance the nonacademic life of students.

- Jamie Labrecque, member of Student Council
- Christie McGregor, USSU Centres
- Shannon McAvoy, Volunteerism
- What's Your Cap?, Campus Group of the Year

### USSU Centre Awards

These awards recognize faculty, staff, students and alumni who have demonstrated leadership and courage in advancing the quality of life for those experiencing struggles.

- Kendra Starling, Pride Centre Doug Wilson Award
- Shiney Choudhary, Help Centre Award
- Ashley Clouthier, Women's Centre Award
- Alexa McEwen, Food Centre Award
- Benjamin Schwab, Safewalk Award

### Freda Salikin and Doug Favell Staff Spirit Awards

These awards go to non-academic staff who are responsible for enhancing the student experience.

- Jeff Dumba, U of S staff member
- Dan Smolinski, USSU staff member

### Young Alumni Excellence Award

This award is presented to an alumnus who is actively engaged in their community, has maintained a connection to alumni, who graduated in the past five years, and is 35 years of age or younger.

- John Desjarlais Jr.

### Walter Murray Leadership Award

The award goes to a student who has provided leadership in enhancing U of S student experience.

- David Ogunkanmi



On Campus News is published 18 times per year by University of Saskatchewan Marketing and Communications. It is distributed to all U of S faculty, staff, graduate students and members of governing bodies, as well as to others in the university community, related organizations, some Saskatchewan government officials and news media.

Subscriptions are available for \$22 per year. Story and photo ideas are welcome. Advertising rates are available online or on request.

On Campus News aims to provide a forum for the sharing of timely news, information and opinions about events and issues of interest to the U of S community.

The views and opinions expressed by writers of letters to the editor and viewpoints do not necessarily reflect those of the U of S or On Campus News.

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ISSN: 1195-7654 PUBLICATIONS MAIL AGREEMENT NO. 40065156

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UNIVERSITY OF SASKATCHEWAN  
MARKETING AND COMMUNICATIONS  
501-121 RESEARCH DRIVE SASKATOON, SK S7N 1K2

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# Getting to know Jack

## Saddleback becomes USSU president May 1

✍️ KRIS FOSTER



Jack Saddleback, incoming USSU president.

✍️ KRIS FOSTER

A lot of people know Jack Saddleback. They know he is a Cree man studying sociology. They know he is a two-spirit, transgender gay man. And as of March 26, they know he will be the new University of Saskatchewan Students' Union (USSU) president. But there is more to Saddleback than that.

### He's the third First Nation, but first transgender USSU president

Saddleback is the third Aboriginal president in a row, following Jared Brown and Max FineDay.

"It's important to celebrate these milestones as a campus community," said Saddleback. "I happen to be First Nation and openly transgender, but we are all diverse and unique individuals."

### He likes Huskies more than all cats ... except one

"I grew up with a wolf-husky cross named Princess," said Saddleback, who was raised in Samson Cree Nation in Maskwacis, Alberta. "I definitely like dogs more than cats, except *The Lion King* is my favourite movie."

### Not only did he grow up with a princess, he also met the Queen

"Not a lot of people know that I met the Queen. I was one of a few people who got the chance to present her with some artwork at a cornerstone-unveiling event at the Canadian Museum of Human Rights."

### He almost didn't run for president

"It took me quite a while to decide. I come from a number of marginalized groups and have faced a series of barriers, both external and internal. I was afraid and wasn't sure if the

campus was ready for a First Nation, two-spirit, transgender president," said Saddleback, who was vice-president of student affairs this past year.

In the end he ran, and won. "Everyone has an identity. Mine just happens to be rarer than most. People didn't see me as a First Nation man or a trans man; they saw just a skilled, experienced and passionate individual."

### He had a four-point platform

Saddleback is putting his passion, experience and skills behind a four-point platform that won him the election with more than 47 per cent of the votes.

He stressed the importance of creating a mental health strategy for the campus. "Mental health is a huge passion of mine and through my own experience with depression and suicide, I consider myself an advocate for change." Last year, he was named a Face of Mental Illness with the Canadian Alliance on Mental Illness and Mental Health, and shared his struggles and stories about mental illness across the country.

The U of S is one of the last U15 universities without such a strategy. "There are gaps and we need to bridge those gaps so that no one falls through and that means faculty and staff too. Our success as students relies on the well-being of the faculty and staff."

Another major issue for Saddleback is creating a sexual assault policy. "This is a huge issue across Canada and we are

no different."

He wants to create concrete steps that can be followed by those reporting assaults and those receiving the reports. "We need to make it clear what steps will be taken and what the procedure going forward."

Saddleback's final two platform planks were about engagement, both with the student body on campus and the broader community off campus.

"We need to engage with students at all levels to find out what issues we can address." As

for community engagement, he said he wants to make sure students know what funding is available to them to do even more community work.

### He's not doing all of this alone

Joining Saddleback on the USSU executive are: Gabe Senecal, vice-president of academic affairs; Kehan Fu, vice-president of student affairs; and Ata Merat, vice-president of operations and finance.

"The exec is filled with amazing people with great skills. It's going to be a well-rounded team and I'm really stoked to get started."

### He's looking forward to being on board

The USSU president has a seat waiting for him on the U of S Board of Governors and he is looking forward to occupying it. "But the board is like Las Vegas: what happens there, stays there," he said with a laugh.

### Oh yeah, he doesn't like corn

"I don't like corn, but I do like popcorn. Corn on the cob is just not part of my gig, but it's a huge part of my culture." ■

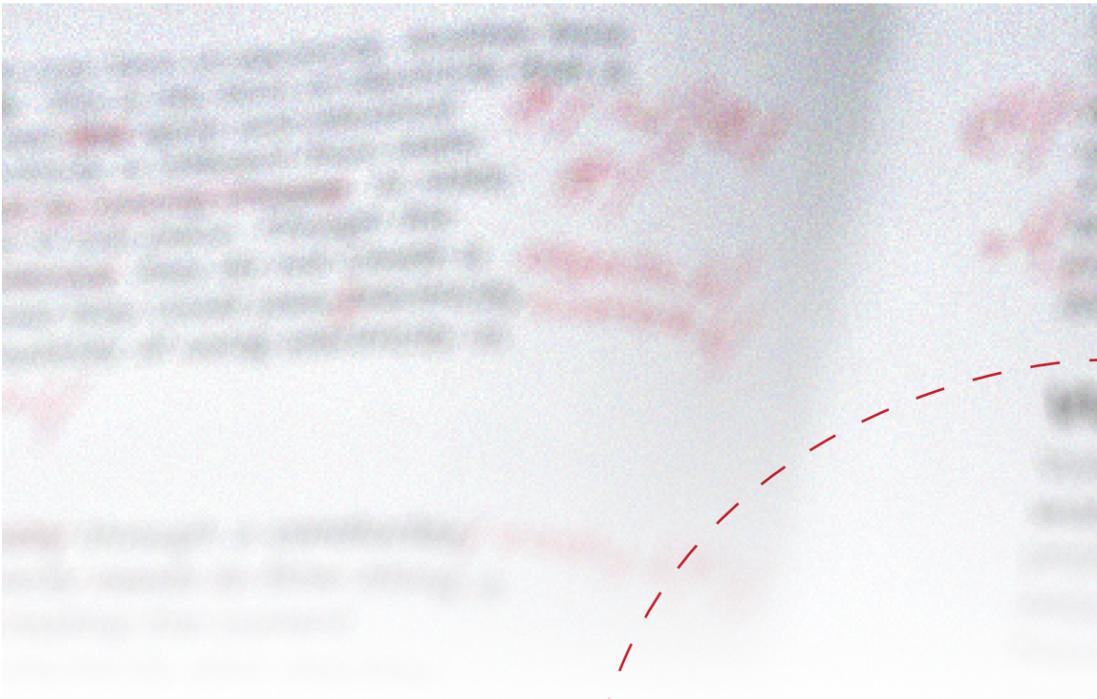
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“ Writing needs to be embedded across curriculum so that students can learn to think clearly and engage with the subject matter. Students need to hear their professors emphasize the importance of good writing in their disciplines.

Liv Marken



“ Potential employers expect a certain base level of grammatical skills and we’ve inherited students without the skills needed. The college has put a lot of resources towards correcting that, including small class sizes that allow profs to meet with students one-on-one.

Rebekah Bennetch



“ Everywhere you look you will find a learning goal that states that our students must become effective communicators and have demonstrated effective communication skills by the time they graduate. Everyone agrees on this being the final goal. What we need to determine is how to get them there.

Patti McDougall

# Writing it right:

## Helping students master language

 KRIS FOSTER

A student who had been studying at the U of S for a number of years was one class away from finishing her degree. Once she passed, she could head back to her home in China to see her son for the first time in five years.

That last class was English 111 and the instructor was Liv Marken.

“This student made it through almost her entire degree without having to do much intensive writing,” said Marken, who in addition to being a sessional lecturer is the co-ordinator of the Writing Help Centre. “She didn’t have the writing skills to pass an English class.”

Marken was not going to be the teacher who prevented the woman from getting back home to her family, so she worked tirelessly to ensure the student left the U of S with a degree in hand.

## THE CAMPUS CASE

Encountering students with sub-par writing skills is not a rare case for Marken, nor for countless other instructors on campus. On a daily basis, teachers see writing issues ranging from poor grammar and an inability to construct or support an argument, to a lack of understanding around academic integrity.

"These are typical issues in a typical group of students," said Marken, adding that there are three student groups for which writing problems are especially acute—international students, first-year students directly out

of high school and students with learning disabilities.

Marken pointed to an increasingly diverse student body with more international students who require more training in English as a Subsequent Language (ESL). International students, Marken said, are "highly teachable and they really want help, but most profs don't have the time for one-on-one instruction."

So they enroll in ESL courses at their own expense. Unfortunately, Marken explained, this is not always proving to be a good solution because the scores on English proficiency requirements tests at the U of S are relatively low compared to other Canadian

universities.

In talking about the second group of students, those right out of high school, Marken used her 17-year-old self as an example. "This student is coming to university after getting As in high school. She gets her first paper back and the bubble bursts. I was one of those students. I got a 67 on my first English paper and my dad was the head of the English department," she said with a laugh.

The student in this case either blames the prof for being "picky", blames his or her own poor writing skills, or accepts feedback. "They either have a fixed mindset that they can't improve their writing or a growth mindset that they

can develop that skill," continued Marken, who, as a lead instructor of a course on transitioning from high school to university, sees members of this group often.

The final group Marken highlighted consists of students with undiagnosed learning disabilities, including ADD, ADHD and dyslexia.

"These numbers on campus are higher than we realize. A student could be doing well and then just hit the wall. These disabilities affect reading, writing and understand-

ing instruc-

tion. I know of late-diagnosed students in vet med, dentistry, and medicine who've done well as undergrads and then hit the wall in those colleges."

All of this adds up to a great deal of frustration.

"Most people are frustrated; profs, support programs, students. I'm frustrated too," she said, adding that the contempt she hears for high school teachers is misplaced.

"They have more training to teach than university instructors and they know techniques for feedback. There are many exceptional high school teachers teaching grammar, but it is not common and it is not necessarily part of curriculum."

## A BLAME GAME

Patti McDougall, vice-provost of teaching and learning, agreed that blame should not be shifted to the K-12 system.

"The broader issue is about preparedness," said McDougall. "It would be a mistake for us to presume that the K-12 curriculum and those teaching it are

insufficient and not doing the job we need it to."

McDougall explained that when provincial K-12 curriculum is revised, the Ministry of Education invites input and collaboration from the U of S, the University of Regina and Saskatchewan Polytechnic.

"We need to look at ourselves and evaluate our own curriculum and if we see gaps repeat-

edly then we need to go to the school systems," said McDougall. "But we would have to go to school systems not just in Saskatchewan, but

wherever students come from. There is no simple answer."

From Marken's perspective, she sees the problem stemming from three specific issues at the U of S: an institutional culture that does not consistently stress that writing matters; writing instruction that focuses on the high-stakes end

product rather than the process of writing; and a lack of writing across the curriculum throughout degree programs.

The last one, Marken admitted, is not unique to the U of S. "Only a few Canadian post-secondary education institutions have comprehensive writing across the curriculum requirements compared to about 70 per cent of universities in the States."

## TAKING CLASS ACTION

The vice-provost sees daily the effort of many on campus, including Marken and her colleagues in the Writing Help Centre, who are working to right the problem. There are also significant strides being made in a number of colleges—Agriculture and Bioresources, Engineering, Edwards School of Business and Arts and Science—that require students to take courses focused on communication and writing.

"Writing and literacy are core learning goals regardless of the program," said McDougall. "Everywhere you look you will find a learning goal that states that our students must become effective communicators and have demonstrated effective communication skills by the time they graduate. Everyone agrees on this

being the final goal. What we need to determine is how to get them there."

McDougall pointed to the College of Engineering as an example.

"Engineering used to require three or six credits in English, but at some point they decided they needed more to get students to that goal."

Since 2007, engineering students have been required to take RCM 300, a course on effective communication. The course, offered through the Ron and Jane Graham School of Professional Development, is also now required for students in the College of Agriculture and Bioresources.

Students in the class learn everything from the technical

demands of writing reports, memos and letters, to developing audience awareness, case analysis and oral and written presentation skills, explained Rebekah Bennetch, one of the instructors.

"This is the most basic connection, teaching people to communicate with humans," said Bennetch. "Having clear grammar is effective communication; mistakes take away from that clarity and that's a waste of time."

The centre came about through a donation from its namesake Ron, an engineer by trade and graduate of the college, and his wife Jane. "I really think Ron Graham saw a need for students coming out of the college to express ideas clearly and communicate with credibility," said Bennetch of

the impetus behind the centre, adding its work is doubly important when considering accreditation.

"Outcomes for students are a big part of the college's accreditation process and one of the outcomes they look at is ability to communicate with colleagues and the public."

Addressing this, she continued, is a priority in engineering and making the course a requirement shows its commitment to student success. But what about the students? How do they feel about the class?

"At first this course isn't the most popular and students are skeptical. I assure students that we aren't going to study Shakespeare and poetry. They used to call the class 'Speak and Spell.'"

But that attitude, Bennetch continued, quickly changes once students learn how to write a

cover letter that results in calls from potential employers. "In a practical sense, we can show students that employers are looking for communication skills and will pay more for communication skills."

"Potential employers expect a certain base level of grammatical skills and we've inherited students without the skills needed. The college has put a lot of resources towards correcting that, including small class sizes that allow profs to meet with students one-on-one."

There is a growing demand for the class, Bennetch said, and that will be even more pronounced considering the college's goals for enrollment growth. "I worry that there won't be enough resources to help address the gap between actual skills and skills needed to succeed," she said.

## WRITING RESOURCES

The matter of resources, said McDougall, specifically time, is something that every instructor, department and college on campus deals with.

"This is about more than the technical aspect of writing, as in taking a grammar course. It's about learning how to write in

the discipline. An English paper is certainly not the same as a lab report," the vice-provost said. "Beyond the technical part, every department and program determines how writing unfolds in their curriculum."

Faculty members determine how to cover curriculum in a topic and if they spend more time on writing that means less time on content, explained

McDougall. "They need to identify a balance (and) we try to identify that balance at every level—unit, department, college and university. In reality, no unit on campus holds writing as its primary responsibility; it's a shared responsibility."

"We need to look at writing as something that needs to be learned just like biology, math or chemistry," added Marken.

"Everyone has theories and thinks there is a Band-Aid solution, but no one learns to write by attending a workshop or two."

"Writing needs to be embedded across curriculum so that students can learn to think clearly and engage with the subject matter. Students need to hear their professors emphasize the importance of good writing

in their disciplines and even how those professors learned to become good writers themselves."

The onus is also on students to seek feedback during the writing process and to practice the craft, Marken continued.

"If you want to become a better writer, you have to read, and read broadly, and you have to write, write, write." ■



# Tracing Chaucer's tales back to the original text

LESLEY PORTER

There is an aura of mystery surrounding *The Canterbury Tales*, Geoffrey Chaucer's collection of poetry from the 14th century.

The original manuscript is long lost, and the remaining versions pre-dating 1500 are all slightly different. However, English professor Peter Robinson is bringing some clarity to the Middle English masterpiece with his transcription project.

Robinson and his collaborators took on an enormous task: transcribe the 88 remaining versions—some 30,000 pages of text—into an online database. Line by line, the manuscripts were entered in their original Middle English, a painstaking process. Initially, it took about half an hour to transcribe a page, but “by the time you include all the checks, it's going to get closer to an hour,” Robinson said. “That means 30,000 pages, 30,000 hours, which is 15 years of work, roughly.”

There are about 12,000 pages to go. Once the transcription is complete, Robinson hopes to determine which one of the manuscripts is closest to the original by analyzing the differences between versions, some of which are so subtle one might miss them at first glance.

“What we need to do is to figure out how they are related,



English Professor Peter Robinson.

DAVID STOBBE

which one descended from which, which belong to the same family, and then from that, arrive at some kind of understanding of how the texts developed,” he said. This can be difficult, he explained, as the spelling the scribes used back then were not standardized; regional dialects had a lot to do with the variation as well. “In different parts of the country, people used forms of English different from each other, both in terms of pronunciation and spelling.”

Robinson used a line from

the poem *The Nun's Priest's Tale* as an example. Appearing in most modern versions as “And no wine drank she, either white or red,” a Middle English translation reads as “No wyn drank she, neither whit ne reed.” However, the line may vary from one version to another; wyn may become wyne or wynne, whit may turn into white or whyte, and so on, depending on the medieval scribe that wrote it.

With so many variations, Robinson uses a powerful computer program to keep

track of even the most subtle nuance between the manuscript texts. The transcribed pages are run through the program that records the spelling and grammatical differences. It is similar to how evolutionary biologists chart out a family of organisms and record their characteristics.

“It's really quite groundbreaking to figure out how to take manuscripts and put them inside the system, and get useful results from it,” he said. “There's an enormous amount of information here about how people spoke and wrote English in 1390 to 1500. And that's not really been explored yet.”

Aside from exploring the early medieval language structure, Robinson also hopes

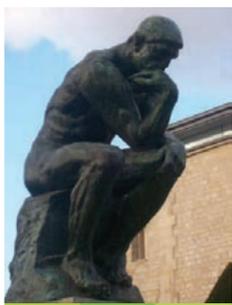
“It's really quite groundbreaking to figure out how to take manuscripts and put them inside the system, and get useful results from it.”

Peter Robinson

the project makes Chaucer more accessible by opening it up to anyone who would like to help with the transcribing process. “It's crowdsourcing, essentially,” he said, adding that a high level of academic control will be kept over the project to maintain the quality of the work. “We'll end up with a lot more people owning it if we expand the number of people working on it.”

That sense of accessibility is important, he said, acknowledging that reading Middle English can be challenging. But if it is presented in an engaging way for a digital-savvy audience (such as in a smartphone app with the translation shown on screen), others may appreciate Chaucer more.

“It's amazing how many people I've met who said, ‘I read *The Canterbury Tales* when I was in school, and I hated it,’” he said with a laugh. “If you have to read it on the page, it's not very interesting, but if you hear it, and you can see the translation and understand what's going on, it becomes so much more alive.” ■



## Notwithstanding the Wall: The Peoples' University Shall Survive & Thrive

Wednesday, April 22, 2015

3:30 – 5:30 p.m.

Room 241 Arts Building, Neatby-Timlin Theatre

**3:30 p.m. “Academic Freedom and the SFL Case: The implications of the use of constitutional law to protect the right to strike and promote labour rights”**

Peter Barnacle, Lead Counsel Supreme Court of Canada Decision and Recognized authority on International Labour Law and Human Justice

**4:30 p.m. Panel Discussion: “Academic Freedom and Collegial Governance in Higher Education in Canada”**

Chair/Moderator: Dr. Howard Woodhouse, University of Saskatchewan

Panelist: Jolene Armstrong, Athabasca University

Panelist: Bettyanne Cox, University of Regina

Panelist: Charles Smith, University of Saskatchewan

Panelist: Dustin McNichol, University of Saskatchewan

All Sessions are Free and Open to the Public

Sponsored by the University of Saskatchewan Faculty Association



## Reception success

The campus community reception hosted March 23 by the Board of Governors was a casual affair, and that was just fine with everyone who attended.

“There was a mix of staff, faculty, some students and the board members at the reception,” said University Secretary Beth Williamson, “and the comments I've received are that people liked the format. They like having the ability to walk up and talk one-on-one with a member of the board.”

The reception, which was attended by over 100 people, was a change in format from previous gatherings held in Convocation Hall. On those occasions, board members made presentations about their work and then participated in a question-and-answer session but felt there was little opportunity to get to know members of the campus community.

Williamson said the venue—Louis' Loft—was conducive to conversation, which she described as open and respectful. “But this wasn't just a social event. People raised a number of issues directly with board members,” everything from new endorsements to university governance.

One piece of feedback that caught Williamson's attention had to do with reception attire.

“We advertised it as a casual event but because it was held in conjunction with a board meeting, every member of the board was wearing a suit. Even I was wearing a suit, and some of the students who came felt a bit underdressed. Maybe we need to dress down a bit, or have two receptions—one for faculty and staff and one just for students. Those are some of the things we're thinking about for the future.” ■

# Carla Orosz believes in fun in class and on the stage

✍ MICHAEL ROBIN

One of Carla Orosz's favourite pastimes is to listen to audience reactions during a play or linger in the lobby after a theatre production, eavesdropping on people's conversations.

"That magic is still so rewarding for me," said Orosz, a theatre designer and assistant professor in the Department of Drama. "Every time I see a show I've designed on stage, and I hear the audience gasp when an actor comes on in my costume, I think, 'yes! I did it! I opened their eyes to something and had an effect on people.'

"People assume if you're in the theatre, you're acting," she continued. "I design sets, costumes, lighting and manage the whole event."

Her work has adorned the actors and provided the backdrop for numerous Persephone Theatre and Shakespeare on the Saskatchewan productions, and it will do so again when the Shakespeare tent goes up on the Saskatoon riverbank this summer. Orosz's work is also an integral part of the university's Greystone Theatre, both as a hands-on teaching environment and foundation of theatre productions for the public to enjoy.

It is also the basis for her very popular classes; she received a Teaching Excellence Award from the USSU last year, something she viewed as an honour.

"I truly believe in making it fun," she said, "I always remind them that we're here putting on a play, and being a play, we're going to have fun."

Orosz said it is not unusual for students, having no prior interest in drama before taking her elective course, to ask what else she teaches. "I have an engineering student in my class, and she told me 'I can apply everything I've learned (in engineering). I understand the physics behind it.'

"I think there could be a lot more potential collaborations between art and science because people are learning what the other does," she said. "That means if I have the knowledge

**“ I love my job so much. It's so addictive; you can't help but focus everything into it. An artist's job doesn't stop when you leave the shop or the theatre.**

over here, I can apply it over there."

Theatre design is a profession that requires an uncommon fusion of knowledge in art and stagecraft with a set of technical skills more familiar to the trades, all aimed at creating that special illusion to transport audiences into a world of make believe. Orosz's skills allow her to design and sew costumes, build sets, set up lighting and manage the whole production.

"I started my training (as a theatre designer) back when I was doing fashion design," Orosz said. "I've learned sewing skills since the age of eight from my mom. It's necessary as a fashion designer, as you can't usually afford to pay someone to do it."

Orosz grew up on a farm near Prud'homme, northeast of Saskatoon. She studied fashion design and merchandising at Lethbridge Community College with the hope of returning to Saskatoon to open a store selling her creations. When this proved unfeasible, she found herself staging fashion shows for other designers, essentially doing theatre design. It was a career track she formalized with studies first at the U of S and then at the University of Victoria, where she earned her Master of Fine Arts degree.

Her teaching is supported by skilled staff in the department, such as longtime costumer Beverley Kobelsky. Orosz picked up construction skills under the tutelage of master carpenter Iain Rose, who has been building sets for Greystone Theatre productions for more than 20 years.

"In the land of set design, if you don't know how to construct something, you don't know how to tell someone else how to get to the finished design," Orosz

said. "The way you construct for a set is different than a regular carpenter with a house. You have to build it and then take it apart; it's not for a lifetime. This means for example that a lot of times you need to have screws exposed to disassemble and reassemble."

Likewise, handling stage lighting involves training both in the electrician's trade and in workplace safety, as work on ladders and scaffolds requires safety harnesses to guard against falls.



Orosz

"For lighting, there's also a lot of technical information to know. Now you're dealing with power, which is the land of the electrician, and you'd better know how many volts is running through something before you overload it."

Classes are typically hands

on, with Orosz working side by side with students using saws, hammers, nails and drills. Students also learn the art of theatre—things like the rehearsal process, cues and blocking. The camaraderie of building something together is blended with the stress of putting on a production for a paying audience.

"It's pretty intense, so I remind them to play. We're just playing; have fun with it."

Her enthusiasm spills over into her personal life. She relates how her husband sometimes tells her she may be physically at home with their children, but mentally at the theatre.

"I love my job so much. It's so addictive; you can't help but focus everything into it. An artist's job doesn't stop when you leave the shop or the theatre." ■



Carla Orosz received a Saskatoon and Area Theatre Award for best costume design for her work on *Macbeth*.

DEBRA MARSHALL

## In Memoriam

Geraldine J. Englot, Culinary Services, Jan. 23

Donna C. Nagus, Law Library, Feb. 11

Naomi L. Friesen, Dept. of Music, Feb. 19

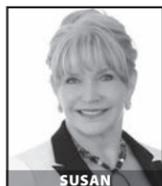
Betty Perrott, College of Dentistry, Feb. 21

Jeanne J. Marken, Arts and Science, March 7

Eleanor E. Bateman, Trusts and Endowments, March 14

David Kaplan, Dept. of Music, April 6

Susan  
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More pictures and info [www.susank.ca](http://www.susank.ca)

# Coming Events

## ■ Seminars/Lectures

### Literature Matters

- April 15, 7:30 pm, Grace-Westminster United Church, the Literature Matters series of public talks by members of the Dept. of English continues with Wendy Roy presenting Driving "To Danceland": Reading Don McKay's Poem through the Geography of Music, Dance, and Movies. For more information, contact the department at 306-966-5486 or english@usask.ca

### Motivating Cycling

- April 17, 7-9 pm, Grad Student Commons, Kay Teschke, professor in the School of Population and Public Health at the University of British Columbia, presents What route types best motivate cycling? In 2004, Teschke initiated the Cycling in Cities research program that investigates factors that encourage and discourage bicycling. She will discuss the results of the study and give examples of infrastructure applied to the Saskatoon context.

### Archaeology Lecture

- April 17, 7 pm, Room 132 Archaeology Building, the Saskatoon Archaeological Society (SAS) is hosting Karmen VanderZwan and Barb Butler who will speak about an SAS study tour to Italy in 2014.

### Hosain Lecture

- April 30, 2 pm, Mayfair Library, Mel Hosain, professor emeritus of civil engineering, presents Serengeti National Park and Ngorongoro Crater

## ■ Conferences

### Oncology Conference

The Continuing Medical Education Oncology Conference takes place April 24-25 at the Hilton Garden Inn. The goal

of this event is to provide information and discussion about current cancer guidelines, treatments and controversies with a focus on cancer management, care and survivorship in the adult population. All health care professionals as well as residents and students are welcome to attend.

### PSFaM Annual Meeting

The third annual Protein Structure, Function and Malfunction annual meeting takes place May 6-8 at the College of Medicine, U of S. Online registration and abstract submission is available at cmcf.lightsources.ca/psfam/registration

## ■ Miscellany

### University Club

For information about upcoming events, visit usask.ca/uclub or call 306-966-7775

- April 17, Chef's Table – spring menu evening
- April 20-24, National Administrative Professional Week spring luncheon buffet
- April 22, staff appreciation breakfast
- April 30, a chili smorgasbord and live music with The House Band

### Celebration of Teaching

The annual Celebration of Teaching will be held May 1 at the St. Thomas Moore Theatre. The program starts at 1:30 pm and will include the presentation of the 2015 provost's teaching awards by Provost and Vice-President Academic Ernie Barber. A reception will follow. For more information, visit www.usask.ca/gmcte/awards/celebration

### St. Andrew's Gala

St. Andrew's College annual gala banquet will be held April 23 at the Western Development Museum. The speaker will be Rev. Dr. Sandra Beardsall and Tannis Schmidt will provide music

leadership. Tickets are \$100 (with a portion in tax-credit receipt) and are available by calling Melanie at the college at 306-966-8970. Deadline to purchase tickets is April 15.

## ■ Courses/Workshops

### Food Environments

The Food Environments in Canada: Symposium and Workshop takes place May 22-23 at Station 20 West. The event begins with a free public talk at the Roxy Theatre by keynote speaker Dr. Steven Cummins, professor at the London School of Hygiene and Tropical Medicine, London, UK. The symposium continues May 22 and 23 at Station 20 West with other speakers from across Canada and a methodological workshop. Online registration is available at foodenvironments2015.ca. For more information contact Tracy Ridalls at 306-966-2237.

### Writing Winning Grants

The second workshop in the Writing Winning Grants series takes place April 29 from 9-11 am in the Neatby-Timlin Theatre. Entitled Communicate Your Research Excellence for Maximum Impact: Using Structure, Language and Perspective to Write a Winning Research Grant, the event will feature presenter Martin Butler, principal consultant with Butler & Associates. The presentation is free but an RSVP is required by April 22. Contact grants.workshop@usask.ca

### Sharing Academic Practices

Sharing Academic Practices Fortnight, offered by ICT, University Library, Distributed, Online and Certificate Programs (CCDE) and the Gwenna Moss Centre for Teaching Effectiveness, takes place April 27-May 8 with events on each day. All interested staff, instructors and graduate

students are welcome to attend. For more information and to register, visit usask.ca/gmcte/sharing-academic-practices

### Edwards School of Business, Executive Education

For information call 306-966-8686, email execed@edwards.usask.ca or visit edwards.usask.ca/execed

- April 14, Managing Difficult Conversations, Saskatoon
- April 22-23, Business Writing and Grammar Workout
- May 11-13, Digital and Social Media Program: Strategy and Tactics
- May 14, Digital and Social Media for Senior Managers
- May 21-22, Operational Excellence Certificate: Process Mapping and Process Improvement
- May 25-26, Operational Excellence Certificate: Analyzing and Improving Office and Service Operations (Lean Office)
- May 29-June 5, The Effective Executive Leadership Program – Waskesiu
- June 3, Technical Writing
- June 15-17, The Project Management Course - Regina

### Centre for Continuing and Distance Education

For more information, visit www.ccde.usask.ca or call 306-966-5539

### U of S Language Centre

Call 306-966-4351 for information and to register

Multilingual Conversational Language Classes

- June 7-Aug. 27
- French levels 1 to 3: \$210 (GST exempt)
- Spanish levels 1 to 3: \$220.50 (GST included)
- Textbooks and workbooks are extra.

### French Voyageur for Real Beginners

• Aug. 14-16; ideal for the traveller who has little or no French-speaking skill, 20 hours over 2.5 days, cost: \$280 (GST exempt) textbooks and workbooks are included.

### One-Week Intensive French Immersion

• Aug. 17-22; for those who wish to quickly advance their language skills, 35 hours over 5.5 days; cost: \$550 (GST exempt) materials and final luncheon provided.

### Four-Day Intensive Cree Immersion

• Aug. 17-21, for those who wish to quickly advance their language skills, 20 hours over 4 days; cost: \$400 (plus GST) course materials provided.

### Nature and Ecology

• Summer Ecology Day Camp for Kids: visit ccde.usask.ca/eco/ecology-camps-kids for more information.

### Gardening at the U of S

For more information see gardening.usask.ca or call 306-966-5539 to register.

• April 25, 9-noon, Herbs and Spices for the Prairie Gardener with author and CBC commentator Lyndon Penner, \$44.95 plus GST

• April 25, 1-4 pm, Time Traveller's Garden Series: Ancient China with author and CBC commentator Lyndon Penner, \$44.95 plus GST

• May 2 and 3, 9 am-4 pm, Garden Fundamentals with U of S Master Gardener Program co-ordinator Vanessa Young, \$110.95 plus GST

### Community Arts, USCAD/AYAP

#### USCAD Art classes

- Visual Arts Survey I, May 28, June 5-and 12-14
- 2D Design I, May 22-24 and 29-31
- Drawing I, May 1-3 and 8-10
- Drawing II & III, May 22-24 and 29-31
- Drawing and Painting the Portrait - Mon/Wed May 4 to June 17
- Painting I, Tues./Thurs., May 6-June 16

- Expressive Strokes: Exploring Experimental Touch II, Mon./Wed., May 4-June 17
- Painting with High Flow Acrylics and Inks I, May 1-3 and 8-10
- Creative Digital Photography I, Mon./Wed., May 4-June 17
- Advanced Photography II, Tues./Thurs., May 5-June 16
- Photoshop III, Mon./Wed., May 4-June 17
- Pinhole Photography and Alternative Process I, June 20 and 21
- Off the Wall: Mixed Media Sculptural Wall Pieces, June 5-7 and 12-14

### Community Music Education

Registration is open for spring classes for ages 0-36 months that begin in April, and for Music Around the World summer camps. Also offered are Music in Early Childhood, Suzuki Early Childhood and Parenting with Music programs. For more information call Nicole Wilton at 306-966-5625 or visit ccde.usask.ca/community-music

## ■ The Arts

### Collective

There will be a reception April 10 from 7-10 pm for *Collective*, a U of S advanced photography exhibition. Included in the exhibition is work by Patricia Bazylak, Inger Lise Bonli, Michelle Gagné, Emily M. Kohlert, Samra K. Sheikh, Colette Y. Stewart and Kyle Zurevinski, all students in the advanced photography class in the Dept. of Art and Art History.

### SJO in Concert

Dean McNeill, music professor and artistic director of the Saskatoon Jazz Orchestra, will lead the ensemble in a performance April 12 at the Broadway Theatre that features Denzal Sinclair, one of the country's most popular jazz vocalists. Tickets are available at the Broadway Theatre or online at broadwaytheatre.ca

### Elixir Ensemble

The Elixir Ensemble will perform a program of work by Beethoven, Brahms and Neil Currie April 12 at 2:30 pm in Convocation Hall. Tickets are available through the Elixir website.

### 1812 Exhibit

The Diefenbaker Canada Centre presents *1812 One War: Four Perspectives*, a travelling exhibition produced by the Canadian War Museum. The exhibition continues until June 21. Check the centre website for opening hours.

### In The Making

*In The Making*, a group exhibition of work by Alberta College of Art + Design alumni, will be on view in the College Art Galleries until April 11.

### Kenderdine Gallery

Continuing until April 17 is a Frank Pimentel exhibition entitled *Dunlands Restaurant*.

## U of S SUPPLIER

# TRADE SHOW

Tuesday, May 5, 2015

9:30 a.m. – 3:00 p.m.

Main Gymnasium,  
College of Kinesiology, PAC

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## ➤ SUBMIT

# Coming Events

Next OCN: Friday, April 24  
Deadline: Thursday, April 16

Email ocn@usask.ca



Steven Siciliano, new Industrial Research Chair at the U of S.

DAVIS STOBBE

## Remediation research

Using naturally occurring organisms to help clean up soils contaminated with diesel or gasoline is where Steven Siciliano will focus his attention in his new role as Industrial Research Chair at the University of Saskatchewan.

“We’re using new ways of fertilizing the naturally occurring underground organisms (bacteria and fungi) with phosphorus so that these organisms can degrade soil pollutants,” said Siciliano, a toxicology professor. “This is safer, cheaper and more sustainable than the traditional approach of excavating polluted soils and moving them to a landfill or treatment site.”

Siciliano will be testing the techniques at six former co-op fuel station sites in Western Canada.

The research chair position, announced April 2, is funded with \$1 million over five years from Federated Co-operatives Limited (FCL) with the same amount coming over the same five-year period from the federal Natural Sciences and Engineering Research Council. The funding will be used for salaries for students and other research personnel, equipment and research materials. Some 16 undergraduate and graduate students are expected to participate in the research activities.

Siciliano has been

researching remediation approaches at former co-op gas station sites since 2012. In his new position, he will also co-chair the Sustainable In-Situ Remediation Co-operative Alliance (SIRCA), which was formed by FCL in last year. The SIRCA brings together researchers, universities and co-operatives to advance remediation technologies.

Speaking at the industrial chair announcement event, FCL CEO Scott Banda said the organization is looking to “take research from the lab to sites across Western Canada” in the quest for new remediation standards that do not negatively impact the environment. ■



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# EARTH DAY TOURS

April 23 – 29

The Diefenbaker Canada Centre will be working with the Office of Sustainability to celebrate Earth Day with Sustainability Tours on campus. Come join us April 23 – 29 as we explore the beautiful University of Saskatchewan campus and highlight the sustainability initiatives that are making the university an environmentally-aware place of learning.

Contact the Diefenbaker Canada Centre for more information at 306-966-8384 or email [dief.centre@usask.ca](mailto:dief.centre@usask.ca), and visit [sustainability.usask.ca](http://sustainability.usask.ca) to get your own copy of the 2015 Campus Sustainability Tour Guide.



# discover US

This year's back-page feature explores the hidden treasures from University Library, University Archives and Special Collections, and the people who use them.

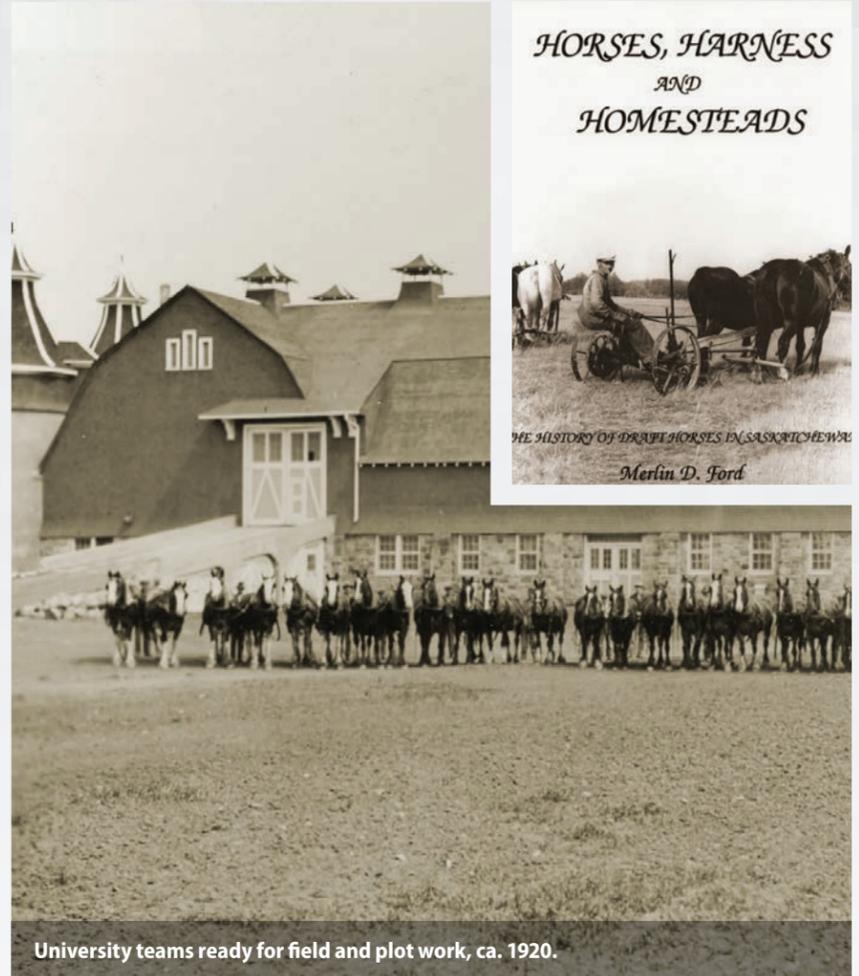
## Horse history

When Merlin Ford decided to document the history of draft horses in Saskatchewan, his research brought him to the University Archives and Special Collections.

Horses were essential at the turn of the 20th century, and the Saskatchewan stallion licensing board recognized five breeds of draft horses: Clydesdales, Percheron, Belgian, Shire and Suffolk Punch.

Ford's book, *Horses, Harness and Homesteads*, is a history of, and nearly an elegy for, these beautiful, extraordinary animals. As he notes, purpose is essential to maintaining a breed.

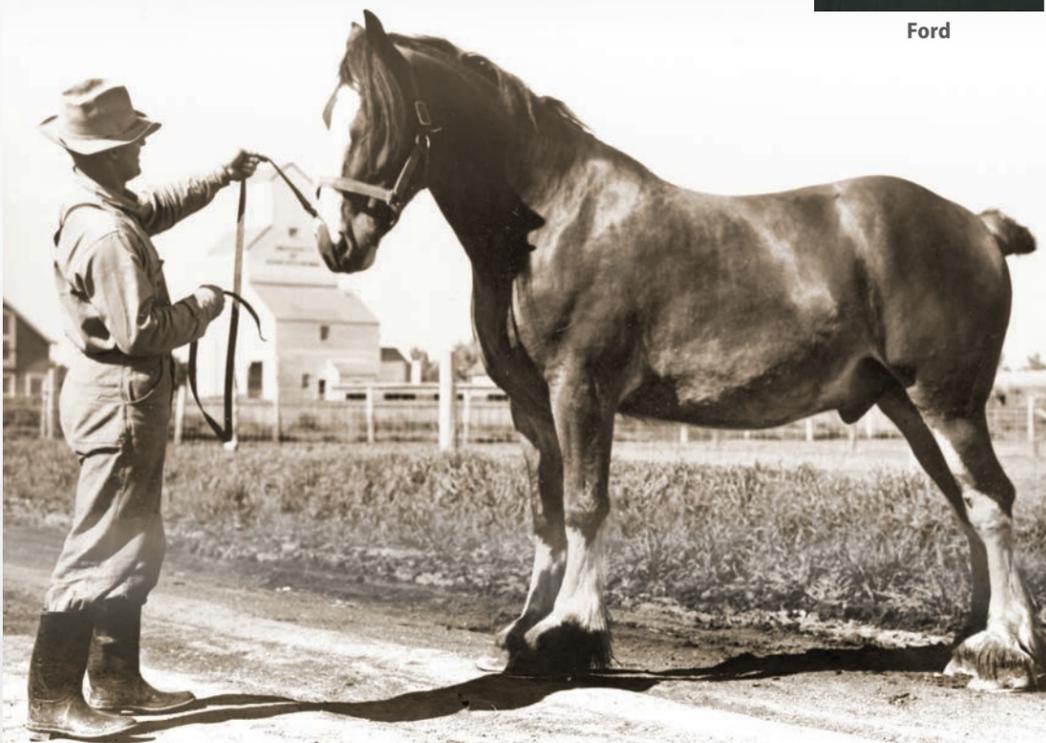
Ford writes that in 1924, a visitor to the university could marvel "at the number of internationally renowned horses which were gathered in one location." By 1953, however, "Saskatchewan's horse population had fallen to 300,000, the lowest in 50 years," and the university's stable of Clydesdales was "reduced to about seven head." Ford gives particular credit to "the horsemen who kept draft horses through the discouraging years of the 1950s and 1960s," wondering "if they realized how critical they were to the future of draft horses."



University teams ready for field and plot work, ca. 1920.



Ford



A university-bred four-year-old gelding, 18 hands, with Jim McPeak at halter in September 1954.

