

IN THIS ISSUE

3 CBS teaching awards honor creators of innovative lab course.

4 INCLUSIVE child care at risk from funding cuts, study finds.

7 ANIMAL behaviorist Pamela Reid builds a bond with pets.

8 HEMP is cropping up as a viable agricultural product.

9 GRADUATE students talk science at area schools.

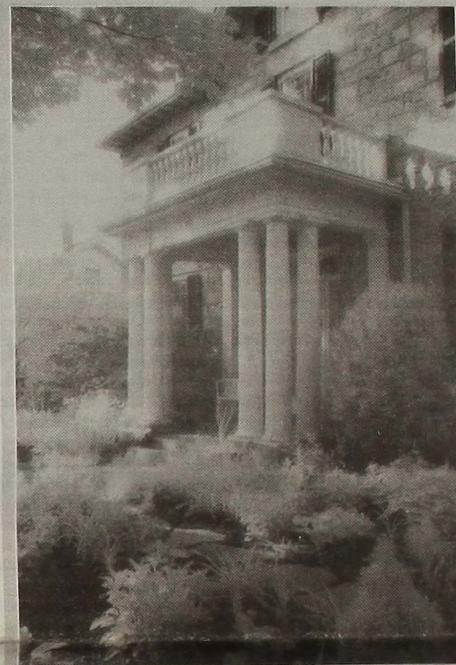
Convocation June 9 to 12

U OF G CONVOCATION ceremonies June 9 to 12 will honor three world figures with honorary degrees, two Guelph alumni with the distinction of honorary fellow and four faculty with the title University professor emeritus. The John Bell Teaching Award will also be awarded, and about 1,900 students will receive U of G degrees and diplomas in the seven ceremonies on Johnston Green. (See inside for a special four-page supplement on convocation.)

Honorary degree recipient Vigdís Finnbogadóttir, former president of Iceland, will address graduates of the former College of Social Science during the 2 p.m. ceremony June 10. Internationally recognized botanist Taylor Steeves will be honored at the 10 a.m. ceremony for the College of Biological Science June 11. William Pritchard, former dean of veterinary medicine at the University of California, Davis, will be honored at the 2 p.m. ceremony for graduates of the College of Physical and Engineering Science and the Ontario Veterinary College.

Also at the afternoon ceremony, retired pathobiology professor Owen Slomcombe will be named University professor emeritus.

Norris Hoag, assistant deputy minister of the Ontario Ministry of Agriculture, Food and Rural Affairs, and Bill Brock, deputy chair of the Toronto Dominion Bank, will each be named an honorary fellow of the University during convocation week. Hoag, a 1966 graduate of the Ontario Agricultural College, will see VANCLIEF on page 2



A GARDEN ESCAPE

No, it's not an antebellum mansion in the Deep South, but the Guelph home and garden of history professor Gil Stelter, gardener and day lily fancier. His home is one of the stops on the Macdonald Stewart Art Centre's 1998 Gardenscapes tour June 21. See story on page 5.

PHOTO BY MARTIN SCHWALBE

Human Rights Office Builds Foundation of Awareness

Two-year report highlights education and training efforts across campus

ONGOING EFFORTS TO educate the University community about human rights issues have been the keystone of the Human Rights and Equity (HRE) Office during its first two years of operation.

Launched in 1996 with a mandate to work towards the removal of all systemic barriers, harassment and discrimination and to engage in advocacy in the University community towards this end, the office has focused a significant effort on building a foundation of far-reaching education and training programs.

These programs are among the activities highlighted in the office's recently published two-year report, covering the period Oct. 1, 1995, to Dec. 31, 1997. (For an executive summary of the report, see page 10.)

During the period covered by the report, the office designed and de-

livered close to 60 educational sessions on issues related to human rights, equity, accommodation, diversity and internationalism. About 1,700 members of the University community received information and education on human rights, on the University's anti-harassment and discrimination policies and procedures, and on diversity in Canadian society and the value of developing a global perspective.

Other highlights of education and training efforts include:

- two major educational campaigns: "No Means No, Without Consent It's Sexual Assault" and "Resist Racism, You are the Solution!";
- a diversity awareness lecture series featuring Cecil Foster, author of *A Place Called Heaven: The Meaning of Being Black in Canada*; Alan Borovoy, general counsel of the Canadian Civil Liberties Association;

Royalty Income Tops \$1 Million for First Time

The University of Guelph is among the major technology-generating universities in Canada

FOR THE FIRST TIME in U of G's 34-year history, gross annual royalty income from research inventions developed here has topped \$1 million. The figure surpasses last year's record high of \$807,000, which was about \$200,000 more than the year before.

U of G's royalty income puts it among the major technology-generating universities in Canada, most of which are appreciably bigger than Guelph, says Jeremy Gawen, director of the University's Business Development Office. "We're getting up there with the front runners," he says. "Considering the size of our university, we're very competitive."

Gawen notes that it takes "a long time and a lot of hard work to get to the point where an invention gives returns to the inventors and the University. But by investing in the activity of promoting our inventions, we can see the revenue track develop-

ing for the University."

Royalty income is shared among the University, the researchers and co-owners of inventions, such as the Ontario Ministry of Agriculture, Food and Rural Affairs (OMAFRA).

U of G's share is being directed into a research fund and will be used to support research infrastructure across all colleges and disciplines. About 10 per cent of the gross 1997/98 royalty income is expected to be available for the fund.

The biggest royalty income source for the University is agricultural seed development — sponsored almost exclusively by OMAFRA for use by Ontario farmers and industry. It accounts for about one-third of the \$1 million generated in 1997/98. Other leading technologies are the shipping fever vaccine, a hybridization process for canola and a test for porcine stress syndrome.

Invention disclosures and licences — a yardstick for future royalty income — are also on the rise. Over the past four years, business development staff have mounted a campaign to work with U of G's research community to ensure that the potential commercial aspects of research are brought forward and can be protected (and marketed when appropriate).

As a result, invention disclosures (a process in which inventors formally advise the University of a new invention) and licences to external business and industry for commercialization have jumped. In 1994/95, the Office of Research oversaw 35 pre-disclosures and disclosures and licensed eight technologies. Last year, 50 pre-disclosures and disclosures took place, and 37 licences were negotiated.

Among the licences expected to spark significant returns are a method for detecting cancer using lysophospholipids, a method and nucleotide sequence for transforming wine yeast and an asparagus breeding program.

See MEDIATION on page 2
See VANCLIEF on page 2

BY OWEN ROBERTS
OFFICE OF RESEARCH

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Mediation Plays Growing Role on Campus

Continued from page 1

dences, peer helpers, START leaders and orientation volunteers.

President Mordechai Rozanski says he is pleased that training and education have served as a successful cornerstone of equity efforts at U of G. "This is a truly proactive approach to raising awareness of human rights issues on campus and to preventing harassment and discrimination," he says.

Although the HRE Office's educational efforts are one of the most visible signs of its presence on campus, the office has also been active in the areas of policy review and development, consultation and complaints resolution, community support and institutional change, and research and evaluation.

During the past year, the office has continued to work with various constituents of the University community to develop an umbrella human rights policy to replace the existing sexual and gender harassment policy and procedure and interim human rights complaint procedure.

HRE director Ralph Agard established the Human Rights Policy Development Working Group (HRPDWG), which included broad representation from the University community, to develop a policy that will provide a more integrated framework for resolving internal human rights complaints and achieving the office's goals. A first draft went out to the University community for extensive consultation in April 1997. The HRPDWG is continuing to work over the summer on a second draft of the policy, based on comments received at that time. When complete, this new draft will be the subject of a further round of consultations with faculty, staff and students.

Providing consultations to members of the University community and helping to resolve human rights complaints are other important functions of the HRE Office. To ensure a co-ordinated and consistent approach to handling complaints, the office has begun to develop a case management system that will be refined based on the procedures identified in the new human rights policy.

Mediation is playing an increasing role in the office's settlement of complaints, an approach consistent with the Ontario Human Rights Commission's introduction of mediation in the early stages of its complaints process and with the

increased use of alternative dispute resolution as a step prior to the consideration of civil litigation or labor arbitration.

During the reporting period of the two-year report, the HRE Office provided at least 188 consultations to the University community. Of these, 78 involved complaints of harassment or discrimination on the basis of a prohibited ground. The remaining 110 primarily involved requests for assistance or information pertaining to general human rights issues, as well as concerns about inappropriate behavior or conflict in work or personal relationships.

Of the 78 human rights complaints, 64 complainants sought confidential information and advice and 14 decided to formalize a complaint in writing and to seek resolution through University policies and procedures. Thus, 82.1 per cent of the total complaints received by the HRE Office were handled at an informal level, and 17.9 per cent were mediated by the consultants through the appropriate policy and procedure.

Joie McConnell, acting director of the HRE Office, says the majority of people who believe they have been harassed access the office at a time of crisis, seeking immediate support and assistance. Following a meeting with a human rights consultant, a person may choose to act on his/her own, seek a different avenue for redress, monitor the situation or make a formal complaint.

In some cases, a complainant will choose to do nothing for fear of reprisal. McConnell says the University prohibits any reprisal against a person for making a complaint and that this message is being communicated by the office in its education and training.

Rozanski underscores the importance of this message: "We must safeguard the rights of each individual to study, work, research, teach and participate in University life in an environment that is safe and fair. This is a shared responsibility of all community members."

McConnell says the increased focus on mediation may make it easier for people to have their concerns resolved. "In a hearing, the onus for proving an allegation rests with the complainant. This can be a very taxing process. In mediation, there is an opportunity to reach a settlement under less adverse conditions. There is a shift from weighing evidence to finding

ing possible solutions. If the mediation fails, either party can still request a hearing."

Another significant function of the HRE Office involves research and evaluation. Educational initiatives are evaluated to ensure that goals are met, that expenditures are warranted and that insights gained can be incorporated into future educational programming. Led by Prof. Joseph Tindale, Family Relations and Applied Nutrition, these efforts have included evaluations of the "No Means No" and "Resist Racism" campaigns and evaluation of the process for the HRPDWG in its development of the first draft of the umbrella human rights policy. This research has resulted in two papers, one that was given last year at a national conference on academic freedom in Vancouver.

In 1996, working with the McLaughlin Library, the HRE Office conducted an environmental scan to explore issues of diversity among library staff. The findings of this project have helped the office develop needs-specific training for other areas on campus, Tindale says.

Most recently, the office has launched Project Vision to identify the challenges, barriers and positive developments that affect the participation of lesbians, gay men and bisexual and transgendered persons in university life, and to develop strategies to create an environment free from harassment or discrimination on the basis of sexual orientation. To date, the project has involved an extensive background literature review, a campus survey completed by 775 members of the University (a response rate of 25 per cent) and focus groups.

Looking to the future, McConnell says it will take a commitment to "doing equity" by all areas of the University to create long-term visible change. "I hope the next couple of years will represent two steps forward," she says.

@ GUELPH

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Vanclief to Address OAC

Continued from page 1

speak to diploma graduates at 10 a.m. June 9. Brock, a 1958 OAC graduate, will be honored at the college ceremony for undergraduate and graduate students at 2 p.m. June 12. Convocation speaker for the OAC ceremony is federal Agriculture and Agri-Food Minister Lyle Vanclief, who is also a 1966 OAC graduate.

The afternoon will also see the University bestow University professor emeritus status on retired professors Eric Beauchamp, Land Resource

Science, and Frank Hurnik, Animal and Poultry Science. Prof. Gil Stelter, History, who will also be named University professor emeritus, will receive the John Bell Award for teaching and will deliver the convocation address at the College of Arts ceremony June 10 at 10 a.m.

Graduates of the former College of Family and Consumer Studies will convocate at 10 a.m. June 12, with Prof. John Pratsche, Consumer Studies, as guest speaker.

LIBRARIAN NAMED WEB PROJECT LEADER

The University has moved a step closer towards its goal of creating a strong, integrated U of G Web site with the naming of a project leader to help administer and redesign the site. Reference librarian Doug Horne, CD-ROM and database services coordinator in the McLaughlin Library, will manage the year-long project on a half-time secondment beginning this month. He will report to the Web Steering Committee chaired by Darlene Frampton, director of Communications and Public Affairs (other members are registrar Chuck Cunningham, chief librarian Michael Ridley, Prof. David Swayne and Ron Elmslie, director of Computing and Communications Services). Horne will conduct an audit of the U of G Web site, monitoring operational issues and evaluating the currency of information and integrity of links, develop editorial and graphic standards, promote appropriate use of the Web and interface with departmental Web page owners. He will chair and be assisted by a Web coordination group. A BA, MA and MLS graduate of the University of Western Ontario, Horne joined U of G in 1992 and is the library's representative in the Data Resource Centre.

COMMUNITY INPUT SOUGHT ON STAFF DEVELOPMENT

Human Resources and Environmental Health and Safety are currently organizing faculty and staff development programs for fall and winter and are looking for suggestions on staff training needs. Send them to Karen Kovats in Human Resources or Geoff Byford in Environmental Health and Safety.

PARKING RESERVED

During convocation June 9 to 12, several campus parking lots will be reserved for guests. Lots P.23 and P.24 (Textiles Building) and P.44 (Johnston Hall) will be reserved except for premium parking spaces. Alternative parking can be found in P.19, 17 and 7.

CBS Honors Two for Teaching

Students give two thumbs up for creators of third-year lab methods course



Prof. David Evans and lecturer Dawn Larson challenge students to think about what they're learning.

PHOTO BY DEAN PALMER/SCENARIO IMAGING

A FACULTY MEMBER and a lecturer in the Department of Molecular Biology and Genetics are co-winners of this year's College of Biological Science (CBS) teaching award.

Prof. David Evans and Dawn Larson won the honor for designing and delivering a new third-year course, "Laboratory Methods in Molecular Biology," offered for the first time last fall.

Their new course is effectively a semester-long experiment in which students clone and analyse a gene for a bacterial luminescent protein that causes the marine animals on which the micro-organisms live to glow.

"The student focuses on one particular gene and works on that gene all the way through the course," says Evans.

He and Larson wanted to design an intensive course to give undergraduates the kinds of hands-on lab skills needed for graduate studies or work in industry or government labs. During four-hour lab sessions held on two consecutive afternoons each week, 65 students had to prepare many of their own materials, calculate dilutions, even map out how they planned to accomplish various tasks.

"At first, this caused a bit of chaos because the last thing they were used to in a laboratory setting was thinking about the experiments they were going to perform," says department chair Prof. Steven Rothstein, who

shared lecturing duties with Evans in the lab. "But approximately three to four weeks into the semester, it was clear that a change had come over the group. They went about their business with a confidence that was clearly lacking at the beginning."

The course won rave reviews from many students' course evaluations. An even more important indicator, says Evans, was student progress. Undergraduates rose to the challenge of conducting relatively complicated experiments and showed marked improvement in the quality of their regular lab reports, he says.

Student John Finn, who is doing lab work at U of G this summer under an undergraduate research assistantship, wrote a supporting letter for the teaching award nomination after taking the course last year. "It was the most useful course I've ever had," he said, describing his instructors as approachable and clear. "They could explain not only what you were doing, but why you were doing it and its relevance in the workplace."

In another nomination letter, student Jeff Ishibashi wrote: "It reinforced the knowledge obtained in lectures with physical hands-on experience and gave insight into many of the experimental why's and how's. And no matter how interesting the theoretical explanation of a concept, the first experience of extracting genomic DNA and seeing it wrap

around a glass rod was something special."

Larson wrote a manual of lab experiments to complement the course text and to give students experience in selected techniques in molecular biology. A key step was to test the course with undergraduate volunteers and work/study students, both to ensure that various experiments worked and to gauge the time required to complete various components.

Evans has taught undergraduate and graduate courses in genetics, molecular biology and toxicology at Guelph for 10 years. Larson, who has taught introductory cell biology for nearly a decade, is now designing a companion course called "Laboratory Methods II."

Both instructors aim for the same goals in teaching — to challenge students, encourage them to think about what they're learning and help them connect ideas.

This year's award recognizes a creative approach to teaching a difficult course, says Prof. Fred Ramprashad, academic assistant to the dean and chair of the CBS teaching awards committee.

"We need to encourage more innovation in teaching using whatever means we can," he says. "The primary objective is good, effective teaching."

BY ANDREW VOWLES

PEOPLE

U OF G PAPER NAMED BEST OF THE YEAR

Prof. Ron Subden, Molecular Biology and Genetics, has received the award for best paper of 1998 published in the *American Journal of Enology and Viticulture*. Each year, the American Society for Enology and Viticulture recognizes one paper in the field of enology that is outstanding in content and makes a substantial contribution to the field. Subden's paper is titled "Malolactic Fermentation in Grape Musts by a Genetically Engineered Strain of *Saccharomyces cerevisiae*."

AGRICULTURAL POLLUTION FOCUS OF OVERSEAS TALK

Prof. Peter Stonehouse, Agricultural Economics and Business, presented a paper on "Evaluating the Effectiveness of Reducing Non-Point Source Pollution from Agriculture: A Case Study of a North American Watershed" at a conference in Meran in the Italian Alps. Sponsors of the conference, which focused on "Hydrology, Water Resources and Ecology in Head Waters," included the UNESCO division of Water Sciences, UNFAO, the European Forestry Commission and the World Association of Soil and Water Conservation.

HISTORIAN VISITING PROF AT LAVAL

Prof. Peter Goddard, History, is spending a sabbatical semester as a visiting professor of sociology at Laval University and chercheur invite of CELAT (Le centre pour les études interdisciplinaires sur la littérature, les arts et les traditions). He also attended "Séminaire de l'interculturelle" at the State University for Human Sciences in Moscow.

CURATOR LEADS WORKSHOP ON HERBS AND HEALING

Carole Ann Lacroix, assistant curator of the herbarium in the Department of Botany, led a workshop on herbs and healing at Martha's Vineyard, Mass., as part of a conference arranged by Tufts University School of Medicine in Boston. The conference was titled "Health and Well-Being for the 21st-Century Woman — Mind-Body Medicine."

Four Staff Run for Seat on Board of Governors

Secret mail ballots to be returned to Board Secretariat by June 12 at 4 p.m.

Four U of G staff members have been nominated to run for election to Board of Governors — Adrian DeLyzier, Development and Public Affairs; Kathleen Hyland, OAC Dean's Office; Jill Johnson, Faculty of Environmental Sciences; and Warren McGillivray, Fire Division.

DeLyzier earned his B.Sc. in human kinetics from Guelph in 1981 and his MA in philosophy in 1984

and has been employed at U of G for 18 years, primarily in graduate studies administration. He is currently director for advancement services in Development and Public Affairs. DeLyzier is a former chair and vice-chair of the Professional Staff Association and has served on numerous internal and external committees and organizations.

A BA graduate of Guelph's French studies program, Hyland joined the

staff of Independent Study in 1982 and is now student adviser for OAC's associate diploma program. She represented the U of G Staff Association on the Ontario Coalition for Better Child Care, the Presidential Task Force on Pensions and the President's Advisory Committee on Pensions and Benefits. She also chaired UGSA advisory and standing committees on pensions and benefits.

A U of G staff member since 1986,

Johnson has worked in academic and administrative departments and did graduate work in agricultural economics and business. Before joining the University, she worked for the Ontario Ministry of Agriculture, Food and Rural Affairs at Vineland and ran her own business. She is now the B.Sc.(Env.) counsellor in the Faculty of Environmental Sciences.

McGillivray joined U of G in 1982 and has worked for several depart-

ments on campus. He is currently a fire prevention officer in the Fire Division of Security Services.

All full-time permanent non-teaching employees are eligible to vote by secret mail ballot for the B of G position. Ballots were mailed June 1 and are to be returned June 12 by 4 p.m. to the Board Secretariat on Level 4 of the University Centre.

For more information, call the board office at Ext. 6571.

Inclusive Child Care at Risk from Funding Cuts

Changes in provincial policies and funding support have negative impact on programs' ability to provide care for children with special needs

THE ABILITY OF child-care centres to integrate children with special needs is jeopardized by funding cuts to child care and to other community-based resources, warns a national study on inclusive child care.

Preliminary findings from the study, "Working Towards Inclusive Child Care," show that inclusive child-care programs for preschoolers are at risk, despite widespread acceptance and commitment to the concept of inclusion.

"Child-care centres are doing more and more with less and less," says Prof. Donna Lero, Family Relations and Applied Nutrition, one of the study's co-investigators. (The study's other co-investigators are Sharon Hope Irwin of SpecialLink and Prof. Kathleen Brophy, Family Relations and Applied Nutrition.) "As the base level of funding is eroded, it is increasingly difficult to include children with special needs, even with highly committed and experienced child-care staff," says Lero. The study found that inclusive programs de-

pend on three factors for success: a strong base of quality in the way the centre functions and provides care to all children; trained staff who are committed to inclusion; and effective support from a range of professionals in the community.

"When you have all three factors, there is a great deal of success that transfers beyond the individual child to other children," says Lero. "In addition to including children with disabilities and special learning needs, many child-care programs are actively involved in prevention and early intervention activities with children and families. It's ironic that these programs are themselves at risk just when a concern for children at risk is becoming a much more visible issue on the public agenda."

Among the study's findings:

- Eighty-five per cent of child-care directors say that changes in provincial policies and funding support negatively affect their programs' ability to provide care for children with special needs.

• About 40 per cent of the centres surveyed have five or more children with special needs in their program; 68 per cent of centres provide care and early education to children with designated special needs and/or behavioral problems, and to other children whose family circumstances put them at risk.

• Many directors are involved in advocacy activities or provide training workshops related to children with special needs.

• The majority of child-care professionals are actively involved in increasing their knowledge and skills related to children with special needs; many have attended workshops and conferences and take advantage of in-service training offered by community professionals, when available.

The study, conducted by U of G and SpecialLink, the national child-care inclusion network located in Sydney, N.S., surveyed more than 300 child-care professionals across the country. Survey participants in-

cluded early childhood educators, resource teachers, centre directors, consultants and key informants from government and advocacy. Information was collected from 136 child-care centres that provide care for more than 8,000 children, including children with a variety of special needs.

The study is a followup to a 1990 national survey on attitudes of early childhood educators towards inclusion of children with special needs in community-based programs. Since then, government policy has changed from segregation to inclusion. But Canada does not have legislation requiring that community-based programs provide equitable access to children with special needs, and there is wide variability among provinces in the funding and resources available to support inclusion.

Child care falls within provincial jurisdiction, and government definitions of children with special needs are often far narrower than the actual needs of children who staff support in

the field. These definitions may fail to identify the needs of some children who do not fit into such categories, notes Brophy.

Over the next year, the researchers will be analysing the effects of changes in federal and provincial policies and resource allocations on child-care programs and how combinations of centre characteristics, director and staff training and attitudes, and the availability of community-based resources affect inclusive practice.

In addition, data from more than 170 resource teachers and consultants in Ontario will be analysed for comparison with the national data in a linked study being done by Laura Coulman, a graduate student in the Department of Family Relations and Applied Nutrition.

The study is funded by Child-Care Visions, a research program with Employability and Social Partnerships, Human Resources Development, Canada.

BY MARGARET BOYD
OFFICE OF RESEARCH

Agroecosystem Health Project Gains International Acclaim

Three-year effort one of the most interdisciplinary enterprises in U of G's history

UOF G's \$1.35-million Agroecosystem Health (AES) Project earned many converts during its three-year effort to establish a protocol for diagnosing health in agroecosystems.

Encompassing dozens of Canadian researchers from many disciplines, the AES Project challenged the way people think about agroecosystem health on a regional and international scale, says Prof. David Waltner-Toews, Population Medicine, one of three co-principals. Spinoffs of the Canadian project now include agroecosystem health projects in Peru, Kenya and Honduras, with another being planned for Ethiopia.

The project was notable because of the synergistic and collaborative approaches used by graduate students and faculty who worked on it, says Waltner-Toews. One of the most interdisciplinary enterprises in the University's history, the AES Project published 39 discussion papers on subjects ranging from unions to landscape ecology; participants came from 10 different departments and a

number of government agencies. A new book, *Agroecosystem Health, Analysis and Assessment*, published in January and available for \$10 plus shipping from the Faculty of Environmental Sciences, describes the major studies and conclusions of the project, conducted from 1993 to 1996. The book's authors, led by co-principal Prof. Barry Smit, Geography, are Waltner-Toews, David Rapport, Ellen Wall, Gord Wichert, Elyn Gwyn and Johanna Wandel.

"We tried to find ways to deal with questions that transcend individual disciplines," says Waltner-Toews. "One of the big challenges was how to get people to agree on the questions. The project was useful in forcing us to challenge each other, to ask questions and to learn from each other."

The project set out to find ways of studying agroecosystems — ecosystems managed for the purpose of producing agricultural goods — to ensure future agricultural demands could be met, while sustaining clean air and water, wildlife habitat, and community health and well-being.

The project's original aim was to

form a framework for understanding agroecosystem health and to develop a generic set of indicators for measurement. Such a framework would serve as a basis for clarifying — and possibly resolving — conflicting opinions in research and policy regarding the condition of rural communities, environments and economies. But in the course of the project, researchers found it impossible to model an agroecosystem mathematically and to set absolute standards for defining agroecosystem health.

"In the end, we found that the models are not there to provide an absolute description of reality, but to learn different things," says Waltner-Toews. "There is a variety of models that can be used, each of which teaches us something different."

Because of the diversity of agroecosystems, both a disaggregated approach and a holistic approach were used to interpret data. The disaggregated approach, which defines and assesses components separately, was useful for projects with disciplinary boundaries and conventions. The ho-

listic approach, which identifies the properties of an agroecosystem in its entirety, is best applied to models based on human-centred goals, integration and efficiency. Both models, however, recognize the multifaceted nature of agroecosystems, which is further reflected in the diversity of indicators that were analysed empirically during the project. Three areas — community health, environment and economics — considered key components of agroecosystem health were eventually narrowed down to two components — biophysical and health. A wide range of indicators was then applied to each of these components, depending on the agroecosystem under study.

The involvement of 19 graduate students was a crucial component of the project, says Waltner-Toews, and the majority of funding was used to support graduate work. At the beginning, the students organized workshops and brainstorming sessions, and were instrumental in formulating the definitions and indicator classifications and carrying out research sub-projects. By being open-minded about the issues, they were able to create an interdisciplinary synergy that has proved to be a marketable skill in the marketplace, he says.

"It was a very dynamic environment," says Dominique Charron, a PhD graduate student in population medicine who is now analysing live-stock density in relation to economic and ecological indicators of agroecosystem health in the Great Lakes basin. "One of the challenges and one of the benefits of looking at an agroecosystem framework is that it is an unexplored area. There is no recipe book for it, and it is more challenging as a result."

Waltner-Toews believes Canada should be paying more attention to agroecosystem health, even though problems here are not as severe as those in less-developed countries.

"In North America, there is still a tendency to see environmental problems in agriculture as public relations problems," he says. "But problems that used to be local are now international, because of the globalization of the economy and the environment."

The AES Project was funded as part of the national Green Plan's Eco-Research Program of the Tri-Council of Canada, through Environment Canada, the Natural Sciences and Engineering Research Council, the Social Sciences and Humanities Research Council and the Medical Research Council.

BY MARGARET BOYD
OFFICE OF RESEARCH

Microbiologists to Honor OVC Student

JANINE BOSSÉ, a graduate student in the Department of Pathobiology, will be recognized as the Canadian Graduate Student Microbiologist of the Year during the 48th annual meeting of the Canadian Society of Microbiologists to be held on campus June 14 to 17.

The meeting, which is being presented by the Department of Microbiology, U of G and Health Canada,

will include symposiums under the theme "Stress in Microbiology."

Bossé, who completed her undergraduate and master's degrees at Guelph, will give the Gold Award Lecture on her doctoral research on pneumonia in pigs. She was the only nominee from among seven students to receive outstanding ratings from all four members of the international ranking committee.

Microbiology professor Reggie Lo, a member of the organizing committee, says up to 450 researchers are expected to attend the annual meeting, which will include sessions on topics ranging from environmental stresses on bacteria and viruses to the effects of changing curricula and career prospects for microbiology students. For more information, call Lo at Ext. 3363.

CLARIFICATION

In the May 6 issue of *@Guelph*, the listing of U of G's 1998/99 grants from the Natural Sciences and Engineering Research Council should have included an award to Prof. John Zelek, Engineering, for the project "A General Architecture for Mobile Robot Navigation in Dynamic, Time-Varying and Unpredictable Environments." In the listing of grants from the Social Sciences and Humanities Research Council, the recipient of the continuing grant for the project "The Tale of Two Communities: Rural Manufacturing-Based Communities and Livelihoods in an Era of Global Restructuring" should have read Prof. Tony Winson.

IN THE GROVES OF ACADEME

Gardening is labor of love for participants in annual Gardenscapes tour

BY ANDREW VOWLES

"And there were gardens bright with sinuous rills,
Where blossomed many an incense-bearing tree . . ."

Kubla Khan, *Samuel Taylor Coleridge*

SOME 2,000 YEARS AGO, scholars would have wandered with Plato on the site of a garden near Athens that was sacred to the hero Academus. This year, visitors can stroll through five private Guelph gardens — including four with U of G connections — during the self-guided Gardenscapes tour organized by the volunteers of the Macdonald Stewart Art Centre (MSAC). The tour will take place June 21 from noon to 5 p.m.

Organizers hope to attract last year's numbers — about 900 people — to this spring's tour of private gardens in Guelph, as well as a guided tour of the art centre's Donald Forster Sculpture Park. Now in its sixth year, the tour is a fund-raising project of the art centre volunteers. Last year, it raised about \$7,000 for new acquisitions for the centre's permanent collection. "What we are looking for is variety," says Gardenscapes convenor Margaret Goodbody, who notes that this year's roster includes a range of garden styles and sizes. Judging by a recent whirlwind tour of four of the gardens featured this year, they found what they were looking for.

"My house was on the side of a hill, immediately on the edge of the larger wood, in the midst of a young forest of pitch pines and hickories, and half a dozen rods from the pond, to which a narrow footpath led down the hill. In my front yard grew the strawberry, blackberry and life-ever-lasting..."

Walden, Henry David Thoreau

Nearly a week after her annual May plant sale, Mary Ann Robinson still had tables of potted plants set out under a striped awning in her front garden at 833 Gordon St. As in past years, hundreds of people visited during the four-day spree to see what was on offer — and to look around the garden that Robinson, a U of G Library clerk, and June Brett have fashioned on their half-acre property a stone's throw south of the University's Stone Road entrance.

Later this month, they'll welcome a fresh crop of visitors eager to view the town garden they've created around the half-century-old brick home they bought about 16 years ago.

Back then, the property contained nothing more distinguished than lawn, trees and foundation evergreens. Today, Robinson is delighted when passersby are arrested by the collections of old and shrub roses, perennial beds and fruit trees out front. She points out a woodland garden tucked in under a shady grove and edged by a section of split-rail fence. The plants are all native to Wellington County, including such wildflowers as bloodroot and wild juniper. Robinson calls herself a collector of plant varieties, most grown from seeds, cuttings or divisions in the backyard work shed that she labels "the world's best playhouse." Hostas, roses, peonies, clematis, lilies, phlox, irises, dahlias, geraniums — "I have one of everything."

Visitors reach the back garden along a winding brick pathway that passes under one of several clematis and rose-entwined arbors. Highlights of the back garden include a massive perennial bed, a year-round goldfish pond whose stone surround she hammered and chiselled six years ago, a tree-shaded rhododendron bed, a Japanese garden tucked into one corner, and a kitchen garden whose vegetables, berries and herbs feed Robinson's cooking hobby.

"I lived briefly in Toronto in an apartment, and it was like dying," she says. "I just have to be connected with the earth. I'm a Slav, and Slavs are rooted in the land. I think living life and growing things are integrated."

Viewers tuning in to OnTV's *Gardener's Journal* next fall will see Robinson's garden featured in one of the popular 30-minute programs, following an all-day taping session that took place last week.



One of the highlights of Mary Ann Robinson's garden, top, is a year-round goldfish pond whose stone surround she hammered and chiselled herself. Below: Prof. Clive Southey says his favorite vantage point from which to view his Crawford Street garden is a wooden bench overlooking this tiny murmuring stream feeding one of three backyard ponds.

PHOTOS BY MARTIN SCHWALBE

"....and then my heart with pleasure fills,
And dances with the daffodils."

I Wandered Lonely as a Cloud, William Wordsworth

When Owen and Barbara Scott bought 87 Liverpool St. in the late 1980s, there was little to suggest the house would sport today's heritage designation. The interior of the 19th-century Italianate home had been carved up just after the Second World War to accommodate a rooming house, and the minuscule front yard was nondescript.

"We've spent the past 12 years putting it back together," says Owen Scott, a partner in the Guelph-based landscaping firm The Landplan Collaborative Ltd. and a former professor in the School of Landscape Architecture.

Many new owners might have begun with the house itself, but not Scott. "We started the garden a year after we got here," he says. "We still tend to neglect things in the house to play in the garden."

The result: most of the compact space in front of the house is taken up by some 35 varieties of old (pre-1910) roses and English roses, herbaceous perennials and herbs, all placed within a rectilinear layout of garden paths made of squared limestone. Scott says the style is reminiscent of the dooryard gardens of ur-

ban England. Pointing out the concrete footing running the width of the property parallel to the road, he talks of erecting a knee-high wall just a few feet in from the sidewalk. But not to keep the neighbors out. Rather than follow the Canadian custom of hiding out in the backyard, he wanted to cultivate relations in this established neighborhood.

"Everyone talks and waves," he says, describing how preschoolers out for a walk have taken to playing follow-the-leader along the paths in the front garden and down one side of the house. That's the side that, 12 years ago, was nothing more than a "dark little alleyway." The space still gets only about three hours of sunlight each day, but after ripping out a privet hedge along the property line and replacing it with a wooden lattice-work fence, Scott planted various perennials — hostas, columbines, astilbe, primroses, lily of the valley, violets — as well as hybrid musk roses that now thrive in the shade.

"And I will make thee beds of roses
And a thousand fragrant posies,
A cap of flowers and a kirtle
Embroidered all with leaves of myrtle..."

The Passionate Shepherd to His Love, Christopher Marlowe

When Prof. Gil Stelter, Department of History, mentions "hemero-caholism," he's not talking about some disease afflicting his beloved day lilies, but rather the kind of addiction that has driven him for the last two years as a collector and now breeder of hemerocallis.

"It's an obsession, it's a kind of disease that attacks a lot of people — people talk about hemero-caholics," he laughs, standing in the kitchen of his 1850s-era stone house at 25 Mitchell St., where two bucketsful of rootstock, arrived just that morning from a New York breeder, await planting out.

He's been planting day lilies — and all manner of other perennials — for most of the nine years that he and his wife, Sally, have lived here. He now has about 250 of the roughly 30,000 day lily cultivars — a "small but select" collection.

"I've organized the garden in such a way that it illustrates the history of the daylily," Gil Stelter says, showing his hand-drawn renderings of schematics that he plans to print for garden tour visitors. Beds ranging across the back garden include the earliest day lily species imported from its native China early in the 19th century and the first modern cultivars dating to 1893.

One clump tells something of Stelter's own family history. The plant came from his mother's northern Alberta garden and, in turn, from his grandmother's garden.

A collection of shoots planted this year represents his first attempt at crossing modern

cultivars with early species. His ultimate goal: to register a cultivar of his own.

Although day lilies are the centrepiece, there are plenty of other perennials, including two of Stelter's other pets: irises and hostas. He's organized the garden according to patterns of light and shade — cool pinks and blues out front, fiery yellows and oranges out back — and pays attention not just to bloom but also to interesting foliage shades, shapes and textures. "I think there's so much dramatic variety in foliage," he says.

"When daisies pied and violets blue
And ladysmocks all silver-white
And cuckoobuds of yellow hue
Do paint the meadows with delight..."

Love's Labor's Lost, William Shakespeare

There are plenty of places to sit and admire the Southey back garden at 6 Crawford St. just north of the University — in the Adirondack chairs set amid the perennial beds, on a rooftop terrace, at table and chairs set out before the massive outdoor stone fireplace that somehow found its way here in the 1930s from Kortright Farm. But Prof. Clive Southey, Department of Eco-

Continued on page 9

SCHOLARSHIP AND TEACHING: THE DEFINING CONJUNCTION OF THE UNIVERSITY

"University teaching is the means of ensuring the generational continuity of scholarship"

BY NORMAN GIBBINS

THE CONJUNCTION, or perhaps disjunction, of scholarship and teaching continues to exercise the academic community. The persistent perception that teaching is not a particularly scholarly activity is abundantly illogical and more frequently false than not. Teaching is a process, the primary purpose of which in the university is to maintain the generational continuity of scholarship. Scholarly teaching must, therefore, be the norm. The degree to which it is achieved will depend, naturally, on the scholarship of the teacher and on the wish to have his/her scholarship endure to some degree in the experience of the students.

Scholarship is a condition of the intellect. It is a complex admixture. It requires the exposure of knowledge, its validation and collation. It identifies the gaps in — and denies the boundaries of — the multidimensional lattices of knowledge. It seeks new intellectual perceptions, opportunities and directions. It nurtures creativity and uses it synthetically in the furtherance of understanding. It is a progenitor of wisdom.

The concept of scholarship is thus discipline-independent. It applies equally validly to science, to the arts, to the humanities and to other intellectual endeavors. Importantly, the description invokes no particular means whereby scholarship is to be displayed or recognized. This omission is deliberate because scholarship can be, and is, reflected in all human intellectual activities, and arguably none has greater claim to validity as a vehicle for scholarship than any other. The issue of validity arises with respect to the scholarship, not its vehicle. Thus, no particular form of expression of scholarship can be seen as being a defining element of scholarship; neither can it be dismissed as being irrelevant. Nonetheless, the expression and communication of scholarship, by any means, are crucially important to both the collaborative development of ever-wider scholarship and to the maintenance of its generational continuity.

One reason for the perceptual segregation of teaching and scholarship in universities has been the contraction during the 20th century of the notion of scholarship, particularly in the practice of science. This is due, in part, to the enormous and continuing information explosion. No longer can the scholar maintain intense familiarity with all spheres of intellectual activity, which had been possible until relatively recently. The contraction of personal boundaries of scholarship, resulting in either intense and restricted specialization or in more shallow learning over a broader area, became inevitable. Also, in recent decades, the competition for funds to support research programs has tended to encourage specialization to optimize productivity, usually defined in terms of published results of the research enterprise. To some scientists, the pinnacle of scholarship, perhaps even the definition of scholarship itself, has become the refereed paper in the specialized primary journals. This attitude is often accompanied by the erroneous equating of scholarship with research. Inevitably, therefore, to the extent that contraction of the concept of scholarship — and of the contexts within which it was seen to operate — has occurred, the criteria and terms of reference for the evaluation of scholarship have become correspondingly restricted. Consequently, its perceived significance to many types of intellectual activity, including teaching, has become subverted.

The equating of research with scholarship is often reflected in the manner of evaluation of the scholarly activity of university faculty members. The unwillingness to recognize fully that scholarship is in the intellectual substance of the communications of the scholar, whether they are in research journals, text-

books, newspapers, radio interviews, course manuals, lectures to undergraduate classes, discussions in the coffee room and hallway or any other accessible vehicle, persists. The reality is, however, that as long as there is someone who is reading or listening and being informed, stimulated and challenged by the experience, then scholarship is being displayed, and its worth can be evaluated.

Like teaching, research is also a process. And like teaching, to be meaningful, it has to be predicated on sound scholarship. It must also be contributive to it by providing new and appropriately validated information. For most scientists, research embodies the precepts of Baconian induction and the scientific method, within which the collaborative reality and the collective validation of new information, and the knowledge derived from that information, are to be found. From the artist, the scholar of the humanities and the social scientist come other ways of knowing and validation, which together will permit the whole potential for human awareness of the universe, from the clinical impersonality of the scientific method to the passion

necessary bond between scholarship and teaching.

There is some ambiguity in Boyer's terminology as it applies to teaching. The "scholarship of teaching" can be interpreted to mean the display, by the teacher, of his/her personal scholarship (in the discipline and beyond) in the classroom and in the teaching materials prepared for the course. This can appropriately be referred to as "scholarly teaching." It must also be noted, however, that teaching is also the expression and practice of another discipline — pedagogy. In that context, the phrase "the scholarship of teaching" could well be interpreted as relating to expertise and scholarship in pedagogy, rather than in the discipline being taught. The former meaning, i.e. scholarly teaching, will be assumed here. This is consistent with the meanings of the scholarships of discovery, integration and application, for which no parallel ambiguity is detected.

Although Boyer's analysis was justly acclaimed, it was, however, misguided in one crucial aspect. Rather than emphasize the conceptual unity or indivisibility of scholarship, he chose to fragment it and develop a taxonomy of the four forms noted

above. The strength of this taxonomy is its affirmation of the central role of scholarship in the four areas, particularly in teaching. The undermining weakness of the proposal is its erosion of the essential indivisibility of scholarship. But there is another, more practical, problem. Taxonomies breed hierarchies. Boyer himself indicates support of the general commitment to the scholarship of discovery as the *prima inter pares* of his taxonomy. The implication thus arises for the existence, or the possible elaboration, of a hierarchy within this taxonomy. A hierarchy of scholarships, or of intellectual activities within which scholarship is central, provides the means not only for their segregation, but also for their selective rejection, both as intellectual concepts and as evaluative precepts. The implications of the rejection of, for example, the scholarship of teaching or of application in the context of the evaluation of the scholarly activity of university faculty members (a primary concern of Boyer) are substantial and self-evident.

Boyer's taxonomy serves as a substantial reminder that scholarship can be displayed and put to work in a variety of contexts, both esoteric and practical, with equal validity. It remains clear, however, that our collective view of the nature of scholarship will continue to evolve as we are increasingly challenged to comprehend not only the natural and interrelated complexities of the universe, but also the complications that humankind itself has imposed on that universe.

The implications of this necessarily brief analysis are substantial. First, acceptance of the arguments made here leaves little room to deny the reality of and necessity for scholarly teaching. Second, the reaffirmation of the unity — or the universality or the indivisibility — of scholarship re-emphasizes the ephemeral nature of artificial academic boundaries, whether they are interdisciplinary or of the kind enumerated by Boyer. Third, the distinction is seldom articulated between scholarship as a condition of the intellect, and research and teaching as operational processes in support of learning and scholarship, and its emphasis here may help stimulate the development and application of appropriate evaluation criteria. And fourth, the identification of university teaching as the means of fostering not simply the continuity of knowledge, as Boyer suggests, but rather the generational continuity of scholarship has the potential not only to resolve the controversy surrounding the place of teaching in the professional life of the professor, but also to associate inextricably both research and teaching in the common cause of scholarship.

Prof. Norman Gibbins is a faculty member in the Department of Microbiology.

**THE UNWILLINGNESS TO RECOGNIZE FULLY THAT
SCHOLARSHIP IS IN THE INTELLECTUAL SUBSTANCE
OF THE COMMUNICATIONS OF THE SCHOLAR,
WHETHER THEY ARE IN RESEARCH JOURNALS,
TEXTBOOKS, NEWSPAPERS, RADIO INTERVIEWS,
COURSE MANUALS, LECTURES TO UNDERGRADUATE
CLASSES, DISCUSSIONS IN THE COFFEE ROOM
AND HALLWAY OR ANY OTHER ACCESSIBLE
VEHICLE, PERSISTS.**

evoked by a Beethoven sonata to the imagery stimulated by a fine poem or a Picasso, to be realized and expressed to the full.

These various ways of knowing are not, of course, mutually exclusive. On the contrary, their joint application to investigative and creative activity, scientific or non-scientific, can be enriching and enabling. The realization of this potential requires, however, the breadth of awareness and scholarly concern that characterized the Enlightenment of the 16th and 17th centuries, and which reflects a sympathetic appreciation of the ways of near and distant disciplines. Such appreciation, although to be applauded, is not enough, however. More than 150 years ago, William Whewell espoused the concept of "consilience," a notion that is currently being championed anew by E.O. Wilson. The essence of consilience is the testing of theory by the coincidence of inductions derived from different "classes of facts." Embodied in the concept are possibilities for (a) the application of a broader scope of scholarship than is usual in contemporary discipline practice and, therefore, (b) a more substantial validation of knowledge. The contraction of scholarship has been a denial of Whewell's lesson. It is not too late to pause and listen.

In 1990, Ernest Boyer published an important monograph ("Scholarship Reconsidered: Priorities of the Professoriate") in which he analysed the nature of scholarship and the problems accruing from its contraction in the preceding decades. A primary concern was to re-identify scholarship as an element of all aspects of intellectual inquiry and development in the contemporary world. To this end, he proposed the recognition of four forms of scholarship — discovery, integration, application and teaching. In the years since, Boyer's thesis has found many adherents and provided an invaluable and timely reminder of the

CONVOCATION '98



*Convocation is the most important event in the life
of a university, when families come to campus to
celebrate achievement and the beginning
of a new chapter in the lives of the graduates*

UNIVERSITY
of GUELPH

Outstanding in Their Class

Medals are awarded each spring to graduating students who have made outstanding contributions to the University of Guelph and to the greater community, while maintaining the highest academic standards.

The Forster Medal is U of G's top graduate award; the Winegard Medal is the top achievement for an undergraduate student.

WINEGARD MEDAL

Joanna Leyenaar Has Already Started Her Life's Work of Helping Others



JOANNA LEYENAAR is someone who likes to get involved. As a student at Guelph, she served as a peer helper at the Centre for International Programs, a START leader, a research assistant in the Department of Population Medicine, a founding member of the Residence Action Committee and a student ambassador for the University. A President's Scholar, she also served on the selection and review committee for the scholarship program.

In her spare time, Leyenaar worked as a volunteer at Guelph General Hospital, was a research assistant at the Ontario Cancer Institute and was a founder and facilitator of Covenant House's Family Unit Child Sponsorship Program.

It was this record of involvement in University and community activities -- along with her high academic achievement -- that earned her the 1998 Winegard Medal, the University's top undergraduate prize. The medal is named for former U of G president Bill Winegard.

Perhaps Leyenaar's most remarkable achievement was her recent work in Kenya providing relief to children stricken with HIV. This summer, she plans to travel to Eastern Europe to work with HIV-infected children there. She hopes to become a doctor.

COLLEGE NOMINEES FOR THE WINEGARD MEDAL

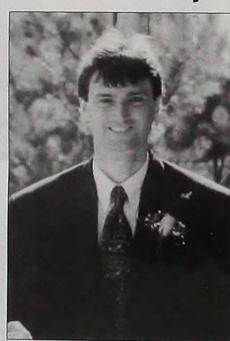
- ARTS • Kirsty Bell
- CBS • Joanna Leyenaar
- CPES • Charles Mitchell
- CSS • Heather Brock
- FACS • Ian McQueen
- OAC • Patrick Crampton
- OVC • Krista Halling

COLLEGE NOMINEES FOR THE FORSTER MEDAL

- ARTS • Jennifer Fletcher
- CSS • Doug Ramsey
- FACS • Sharon MacLeod
- OVC • Janet Douglas

FORSTER MEDAL

Doug Ramsey Has Shown That Leadership Is Symbiotic With Scholarship



GOVERNOR GENERAL'S MEDALS

They're the Tops!

Governor General's Medals are awarded each spring to three graduating students. The gold medal is awarded for outstanding academic achievement at the master's level. The silver medal goes to the undergraduate student with the highest marks, and the bronze medal goes to the diploma program graduate with the top marks. Meet the 1997/98 winners!



GOLD

STEPHEN LEONARD Master of Science in Physics

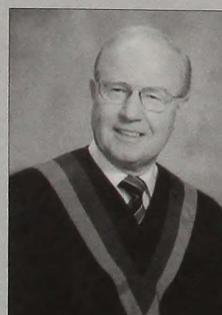
A FORMER CANADA SCHOLAR and graduate of Queen's engineering program, Stephen Leonard enrolled at U of G in 1995 and earned his M.Sc. in 1997. His thesis focused on "Wave Tails of Integer-Spin Fields in Curved Space Time" under the supervision of Prof. Eric Poisson. While at Guelph, Leonard organized a highly successful series of graduate student talks. The recipient of numerous awards, including Natural Sciences and Engineering Research Council fellowships, he is now completing a PhD at the University of Toronto.



SILVER

KELTY THOMSON Bachelor of Science in Biological Science

KELTY THOMSON spent a busy four years at U of G. She did extensive volunteer work in the emergency room and the child life ward at the Guelph General Hospital, did peer tutoring in biochemistry, chemistry and nutrition, and worked with Prof. Gordon Kirby, Biomedical Sciences. She is spending the summer working in human resources for electrical/electronics supplier Groupe Schneider in Toronto and will enrol in the University of Toronto's physical therapy program this fall.



BRONZE

RALPH SYKES Ontario Diploma in Agriculture

HIS CHILDHOOD LOVE of farming hastened Ralph Sykes through a 30-year career in public accounting and led him to enrol in U of G's diploma program in agriculture. He took early retirement in 1996 with plans to buy and operate a farm, but recognized that farming practices have changed a lot since he was a boy in Alberta, so he came to Guelph to upgrade his agricultural knowledge. Sykes has a BA in economics from the Royal Military College and an MBA from York University and is also a chartered accountant. With his OAC diploma, he hopes to raise livestock using intensive grazing management practices.

Doug RAMSEY, a PhD candidate in the Department of Geography, is this year's winner of the Forster Medal, U of G's top graduate award. Named for former U of G president Donald Forster, the award recognizes academic achievement, motivation, leadership and citizenship.

Ramsey has been published in professional publications, has delivered papers for scientific journals and has given presentations to lay audiences in Ontario and throughout the United States. His commitment to the scholarly community is evident in his role in the interdisciplinary Tri-Council Project on Agro-ecosystem Health, which involved faculty and graduate students from a range of disciplines.

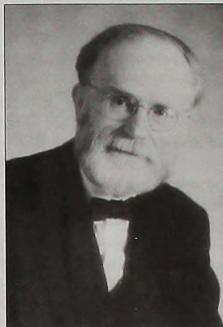
On campus, Ramsey served as president of the Graduate Students' Association from 1995 to 1996, was a member of Senate and Board of Graduate Studies, and worked on various committees involved with strategic planning. He also made contributions to the University's Human Rights Policy Development Working Group.

Off campus, Ramsey has volunteered with the Hillside Music Festival, helped in maintaining the local neighborhood ice rink in Guelph and assisted the service work of the Kinsmen in Simcoe.

A Tradition of Honors

University of Guelph convocation traditions include the recognition of individuals who share the University's commitment to education and the pursuit of knowledge. Honorary degree recipients, honorary fellows and faculty recognized for outstanding teaching and research represent a diversity of endeavors.

HONORARY DEGREES



TAYLOR STEEVES

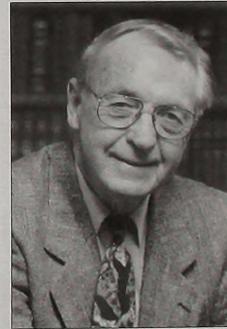
INTERNATIONALLY RECOGNIZED botanist Taylor Steeves will receive an honorary degree for his years of innovative research in plant development. Born in the United States, Steeves earned his PhD at Harvard and taught there for a period before joining the Department of Biology at the University of Saskatchewan in 1959. In 1992, Saskatchewan awarded him a D.Sc. During his career, Steeves published the seminal text *Patterns in Plant Development* with colleague Ian Sussex. Based largely on their own research, the volume is still used worldwide. In addition to co-authoring an introductory botany text and contributing chapters to a range of other texts, Steeves was the editor of two international journals. He has received many honors for his research, including the Lawson Medal from the Canadian Botanical Association and membership in the Royal Society of Canada and the Botanical Society of America.



VIGDÍS FINNBOGADÓTTIR

FORMER ICELANDIC PRESIDENT Vigdís Finnbogadóttir will receive an honorary degree for her professional

and personal accomplishments. A 1949 graduate of Reykjavik College, she studied French literature and drama at the University of Grenoble and the Sorbonne, theatre history in Copenhagen and French philosophy at the University of Uppsala, Sweden. After returning to Iceland to study English, she taught French at Reykjavik College. During the 1970s, Finnbogadóttir won national recognition for her appearances on Icelandic national television, hosting educational and cultural programs. She was a member of the Advisory Committee on Cultural Affairs in Nordic Countries from 1976 to 1980, serving as chair from 1978. She was elected president of Iceland for a four-year term in 1980 and re-elected again in 1984, 1988 and 1992. She completed her fourth term in 1996. During her 16 years in office, she devoted herself to the cultivation of the identity and integrity of Iceland, its language, its culture, its environment and its youth.



WILLIAM PRITCHARD

WILLIAM PRITCHARD, retired dean of the School of Veterinary Medicine at the University of California, Davis, will receive an honorary degree for his years of distinguished leadership in advancing the science of veterinary medicine worldwide. After earning his DVM from Kansas State University in 1949, Pritchard completed a PhD at the University of Minnesota in 1953. Over the next 40 years, he held faculty positions at Minnesota, Purdue, the University of Florida, Iowa State University and California. He is author of more than 150 scientific articles and reports dealing with veterinary science, agriculture, veterinary education and international development. Among his long list of accreditations, he has won the Governor's Award from the State of Florida, was a visiting fellow at Princeton's Woodrow Wilson School of Public and

International Affairs and was named an honorary life member of the Conference of Public Health in 1992. He is also a member or chair of at least 90 senior national and international level advisory and consultative panels and committees and has visited more than 70 countries in connection with development-related tasks or projects.

HONORARY FELLOWS



WILLIAM BROCK

WILLIAM BROCK, deputy chair, risk management, Toronto Dominion Bank, will be named an honorary fellow of the University of Guelph for his many contributions to this institution. A 1958 B.Sc.(Agr.) graduate of Guelph, Brock also holds a bachelor of applied science in mechanical engineering from Toronto and an MBA from the University of Western Ontario. He holds or has held memberships and directorships of a range of financial organizations, including various TD subsidiaries in North America and the Pacific Rim, Dover Industries Limited, Monarch Development Corporation, the Jim Patterson Group, Maple Leaf Gardens, Universal Communications Inc. and the Canadian Bankers Association. He was appointed to Guelph's Board of Governors in 1988, served as vice-chair in 1989 and chair from 1991 to 1994. He is currently chair of the board of trustees of G's Heritage Fund. He has also served on Senate, chaired the OAC Alumni Association and OAC Advisory Board and, in the 1980s, was vice-chair of U of G's capital campaign.

NORRIS HOAG, assistant deputy minister for education, research and laboratory programs, Ontario Ministry of Agriculture, Food and Rural Affairs (OMAFRA), will be



named an honorary fellow of the University of Guelph in recognition of his drive and vision in promoting agriculture and agri-food research. Hoag joined the ministry immediately after graduating with a B.Sc.(Agr.) in 1966 and has held a range of leadership positions with OMAFRA. Early in his career, he envisioned the tremendous returns on investment that agriculture and food research generate for Canada and has been instrumental in maintaining OMAFRA support for U of G research programs. He played a key role in developing the new OMAFRA/U of G partnership that has strengthened Guelph's position as Ontario's premier institution in post-secondary agricultural education and agri-food research. Hoag also served on the executive of the Canadian Agri-Food Research Council and chaired its strategic-planning committee and has been a member of the executive of Ontario Agri-Food Technologies. The boards of the Country Heritage Experience, Inc., the Farm Museum, the Royal Agricultural Winter Fair and the National Institute of Nutrition have also benefited from his counsel.

JOHN BELL AWARD

GIL STELTHER

PROFESSOR GIL STELTHER, History, is this year's winner of the John Bell Award for excellence in teaching and curriculum design. A PhD graduate of the University of Alberta, he taught at Laurentian University from 1969 to 1974, serving as chair of history 1969 to 1972. He joined U of G in 1974. Over his career, Stelter has written 10 books and 14 chapters, as well as numerous articles, book reviews and conference papers. His many awards include the Queen Elizabeth Silver Jubilee Medal in 1977, the John Amos Comenius Medal, the Ontario Historical Society's Riddell Award and the

U of G Faculty Association Teaching Award. During spring convocation, he will also be named University professor emeritus. Stelter's years of research have influenced the study of urban history throughout North America and the world. His books *The Canadian City: Essays in Urban and Social History*, *Cities and Urbanization: Canadian Historical Perspectives* and *Power and Place: Canadian Urban Develop-*



ment in the North American Context have become indispensable resources for students in Canada and the United States. Stelter has further married research and undergraduate study with the establishment of a historical Web-based resource. The site features archives, resources and links to other historical research of students and the wider online world. Used as the centerpiece for a course he teaches, the site is frequently visited by historians from around the globe.

RETIREE HONORS

ERIC BEAUCHAMP

OWEN SLOCOLME

FRANK HURNIK

UOF G WILL ALSO BESTOW UNIVERSITY professor emeritus status on three other retired faculty — Eric Beauchamp, Land Resource Science; Frank Hurnik, Animal and Poultry Science; Owen Slocombe, Pathobiology. Beauchamp joined the University in 1967 and is an expert on soil management through fertilization and organic waste use. A U of G faculty member since 1972, Hurnik is an international leader in the study of animal behavior and promotion of animal welfare. A faculty member at Guelph for 28 years, Slocombe is an international expert in researching the biology and transmission of canine heartworm disease.

Completing the Academic Circle

Convocation is one event where the whole educational team is on board: students and faculty, parents and family. It is a time for the University to welcome its new alumni, strengthen partnerships with the community it serves and develop new friendships with those who share a commitment to education.

ADDING THE PERSONAL TOUCH

THE UNIVERSITY OF GUELPH is known for its impressive outdoor ceremonies at spring convocation, but many would be surprised to learn that the tradition originated from necessity. Guelph graduates first moved outdoors during the postwar years when class sizes at OAC swelled beyond the capacity of War Memorial Hall. The ceremony on Johnston Green was revived by the Aggies in 1978 when the B.Sc. class grew to 299 graduates. There were 1,700 graduates in all that year; almost 2,000 will convocate this spring in seven ceremonies.

Mother Nature often plays a significant role in U of G's outdoor ceremonies, where chipmunks, birds and an occasional dog have joined in. Some graduates have worn gloves for the brisk walk across campus; more often, shorts and sandals appear under the black robe. A few Guelph graduates have heard thunder while waiting to receive their degrees, but none have ever been rained on during an outdoor ceremony.

In inclement weather, spring convocation is held in the Athletics Centre, but fall and winter ceremonies continue to be held in War Memorial Hall. In all venues, the most critical part of the preparation for convocation is getting everyone lined up for the procession. That responsibility falls to parade marshal Prof. Ken Fisher, Biomedical Sciences, who has orchestrated Guelph convocations since the early 1980s. He and his team of faculty ushers keep things moving and try to add the personal touch that U of G ceremonies are famous for. As each new graduate leaves the platform, he or she finds the welcoming hand of a professor and an alumnus of the University.

Historical photo files show us that convocation at Guelph has always been a memorable occasion. In the 1940s and 1950s, Macdonald Institute diploma graduates made their own white dresses for the ceremony. Some graduates throw kisses to the crowd, give a high sign or carry a placard with a personal message for Mom and Dad.

Pauline McGibbon added flair to the ceremony in 1977 when she arrived in a horse-drawn carriage for her installation as chancellor. In 1979, she was whisked away by an OPP helicopter that set down on Johnston Green just moments after she had finished conferring the degrees.

Convocation guests and graduates alike were startled into attention dur-



ing one rather lengthy speech when a drowsing organist fell off his chair in the balcony of War Memorial Hall. In 1983, Canadian singer Jan Rubes performed after receiving an honorary degree, and children's writer Jean Little's seeing-eye dog received special recognition when the author was honored in 1990.

Current chancellor Lincoln Alexander made a plea for human rights during his 1991 installation ceremony, and president Mordechai Rozanski brought tears to the eyes of many when he spoke at his own 1993 installation about the freedoms we enjoy in Canada. The son of Holocaust survivors he emigrated with his parents from Poland in 1953 and was educated in Montreal.

Rozanski's career move to Guelph was, in a sense, a Canadian home-

coming after a 25-year academic career in the United States.

Tears often appear at convocation ceremonies as graduates share a special time with family and friends.

HOLDING ON TO TRADITION

THE UNIVERSITY OF GUELPH convocation ceremony is steeped in tradition and symbolism, with a measure of theatrics thrown in to help make this the most memorable day of a graduate's university experience.

Each convocation begins with a procession of dignitaries, professors and graduating students, bedecked in flowing black robes and led to the platform by a beadle carrying the University mace. An instrument of war in the Middle Ages, the mace is now carried as a symbol of the authority of

the University as an educational institution. A gift from the citizens of Guelph, the U of G mace is crafted of silver and decorated with stone from the Johnston Arch, pine from Massey Library and metal from an old Ontario farm implement. The head is a replica of the crown of Queen Victoria, during whose reign the founding colleges were established. The crown is decorated with native Canadian stones and the insignias of Queen Elizabeth II and the three original colleges. Enclosed in the head of the mace are four plaques bearing the coats of arms of Canada, Ontario, the City of Guelph and the University of Guelph. Symbols on the main shaft represent the arts, the sciences and various activities of the colleges.

The beadle whose predecessors

wore sleeping parishioners in the ear-
ly Church of England now places the hood on graduates as they kneel before the chancellor to beg (symbolically, of course) for their degrees. In today's ceremony, the chancellor grasps each graduate's hands as he confers the degree.

The tradition of the academic gown also dates from the Middle Ages when loose outer robes were worn by theologians for warmth. A black robe became the traditional dress of professors in the early English universities and evolved into the current use as ceremonial robes. Around 1900, colorful hoods were added as a way of distinguishing one university from another. The color of the lining signifies the university; the band around the edge of the hood denotes the course of study. University of Guelph hoods are red and gold on a black background. The outer band is one of nearly two dozen colors, depending on the graduate's degree program. Undergraduate and master's graduates wear black robes at Guelph. PhD candidates wear a royal blue silk.

U of G has not adopted the mortarboard or cap, although some faculty wear caps typical of those worn at their own alma mater.

Before the University of Guelph was established in 1964, graduates of the founding colleges were awarded degrees under the authority of the University of Toronto. The first U of G convocation was held May 20, 1965. It was an auspicious occasion when J.D. MacLachlan and George Drew were installed as U of G's first president and chancellor. The first honorary degree was awarded that day to John Kenneth Galbraith, a 1931 graduate of the Ontario Agricultural College who had built a reputation as one of the leading economists in the United States. Now professor emeritus of Harvard University, Galbraith shared the stage in 1965 with 253 recipients of undergraduate degrees and 137 diploma graduates.

EXTENDING THE U OF G ALUMNI FAMILY

A STRONG ALUMNI PRESENCE is a highlight of a University of Guelph convocation, as graduates of the past attend each ceremony to extend a welcoming hand to the newest members of the alumni family. The University of Guelph Alumni Association represents more than 80,000 alumni worldwide and grows by more than 2,000 each year as the University's graduating class assumes the rights and privileges of being a Guelph alumnus.

A PAWS-ITIVE INFLUENCE

Animal behaviorist Pamela Reid helps maintain the bond between humans and their pets

BY ALEXANDER WOOLEY

NOT MANY PEOPLE can say they do a job so unusual that all members of their profession on one continent could fit inside a small classroom. But such a claim can be made by Prof. Pamela Reid, an applied animal behaviorist in the Department of Population Medicine and one of perhaps only 40 in all of North America.

Reid, who joined OVC in January, defines an animal behaviorist as a repair person. "My role is repairing the bond between human and animal. People who are referred to me usually already have a strong bond with their pet, but they need some help in making it work again."

As a practitioner, Reid has built up a wealth of experience in applying theories of animal behavior on a clinical basis. Before coming to Guelph, she spent three years doing her repair work from a private practice in Toronto, which she still maintains in addition to her teaching and research duties at OVC. She believes the academic setting of OVC allows her to extend the research envelope while teaching veterinary students the critical role of the human-animal bond. The latter she achieves, in part, by taking fourth-year students with her on house calls to clients.

The emerging nature of animal behavior research is one reason Reid is happy to be at U of G. "I wanted to do research, which is why I came to Guelph. This field is so new and so small that it's great to be in a university setting, because this is where new techniques can be developed and evaluated; this is where the research is going to get done. Plus, there's the intellectual stimulation of being at a university."

The singularity of the profession is reflected in the diversity of workplaces that have called on Reid to render her expertise. These include the U.S. Department of Defence, which uses sniffer dogs to locate drugs and explosives, and an American advocacy group that uses dogs as service animals.

In the study of the human-animal bond, Canada is lagging



behind the United States, where larger animal hospitals have human-animal bond counsellors on staff, says Reid. But on both sides of the border, recognition is growing among veterinarians and animal owners alike that bonding issues are critical, she says. Still, there is the occasional skeptic.

"There are some people who don't take this work too seriously, but they're in a minority," she says. "I get called a 'dog shrink' now and then, but most people realize that animals have behavior problems sometimes, just as humans do."

Her specialization dovetails neatly with that of colleague Cindy Adams, a veterinary epidemiologist at OVC since 1992. Whereas Reid focuses on animal behavior and strategies to shape this behavior so that human and animal can live together, Adams leans towards improving the art of veterinary medicine, particularly as it relates to client relations, communications skills and developing a protocol for vets to help pet owners going through the death of an animal.

Adams studies the human-animal bond, too, focusing par-

ticularly on the ways that animal owners can bid goodbye to that bond in a healthy way. Reid's work focuses on maintaining the bond while a pet is alive. Both incorporate strong practical applications into their respective areas of research and teaching.

"Animal behavior and the human-animal bond both relate to the area of human-animal interactions," says OVC dean Alan Meek. "Work in this area is gaining greater acceptance as we undertake to understand our relationship with nature and the environment. The appointment of Dr. Reid, in addition to Dr. Adams, is indicative of our commitment in these areas and an important step."

Reid's education is as a psychologist — she has degrees from the universities of Alberta and Toronto and did postdoctoral work at Auburn University — but she is a psychologist whose buoyant love of animals means she has never specialized in anything else.

Does she have any tips for dog and cat owners? "The most common error, especially by dog owners, is not socializing their pet enough. Dogs need to see other dogs, people, sights and settings. Without this stimulation, there can be enormous behavior problems."

Reid has seen her share of those problems, including a dog that would bite and bark at trees because the animal associated them with the squirrels it had started chasing. Another canine patient was obsessed with the moon. Max the cat wouldn't allow family members to descend to the basement because the washing machine there had once broken and sprayed him with water. "Cats have a tendency to redirect aggression on to humans," Reid notes.

In OVC, she divides her time among research, clinical referrals and teaching animal behavior courses to first-year students. Current research interests include aggression in dogs, evaluating the benefits of early socialization classes for puppies and temperament tests for puppies.

New Chair Re-examines Role of Economics

"I would like to get the message out that economics is not stodgy, but vital, useful and necessary"

PROF. CHRIS MCKENNA, Economics, believes the creation of the new College of Social and Applied Human Sciences has encouraged some collective introspection, at least within his discipline.

"The college is a move in the right direction and has given our department an opportunity to soul-search a little, redefine and refocus our mission, discover ways to maintain quality programs."

Chair since Jan. 1, McKenna inherited a department that, according to consensus, needs just fine-tuning to keep it running smoothly. With almost a touch of disappointment in his voice, he describes the transition: "When I took up the reins, there were no chronic problems to solve. Louis (previous chair Louis Christofides)

had instilled an excellent culture and management style within the department, and the research and teaching programs are of high quality."

That verdict is shared by Prof. David Knight, former dean of the College of Social Science. "The Department of Economics is strong and vibrant," says Knight. "There is a commitment to excellence and innovation in teaching, as measured by the number of teaching awards won by the faculty. Further, the faculty's superb research output, regularly published in the top international journals in the discipline, is most noteworthy."

As a personal aside, McKenna found that becoming chair occurred at a time when he was himself coming to re-examine the role economics could play within a wider context, re-

sults of which he would like to invest back into the department: "I was at a stage in my career where I wanted to take a broader view of research and teaching interests and the sort of contribution this department can make to the University and the community at large." As a result, his strategy will focus on reinforcing increased cross-disciplinary research ties and learning opportunities, while promoting economics as a discipline.

On the latter, McKenna believes his department has an advantage because of what it can offer students, including a broad base of subjects. "We don't really have a niche, and that in large part is because in this area, you need to be able to do many things to satisfy the outside societal demand for economics in all its variants and applications. Economics is

widespread and pervasive, something that is not always appreciated. But this in turn allows us to be flexible and diverse enough that our students can choose from a wide variety of careers after graduation."

McKenna would like to combat the notion that economics is, well, dull. He believes cross-country recruiting of students needs a proactive approach, beginning with attitude. "I would like to get the message out that economics is not stodgy, but vital, useful and necessary," he says.

Part of this strategy will involve extending the roots that connect his department and its specialties to other areas on campus. Ties to arts and environmental science programs already exist, and the department will play an integral role in the new University Faculty of Management.

With 22 full-time faculty, the Department of Economics has noted strengths in labor economics (McKenna's own specialty), econometrics and resource and environmental economics.

"The latter two especially have lots of synergy with what is going on elsewhere at the University," he says. "There are some natural ties. I want to build on those existing common areas and capitalize on opportunities we see for further collaborations. Once you have identified strengths departmentally, you tend to grow around those areas, attract faculty who specialize in those subjects."

Additional economics forces cover industrial organization and social welfare issues, including health, housing and public finance.

BY ALEXANDER WOOLEY

Hemp Is Cropping Up As Viable Farm Product

Kemptville, Ridgetown researchers help develop potentially lucrative industry for Ontario agriculture

HEPM COULD BE a major cash crop for Ontario farmers . . . and U of G researchers are helping to make it viable.

In January, Health Canada lifted a 60-year ban on growing hemp. This is expected to spark the planting of about 3,000 acres of hemp in Ontario and about 10,000 acres in Canada this year.

Kemptville College researcher Gordon Scheifele and Peter Dragla of Ridgetown College are helping to develop the potentially lucrative industry for both the northern and southern agricultural growing regions in Ontario.

Scheifele is working with 28 five-acre research on-farm strip trials in northwestern Ontario in Thunder Bay, Rainy River and Dryden (150 acres) and six replicate plot research sites (150 acres) in Northern Ontario (Verner, New Liskeard, Kapuskasing, Thunder Bay, Dryden and Emo), testing nine varieties of hemp and conducting production research experiments. Dragla is conducting breeding program trials and commercial production of hemp varieties on 2,000 acres in Dover and Essex counties. He is also developing field instrumentation to provide field readings of tetrahydrocannabinol

(THC), the psychoactive ingredient in hemp.

"We are working to establish the potential of hemp as a crop and as an industry in Ontario," says Scheifele. "We hope to find the varieties best suited for northern and southern regions, both for fibre and for grain."

Industrial hemp (*Cannabis sativa*) originated in central and eastern Asia and has been grown in various parts of the world for centuries as an important source of fibre, oil and pharmaceutical products. Hemp fibre can be processed into high-quality paper, rope, textiles, carpet, canvas, clothing and livestock feed. In agricultural applications, it can be used as animal bedding because of its absorbent qualities.

Industrial hemp has only trace levels of THC (less than 0.3 per cent), which is found in its relative marijuana. Nonetheless, because it's a member of the same plant family as marijuana, it has been illegal to grow it in Canada since the 1930s.

That means Canadians who want to get into the hemp market are currently dependent on European hemp seed production and availability. To create a successful industry, Canada must develop a domestic hemp seed breeding and production program as

soon as possible, say Scheifele and Dragla.

There are economic reasons to do so. Before the legalization of hemp in Canada, North American hemp markets were valued at around \$30 million annually and increasing at the rate of \$8 million to \$10 million a year. For farmers, the farm-gate value is \$250 to \$275 per tonne. At an estimated yield of three tonnes per acre, the value per acre is \$750 to \$850. Production costs will range from \$600 to 700 per acre.

In anticipation of the industry's growth, two southern Ontario processors are establishing processing plants for hemp products such as carpets, paper and automotive parts.

In 1997, one of the processors, Kene Ltd., joined Ridgetown College researchers to launch a seed breeding program in Ontario. It was designed to establish and evaluate the suitability of European industrial hemp varieties to climatic conditions in southwestern Ontario.

The research project is ongoing, looking at optimum seeding rates and seeding time, plant density, effects on weed population, losses in plant population from seedling to harvesting, the rotation requirements and the yield potential of hemp varieties

for fibre and grain. Last year, the project was conducted at four locations in Dover Township and one at Ridgetown College. Meanwhile, in the northwest, Scheifele and his team worked on four small test sites at Thunder Bay, Rainy River and Dryden. Preliminary findings were encouraging.

"We were satisfied that we can grow the plant in the north," he says. "The question now is what kind of yield potential can be expected on a field scale and total land base suitable for the crop."

The researchers found a correlation between the latitude at which the crops are grown and the THC levels in the plant; hemp plants grown further north have lower levels of THC. The researchers also found that although hemp is resistant to drought, it requires a large amount of water at certain stages, such as emergence and root development. Although hemp can grow in temperatures anywhere between 2 C and 45 C, the optimal range is 20 C to 25 C.

The plant's state of maturity in part determines the damage it will sustain under extreme weather conditions. The frost tolerance of hemp, for example, increases significantly after the third pair of leaves has developed,

making it able to withstand temperatures as low as -4 C, says Scheifele.

Industrial hemp has the benefit of having few natural predators and good pest resistance. When cultivated for fibre, it requires no chemical treatment to control weeds, because its high density and rapid growth tend to suppress weeds. Hemp leaves a relatively weed-free field after harvest and also leaves up to 40 per cent of its total biomass (leaves, plant tops, roots) as a good natural fertilizer for the next crop. Hemp can be grown in monoculture for two to three years, but researchers recommend crop rotation — with corn, soybeans, wheat, peas or Brussels sprouts — to reduce the risk of building up potential pests and diseases on the crop, such as sclerotinia stem rot (white mould).

This research was sponsored by Grow Ontario, the Tobacco Diversification Program, the Ontario Soil and Crop Improvement Association, Patricia Area Community Endeavors, the Rainy River Future Development Corporation and the National Research Council. It also received in-kind support from Ridgetown College, U of G and Kenex Ltd.

BY KERSTI KAHAR AND MARGARET BOYD
OFFICE OF RESEARCH

From Student to Teacher

TSS training project helps graduate teaching assistants move to the head of the class

JODY HENDRY RECALLS the trepidation she felt when, as a newly minted graduate teaching assistant (GTA) at U of G in 1996, she led an undergraduate seminar discussion for a senior research methods course.

"I'd just graduated, and I was only slightly older than many of the students in the seminar," says the second-year master's student, recounting the jitters common to many novice GTAs who suddenly find themselves wearing student and teacher hats at the same time.

Helping graduate students make the transition from student to teacher more easily and effectively is the purpose of a graduate student training and support project offered by Teaching Support Services (TSS). The project, due for completion by fall, is intended to determine what help and training graduate students already receive and to generate ideas for new training and support initiatives.

"GTAs make a substantial contri-

bution to the education of undergraduates," says TSS director Prof. Julia Christensen Hughes, pointing to a 1994 finding by an Ontario Council of University Affairs task force that teaching assistants provide about 40 per cent of the instruction in Ontario universities. "We have an obligation to make sure they receive the training and support they need."

Strengthening support for graduate students generally — and GTAs in particular — is a key goal of the university's strategic plan, one that is endorsed by senior U of G administrators, the Graduate Students' Association and the union local representing teaching assistants on campus.

The project, which began last fall, consists of five parts.

- About half of the 650 GTAs on campus during the winter semester have responded to a survey with comments and ideas about their function, about current training and support initiatives, and about what training and services should

be provided. "We want to generate a profile of the roles GTAs are playing, find out what departments are doing to support them and suggest ways to build on what is working," says Christensen Hughes, a former chair of the FACS teaching and learning committee who was seconded last year from her faculty position to head TSS. (Hendry is completing the survey as part of her master's thesis; she and Christensen Hughes will present the results at this summer's annual conference of the Society for Teaching and Learning in Higher Education.)

- TSS has just distributed another survey that will elicit similar information from graduate program co-ordinators in colleges and departments across campus.
- The project leaders have discussed current and proposed initiatives with various support-service units, including the Centre for International Programs, the U of G Library, Learning and Writing

Services and TSS itself.

- TSS is evaluating the "University Teaching: Theory and Practice" (UTTP) course through focus groups of the roughly 60 students in the course this winter. The largest single graduate offering at U of G, the course is intended to provide graduate students with teaching skills for their current and future roles.

- A literature review has provided information about how other universities in Canada and the United States train and support GTAs.

Christensen Hughes anticipates that recommendations from the project to the Vice-President Academic's Council will include such ideas as writing a manual for GTAs, improving UTTP, promoting training and support services more effectively and exploring ways to use the World Wide Web to provide information.

Prof. Constance Cooke, associate vice-president (academic), says the project is intended to build on exist-

ing initiatives across campus and to propose new tools and ideas that might be implemented university-wide or by individual departments or units. Some initiatives are already under way, such as discussions about improving Graduate Students' Day, that are being led by Prof. Isobel Heathcote, associate dean of graduate studies.

Training and support needs of graduate students were highlighted in the University's 1995 strategic plan, which mentioned that GTAs are confronting such challenges as learner-centredness, lifelong learning, experiential learning and new learning technologies. With next year's undergraduate enrolment set to increase by 325, GTAs will be expected to take on more — and more varied — teaching responsibilities.

"Graduate students need more training on campus in their GTA roles and in acquiring skills for use after graduation," says Christensen Hughes.

BY ANDREW VOWLES

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Let's Talk Science

U of G graduate students bring science to life for elementary and secondary schoolchildren in area schools

AFTER SHOWING OFF several different mammalian skulls to his attentive audience, zoology graduate student Joe Trakalo was holding up part of a dolphin's skull and speculating about the function of paired grooves carved into the front of the bone.

Furiously waving his hand, one student piped up: "Could they be for nerves?" Trakalo paused, then congratulated the student on his suggestion.

"A future zoologist," said Grade 6 teacher Leslie Newman as the student, perched on a lab stool in the Axelrod Building's wildlife laboratory, beamed.

The class, which had just spent an hour last month oohing and aahing over stuffed specimens and skulls during an outing from Priory Park Public School, is one of a handful of area classes that have teamed up with Guelph graduate students during U of G's inaugural year in a national program designed to bring science to life for elementary and secondary schoolchildren.

Newman's students may not all become zoologists, but botany graduate student Eden Thurston, co-ordinator of the "Let's Talk Science" partnership program at Guelph, says there's a good chance this program will at least pique interest in and awareness of science among many of

them. Thurston points to research showing that children are most receptive to learning about science between Grades 4 and 8. "If they don't get that 'wow' feeling between those crucial years, they'll be less likely to be receptive to science education in later years."

A lifelong science and nature enthusiast who hopes to instill that "wow" feeling in students by becoming a teacher, Thurston decided to establish a Guelph chapter of Let's Talk Science after attending a talk last year by the program's founding director, Bonnie Schmidt of the University of Western Ontario.

The partnership programs began in 1991 and now operate in 12 universities across Canada. Let's Talk Science also organizes community activities, runs a science program for Girl Guides and Scouts Canada, runs professional development workshops for teachers, operates a science club for girls and conducts research in informal science learning.

Under U of G's partnership program, eight graduate students teamed up last fall with teachers in area schools to conduct a variety of activities. One student, for example, spoke to her partner class about her passion for bats; another led an elementary class through experiments on snow and acidity. Earlier this year, several volunteers served as science fair



It's g-g-great!: Grade 6 student Mac Pleus gets up close and ferocious with a stuffed specimen during a tour of the Axelrod Building's wildlife laboratory last week by his class from Priory Park Public School.

judges at a Kitchener school; one graduate student has helped her local partner school set up its own fair. Volunteers may also help teachers update classroom material, mentor student science projects or give class talks about science careers.

Clad in a T-shirt emblazoned with Let's Talk Science's signature logo —

an Einstein lookalike with a line through it and the words "Stop the Stereotype" — Thurston says the program helps dispel the "mad scientist" image. For many children, "scientists are strange suspicious-looking people, and what they do is unnatural and perhaps even sinister," she says.

That's what many classroom teachers think as well, particularly those of younger grades grappling with the province's new science curriculum.

"Elementary school teachers are having to teach more intensive science now than in the past and many don't have extensive science backgrounds," says Thurston. "Through Let's Talk Science, graduate students can share their access to interesting activities and current information with classrooms and teachers."

Graduate students also benefit by gaining practice in public speaking and adding volunteer experience to their résumés. Perhaps most important, they get a chance to share their knowledge and enthusiasm with a receptive audience.

Thurston says the University also wins. "If we can show the public the 'wow' feeling we get from science, then perhaps universities will receive more public support."

Now writing her master's thesis (on the impact of recreational moun-

tain biking and hiking on deciduous forests) and preparing for teacher's college, Thurston has recruited about a dozen new volunteer graduate students from the departments of Molecular Biology and Genetics, Zoology, Human Biology and Nutritional Sciences, Pathobiology, Geography, and Animal and Poultry Science. "If things go well, we might get 20, 40 students," she says.

But more volunteers means more administration. Thurston is lobbying for more institutional support for the program and hopes to see Guelph's program co-ordinator position become permanent.

Following in Thurston's footsteps as co-ordinator will be fellow botany student Sandy Reid.

"The whole culture of Let's Talk Science is bringing science to the community and making science more approachable," says Reid. "We use science every day and we want students to be aware of that."

Adds Trakalo: "Even if students are not scientists, they should be aware of science. I would argue that there's nothing more exciting than science."

Graduate students interested in Let's Talk Science can call Eden Thurston at Ext. 6570 or send e-mail to ethursto@uoguelph.ca.

BY ANDREW VOWLES



Talking heads: Zoology graduate student Joe Trakalo heads up a recent demonstration with Let's Talk Science co-ordinator Eden Thurston.

PHOTOS BY DEAN PALMER / SCENARIO IMAGING

Tour Includes Visits to Five Private Gardens, Sculpture Park

Continued from page 5

nomics, gravitates to the back corner, where a wooden bench perches above one of three fish ponds. "The bench at the back of the pond is my quiet space," he says.

Despite the shade of numerous mature trees, Clive and Janey Southey have artfully arranged the garden's structural elements and plantings to provide color and interest in all directions (he plans the major structural elements and she does the planting

and maintenance).

"I don't think a garden needs flowers to be attractive," says Janey Southey, gesturing to the diverse shades and shapes of foliage around her.

Don't expect to find the Southneys moaning over flats of Popsicle-bright annuals at some impromptu garden centre in a mall parking lot. "I'm a gardening snob," Janey confesses, adding that her one concession to in-

sant color is to plant a flat of impatiens each summer to add white to the picture.

Instead, she relies on old English roses and informal beds of perennials that share the stage throughout the growing season. Accents such as Kenya cooking pots that serve as herb planters and a decorative clay pond fish from India reflect the couple's travels and sojourns overseas.

Voicing the classic English coun-

try gardener's disclaimer — "It'll be better next year" — Janey says the garden is ever-evolving. Last year, the couple dug out new beds around the side and front of the house; this spring, they relocated a flagstone pathway in the back garden.

Ticket prices for the garden tour (\$8 for adults, \$3 for children under 12) include visits to all five private gardens — the fifth, a large country garden at 5635 Silvercreek Parkway

N., belongs to Frank and Margaret Hasenfratz — and the Sculpture Park, as well as complimentary refreshments at the art centre.

Tickets are available at the Macdonald Stewart Art Centre or off campus at the Framing & Art Centre, Royal City Nursery and Coach House Florists. For more information, call 837-0010 days or 837-8082 evenings.

BY ANDREW VOWLES

Human Rights and Equity Office Two-Year Report

EXECUTIVE SUMMARY

"All human beings are born free and equal in dignity and rights."

Article 1, the Universal Declaration of Human Rights

"All individuals should have an equal opportunity to make for themselves the lives that they are able and wish to have, consistent with their duties and obligations as members of society, without being hindered in or prevented from doing so by discriminatory practices based on race, national or ethnic origin, color, religion, age, sex, sexual orientation, marital status, family status, disability or conviction for an offence for which a pardon has been granted."

Section 2, the Canadian Human Rights Act

Introduction

Throughout its history and particularly during the past 10 years, the University of Guelph has engaged in various activities to address issues related to human rights, sexual and gender harassment, and employment and educational equity. The establishment of the Human Rights and Equity (HRE) Office served to centralize the University's existing services and resources in these areas, and to better co-ordinate and increase the profile of human rights and equity initiatives on campus. The past two years have been a time of significant transition and growth for the HRE Office, which was opened officially Jan. 26, 1996, by Rosemary Brown, chief commissioner of the Ontario Human Rights Commission, at the invitation of president Mordechai Rozanski.

The mission of the HRE Office is to work toward the removal of all systemic barriers, harassment and discrimination and to engage in advocacy in the University community toward this end. The HRE Office is active mainly in the areas of policy review and development, consultation and complaints resolution, education and training, community support and institutional change, and research and evaluation. Its activities are informed and guided by provincial, federal and international human rights statutes, including the Ontario Human Rights Code, Canadian Human Rights Act and the Universal Declaration of Human Rights, and by the University's sexual and gender harassment policy and procedure and interim human rights complaint procedure.

This report documents the activities of the HRE Office in its first 24 months of operation.

Policy review and development

Human rights policy

During the past year, the HRE Office has worked in co-operation with the various University constituents to develop an umbrella human rights policy that will provide a more integrated framework for resolving internal human rights complaints and achieving the educational and other goals discussed above. The HRE Office assisted the Human Rights Policy Development Working Group in evaluating feedback on its first draft of the policy during the summer/fall of 1997. It is anticipated that the human rights policy proposed by the working group

will be submitted to Board of Governors for approval in fall 1998.

Employment equity

In December 1995, the provincial government repealed its Employment Equity Act. Although this legislation was revoked, the University continues to meet its obligations under the federal Employment Equity Act, the Federal Contractors Compliance Program and human rights legislation (federal and provincial). Human Resources continues to play a primary role in implementing the University's employment equity policy. The University's Employment Equity Committee continues to have joint responsibility for implementing and evaluating the University's employment equity plan.

In December 1996, the director of human rights and equity proposed new terms of reference for the Employment Equity Committee that were approved by the president's Executive Group.

Case management

Providing consultations to members of the University community and helping to resolve human rights complaints are important functions of the HRE Office. The office has begun to develop a case-management system, which will be refined based on the procedures identified in the new human rights policy, to ensure a co-ordinated and consistent approach to handling complaints. Mediation is playing an increasing role in the HRE Office's settlement of complaints. This approach is consistent with the Ontario Human Rights Commission's introduction of mediation in the early stages of its complaints process and with the increased use of alternative dispute resolution as a preliminary step before civil litigation and labor arbitration. Through providing individual consultation and/or mediation between parties, the HRE Office attempts to resolve complaints at the earliest possible stage.

Consultations and complaints

The HRE Office provided a minimum of 188 consultations to members of the University community during the reporting period. In the majority of these cases, individuals who contacted the HRE Office received an initial consultation from a human rights consultant and, depending on the complexity of the matter, one or more follow-up meetings to address their concerns. It is worth noting that 78 of these consultations involved complaints of harassment or discrimination, and the remaining 110 involved requests for educational materials or concerns about inappropriate behavior, conflict in the workplace, abuse by an intimate partner, the status of a person's "rights" or an academic issue.

In the majority of cases, the complainant sought confidential information and advice only (64 of the 78 cases). In the remaining 14 cases, the complainant decided to formalize his/her complaint in writing and to seek resolution through Step 2 or 3 of the sexual and gender harassment policy and procedure or the interim human rights complaint procedure. Thus, 82.1 per cent of the total complaints received by the HRE Office were handled at an informal level, and 17.9 per cent were mediated by

consultants through the appropriate policy and procedure.

A breakdown of the total complaints received by the HRE Office indicates that in the 78 complaints, eight grounds were cited.

- The greatest number involved complaints of sexual harassment (34 of 78 cases), followed by alleged harassment or discrimination on the basis of race (15 cases), gender (14), sexual orientation (nine), disability (seven), country of origin (five), sexual assault (five) and creed (one). In 11 of these cases, the complaints involved multiple grounds. The breakdown of the 14 formal complaints is as follows: sexual harassment (four), disability (three), gender (three), race (two), sexual orientation (one) and sexual assault (one).

- 70.5 per cent of the complainants were female and 23.1 per cent were male. The gender of the remaining 6.4 per cent complainants is not known. 70.2 per cent of the respondents were male and 16.7 per cent were female. The gender of 7.1 per cent of the respondents is not known because the complaints originated from supervisors seeking third-party support. The gender of six per cent of the respondents is not applicable because they were departments or associations.

- 58.2 per cent of complainants were students, 20.2 per cent were staff, 12.7 per cent were faculty, 6.3 per cent were supervisors (seeking third-party support), 1.3 per cent were external parties and 1.3 per cent were associations or organizations.

- 28.6 per cent of respondents were students, followed by faculty (22.6 per cent) and staff (16.7 per cent). The remaining cases involved allegations against supervisors (4.8 per cent), external parties (9.5 per cent), departments (six per cent), businesses that have a service contract with the University (2.4 per cent) and associations (2.4 per cent). (In two of the four cases in which supervisors were named, it was in their supervisory capacity only, where they were asked to address alleged harassment or discrimination in their department or unit.)

- 34.6 per cent of the complaints were resolved with the assistance of the HRE Office. In an additional 47.4 per cent of the cases, the complainant

chose to seek a confidential consultation and advice only. The breakdown of the status of the remaining complaints is as follows: active (7.7 per cent), withdrawn (3.8 per cent), stayed (2.6 per cent) and no jurisdiction (3.8 per cent).

Education and training

The HRE Office provided the University community with various education and training opportunities, including a diversity lecture series and 50 educational sessions on issues related to human rights and equity, accommodation, diversity and internationalism. The office provided about 1,700 members of the University community with training tailored to the learning needs of the participant group. The lecture series, which was well supported by faculty, staff and students, featured Cecil Foster, Alan Borovoy and Roberta Jamieson. The HRE Office also provided eight training sessions to organizations and schools in the Guelph area.

The HRE Office also participated in the planning and delivery of two educational campaigns — the "No Means No" fall '96 campaign and the racism awareness campaign. The theme for the latter was: "Resist Racism: You Are the Solution!"; the educational message for the sexual assault awareness campaign was: "No Means No! Without Consent, It's Sexual Assault."

Both campaigns involved a variety of educational strategies, including posters, buttons, stickers, banners, pamphlets, resource packages, workshops and panel discussions. The success of both campaigns was dependent on broad participation from the various sectors of the University — including administration, student governments, student groups and community members — in the planning and implementation of the events and other educational initiatives.

During the reporting period, the HRE Office also developed a community-wide education program on human rights and equity issues. It is anticipated that the first series of educational modules will be offered in 1998 and that the HRE Office will monitor and evaluate the implementation process.

Special projects co-ordinated by the HRE Office during this period include:

- production of a pamphlet called "What Do You See?" that addresses homophobia and heterosexism on university campuses; and

- development of a voluntary research initiative, Project Vision, that aims to identify the challenges, barriers and positive developments that affect the participation of lesbians, gay men and bisexual and transgendered persons in university life, and to develop strategies to create an environment free from harassment or discrimination on the basis of sexual orientation.

Community support and institutional change

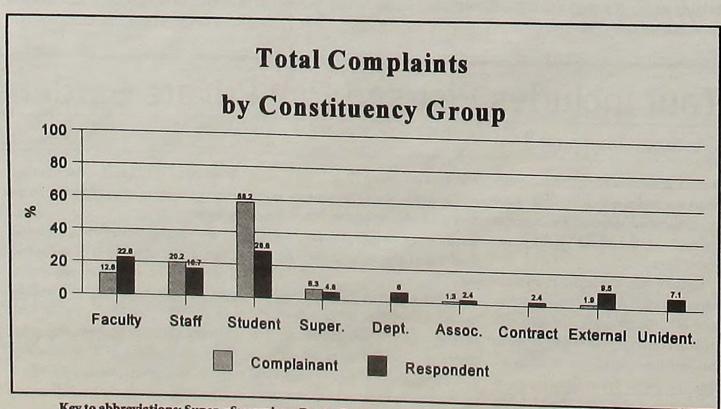
The HRE Office aimed to provide support to the University community and to promote positive institutional change through various means, which included developing partnerships for educational initiatives, sharing information on human rights and equity issues, providing consultations at the departmental level, facilitating training and education, and preparing resource materials for the various constituents of the University.

One of the office's communication strategies included the director's report to the president on action related to the Task Force on Anti-Racism and Race Relations. This report, published in @Guelph Sept. 25, 1996, provided the broader community with information on the status of the task force's recommendations.

Research and evaluation

During this period, the HRE Office conducted an environmental scan on diversity issues with library staff. The findings of this demonstration project will assist the office in developing needs-specific training for other departments/units.

The HRE Office introduced an evaluation component to its major education and training initiatives to ensure that objectives were met, that expenditures were warranted and that insights gained may be incorporated into future educational programming. During this period, the office completed its evaluation of the "No Means No" fall '96 campaign, the racism awareness campaign and the process for the Human Rights Policy Development Working Group in developing the first draft of the umbrella policy. In addition, the office routinely solicited feedback from participants in the educational sessions it provided.



CLASSIFIEDS

FOR SALE

1989 Honda Accord LX, two-door, five-speed, power steering, stereo, certified, 156,000 kilometres, Gabor, Ext. 2189 or send e-mail to gmagyar@uoguelph.ca.

1993 Ford Ranger 4x4, 3L V6 engine, excellent condition, lots of extras, certified, well maintained, 120,000 kilometres, mostly highway, Ext. 2384 or 843-5915.

Moffat fridge and stove, almond, good condition, 823-8548 after 4 p.m.

New Ikea double bed; colonial-style dinette for four, good condition; TV cart with glass doors and swivel oak-wood top; GE answering machine, digital time/date stamp; dinette for two, Rose or Lalit, 823-9782.

Three 386 computers with 2M, 4M or 8M of RAM, Ext. 8513.

Electronic office typewriter, Brother Executron CE-65, compact, full-line memory correction, automatic relocate feature, includes three floppy disks, instruction manuals, 824-1225.

Ten-month-old or mature peacocks, 855-6320 or send e-mail to mnbauergar@irs.uoguelph.ca.

Two orchestra seats for *Les Misérables* matinee Sept. 23 at Princess of Wales Theatre, send e-mail to lskog@hrrio.uoguelph.ca.

Spalding right-handed golf clubs with bag, great starter set, 822-3129.

Three-bedroom Alberta split near University, 2,100 square feet, high-efficiency gas, gas fireplace, large deck, near school and park, extra basement bedroom, double-car garage, no agents, 836-3555.

Sklar-Peplar queen-sized sofa bed, light blue; small cat carrier, Ext. 6580.

FOR RENT

One-bedroom studio apartment in Victorian home, downtown near library, available June 1, \$750 a month inclusive, 823-8080.

Bachelor-style furnished basement apartment, separate entrance, bathroom, kitchen, parking, 15-minute walk to campus, on bus route, no

pets, non-smokers, suitable for single student, available Sept. 1, \$500 a month inclusive, 824-5192.

Three-bedroom island cottage on Newboro Lake, north of Kingston, canoe, barbecue, good swimming, fishing, boating, 826-6763 or 613-733-6152.

One-bedroom apartment in downtown Guelph, available July 1, flexible sublet, \$350 a month plus hydro, 821-6578.

Two bedrooms available in three-bedroom finished basement, separate entrance, laundry, parking, cable, \$160 a month inclusive from May to end of August, one room available in the fall at \$300 a month, 766-9809.

One-bedroom basement apartment, walking distance to campus and Hartsland, gas fireplace, parking for one vehicle, suit single person, available immediately, \$550 a month, Ext. 2849 or 763-1085 after 6 p.m.

Furnished two- or three-bedroom home on Woodland Glen Drive, family room with fireplace, central air, gas heat, five appliances, 2 1/2

baths, double garage, garden backing on to conservation area, finished office/sitting room, available Sept. 1 to Jan. 23, 1999, \$1,200 a month inclusive, cleaning lady comes every two weeks, Ext. 6389, 6388 or 822-8145.

Three-bedroom house, 10-minute drive to campus, close to bus route, suitable for visiting scholar with family, available July 1, \$1,000 a month plus utilities, Ext. 3019 or 836-7468 evenings.

Four-bedroom south-end bungalow in quiet mature area, two baths, large garden, five minutes to campus, available Sept. 1 to Christmas, \$1,200 a month inclusive, 836-1796.

AVAILABLE

Casual weekend work for honest, hard-working student, must have driver's licence and transportation to Guelph Line/401 area, Trevor, leave message at 823-4707 or fax to 905-854-3562.

Research assistant and U of G graduate seeking part- or full-time summer employment, best suited as a research assistant but eager for any challenges, Jayne, 763-6552 or send e-mail to ejohnson@freespace.net.

WANTED

House or apartment from June 14 to Aug. 14 for professional couple and two children, preferably partially or fully furnished, Julie, Ext. 4184.

Furnished accommodation for PhD student and family from New Zealand for fall semester, willing to house sit, references available, send e-mail to Judith at jreg@pequod.otago.ac.nz.

Used laptop in good condition; 14- or 15-foot sailing dinghy, Michael, Ext. 6257.

Medium- or large-sized dog cage, Dorothy, Ext. 2502 or leave message at 822-4295.

GRAD NEWS

The final examination of Haja Kardarmideen, a PhD candidate in the Department of Animal and Poultry Science, is June 10 at 1:30 p.m. in Animal Science and Nutrition 141. The thesis is "Statistical Methods to Map Quantitative Trait Loci for Binary Traits in Half-Sib Populations." The adviser is Prof. Heather Keller.

The final examination of MFA candidate Curtis Donnahee, Fine Art and Music, is June 22 at 10:30 a.m. at Ed Video Media Arts Centre and the Eaton Centre. The adviser is Prof. Stephen Schofield.

The final examination of David Jordan, a PhD candidate in the Department of Population Medicine, is June 23 at 9 a.m. in OVC 1713. The thesis is "Pre-Slaughter Control of Beef Carcass Contamination with *Escherichia coli* O157: A Risk Assessment Approach." The adviser is Prof. Scott McEwen.

The final examination of M.Sc. candidate Kara Reid-Taylor, Department of Chemistry and Biochemistry, is June 18 at 2 p.m. in MacNaughton 222. The thesis is "Interactions of the GPI-Anchored Protein Thy-1 With Model Membrane Systems." The adviser is Prof. Frances Sharom.

The final examination of Carrie Johnston, a master's candidate in the Department of Family Relations and Applied Nutrition, is June 19 at 10 a.m. in FACS 105. The thesis is

"Changes in Dietary Intake and Body Composition Between Training and Competition Phases of Female Long-Distance Runners." The adviser is Prof. Heather Keller.

The final examination of Mohammad Javad Abedini, Engineering, is June 12 at 9 a.m. in Thornborough 106. The thesis is "On Depression Storage, Its Modelling and Scale." The advisers are Profs. Ramesh Rudra and Trevor Dickinson.

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EVENTS

ARBORETUM

Interpretive naturalist Chris Earley leads a workshop on sketching nature June 16 at 7 p.m. Cost is \$12. Register by June 9 at Ext. 4110.

LECTURES

OVC and Graduate Studies present the 1998 Chappel Memorial Lecture in Biomedical Sciences June 18 at 2:30 p.m. in OVC 1713. James Cross of Mount Sinai Hospital and the University of Toronto will discuss "Using Molecular Biology to Understand the Development of the Cardiovascular System and Placenta in Mammals."

OVC presents Hrefna Sigurjonsdottir of Iceland discussing "Social Behavior of Mares, Youngsters and Geldings in a Group of Icelandic Horses" June 12 at noon in OVC's Lifetime Learning Centre.

SYMPORIUM

"Iceland and Canada: One Thousand Years — Culture and Technology, Agriculture to Astronauts" is the theme of a symposium June 11 at the Arboretum. For more information, call Prof. Steven Cronshaw, Ext. 2163.

NOTICES

The Don Snowden Program for Development Communication at U of G is planning a fall conference on "Partnerships and Participation in Telecommunications for Rural Development: Exploring What

Works and Why." The conference will focus on telecommunication technology for participatory rural development in the Canadian context, but also with an eye to seeing how lessons learned in Canada might be applied in developing countries. There will be a three-week online pre-conference from Oct. 1 to 21, followed by two days at U of G Oct. 26 and 27. Cost of the on-campus conference is \$349; the online pre-conference is free. For more information, call Susan Rimkus at 519-837-3970 or send e-mail to srimkus@uoguelph.ca.

The Guelph Food Technology Centre is offering a wide range of technical training courses for the food industry in July. Coming up in Guelph are "HAAACP for the Food Service, Institutional and Retail Sectors" July 8 and 9 and "HACCP: Train the Trainer for the Food Service Sectors" July 10. For more information, call Marlene Inglis at 821-1246, fax to 836-1281, send e-mail to gftc@uoguelph.ca or visit the Web site <http://www.foodsci.uoguelph.ca/gftc.htm>.

The Gryphon Activity Camp for children aged 4½ to 14 runs June 29 to Aug. 7 on campus. Activities include indoor and outdoor sports and games, arts and crafts and outdoor education. Cost is \$130 per week and \$120 for each additional week or child. For registration information, call Ext. 6131.

The Sustainable Development Research Institute's international internship program expects to sup-

port at least 30 positions abroad this year. Applicants must be Canadian citizens under 30 and must be unemployed or underemployed postsecondary graduates (not students). Positions will be available in such fields as forestry, education, economics, tourism, computer modelling, capacity building, marine ecology, engineering, agriculture, librarianship and museology. Application deadline is June 11. For details, visit the Web site <http://www.sdr.i.ubc.ca>.

The Office of First-Year Studies welcomes any ideas — traditional or new — for Orientation Week events. For more information on how to plan an event for first-year students, call the Orientation Office at Ext. 6731 or visit the office in Room 117 of Day Hall.

COMMUNITY EVENTS

The AIDS Committee of Guelph and Wellington County will stage the second annual Guelph Summer Solstice Spin, a fund-raising mountain bike event, June 21. Starting and finishing at Sleeman Brewery on Clair Road, the event will feature 40- and 20-kilometre bike routes of dirt road and single-track trails. Entry and pledge forms are available at the AIDS office at 85 Norfolk St., Speed River Bike, Sleeman's and Ultra Food and Drug. For more information, call 763-2255.

Wyndham House will hold its annual general meeting June 17 at 7 p.m. at the Diana Dining Room and Coffee Shop, 141 Wyndham St. N.

For more information, call 763-8040.

The Guelph Creative Arts Association will hold its 38th annual "Painting on the Green," a show and sale of original art and crafts, June 13 and 14 from 11 a.m. to 5 p.m. at the Delhi Recreation Centre. Admission is free, but donations are welcome.

The Eramosa-Guelph Township Collaborative Community Play Project presents a free workshop on Highland dancing June 7 from 1 to 3 p.m. at the Old Town Hall in Rockwood. For more information about the workshop or the community play, call 856-9999.

The Arkell Schoolhouse Gallery presents a concert of strings and winds June 13 and the second annual Arkell Solstice Piano Festival with Loraine Wolf June 20. Both concerts begin at 8 p.m. Tickets are \$15. For reservations, call 763-7528.

The Elora Arts Council will hold an open-air exhibition and sale of three-dimensional works of art June 20 and 21 from 10 a.m. to 6 p.m. at the Hoffer and Victoria Park areas in Elora.

The Guelph Arts Council offers a series of guided walking tours of historical Guelph. Five tours are available, all beginning at 2 p.m. Upcoming tours include "Where Guelph Began" (June 7, meet at the Guelph Civic Museum), "Downtown Walkabout" (June 14, Civic Museum), "The Slopes of the Speed" (June 21,

Guelph Public Library), "Altar and Hearth" (June 28, Civic Museum) and "Brooklyn and the College Hill" (July 5, McCrae House). Cost is \$2. For more information, call 836-3280.

Hot Foot Happening, a 24-hour fun run to raise money for Guelph General Hospital and St. Joseph's Hospital and Home, is slated for June 13 and 14 at Centennial Park, beginning at 10 a.m. Saturday. To sign up as a team or to volunteer to help out during the day, call 767-4150.

Guelph Little Theatre presents an evening of one-act plays June 19 and 20 at 7:30 p.m. Tickets are \$5 and are available at the door.

The Royal City Quilters Guild will meet June 9 at 7:30 p.m. at Westwood United Church on Willow Road. This meeting will feature Jill Pettit with "Jilly Bean's Show." Guests are welcome. For more information, call 824-1342.

Zonta International and Guelph Museums present the 14th annual Zonta house tour June 7 from 11 a.m. to 4 p.m. Five homes are featured. Admission is \$15. For ticket information, call 836-1221.

Guelph Museums and the Wellington County Museum and Archives are organizing a bus tour to Toronto June 24 to tour the Royal Ontario Museum exhibit "A Grand Design" and Casa Loma. Cost is \$18 for members, \$22 for non-members. For details, call 846-0916.

TRICS is for Research

Artificial teaching rabbit sports new name

AFTER HOPPING into the national limelight, U of G's Koken rabbit finally has a name that sticks — TRICS.

TRICS (Teaching Rabbit, Instrumental in Care Strategies) was suggested by Chris House, a U of G physics student, as part of a "Name the Rabbit" contest sponsored by Animal-Care Services. He wins a 20-pound bag of Purina cat food for his effort.

The Japanese-made model rabbit was donated by retired pathobiology professor Dean Percy as a tool to teach veterinary students, lab technicians and researchers how to properly handle laboratory rabbits.

When Percy donated the model, it was known simply as the "Koken" rabbit, named after its manufacturer. But because ACS's other teaching model animal (a rat, Bert) has a name, it was decided the new arrival should have a monicker, too.

Thanks to broad exposure on and off campus — including CBC Radio's *As It Happens* — the "Name The Rabbit" contest drew more than 60 entries from across Canada.

"I couldn't believe how much response we got," says Denna Benn, di-

rector of Animal-Care Services. "Choosing the perfect name was difficult; there were so many great entries."

TRICS was picked first overall because the word has a number of appropriate meanings. Besides the acronym, it sounds similar to the cereal that's sometimes given to the animals as treats. In addition, the rabbit essentially does "tricks" to teach proper animal handling.

Second- and third-place honors went to the names Faux Paw and Velcro Velma (the rabbit sports a velcro belly flap that, when opened, reveals the rabbit's esophagus and stomach).

Benn says the project's success was partly a matter of timing and partly public interest. "It seems we inadvertently scheduled the contest close to Easter," she says. "But I think that overall, everybody loves animals, and people are supportive of training handlers before using live animals in teaching and research."

The contest was judged by Percy, Panos Mavronikolas of ACS and Jenny Tye and Owen Roberts of the Office of Research.



MEET UNDER THE BIG TOP!

Members of the campus community are invited to join alumni and friends at

The Canadian Tribute to Glenn Miller

BIG BAND DANCE

Friday • June 19 • 1998

8:30 p.m. • Johnston Green

Tickets: \$10 • To order tickets, please call Ext. 6544.

**EVERYONE WELCOME! BRING THE WHOLE DEPARTMENT!
BRING YOUR FRIENDS!**

ALUMNI WEEKEND '98