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THE DALHOUSIE GAZETTE

NORTH AMERICA'S OLDEST CAMPUS NEWSPAPER, *EST. 1868*

SHIRREFF HALL IS ONE OF SEVERAL RESIDENCES AT DALHOUSIE UNIVERSITY HOLDING MUCH FEWER STUDENTS THAN USUAL THIS YEAR DUE TO THE COVID-19 PANDEMIC. (PHOTO BY GEOFFREY HOWARD)

New rules in rez

Drastic changes coming to dorm life this year

ALSO IN THIS ISSUE

LETTER FROM THE EDITOR

Brightspace blues

Dear Reader,

I don't know about you, but God I found that first week of online classes stressful.

When class pages on Brightspace opened on Sept. 8, I felt the panic rising in my veins as I saw each of my courses broken down into the modules, assignments and reports that will fill the semester. Even in a normal year, receiving syllabi and realizing everything you need to accomplish in four months can be anxiety-inducing. But 2020 is not a normal year.

I think all students will need some time to adjust to this new normal of virtual learning. Right now, it still feels daunting. What brings me hope is seeing how much people are trying. I see professors attempting to master Brightspace like never before. I see students engaging in discussion boards and actually completing assigned readings. (Who would've thought?)

I sincerely empathize with professors who are trying to navigate a whole new system of teaching. I know they must be feeling as stressed as their students. If there are any words of advice I could provide to students and faculty, it simply is this: Cut yourself some slack.

We're all suffering through varying levels of stressful situations right now. It's OK if you already feel behind after only two weeks of classes. (I sure as hell do.) All we can do is make the best of a learning environment we didn't ask for. Let's be honest: this online situation will never be as good as being on campus. But I think, I hope, it'll get better.

-Tarini Fernando, Editor-in-chief

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DSU staff face uncertainty as SUB reopens

Reduced foot traffic signals bad news for Grawood staff

BY LANE HARRISON, NEWS EDITOR

SOME STUDENTS HAVE BEEN FORTUNATE ENOUGH TO SECURE A JOB FOR THE SCHOOL YEAR WHILE OTHERS ARE STILL STRUGGLING DUE TO THE PANDEMIC. (PHOTO BY GEOFFREY HOWARD)

As the Dalhousie University fall term begins without classes on campus, the Dalhousie Student Union (DSU) has been forced to cut almost 50 per cent of jobs from its student employees. All the while, the DSU is slowly reopening the Student Union Building (SUB) according to the DSU Vice-President (Finance and Operations) Isa Wright.

The majority of student jobs created by the DSU exist in the SUB, which closed when classes shifted online in March 2020. The building began a phased reopening on Sept. 8, but without the foot traffic generated by classes on campus, some of the DSU's most popular services might be forced to remain closed, said Wright. One of these services is the Grawood, the SUB's bar and restaurant, whose employees are eager to return to work after a tumultuous 2019-2020 school year.

"It's a really weird feeling, like knowing that I don't get to see my coworkers as much," said Victoria Thompson, who's worked at the Grawood since 2018. "Not getting to see them at all is probably, honestly, the worst part about it."

Does reopening mean more jobs?

The SUB's phased reopening is beginning with the first floor and basement, allowing the Tim Hortons, DSU front desk, Dalhousie Bookstore, Loaded Ladle, DSU Food Bank and DSU Farmers' Market to begin operations for the fall term. The upper floors of the building will follow at a later date.

"For now, in order to protect our full-time staff and kind of do a phased reopening, we're waiting to see what the levels of COVID-19 on campus look like before we open those floors," Wright said.

The opening of the front desk and Farmers' Market will allow some of the DSU's student employees to return to work, Wright said.

Currently, the DSU's plan to reopen the SUB does not include the Grawood. Its future is up to students.

"In order to maintain fiscal responsibility with our student dollars, we're keeping [the Grawood] closed, just until we see how much flow of traffic there is through the building. And if we think there's enough of a demand to sustain a restaurant, we will certainly look to reopen as soon as we can," Wright said.

DSU faces backlash on social media

Students have been sharing their frustrations with the DSU through the popular Instagram page Dal Memes, which has more than 20,000 followers.

A post made on Sept. 1 shows an anonymous direct message the account received with the caption: "Here we go again." (This in reference to the Grawood being shut down twice during the 2019 fall term due to administration issues between Dalhousie and the DSU.) The message in the post claimed the Grawood and Campus Copy (a printing service station at the SUB) were not opening because DSU executives are "too lazy and paranoid to have anyone in the building."

On other Dal Memes posts, students made comments calling for DSU membership fees ($77.28 for full-time students and $40.18 for part-time students per semester) to be cancelled and said they don't know how the DSU spends their money. The DSU's budget breakdown can be found on their website (dsu.ca/budget).

"We recognize that even in a regular year, there are often a lot of questions about where your $77 DSU fee actually goes," Wright said. They hope access to the SUB will help remind students what the DSU can do for them. "We know that a lot of people, when they think of the DSU, they think of the SUB and it's really important to us to open the building."

Finding work outside the DSU

Despite online support from the student body for the Grawood to reopen, Thompson said she and the other staff members have realized it likely won't be possible.

"It's just that there's not going to be that many people. I don't expect you to be coming to the Grawood every single night to drink or something," Thompson said. "I'm glad that people want us to be open and that's really cool. It's just, I'm not sure if that would translate into having a lot of business."

Thompson is concerned about an oversaturation of candidates in the food service job market in Halifax, as many establishments were fiscally forced to lose employees before reopening at reduced capacity under COVID-19 restrictions.

Thompson is worried about her chances of being hired when her resumé of working at a campus bar is compared to those listing experience in large chains or fine dining.

"[Employers are] probably not going to be like, 'Yeah, we should hire the student bar girl. She's probably better.' So yeah. I haven't got a ton of callbacks," Thompson said.

THE SUB HAS BEGUN ITS PHASED REOPENING, RECOVERING SOME DSU STUDENT JOBS, BUT GRAWOOD STAFF REMAIN UNCERTAIN ABOUT THEIR FUTURE. (PHOTO BY GEOFFREY HOWARD)

Professors adapt to a new reality

Students now know what it's like to learn online, but what's it like to teach?

BY LEAH SIMONOT

PROFESSORS WHO ARE NEW TO ONLINE TEACHING HAVE A DIFFICULT JOB AHEAD OF THEM THIS SEMESTER. (PHOTO BY GEOFFREY HOWARD)

Prior to the fall 2020 term, only about three per cent of Dalhousie University courses were completely online according to Brad Wuetherick, executive director of the Dalhousie Centre for Learning and Teaching (CLT).

Now, due to COVID-19 concerns, almost all classes are being taught virtually. Professors and administrators at Dal spent their summer finding ways to make the other 97 per cent of classes work online.

How prepared was Dal to go online?

> "I will be blunt and say I am concerned about faculty and student wellness."

The speed and scale of the current transition is far from normal, Wuetherick said. He worries about faculty burnout.

"I'm apprehensive about the amount of work that's gone into this and the amount of work that continues into the fall," he said. "We have faculty [who] have been working all summer long, nonstop to move their courses online, and are now going to be trying to teach those courses at the same time as they're also trying to design and move winter courses online. . . I will be blunt and say I am concerned about faculty and student wellness."

The CLT team grew from 12 to 21 in the past six months to support the enormous transition now underway, according Wuetherick.

He said expanding the CLT "has been a very large investment, certainly given the budget uncertainty of the institution." But whether the investment is sufficient is "always going to be an interesting debate," said Wuetherick.

The CLT's work includes sharing information on best practices for online teaching, offering technical assistance and helping faculty navigate questions surrounding equity, accessibility and academic integrity. They do all this via one-on-one and small group consultations, webinars and courses.

In addition to the CLT, Academic Technology Services and a cohort of graduate student course builders have also played a large role in the shift to online learning.

Wuetherick said people take the ease of face-to-face instruction for granted and similarly underestimate the layers of costs and resources involved in digitizing education. He says Dalhousie has spent more than 200 years building, outfitting and maintaining on-campus infrastructure. Online learning has its own host of infrastructure, beginning with student engagement platforms, audio and video production, and instructional design expertise.

COVID-19 provided a reason for Dalhousie to introduce technologies that have existed for a while, Wuetherick said. Virtual labs and field studies will likely outlast the need for social distancing now that people are getting comfortable with them.

Creating online classes

Matthew Thomas Walker, an assistant professor in the acting program at the Fountain School of Performing Arts at Dal, spent the summer imagining the possibilities and constraints of virtual learning as he adapted his courses.

"The way we start any [theatre] project is by taking stock of what our constraints are. Usually, that's a budget, who is our creative team, what do we have access to. We use that to force our creativity in a certain direction," said Walker. "We can still apply those same principles to a digital space."

He hopes to simulate aspects of the studio experience through synchronous attendance, breaking classes up into digital rooms and exploring devised theatre (a theatre method in which everyone is involved in the creation instead of following the direction of a single playwright).

Walker said it's fascinating to consider each student will be connecting from a unique home base. He sent out questionnaires to his students so he can may remain conscious of the different situations they will be navigating on their end of the screen.

Walker knows there is no substitute for a studio. But as theatres worldwide innovate with digital iterations of their art, he is approaching this term as "an opportunity to test our idea of what theatre is and what it might look like in the years to come," instead of a "lesser education."

What support did Dal provide professors?

Laurene Rehman, director of Dal's School of Health and Human Performance, said the task of overhauling certain courses for online learning exceeds an instructor's typical workload, especially for part-time or sessional instructors.

According to Rehman, at the request of professors, Dal hired additional teaching assistants to monitor and respond to discussion boards in larger classes. Provided by the CLT and individually hired by different programs, videographers also helped facilitate the digitization of activity-based labs.

Rehman said the goal is not to replicate traditional lessons held in labs or lecture halls but to ensure the same content and outcomes are delivered using the previous years' syllabus (or the "course contract," as she calls it) as a guide.

Rehman said she saw faculty meet the panic that initially accompanied the prospect of online teaching with massive collective professional development. For example, in her own courses, she divided major assignments into phases to maximize opportunities for providing feedback and facilitating time management.

"People are taking that little extra time and attention to really be conscious that this isn't what people signed up for," said Rehman. The question is: "How can we make it the best possible situation until. . . we can have live classes in person again?"

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Regulating residence

COVID-19 prevention measures create a whole new residence experience for students

BY LANE HARRISON, NEWS EDITOR

NOVA SCOTIA'S PANDEMIC GUIDELINES HAVE FORCED STUDENTS FROM OUTSIDE OF THE ATLANTIC BUBBLE TO QUARANTINE FOR TWO WEEKS BEFORE MOVING INTO RESIDENCES LIKE DALHOUSIE'S SHIRREFF HALL. (PHOTO BY GEOFFREY HOWARD)

While the majority of Dalhousie University's classes are online for the fall 2020 term, on-campus residences are still open. They're filled with enthusiastic freshman experiencing their first taste of adult freedom and anxious residence assistants (RAs) concerned about the new aspects of their job.

Though they're open, residences at Dal will look different this term. The biggest change can be seen in the largest residence facility on campus, Howe Hall. Instead of housing its usual 716 students, the residence will begin the term mostly empty. The building is being used as a self-isolation facility should students contract or become exposed to COVID-19, according to Ivan Joseph, outgoing Dal vice-provost of student affairs.

Around 90 students completed their mandatory 14-day self-isolation period at Howe Hall prior to moving into residence, Joseph said. Additionally, there will be no shared rooms in residence for the fall term.

How living in residence will change

"I mean, it's terribly inconvenient but that's life nowadays," said Shawn Hooper, a fourth-year arts student at Dal who works as an RA at LeMarchant Place residence, when talking about new rules that mandate students to wear a mask at all times when outside of their own rooms.

This is Hooper's third year working as an RA. When it came time for this fall's RA training courses, he wanted to ensure this year's instruction was different. Hooper made sure to check with instructors that everything RAs normally learn would be taught in the context of COVID-19.

This year, students in residence will have more rules to break than before. As the guidelines currently stand, students won't be allowed to have more than one guest in their room at a time. Students also won't be allowed to host guests in their rooms from other residence buildings for at least the month of September, after which Dal says they will reassess. Additionally, kitchens will have a maximum occupancy of one person at a time.

"It's going to be hard to kind of, you know, balance being an RA that wants people to succeed and whatnot, and also be like 'Hey, no, you can't make friends'," Hooper said.

Hooper is also concerned about dealing with students, as methods he previously used to effectively communicate with them will have to adapt to a COVID-19 world.

"A lot of the times when you're talking to students, your face and your body language can say a lot, but you're losing your face when you have a face mask on," he said. "It's not exactly ideal because people aren't going to take things I say sometimes very well."

> **"It's going to be hard to kind of, you know, balance being an RA that wants people to succeed and whatnot, and also be like 'Hey, no, you can't make friends.'"**

Entering residence

"I decided to come here instead of stay home 'cause I really wanted to have the experience of being here," said Lara Mitchell, a first-year student majoring in ocean sciences, who is moving from Ontario into Risley Hall residence. She was self-isolating with a group of friends in Hubbards, N.S. when she spoke with the *Dalhousie Gazette*.

Mitchell said she's grateful to be able to self-isolate in a home, as opposed to in residence, with access to a backyard and friends. Once in residence, she wants to ensure she keeps doing things that keep her connected to others.

"Just making sure I do make myself have routines of going out and doing things or going somewhere else to do work or going for walks," Mitchell said. "Just so I don't feel alone or by myself a lot."

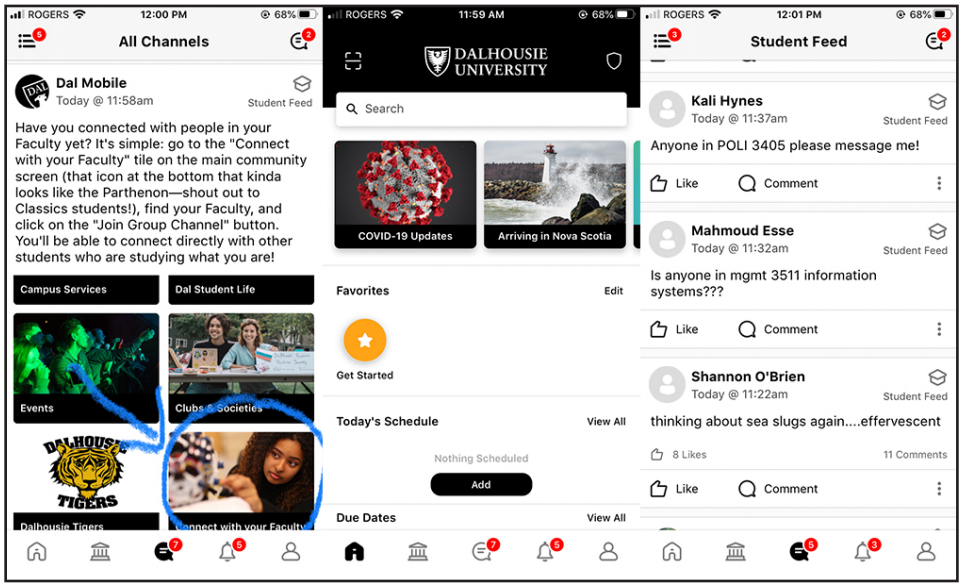
Part of an RA's job this year will be to help students in residence connect, even if it has to be done virtually. Hooper recently hosted an online board game night for students self-isolating in Howe Hall.

"It was about 12 people I think, which is pretty good for having something online. You know with a lot of these programs we have to like hook people with food and whatnot," he said. "There was nothing that would just randomly get residents to come [to the board game night]. It was just purely the event."

Dal launches new mobile app

The university attempts to create some campus connection lost in virtual learning

BY TOBY LAWRENCE



DALHOUSIE AND KING'S NEW MOBILE APP OFFERS STUDENTS MULTIPLE WAYS TO STAY CONNECTED TO THE CAMPUS COMMUNITY.

Dalhousie University and the University of King's College have launched a new mobile app for the virtual fall term called Dal Mobile.

As students adapt to a different way of learning, the app offers students various ways to remain connected to the campus community without actually being on campus.

"This app is about connections," said Ivan Joseph, Dal's outgoing vice-provost of student affairs. "It allows students to find other students in their classroom, in their major, and lets them connect with others through the different clubs and societies as well."

Society and club engagement

Dal Mobile gives students access to a range of resources, including a virtual orientation and a guide to adjusting to university life. Not only does it allow students to learn about what Dalhousie has to offer, but Dal Mobile also allows students to socialize. There's a campus wall where students can post questions, buy and sell textbooks, or look for roommates and study groups.

In addition to encouraging students to get involved within the community, Dal Mobile spotlights the many clubs and societies the university has to offer. Labelled "Clubs and Societies," there is a widget that redirects students to a list of different options. Users can join the group channel of a club or society to stay updated on all the necessary information about the group's activities and upcoming events.

"It's been a great success for our society using the app. We have gotten a lot more attention," says Bekhruz Abdurakhmonov, the *Rainbow Six Siege* administrator of the Dalhousie Gaming and Esports society (DeSS). *Tom Clancy's Rainbow Six Siege* is one of multiple video games the society plays.

"We are trying to get more traction going with the students within the university community," says Abdurakhmonov. "We want to spread the message that we are out there, as it is a little difficult right now with most students staying at home."

Another tool Abdurakhmonov has found useful for the success of his society is the campus wall, which can be used to promote interest in clubs and societies, where anyone can add a post.

"As soon I posted about our society, we saw a wave of people coming into our Discord server," Abdurakhmonov said. Discord is an instant messsaging platform used often by gamers, which DeSS uses to organize group activities.

Bringing students together

The app has also been useful for incoming students who are new to the Dal community and are missing out on social opportunities with their peers because of online classes.

"One of my friends, who's also going to Dal, told me about the app and I'm glad he did 'cause I've met a lot of people through it," Shamir Qaisar said in an email to the *Dalhousie Gazette*. Qaisar is a first-year student from Dubai who won't be in Halifax for the fall semester.

He says the app has helped him prepare for school. By connecting with other engineering students, he learned how to get his textbooks for the fall term and received some tips on navigating campus when in-person classes resume.

> "It's been a great success for our society using the app. We have gotten a lot more attention."

Although the app can never fully make up for the social connection that happens in-person on campus, Dal administration is hopeful students will use the app to create a virtual campus community.

"Especially when students are still trying to find their way and make meaningful connections, we hope this app complements the student experience and makes it easier for students to navigate their way," said Joseph.

Is sustainable fashion ethical?

Fast fashion is mired in ethical and environmental violations, while slow fashion paves the way to a brighter future

BY ANAHIT KONDYAN

WITH FAST FASHION'S SINS COMING TO LIGHT, ARE SUSTAINABLE FASHION BRANDS AN ETHICAL SOLUTION? (PHOTO BY LAUREN FLEISCHMANN ON UNSPLASH)

Fast fashion has seen an astronomic rise over the past decade, propelled by increasing consumer demand for on-trend styles at low prices.

However, despite their undeniable appeal, notable fast fashion brands such as Zara and H&M have found themselves in a hotbed of controversy regarding alleged ethical and environmental malpractice. As a result, a counter movement centred around sustainability and ethical consumption, aptly called "slow fashion," has been on the rise and advocates for increased consumer awareness and brand accountability.

Why are clothes so cheap?

Fast fashion has seen an alarmingly high turnover rate. Due to shortened production times, garments are not made to last but rather churned out to appease high consumer demand. Fittingly, they have an equally short life span. Shoppers today keep clothes in their closet half as long as they did 15 years ago, even in the face of increased consumption.

The outcome? Landfills clogged with cheap, non-biodegradable textiles sit around for decades, even centuries before they break down or are reduced to fodder.

While fast fashion is focused on manufacturing clothes quickly and at minimal cost, slow fashion prioritizes quality over quantity. Clothes are made with ethically sourced, organic materials rather than synthetic microfibres to reduce waste. The slow aspect of slow fashion also means production is not rushed and care is placed to make sure garments are manufactured for durability that extends beyond the next fashion cycle.

The rise of sustainability

The recent prominence of sustainable fashion traces back to the Slow + Design Manifesto created by a group of scholars from different fields in 2006. The manifesto states the three defining aims of the slow approach to fashion: using local workers and resources, increasing transparency in clothing production systems and producing long-lasting, ethically made goods. With this in mind, it is important to consider how slow fashion is more than an industry model: It is a mindset centred around increased consumer awareness and brand accountability.

In a recent survey conducted by Nosto, an online platform specializing in e-commerce, 2,000 shoppers from the United States and United Kingdom were questioned on their preferences regarding sustainability in the fashion industry. While 52 per cent said they wanted to see more sustainable practices in the fashion industry, only 32 per cent said they'd be willing to pay more for sustainable fashion. This brings us to what is perhaps the greatest obstacle facing the slow fashion movement: the illusion of accessibility.

Is slow fashion ethical?

Slow fashion has garnered a reputation of being borderline designer and criminally overpriced, the steak frites to fast fashion's Big Mac and fries. This reputation is partly due to a convenient marketing tactic fast fashion brands use to advertise themselves as easy and affordable, and partly a working-class bias of associating anything of value as inherently bourgeoisie and therefore unattainable.

While some brands have adopted the slow fashion model and sell more expensive clothes, a natural by-product of hiring local instead of outsourcing to rural sweat shops, these companies are not the only agents who can support sustainability in the fashion industry. Remember: slow fashion is just as much about consumption choices as it is about clothing production. Slow fashion also encompasses the set of values we as consumers use as we choose what brands to support.

While buying from sustainable brands is a big part of slow fashion, so is thrifting, shopping at flea markets and DIYing outdated items from your own closet. The argument that slow fashion is not affordable is a fallacy. Even among fast fashion brands, pricing disparities exists: Urban Outfitters is more expensive than H&M, but both are considered fast fashion. With slow fashion, at least you know you're getting your money's worth with sustainable garments made to last.

The human price of fast fashion

When it comes to fast fashion, the real price lies not in retail value but in the lives endangered to keep costs low. Many fast fashion brands use child labour because it is cheap and allows them to mass produce clothes to keep up with incessant supplier demand.

Fashion Nova came under fire just last year for exploiting workers at cripplingly low wages in the U.S. The more these companies can reduce production costs, the more flexibility they have in sales and the faster they can jump straight to distribution. This is the dark truth of most industries that exist under capitalism and further support for why it is so crucial to buy slow whenever we can.

Slow fashion is a burgeoning phenomenon, paving the way for where fashion should be going into the future. It distinguishes itself as being everything fast fashion is not: sustainable, ethically sourced and thoughtful, with an emphasis placed on the culture of fashion rather than rampant consumerism. As we grow more conscious of the effect our actions have on the planet and each other, it is important to hold brands to a similar standard and make our voices heard by letting our wallets do the talking.

Get ready for AI journalism

A tool for better news coverage or a rising threat against journalists?

BY JULIA LEWANDOWSKI

Artificial intelligence (AI) isn't going away anytime soon, but many fear jobs are. Journalism is one of the latest fields being impacted by AI.

The *Guardian* reported in May that Microsoft News had fired dozens of its journalists in the United States and United Kingdom, and replaced them with an AI software capable of curating news and editing content independently.

AI is a topic generating anxiety amongst working people since the technology has and will inevitably affect jobs. However, it shouldn't be assumed AI spells trouble for journalists. When it comes to modern AI, context is key. The type of work being done dictates what degree of automation is possible.

WILL AI TAKE OVER JOURNALISM? THE ANSWER ISN'T SO BLACK AND WHITE. (PHOTO BY STEPHEN DAWSON ON UNSPLASH)

Should journalists be scared of AI?

Journalism is not a strong contender to be totally automated.

Aaron Wright is an assistant professor of history who teaches in Dalhousie University's faculty of computer science. He often leads discussions on automation and its impacts on society. He notes that AI might be already used in journalism more than you might think and the two don't need to be mutually exclusive.

"There have been experiments in automating different types of journalism that are very repetitive and involve a lot of numbers. Sports journalism that reports on scores is one example. Another is financial updates," Wright says. "It seems to me that a lot of news journalism will not be automated. It requires research, assessing non-numerical information and lots of human judgment."

> **"Intelligent, moral agents need to be responsible to guide AI and correct it when necessary."**

Technological advances in journalism have historically been more helpful than harmful. The printing press, radio and television are just a few examples of technologies that have changed the face of journalism and increased its reach.

AI and error

Algorithms shape AI. Wherever there is an algorithm, there is room for bias and error.

Microsoft's web portal, MSN, is already experiencing backlash from AI errors. The company's artificial intelligence software published a news story in June focused on singer Jade Thirlwall's personal experiences with racism. However, the photo accompanying the article was of Leigh-Anne Pinnock, Thirlwall's band member from the group Little Mix.

Thirlwall did not hesitate to direct her disgust with the situation at MSN on her Instagram page.

"It offends me that you couldn't differentiate the two women of colour out of four members of a group," Thirlwall wrote on her Instagram story.

Creating valuable news content requires cultural awareness, social sensitivity and an understanding of societal values. These nuanced issues are unlikely to be understood by an algorithm. Additionally, AI systems require a significant investment of money, time and data to be useful. It is unclear whether the benefits of machine-learning editors outweigh the apparent costs.

Journalists working with machines

Google is another tech giant that announced an AI news project this May. However, unlike Microsoft, Google is putting its focus on training journalists in AI literacy. This training will allow journalists to take an active role when it comes to how AI is implemented in their newsrooms.

Google is offering an online course in collaboration with VRT News (a Belgian public broadcaster). The course, Introduction to Machine Learning, was built by journalists and will teach people in newsrooms about machine-learning models and using these models responsibly.

The results of Google's AI news initiative have yet to be seen, but it highlights an important reality: Journalists need to take an active role in the integration of AI in their organizations.

If AI systems are managed by journalists, they can be a useful tool for honing in on truth and producing quality work. Machine-learning algorithms can offer data-driven insights and do fact-checking with swift accuracy. Journalists can contribute creative perspectives and lived experiences to the process. Both have their role in creating meaningful news coverage.

With the help of AI systems, journalists can pull away from the minutia of their jobs to hone in on the core responsibility of their work: lending a voice to complex human issues in a way that is truthful and productive to society.

AI in journalism will continue to change the day-to-day role of journalists. However, it won't diminish the importance of human journalists. AI algorithms are not an end-all solution. Intelligent, moral agents need to be responsible to guide AI and correct it when necessary. As Wright observes, deciding who those agents will be is key to determining the outcomes of AI journalism.

"Will it be everyday people who debate and decide? Will it be journalists themselves? Or will it be the owners of media empires and the owners of tech giants?" Wright asks. "My position is that these decisions should be democratic."

A lesson from Maryland

Student activism is a universal fight

BY MORGANE EVANS

FORMER STUDENTS OF WALT WHITMAN HIGH SCHOOL IN MARYLAND STARTED A PROTEST MOVEMENT AFTER RACIST GRAFFITI WAS FOUND AT THEIR SCHOOL. (PHOTO BY G. EDWARD JOHNSON)

Like Dalhousie University, the high school I attended in the U.S. state of Maryland struggles with many forms of discrimination.

"Our school is known as the racist one," I remember my friend Olivia Gravatt once said. (Like myself, Gravatt is a Walt Whitman High School graduate.) We were in a Zoom call for the Black Kid Speaks Empowerment Protest.

The Empowerment protest and movement of the same name were created by Whitman graduate Reuben Till after former student Jake Hoffman committed a hate crime. Hoffman was charged with conspiracy to commit destruction of property when he and two other youths graffitied a noose and slur onto the school's property. Whitman grads, like myself, were outraged.

Hate at school

Growing up with mild right-sided hemiparesis, essentially weakness on one side of my body, I faced some ableist discrimination, but never at Whitman. It took a long time for me to notice other forms of discrimination at my school and I continue to learn about how it affects others daily.

Whitman, which is in my hometown of Bethesda, Md., is ranked by *U.S. News & World Report* as second best high school in the state of Maryland. How could discrimination happen there? But it does happen at Whitman and at so many educational institutions in the United States and Canada.

Hoffman's crime was not the only event that led to the creation of the Empowerment movement. It was just the tipping point for so many Black students at Whitman. In 2019, two of the school's students posted a photo of themselves in blackface and used racial slurs on social media.

In the face of these recent events, Till took action.

"I started the [Empowerment] movement after the news report came out about the graffiti incident at Whitman with Hoffman, how I felt proper charges weren't filed and that people needed to speak up about it," Till said.

In just one month, Till and his team organized a protest at Whitman, mainly through his Instagram @reubendidthat. He had multiple people speak about their experiences of discrimination at the school, such as graduate Claude Noutak, president of the Empowerment movement. It was time to empower Whitman's Black students.

Racism across borders

Maryland and Nova Scotia are historically connected. During the War of 1812, more than 1,000 Black refugees escaped the Chesapeake Bay region, an hour from Bethesda, to move to Nova Scotia.

Halifax and Bethesda also share a history of erasure within Black communities, such as the demolition of Africville in Halifax and the destruction of Moses Cemetery (a historic cemetery of freed African-American slaves) in Bethesda.

Like Whitman, Dalhousie University has had instances of racist graffiti on campus. In February 2018, anti-Black graffiti was written in a stairwell of the Student Union Building (SUB). But unlike with Whitman, it was unclear who committed the crime.

Moreover, while looking at the Instagram page @discriminationatdal (an account where Dal students anonymously share their experiences with discrimination), I realized my classmates from both Dal and Whitman have reported similar discriminatory events.

Samantha Horne, the founder of Dalhousie Disability Advocacy Society, has faced discrimination throughout her university career. She has peripheral neuropathy and severe bilateral vestibular hypofunction. She has experienced ableism on campus, such as lack of railings and sidewalks not shovelled properly when it snows, which cause her to miss classes.

"Transitioning to university from high school was a very big adjustment for me. It wasn't until I attended Dalhousie did I start to realize how challenging the world can truly be for a person with a disability," she said.

Acknowledging the past and present

Dalhousie administration has started to confront its discriminatory past. In 2018, the Lord Dalhousie Scholarly Panel on Slavery and Race released a report examining the university's history with racism and slavery. The founder of Dal, George Ramsay, actively tried to marginalize Black refugees in Nova Scotia through racist policies after they arrived from my state.

In 2020, after the Dalhousie Senate Student Caucus expressed concerns the university wasn't doing enough to uphold the panel's findings, the Senate created the New Deal: a plan to further address discrimination on campus and in the wider community.

Furthermore, the Dal Student Union (DSU) Equity and Accessibility Office is distributing educational resources about Black Lives Matter and how to combat racism on social media. The office is also providing financial assistance to those affected by COVID-19 and has donated $2,000 to local BLM organizations.

> "Fighting discrimination is long and hard, but necessary."

"[We] will continue to work with community representatives, community members, DSU executives and staff to continue the work that we have started because we have a long way to go," said office coordinator Selam Abdella.

Working for a better future

Lauren Spinelli, who has ADHD and is a University of King's College student, remarked she has been subject to ableism at both Dal and King's. She said she's also noticed sex-based discrimination, classism and antisemitism at King's.

"I hope that students start putting up a fuss [about discrimination] and wonder how can this happen at King's, and I hope that makes people in power change," she said.

When asked what university students can do to help stop discrimination, especially racism like what she saw at Whitman, Noutak said to just "be an ally."

"[Students] can participate in upcoming protests and show their support," she said. "People have to listen and take what we're saying seriously and not just show up."

Fighting discrimination is long and hard, but necessary.

"Keep supporting [us]. The fight is still happening," Till said about the BLM movement. "We're still marching. We're still screaming and we still need your support, especially worldwide."

BTS: a global phenomenon

What makes boy bands so successful?

BY YANNI WANG

BTS HAS TAKEN THE WORLD BY STORM. THEIR LATEST ALBUM WAS AN INSTANT NUMBER ONE HIT ON THE U.S. BILLBOARD 200. (PHOTO BY TENASIA)

When you think about boy bands, what comes to mind?

Whether it's the swoon-worthy melodies of The Beatles, the funky pop-soul of The Jackson 5, the cheesy love songs of Backstreet Boys or the irresistibly catchy tunes of One Direction, boy bands have been hugely influential in pop music and culture.

The lasting influence of boy bands

Since boy bands first appeared around the 1960s, they have impacted generations of youths and become a pop fixture. Their value lies not only in their artistic achievements, but also their role as cultural icons. Our childhood and teenage memories are tied to the boy bands we grew up listening to.

Whenever I hear Harry Styles sing "Baby you light up my world like nobody else…" the hairs on the back of my neck prickle with excitement while long-lost adolescent dreams get dredged up. Boy bands' continuing popularity is not just attributable to good looks and matching outfits, but also hit songs that linger on in a fan's mind.

When One Direction stopped releasing new music after their 2015 album, some speculated the appeal of a group of attractive men harmonizing together had died off. But things changed in the last few years with Hallyu, otherwise known as the Korean Wave: the growing prominence of K-pop and Korean pop culture in the global sphere. The Korean Wave brought a resurgence of boy band popularity, with BTS being the most outstanding international icon.

More than just good looks

BTS, which stands for *Bangtan Sonyeondan* and means "bulletproof boy scouts" in English, is a seven-member Korean boy band. Debuting in 2013, BTS grew on the Korean Wave propelled by their predecessors: acts like Big Bang and PSY (known for his international hit single "Gangnam Style").

BTS has soared into international, chart-topping superstardom. When they released their album *Map of the Soul:7* earlier this year, it became an instant number one hit in the U.S. This was their fourth album in the number one spot on the Billboard 200 in just under two years.

Their unprecedented success defies the belief that internationally successful bands must be English-speaking. BTS releases music mostly in Korean that transcends culture and language barriers. On Aug. 21, the group released their first full-English song, "Dynamite." The music video accumulated more than 101 million views on YouTube within 24 hours of its debut, shattering the one-day record for the most viewed music video on the streaming platform. This further cemented the band's exalted position in the global music industry.

> **"The relationship between a fan and their idols is a two-way street. When you have an idol, who exerts such a positive influence on you, it's natural to want to give back to them."**

BTS is not your typical boy band with only attractive faces and overrated love songs. Under the veneer lies their unique power: the ability to connect with their fan base on a level no one else can.

Many fans find the themes in BTS's songs, such as self-love, anti-bullying, mental health and academic struggles, empowering. These issues are common amongst millennials and my gen-Z peers, but they are issues often overlooked by wider society.

According to Maria Sherman, author of *Larger Than Life: A History of Boy Bands from NKOTB to BTS*, the current young generation of listeners is not fond of spiritless songs. Instead, we find it enthralling to have social issues explicitly sung.

"BTS promotes self-love through their music. They believe that everyone is powerful in their own way and it is their goal to give back to fans," says Rachel Wang, a student at Dalhousie University. Wang has been a fan of BTS since 2018 and attended one of their live concerts.

The relationship between a fan and their idols is a two-way street. When you have an idol, who exerts such positive influence on you, it is natural to want to give back to them. The sincerity and empowerment exuded from their works alone make the band scream-worthy.

BTS rules the world

Another reason why BTS has been unstoppable in their global reach is their genre-defying style. Their versatile talents render it possible to produce a variety of music including hip-hop, rap, ballads, electropop and more. Their wide range of styles appeal to different listeners around the world.

"Even before their debut, their agency, Big Hit, has been training them to target the European and North American markets. With their diverse genres of music, their audience are never confined to Asia," said Minjin Li in an email to the *Dalhousie Gazette*. Li is a BTS fan and economic geography PhD student at Newcastle University in England.

BTS's dedicated fan base, who call themselves the "Adorable Representative M.C. for Youth" or A.R.M.Y., are not your stereotypical fandom. Powered by irrational zeal, they have been making global waves beyond screaming at concerts.

In June, the A.R.M.Y. raised nearly $1 million for the Black Lives Matter (BLM) movement in one day after BTS donated the same amount to BLM. Later, with other K-pop fans, the A.R.M.Y. drowned out white supremacist hashtags on Twitter with K-pop content.

Fans all over the world are grasping every opportunity to show how much they love BTS. Moreover, they are embodying the virtues of love and equality BTS often sings about. With the power and reach of boy bands only growing each era, it's safe to say these bands are a musical fixture that will never die out.

Overcoming the odds

Dal alumna reflects on teaching career and changes in the world of accessibility

BY NELLY BATEMAN

DEANNA GILHOLM, A DALHOUSIE UNIVERSITY ALUMNA, HAS BEEN A TEACHER FOR MORE THAN 40 YEARS. HER SON, CHRISTOPHER GILHOLM THINKS SHE MAY BE THE FIRST PARAPLEGIC GRADUATE OF DALHOUSIE'S EDUCATION PROGRAM. (PHOTOS PROVIDED BY DEANNA AND CHRISTOPHER GILHOLM)

The ramp up to Shirreff Hall hasn't always existed.

In fact, when Deanna Gilholm attended Dalhousie University in the 1960s, her friends had to carry her and her wheelchair up the steps. Dalhousie campus wasn't, and still isn't entirely, built with disabled people in mind.

Deanna is paraplegic, experiencing paralysis from the legs down, and has been since she was hit by a car in Cape Breton, Nova Scotia when she was 13 years old. She says her son, Christopher Gilholm, thinks she might be the first paraplegic graduate of Dalhousie's education program.

Although Deanna can't say for sure if this is true, she says the '60s was certainly early for anyone in a wheelchair to probably want to do that type of work."

A vision of accessibility and helping students have been a huge part of Deanna's career. But so has determination and a deeply rooted passion for teaching.

A love for teaching

When asked to describe his mother, Christopher immediately says she is "extremely dedicated to teaching and she's wanted to do that ever since she was very young."

His mother agrees. Deanna says her passion for teaching goes "back to [her] early teenage years."

> **"I feel like I was a trailblazer to be able to prove that I could do a job and do it well with the physical limitations that I had."**

When she first inquired about becoming an educator, someone close to Deanna told her she could never be a teacher due to her disability.

"It was a difficult time for me then," she says. "But I kind of refuted that and after I finished my degree, I was able to get into that [teaching] program."

Deanna first earned a bachelor of arts from Dal and then began pursuing her bachelor of education. She says Dal was very supportive and worked to accommodate her in every way. With love and support from her friends and family, particularly her parents, Deanna graduated from Dal with a bachelor of education in 1968. She's been teaching ever since.

Deanna taught for five years at Ellenvale Junior High School in Dartmouth, N.S. before getting married and staying home to raise her two children, Christopher and Allyson.

Deanna returned to work several years later to teach at Nova Scotia Community College (NSCC). Christopher fondly recalls those years when his mother first started at NSCC.

"If I wasn't doing my own homework," Christopher says, "I would get lessons and help from her, so that was extremely helpful to me."

Deanna has taught at NSCC since 1981 (almost 40 years now) and has no intention of stopping, even with the ongoing pandemic. When asked if she thinks she's prepared for the challenges of the school year, Deanna laughs. Despite its challenges, Deanna says she has the determination to continue with online learning even when she says to herself, "I just can't do this."

A new landscape?

When Deanna decided to be a teacher, the possibilities for people with physical disabilities were much more limited than they are today.

"People in wheelchairs weren't that visible, not like you see today with all the different opportunities and outreach that people have made," Deanna says. "In that sense, I feel like I was a trailblazer to be able to prove that I could do a job and do it well with the physical limitations that I had."

When asked if after all this time the world has opened up for people with physical disabilities, Deanna has some crucial insights.

"Physical accessibility is still a challenge in a lot of places," she says. "I don't know if that'll ever be perfected because those of us even with the same type of physical disability manage things in different ways."

Deanna has been back to Dal since her days as a student, and she's happy with some of the changes to campus buildings.

"It was nice to be able to get in to Shirreff Hall via a ramp," she says, "rather than somebody taking me up the steps."

Accessibility online

How accessibility services will change at Dalhousie this fall

BY HANNAH BING

THE MARK A. HILL ACCESSIBILITY CENTRE IS DESIGNED TO GIVE STUDENTS EQUAL OPPORTUNITIES FOR EDUCATION. (PHOTO BY ELIZABETH FOSTER)

As Dalhousie University students prepared over the summer for an online semester, the university's Student Accessibility Centre also prepared for changes that would arise in how accommodations would look for online learning. Some accommodations that students access through the Accessibility Centre have now changed.

A student's experience

The place to find most of the adaptations to accessibility services is on Dal's accessibility webpage in a PDF link titled Frequently Asked Questions, which has recently been updated to reflect the changes in accommodations.

Katherine Whipple, a fourth-year psychology and contemporary studies student at Dal, expresses her individual concerns regarding accessibility and online learning.

She says in the past, the Accessibility Centre has been good at making sure students have the accommodations they need, but this online semester has made her feel unsure and the FAQ page still leaves her with unanswered questions.

"I feel frustrated by the lack of information. I should not be wondering if my needs will be met or not and neither should anyone else," says Whipple.

Quenta Adams, the director of student academic success at the Accessibility Centre, says not a lot of changes had to be made to accessibility services because Dalhousie already offered certain classes online in the past.

"The great thing about our existing process is that it is intended to respond to change regardless of the circumstance," says Adams.

However, Adams says certain accommodations do need to be adapted such as American Sign Language (ASL) interpreters and students who use an in-person scribe for exams.

Changes to be made

On the FAQ document where the changes are listed, it gives examples of some accommodations and how they will be adapted for online learning.

For students who require extra time and timed breaks during tests, accessibility advisors will inform their professors of the total time needed to take a test and will update the time on Brightspace. In-person scribes will be working virtually for students who need them and peer note-taking will work as usual by submitting a request.

Other accommodations listed in the FAQ document such as difficulty with screen time, real-time captioning and interpreters all suggest to contact an accessibility advisor who can help students come up with a plan.

Adams says the Accessibility Centre used a variety of resources for deciding how to best adapt services for online learning, such as student and faculty input as well as what other schools are doing in terms of online accessibility.

"Our approach to the fall term will follow the work we started in April, building on the feedback we've heard from all of our stakeholders," says Adams.

She adds, in addition to getting feedback from people about accommodations, Dalhousie has made investments into online teaching that will assist in making learning online more accessible.

Adams says during the transition to online learning, the Accessibility Centre has not just been a resource for students but also for professors. The Accessibility Centre is available for faculty consultations for professors unsure of how to accommodate students during this new method of teaching.

"Accessibility doesn't happen in isolation. We work with our colleagues in the Centre for Learning and Teaching [CLT]," says Adams. "The CLT hosts a page for online teaching where one of the principles explicitly stated is online teaching should be accessible and inclusive."

Arising concerns

According to Adams, the Accessibility Centre is currently working with faculty to come up with solutions for real-time captioning for lectures for those who need access to it.

For Whipple, who has ADHD, one of her biggest concerns is not having access to lecture captioning. Although she is not hard of hearing, she does have some auditory processing issues and believes all students should have access to lecture captioning.

"I know a lot of people with accessibility needs are considering deferring because it is so hard to tell how things will change, and it leaves a lot of people in a scary and hard place," Whipple says.

KATHERINE WHIPPLE, A FOURTH-YEAR DALHOUSIE STUDENT, EXPRESSES HER CONCERN ABOUT ONLINE ACCESSIBILITY FOR THE UPCOMING SEMESTER. (PHOTO BY HANNAH BING)

Dalhousie poets: layers and time

Poems on fear and love

BY RACHEL COOKE

Layer by layer

Fundamentally,
Torn down to the bulb at the centre of her,
She was afraid.
Everything she was composed of
Built outward from that undiluted disturbance of self,
And from that hatred,
And then rage,
And then the pulp of the rest of her, bleached white from being washed up and
Dried on loathing.

She feels, more often than she would like,
The reality of her whole self being
Titrated through the nothingness of existence.
Here, gone,
There is only the difference of what we know, which is
Again, nothing.
Often, behind closed eyelids,
It seems very probable, to the point of immanence even,
She will dissolve, leave, seamlessly
Integrate back into the void from which she came,
Full of silver swimming dots and blue
Haze and questions free from the anxiety of needing an answer.

She finds herself to be unreal upon close,
Scrutinizing, painful
Inspection. She finds herself at large wanting
To exist, but at the core, in the centre,
At the ticking of her heart next to your ear,
Loud enough to
Burst a drum, hating it,
Hating the constraints, hating the
Hardness of it all, wanting
To let go.

You made her feel inadequate upon
Her already earthquake ravaged core.
That is not your fault.
You're not to blame that she
Cries when she feels joy, already
Untethered enough, already
Swimming, already
Despising you for making her feel anything at all.

She weaves chains throughout,
To tie her to the earth windblown
Tumbling across minefields and continents,
Not so much like anchors as
Heartstrings, or veins pumping hot
Lava blood. Chains are
Wishes. Chains are
People we
Die in pieces for, but
Always whole in the end,
In her core,
There is no end.

She is never often here,
The last time that happened was
Before she started to think, how
Well she can despise
herself, how
Easy it is to find the empty
Aching ringing echoes
In her body, without
Your love and
Your hate.

One time

I live my life on edges
Like this one time I was on the brink of understanding love that doesn't die
But fear came out in dry sobs and I woke up after the tsunami,
Just a ghost,
And not even haunting the same place anymore
The edges materialize as nights
Like this one time I was running in the rain and you caught up to me
And told me you had loved me since September
But miscommunication and mistakes became a barbed wire fence
Like a shadow
I thought I could see it but then the lights turned on

"Dalhousie poets" is a rotating column in the Gazette*'s Art & Lifestyle section featuring poetry by students on various subjects. Interested in submitting your verse? Email arts@dalgazette.com.*

Getting fans back in stands

While some Nova Scotia venues will soon welcome fans, university sports have a longer wait ahead

BY DYLAN ALECK

PHYSICAL DISTANCING MEANS CHEERING SECTIONS LIKE THIS ONE WILL BE ABSENT WHENEVER DAL ATHLETICS ALLOWS FANS BACK IN SEATS. (PHOTO BY ELLERY PLATTS)

While the local Halifax Mooseheads have a plan in place for their upcoming season to welcome fans back in seats by Oct. 3, the story for university sports in Halifax is quite the opposite.

With COVID-19 forcing the suspension of the 2020 AUS fall season, the earliest the Dalhousie University Tigers could return to play is January 2021. How exactly university sports will work when they do return is unclear. One thing is certain – they will look different.

"As much as we all want to get back to playing sports and competing, there's still a lot of unanswered questions at this point," said Tim Maloney, executive director of Dal Athletics and Recreation.

New protocols

The Mooseheads have been given the go-ahead from the Nova Scotia government to allow fans in stands at the Scotiabank Centre this season. The facility is one of four approved by the province to allow spectators into events.

As expected, this will happen with significantly reduced attendance numbers and plenty of safety protocols in place. The protocols were announced by the Mooseheads on their website and determined with guidance from provincial officials.

The measures at the Scotiabank Centre will include: limiting attendance to about 2,000 spectators (as opposed to the arena's capacity of more than 10,500), separating fans into 10 zones of 200 people, mandatory non-medical face masks at all times (unless fans are consuming food or beverage), assigned washroom locations and digital-only tickets.

> **"When you think about all the measures that might have to be in place, that [fan] experience will certainly look a lot different."**

The Mooseheads will play 60 games this season against teams from the Maritime division. This means they won't be playing any games against teams from outside the Atlantic bubble including the league's Quebec teams. The Mooseheads will begin their season with back-to-back games against the Cape Breton Eagles, who have also been cleared to allow fans into their games at Centre 200 in Sydney. The teams begin their doubleheader on Oct. 2.

A different fan experience

Maloney said several measures could be in place for Dal like the Scotiabank Centre's protocols.

"Figuring out single points of entry and exit, managing traffic flow, social distancing with respect to seating, likely a face covering at least until you get to your seat. There will probably be minimal to no food or beverage service," he said.

The fan experience at games is something Maloney believes will be far different from past years.

"The Mooseheads [and others] are clearly going to great lengths to have a [smaller] number of fans in the building, which begs an interesting question around what kind of fan experience that provides," Maloney said. "We work hard to provide a fun and energetic environment so that students and community members can enjoy our games. When you think about all the measures that might have to be in place, that experience will certainly look a lot different."

Athletes get used to new game atmosphere

Not only will the experience be different for the fans, but also the players that entertain them. Many will need to adjust from an atmosphere with hordes of fans cheering them on to one with fewer or no fans.

The support from fans was important for many Dal athletes last year, including the national finalist men's basketball team and their 2019-2020 co-MVP Alex Carson. He credited the team's strong record at home to help from fan support.

"It was massive. Family, friends and other sports teams came to cheer us on, the alumni that always comes sitting in the front row," said Carson. "A big part of [our undefeated season at home] was our fans coming out to cheer us on."

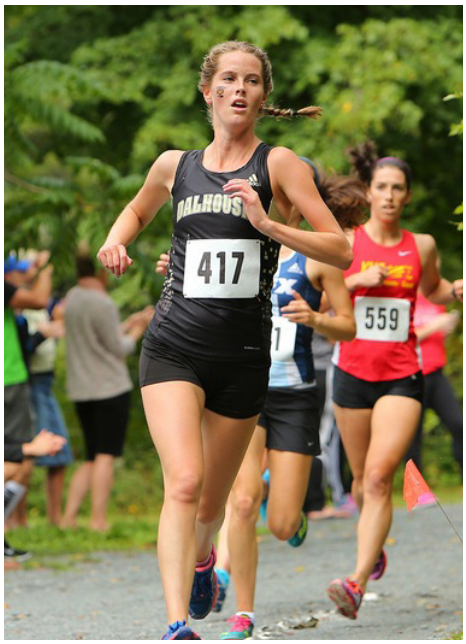
Since the fan-filled atmosphere the Tigers are used to will most likely not be near previous seasons, Carson believes players will have to find new ways to create that atmosphere themselves.

"I think it's going to come from us as players cheering each other on and being as loud as we can down the bench and on the court with one another," he said. "Like you see with the NBA bubble now, they have no fans there. You see teams and benches cheering as loud as they can because that's all that they have there: their team."

Coach on the rise

Former Dal athlete Emily Clarke earns spot in national apprenticeship program

BY LUKE DYMENT, SPORTS EDITOR



CLARKE WAS AN ESTABLISHED TIGERS CROSS-COUNTRY AND TRACK ATHLETE FROM 2011 TO 2016. SHE WAS SELECTED TO THE INAGURAL U SPORTS FEMALE APPRENTICESHIP COACH PROGRAM IN AUGUST 2020. (PHOTO BY CHRISTINE DARRAH)

When Emily Clarke considered becoming a coach toward the end of her cross-country tenure as a Dalhousie University student, she reflected on who coached her and served as her role model as a runner.

"I grew up never really having a female coach. I've always had male coaches," said Clarke, now an assistant coach for the Dal Tigers cross-country and track teams.

The U Sports Female Apprenticeship Coach Program, to which Clarke was selected on Aug. 20, aims to provide more opportunities and resources for female coaches in Canada. Clarke is among 18 coaches, all former U Sports student athletes, selected for the program.

The new program's goal is to increase the number of female coaches at the university level so fewer women in sports will be left without a female mentor like Clarke was.

"This is an awesome opportunity to inspire other women to become coaches and show more [female] representation," Clarke said. "[This goal] makes me even more passionate about coaching."

A player's coach

Dal's cross-country and track and field head coach Richard Lehman began his coaching career, and first coached Clarke, 11 years ago at Dartmouth High School. He remained her coach until Clarke graduated from Dal in 2016. Clarke's Dal years were some Lehman hasn't seen from an athlete before or since.

"She was the best leader we've had in the program," said Lehman, a seven-time AUS women's cross-country coach of the year. "I've had very, very good captains and leaders, but Emily was on a different level as a leader."

Clarke's athletic abilities have transferred into her coaching style. She began coaching in 2017 with both Dal and HaliFAST, a provincial track and field team in Nova Scotia. Athletes know what they are getting with Clarke as their coach. So does she.

"I can help people realize what goals they can achieve and push them beyond their expectations. I'm a personable coach. I want to listen to my athletes," Clarke said.

"People gravitate to her. Being the person she is, everyone in the program is drawn to her," said Lehman, calling Clarke the team's "player's coach."

"She can drop anywhere she needs to. When a message needed to be delivered to the team, she was pretty keen on being the one to do it," Lehman said.

Providing support and leadership

Fourth-year runner James Cromack has been coached by Clarke his entire time at Dal. When he was out with an injury last year, he saw Clarke's commitment to helping her athletes up close.

"Emily would stay back [at Dal] with other injured athletes and me when the team travelled to meets. There were low points where I was getting back into working out in my recovery and she was there to provide support and boost my confidence," Cromack said. "Her being there, when she volunteers her time when no one's watching, is very crucial to who she is."

"In my first workout back from an injury, I was a bit timid to get back on the track. But [Clarke] was the one to push me through that first workout," said second-year runner Hannah Trites, who spent much of last season recovering from her own injury. "That's why I came back with the confidence that I did, because of those first workouts."

Lehman, who will mentor Clarke through the apprenticeship, said he's excited to help and watch Clarke improve from a talented coach to an even better one.

"It was awesome coaching her and even better becoming close friends and having her on our [coaching] staff. Her coaching instincts are ridiculously good. She knows the sport," said Lehman.

"Working with him inspires me to be a better coach. I feel really lucky to have him as a coach, mentor and friend," Clarke said about Lehman.

Clarke said she embraces the apprenticeship's goal of putting more females in coaching positions and how they are positions of power and influence.

"I coach males along with females, which is important. Men are able to see women coaching and how well they do it," said Clarke about the impact of female coaching beyond inspiring more women and girls to coach. "The program has opened my eyes more to what the possibilities are for me in the coaching world. It motivates me."

CLARKE (FOURTH FROM RIGHT) SMILES WITH TEAMMATES AFTER SHE HELPED THE TIGERS TO HER FINAL AUS BANNER AS A RUNNER. (PHOTO BY CHRISTINE DARRAH)

The personality that left a legacy

Friends and former players remember Chuck Wheeler's positivity and commitment to Dal hockey

BY LUKE DYMENT, SPORTS EDITOR

CHUCK WHEELER WAS CLOSE TO HIS PLAYERS. MANY IN THE DAL COMMUNITY REGARDED HIM AS A FATHER FIGURE WHO HELPED OUT DURING TOUGH TIMES. (PHOTO PROVIDED BY ROBERT WHEELER)

Mention Charles "Chuck" Wheeler's name, and those who worked with and knew him through Dalhousie University will say he had one dominant trait: positivity.

"Everything Chuck did and talked about was positive," said Trevor Doyle, who played for the Dal Tigers men's hockey team from 1996 to 1999. "Honest, caring and wanted the best for both the Dalhousie Tigers and for you personally."

"Chuck was such a positive gentleman. He gave so much to our men's hockey program. He was so supportive all the time," said Karen Moore, former Dal varsity athletics director. "It was hard not to like him."

Wheeler, a longtime member of the men's hockey team both in the front office and as an extra hand, passed away on May 30. He was 93.

Showing up with a smile

Having served from 1993 to 1997 as the team's president, Wheeler became general manager of Dal's men's hockey team for the next 15 years. Before his time with the hockey team, he had long careers in the Royal Canadian Air Force and at Bridgestone Tires. He was also a student at Dal in the '90s when he began with the hockey team. Wheeler graduated with a bachelor's degree in history from Dal in 2000.

Judi Rice, former president of the Black & Gold Club (a group of Dal alumni who support the Tigers) and a friend of Wheeler, said she has vivid memories of seeing Wheeler in his regular positive mood.

"He always had a smile on his face and he always said hi to you no matter what," Rice said.

Doyle worked at Dal hockey camps in the summer and saw Wheeler "nearly on a daily basis." Doyle said he looked up to Wheeler as a mentor and so did countless other Tigers players.

"He treated everybody the same. He would talk to every single guy to make them feel welcome. He wanted them to feel a part of the Tigers hockey family," Doyle said. "He added so much to the program through who he was."

"Everybody knew who Chuck Wheeler was," Rice said.

Staying busy one way or another

Moore said one of Wheeler's largest contributions to Dal was organizing his team's year-end banquet, one similar in size to the Tigers' athletic banquet.

"That was a big undertaking. He organized all the different awards, dinner, the presentation and speakers. Coaches and staff helped, but he was the one doing most of the work," Moore said.

Wheeler's contributions included small-scale tasks, too.

"He gave hours and hours and hours of his time. He liked to stay busy," said Moore. "He would sell pucks for puck-throwing contests [between periods] or run the 50/50. He enjoyed that aspect of the job as well."

Rice said she encourages former athletes to find a way to give back to the school after they finish at Dal. While working with Wheeler, she said he set the same example.

"Chuck would want people to give back to the university," she said, referencing Wheeler's years of schooling and work at Dal. "He encouraged present-day athletes to contribute when they had the chance after they graduated."

"He never wanted any recognition," Doyle said when considering how Wheeler would be remembered. "He was one of those guys who would sit at the back of the room and watch it all unfold and let other people have their time to shine. He was a heart and soul guy that would do anything for you. I think everyone that knew Chuck would do the same for him."

> **"He treated everybody the same. He would talk to every single guy to make them feel welcome."**

Wheeler's positivity was infectious and helped his players grow as people, said Moore.

"There were times when the guys [on the team] were going through rough times, either in hockey or in their life, and Chuck was there to lend that helping hand," Doyle said. "He would be that father figure that they needed at that time."