Barenaked Faculty

INSTRUMENTALS

<https://www.youtube.com/watch?v=eZOhZFFpdU4>

<https://www.youtube.com/watch?v=6ZWo0Gw_rEs>

<https://www.youtube.com/watch?v=Zf1W6xxbg38>

AI VOICE?

<https://www.audiocipher.com/post/ai-voice-generators>

<https://voice.controlla.xyz/> (unsafe link?)

<https://app.kits.ai/>

2. A reminder that LHS memberships renewals are due by the end of March 2024.

Those who renew early (by the end of February 2024), will be entered into a contest to win a FREE membership.

How to renew? You can renew:

at the Tuesday meeting with cash, cheque or credit card;

online at the Historical Society of Alberta website: <https://www.albertahistory.org/membership-account/membership-levels/>

through e-transfer by sending your dues to [info@lethbridgehistory.org](mailto:info@lethbridgehistory.org)

by calling the H.S.A. office at 403-261-3662 and paying with credit card over the phone

If you are unsure if your membership is due at the end of March, please either contact our membership co-ordinator, Nicole Bosh, or reach out to the H.S.A. office, or myself.

3. A reminder that the deadline for the H.S.A. grants program is also the end of March 2024. There are a few changes being made to the program and the plan is to have this year's forms up on the Historical Society of Alberta website by February 1. Remember, the grant is only available to H.S.A. members (organizational and individual) and H.S.A. chapters. We hope that once again we'll see several amazing grant proposals coming out of southern Alberta (and from across the province).

We will reshare the link to the grant program after February 1 but you can get a sense of the program from the link here:

<https://www.albertahistory.org/grants/>

|  |  |
| --- | --- |
| It's been 6 weeks since you looked at me  Cocked your head, saying, "poor student body" | Jan 27 – message to students |
| 5 weeks since you laughed at me  Saying, "unproductive negotiating" | Feb 7 – BOG filed a Bad Faith negotiations complaint with the ALRB |
| 4 weeks since the meeting room  Initially we agreed, but didn't get through | Feb 11 – strike, lockout, communication breakdown |
| Yesterday, you scapegoated me  But it'll still be so long 'til you say you're sorry |  |
| Hold it now and watch the hoodwink  As I make you stop, think  You'll think you're looking at Mike Mahon (Man)  You summon guards to the grounds  While you make the paycheck Swiss  I like the P.I's, 'cause we never touched the campus lawn  Hot like the Urban when I bust rhymes  Raw chicken—no thyme,  Because I'm all about value  Will a new legal co-lead fix this?  You try to match wits  This is the fifth that we have bust through  You're gonna take a break and make a fake  Appeal to student mental health  As if you're caring for the students as a favour  Gotta twist the show, 'cause then you know  The email list is gonna grow  'Cause it's confusing, hope that finals have a waiver |  |
| How can I help it if you think I'm funny when I'm mad?  Striking hard in the line, b'you don't feel bad  We're the kind of guys stuck on a carousel  Can't understand what we mean? Well, you soon will  We have a tendency to fight for our faculty  You have a history of thinking we're jerks |  |
| It's been one month since you looked at me Threw your arms in the air and said, "You're crazy" | Feb 10 – strike started |
| 3 weeks since your Q and A  you wouldn’t hear what your students had to say | Feb 17 – open session with BoG on Zoom |
| 2 weeks since you lied about  The MRFA, then you got called out | Feb 24 – Mount Royal offer claim |
| On March 5th you agreed to meet  Now we sit back and wait for Dave Jones to be free | March 5 – agree to mediation again |
| All of the data you’re cherry-pickin  600 days and the clock’s still tickin’  All the classrooms with no lights on  We're *dans la maison*  Does this help your reputation?  Like Covid-19, I'm getting so sick  Tired of your schtick  Like ULFA (ulfah), we don’t mean a thing to ya  To get the word out I’ll make mad films  'Kay, I don't make films  But my friend is in New Media  Solidarity for faculty  We’re sittin’ in and posting memes  Every protest is party and it’s going great  Gotta get in tune and do it soon  Or else it’s Zoom classes till June  And all the students know that you will be the one blame |  |
| How can I help it if you think I'm funny when I'm mad?  Striking hard in the line, but you don't feel bad  We're the kind of guys stuck on a carousel  Can't understand what we mean? Well, you soon will  We have a tendency to fight for our faculty  And a fear of losing the semester |  |
| It’s been one week since I looked at you  Folded my arms and asked, “What’cha gonna do?” |  |
| Five days since I laughed at you and said  “You don’t really care that much about students” |  |
| Yesterday, we met to mediate  But who knows how long this process is gonna take |  |
| To this day, we’re still angry But it’ll still be so long till you say you’re sorry |  |
| It'll still be so long 'til you say you're sorry  Give us respect, equity, parity  U of L, F the BOG |  |

UFOs

<https://digitallibrary.uleth.ca/digital/collection/publications/id/6695/rec/9>

<https://digitallibrary.uleth.ca/digital/collection/publications/id/7713/rec/1>

Fun look at discussion of technology <https://digitallibrary.uleth.ca/digital/collection/publications/id/29620/rec/9>

“University Shock” <https://digitallibrary.uleth.ca/digital/collection/publications/id/29684/rec/11>

FLQ

<https://digitallibrary.uleth.ca/digital/collection/publications/id/7038/rec/5>

Witches

<https://digitallibrary.uleth.ca/digital/collection/publications/id/7341/rec/2>

<https://digitallibrary.uleth.ca/digital/collection/publications/id/7342/rec/2>

Potential typefaces

BODY

Absicca

<https://www.1001freefonts.com/abscissa.font> (probably this one)

<https://www.1001freefonts.com/basic-handwriting.font>

<https://www.1001freefonts.com/thunderman.font>

DISPLAY

<https://www.1001freefonts.com/the-bold-font.font>

<https://www.1001freefonts.com/wicked-grit.font>

<https://www.1001freefonts.com/crazy-killer.font>

<https://www.1001freefonts.com/hypertension.font>

DIGITAL

Body <https://www.1001freefonts.com/data-control.font>

Display <https://www.1001freefonts.com/chintzy-cpu.font>

<https://www.1001freefonts.com/chaotic-circuit.font>

Kinda looks like a captcha <https://www.1001freefonts.com/stampede.font>

Eldritch <https://www.1001freefonts.com/kremlin-orthodox-church.font>

A group of colors in different shades of blue pink and purple

Description automatically generatedA close-up of a color

Description automatically generatedA close up of a colorful background

Description automatically generated

A close-up of a color palette

Description automatically generated

<https://www.color-hex.com/color-palette/88149>

* Ominous sounds
  + Heavy metal <https://freesound.org/people/Eelke/sounds/523602/>
  + Oh no!! something bad just happened sound effect - <https://freesound.org/people/PhonosUPF/sounds/496598/>
  + Weird drain sounds - <https://freesound.org/s/242489/>
  + Heavy doors bang with reverb - <https://freesound.org/people/LittleRobotSoundFactory/sounds/288908/>
  + Reverbing dramatic eerie impact - <https://freesound.org/people/Beussa/sounds/688743/>
  + Heavy machine booting up and operating (hum) - <https://freesound.org/people/peter5992/sounds/197395/>
  + Sounds like a rock bouncing off one wall then another as it falls into a well - <https://freesound.org/people/snapssound/sounds/530256/>
  + Jangly metal “switching a rattling lever” - <https://freesound.org/people/mediatheksuche/sounds/623712/>
  + Scary wind blowing wailing sound - <https://freesound.org/people/newlocknew/sounds/705345/>
  + Freaky sounding reverb “ghost breath” - <https://freesound.org/people/Robinhood76/sounds/94896/>
  + Radio distort crackle and something buzzing/humming - <https://freesound.org/people/Quilt/sounds/37772/>
  + “Eyeball” distorted funky - <https://freesound.org/people/BigBoyBeats4U/sounds/534402/>
* Clicks
  + Metal click press (tape machine) - <https://freesound.org/people/hanneswannerberger/sounds/275631/>
  + Computer mouse click-click (lightweight) - <https://freesound.org/people/Kolombooo/sounds/629020/>
  + Computer mouse click-click (heavier) - <https://freesound.org/people/aphom000/sounds/687105/>
  + Very simple impact (thuck) kinda sound - <https://freesound.org/people/Christopherderp/sounds/342200/>
  + A crunchy, rolling kind of click - <https://freesound.org/people/Breviceps/sounds/445972/>
  + Thin metal clinktch-clintch - <https://freesound.org/people/SKrafft/sounds/681369/>
  + \*ding ka-chhh\* Glass+chhh - <https://freesound.org/people/MrFossy/sounds/590886/>
* Robotic/spacey
  + Cold woop woop jingle click - <https://freesound.org/people/BaggoNotes/sounds/721503/>
* Wind blowing
  + <https://freesound.org/people/Mikes-MultiMedia/sounds/349698/>
* Dirt
  + <https://freesound.org/people/dheming/sounds/240977/>
  + Shovel consistent digging sounds - <https://freesound.org/people/RavenWolfProds/sounds/503672/>
  + Running on dirt - <https://freesound.org/people/FocusBay/sounds/210866/>
  + Hand-digging in the dirt - <https://freesound.org/people/SpliceSound/sounds/260130/>
  + Light feather-dusty quick scratches - <https://freesound.org/people/Wesselorg/sounds/408432/>
  + Shovel in dirt – some human noise? - <https://freesound.org/people/andersmmg/sounds/516318/>
* Tentacley
  + Eye blink - <https://freesound.org/people/zevcuk/sounds/348845/>
  + Goopy squish crush - <https://freesound.org/people/N0IZ/sounds/642200/>

A purple rectangular object with white text

Description automatically generated

A purple square with white text

Description automatically generatedA grey rectangular object with black text

Description automatically generatedA close up of a number

Description automatically generatedA close-up of a number

Description automatically generated5E5166

A close-up of numbers

Description automatically generated

7C8385

8EAC8D

B2FF9E

A blue square with white lines

Description automatically generated

A blue and white background with white text

Description automatically generated

A close-up of numbers

Description automatically generated

A close-up of a number

Description automatically generated

64, 77, 93

58, 70, 85

<https://digitallibrary.uleth.ca/digital/collection/publications/id/29625/rec/20>

Consistently the government has been negative in its approach to the university aspirations of this community and only the ardent persistence of far sighted citizens has kept the university torch alight in Lethbridge. Inevitably of course, the citizens were not always in agreement as to the best course to follow. The question of the Science Building and its location proved contentious. Such a building was felt to be a necessary addition to the Junior College facilities if second year university courses were to be adequately taught, but differences of opinion over the possible location of a University led some to oppose the construction of the building on the College site. It was felt that such construction would tie the proposed University to a location which was not necessarily the best for the maximal development of both institutions.

…in January 1965 the Council, through the initiative of the Chamber of Commerce, offered the Government 320 acres of land in North Lethbridge as a site for a University. However, the professional planners considered this site less desirable than others. Mr. Thompson, the City Planner at that time, publicly advocated a site across the river.

Quoting Jlr. Barry Snowden, Assistant to the President, “At this time, all that was involved was the offering of second year programs by the University Section of the College. Since the establishment of the’University of Lethbridge and the time of such establishment were still very much conjectural, and as the placement of the Science Building by itself several miles away from existing facilities for an indefinite period would have been impractical and most undesirable, construction of the Science Building at the College site was authorized in June of 1965."

the establishment of a university was required to be in keeping with the provisions as set out in a new Universities Act.

’The question of site for the University was not seriously raised again until January, when Mr. Arthur Erickson, Chief Consultant Architect for Simon Fraser University, visited Lethbridge. Throughout the period of public controversy and the publishing of numerous editorials that immediately followed, the current Town Planner, Mr. James Hartley, continually supported Mr. Erickson's proposal that the University should move across the river. The majority of the Board members were neutral, a few favoured moving to another site-and the four former members of the College Board (now new appointees to the University Board) retained their preference for the College Site. Realizing that the matter could only be resolved reasonably, and in-- 4 such a way that the best interests of the existing Lethbridge Junior College and the new University of Lethbridge .would be met, the Board agreed to appoint as consultants, a professional firm of campus planners. Accordingly, the firm of U.P.A.C.E. from Toronto was hired to examine the various sites and report their relative suitabilities."

<https://digitallibrary.uleth.ca/digital/collection/publications/id/29622/rec/11>

“The west is best” 1

“The fears of twin-city, rival-city growth” 1

“’splendid isolation’…but such temporary isolation is nothing new” 1

“To profit thus is the essence of wisdom.”

“’The showpiece of Southern Alberta’ is no idle dream; it can become a reality, and WILL…”

<https://digitallibrary.uleth.ca/digital/collection/publications/id/29682/rec/8>

“the year of campus ferment”

<https://digitallibrary.uleth.ca/digital/collection/publications/id/29681/rec/10>

The Image of the University The influx of a majority of new appointees from many different universities will help to mould the character of the institution; it will help to fashion an image which may be considerably different from that of its predecessor--the University Section of the Junior College. One of the great values of university life is the vigorous inter­change of various ideas which sometimes clash and produce sparks. "In many ways" said Charles F. Kettering, the American inventor, "ideas are more im­portant than people--they are much more permanent." The generating of ideas is one of the important functions of university life and a faculty composed of members drawn from many parts of the world is likely to prove a fertile source for all kinds of ideas--some useful and some not so useful, but all contributing..to fashion the image of a university which is alive and relevant. No doubt some of the ideas which may emerge from the University may prove upsetting to some people, and some of the exponents of the ideas may find themselves in "hot water." I'm reminded of what the English journalist and critic G. K. Chesterton wrote on this matter. "I believe in getting into hot water" he wrote. "It keeps you clean."

<https://digitallibrary.uleth.ca/digital/collection/publications/id/29683/rec/12>

[description of infrastructure]

<https://digitallibrary.uleth.ca/digital/collection/publications/id/29680/rec/1>

establishing what the uni is

“Perhaps the most useful function of a university is to act as an agency for change. This does not rule out its other functions, but it would seem useful for a university to be to the forefront in encouraging the con­sideration of new ideas and new behaviors. If it fulfils this function well, then it will be helping society to take the initiative in controlling and directing the inevitable process of change.”

“Dilemma The university may be regarded as primarily an agency for intell­ectual stimulation--a centre of ferment. However, it is caught on the horns of the dilemma of freedom and control. Both are essential for the existence of any society but if either is pushed to extremes the results are likely to be unfortunate for society.-3- We all realize the need for control; members of any group must learn to fit in with each other if the group is to survive. Throughout most of his­tory the control function has been especially emphasized; conformity has been the goal. It is only in more modern times that the freedom function has re­ceived emphasis. Perhaps the most\* useful task of a university is to stress freedom--of thought, of experimentation. However, too much stress on free­dom may have unfortunate social consequences, hence the dilemma. This dilemma may be eased, if not solved, by a tolerant understanding on the part of the community and by an involvement and participation in the life of the community on the part of the University of Lethbridge. It is anticipated that this regular feature will contribute to a greater mutual understanding. Ray Goodall”

<https://digitallibrary.uleth.ca/digital/collection/publications/id/29608/rec/4> sam the president

In 1977 the University held a Homecoming celebration in honour of its 10th Anniversary.

President Sam Smith, flanked by &#39;bodyguards&#39; Owen Holmes and Neil Holmes re-enacted a

1968 City Hall scene when Smith, Holmes and Russ Leskiw stormed a city council meeting

to present their arguments regarding the U of L&#39;s site selection.

<https://www.ulethbridge.ca/retired-faculty/history-u-l>

Wait…this campus has \*how many\* floors?

<https://www.ulethbridge.ca/50-voices/content/dr-dayna>

Dayna Daniels

Day and night, how different things are. But they stay the same, they change, they do.

Kevin the pronghorn

Fall into the river

Lettuce

Lemon (fresh)

Treason/meliorist

VW

Protest sign

The bison

Ground squirrels

Snow storm

Let light be made

Stair chair

Dancefloor

Long hallway

Foggry

Rattlesnakes

W

A number of numbers in ovals

Description automatically generated with medium confidence

Level 8 is one of the longest hallways in North America

How did they get a VW Bug onto UHall roof? “That Monday, the City of Lethbridge raised parking tickets downtown,” McDonald says with a laugh, “and we’ve got a Volkswagen on the roof here.” https://www.ulethbridge.ca/unews/article/beetle-mystery-finally-solved#:~:text=The%20great%20mystery%20of%20how,by%20an%20early%20morning%20snow.

“I wonder if it still went by rail….”

The stair chair on the eighth-and-a-half floor of the secret stairway.

This is the original UHall dance floor, before the Zoo.

“Honestly, as a first-year I was sad to learn the other students weren’t talking about a literal zoo on campus.”

For the last time, we are \*not\* going to fall into the Oldman River!

“if he is arrested and convicted [for treason] under the War Measures Act, he will be expelled”

“Over lunch, Dann and Michelson broker a deal: no staff will be arrested if the Meliorist is pulled and the manifesto is not reprinted.” https://www.ulethbridge.ca/unews/article/meliorist-editor-nearly-arrested-treason-during-1970-october-crisis

In 1977 the University held a Homecoming celebration in honour of its 10th Anniversary. President Sam Smith, flanked by 'bodyguards' Owen Holmes and Neil Holmes re-enacted a 1968 City Hall scene when Smith, Holmes and Russ Leskiw stormed a city council meeting to present their arguments regarding the U of L's site selection. https://www.ulethbridge.ca/retired-faculty/history-u-l

The Bison was a fine arts assignment. NAME didn’t know what to do with it once the semester ended,

Campus history began with a protest—it was the first construction project west of the Old Man. On May 18, 1968, following the University's first convocation ceremonies at Southminster Church, more than 500 students, faculty and community members held a protest march in support of the proposed west side site. After a lengthy and often emotional debate, a decision was made to relocate the campus from the college site to a new west side location.

Named after the longest serving late Mayor, Andy Anderson—the mayor who lobbied for the University to be on the West Side of Lethbridge

Where the heck is L804?!

They’re not gophers, they’re Richardson ground squirrels.

Technically, it was an act of treason.

Wait…this campus has \*how many\* floors?

What do you mean, Lethbridge isn’t named for the High Level Bridge? the **longest and highest bridge** of its kind in the world! It’s 1.6 km long and higher than a football field. It cost $1.3 million to build between 1906 and 1909, which is a $30 million bridge in today’s standards. It has even been featured in a few movies such as Days of Heaven and Silverstreak.

“How much lettuce can six women eat?”

There was the year of the 'F Wars' ... the feminist wars carried out in The Meliorist

we had that tremendous snow storm in ’67…. I can still remember him [Jack Hiscocks] writing me a letter saying, 'What am I getting into?'

We were in a real scrabble to get courses in place and that is where the 1000, 2000, 3000, and 4000 level numbering system began…. Max said there is no question this place is going to succeed because they have already started numbering their courses in the 1000’s.

https://www.ulethbridge.ca/50-voices/content/dr-owen  [platonic couches]

“When we moved to the west side…” “ We were down in the bowels of the building, at the north end.” “Wow, that’s like the galley slaves.” “Well of course.  Let’s let things go where they belong.”

And I remember a moment walking down University Hall, that big, long, cavernous cement and glass hall, right? - Dr. Sherri Chisan

“you know, people say the U of L is a family and that’s the kind of thing people say, but I think there is some truth to it….we are all in it together… again some people may laugh at that, but I think that it is very true

…..BK:  In my life, and I’ve said it to more than one person, I’ve always called this my University.

its evolved to become a community based place.  It’s not nearly this untouchable place, you know, ivory tower or whatever that people that across the river that weren’t involved at all would think, 'Oh no, we can’t go, not going to the University,' but now it’s really become part, it’s part of the community.  It is the community.  I can’t imagine Lethbridge without the U of L.

it’s seen as ‘Let There Be Light’ but the other alternative is ‘Let Light Be Made’ and it’s the kind of thing where it’s just like you go, you make light, you be a good influence in the world, onwards

• The pronghorn is only found on the plains and is the fastest mammal in the western hemisphere. Its vision is equivalent to 8x power binoculars

the University riding the rolling coulees of the valley  the strong horizontal line of the prairie and the interrupting incisions of coulees and converging river

I can still remember him writing me a letter saying, 'What am I getting into?'

I survived the 2022 ULFA strike…but my GPA won’t

Fake chicken sacrifice prank

fake chicken sacrifice)

**Bison placed outside,** having to run up and touch the bison

Hauntings of the fine arts building?

There used to be real plants on the walkway in uhall

The statues used to be soot-stained

CKXU/FU

The worm

The dude who lived in Kainai

W for West, or W for Wing? The prefix “W” is used for classroom numbering because it was the first building added to University Hall, and used to be referred to as “the West Wing”

The kids who got scurvy

**Foggry?**

Raw chicken

**That’s not a dog, that’s a deer**

Rattlesnakes

Sunshine belt

Old man river

**Chinook blowing a little shrew guy super far**

Moses was upside-down, lowered through the roof

All the buildings are connected…it’s like they’re hugging!

FLQ treason story! <https://www.ulethbridge.ca/unews/article/meliorist-editor-nearly-arrested-treason-during-1970-october-crisis>  <https://www.ulethbridge.ca/50-voices/content/robin>

<https://www.ulethbridge.ca/50-voices/content/dr-van> Van discusses the work that he undertook to encourage the provincial government to establish Alberta’s third university in Lethbridge. I didn’t think I could sell it to them on the basis of culture or education.  I thought maybe economics might be the approach

Bob refutes the long-held myth that the University was going to fall into the Oldman River. <https://www.ulethbridge.ca/50-voices/content/bob>

JT:  You know the University sliding into the river (Oldman) was one of the great myths that you always heard in the early years here.

BC:  Well certainly!

JT:  And it was a metaphor for the whole University (BC:  It was!) whether you were going to live or not was connected to whether it is gonna slide down there or not.  You probably got quite sick and tired of hearing that.

BC:  Well, you heard it everywhere you went, even around the city how it’s going to slide into the river.  Well, yes, it was a hard thing to convince people that it wouldn’t.  Because we knew that it was on solid foundations, it wasn’t going anywhere and we insisted that the architect keep it back far enough that it wasn’t subject to bank sloughing.  As a matter of fact, that part of the river is a fairly straight run there, so you didn’t get the currents as much as you did upstream and downstream.  But, that was a big thing.  As a matter of fact, when I retired, the guys in the Utility Department gave me a little model of a crane with an operation that you could turn the crank handle and it was mounted on a plaque with a caption on it, 'To be used only if the building starts to fall into the river.'

JT:  That’s terrific!

BC:  And even in 1990 when you went out anywhere everybody was saying, 'Well gee, it’s not going to slip and slide into the river?'  You always had to be on the defensive.

JT:  I guess!

So, we went to the dean and we said, ‘Anytime a woman is invited to campus for an interview, we want to be put on the schedule, we want to take her to lunch or dinner or out to drinks or something.’  And the response of this dean, and I won’t tell you who it was, was very flip and he said, ‘Sure,’ and we also said, ‘And we want you to pay for it.’  He said, ‘Sure, how much women ... how much lettuce can six women eat?’  So the very first woman who came out, I don’t remember who it was, but we took her over to what used to be 'Treats' and we ordered, we drank, we ate caesar salads and drank wine and sent him a bill for almost 200 dollars.  And this is how much lettuce six women can eat.  <https://www.ulethbridge.ca/50-voices/content/dr-dayna>

There was the year of the 'F Wars' ... the feminist wars carried out in The Meliorist; one winter things got quite acrimonious.  And every week, front page of the Meliorist was the latest installment of the “F” Wars.  We had a group for a while, a colleague and I started up in the late ‘80s I guess, called the Feminist Pedagogy Group where a bunch of us would get together to talk about teaching in different disciplines and the issues.  By the end of the ‘80s and the early ‘90s there were a few more couples.  And that was always interesting being half of a couple.  I think some people were afraid somehow we were a voting block and we going to, I don’t know ... stage a coup and take over the department.  And the first time I voted differently than Steve (spouse) at a department meeting, people were shocked.  It was like really ... think we only have one brain between the two of us?  So there were a lot of issues.  And a lot of discussion.  Men professors could say things in classes, challenge the status quo in ways that women couldn’t.

There were some women who were very much known and looked down on I think as radical feminists, because they tried to change things.  I was in a different position in a way.  Because I was a bit younger than some of them that I am thinking about, but also I was married, I had the same last name as my husband, and I had a child.  So I could say more radical things, but people didn’t consider them as radical, as some of the things others could say ... because how could she be a feminist if she is married and has a kid?  Right?  So we would strategize, and different people could say things in different ways.

<https://www.ulethbridge.ca/50-voices/content/dr-dennis> fun story about being snowed in

## then later-- **Laurence**

## **Hoye**

 LH:  Jack Hiscocks was the one of them.  And, that was not without controversy because we had him fly out, interviewed him, and everything went tickety-boo.  He was still working on his degree at Queens and teaching at the military college there.  And, after he got back home, then we had that tremendous snow storm in ’67.  It hit the national newspapers.  I can still remember him writing me a letter saying, 'What am I getting into?'

JT:  He had second thoughts about all that kind of thing, too.

LH**:**And then Dennis Connolly came along.  And of course there was fierce competition for faculty members ‘cause all over North America universities and colleges were expanding.

JT:  Dennis Connolly was just kinda passing through town I hear, and ...

LH:  I talked to him ...

JT**:**And so that was a simple deal.

…

JT**:**No, I guess you were in this whole mix of a thrill starting a school.

LH**:**We were in a real scrabble to get courses in place and that is where the 1000, 2000, 3000, and 4000 level numbering system began.  And as a matter of a fact, one of my professors at the U of A who went on to be President up there Max Wyman ... I arranged to have him to get an Honorary Doctorate down here.  Outstanding mathematician, actually he corrected some of Einstein’s work.  Einstein wrote him a letter saying, 'Thank you very much and you are absolutely right.'

JT**:**Not very many people did that!

LH**:**No, no absolutely not.  But anyway, Max said there is no question this place is going to succeed because they have already started numbering their courses in the 1000’s.

JT**:**I see you’re way up there.

https://www.ulethbridge.ca/50-voices/content/dr-owen

[Sam Smith] wanted us to think beyond the box.  And the kind of things came up:  should we have degrees?  We had serious debates on these topics, should we have degrees?  Should we have courses?   Why should we have courses?  What is a course … how do you define a course?  Later on, Mike Kubara defined a course for me one day, but he wasn’t here then.  Should we have lectures? … Are you gonna have any classrooms?  … Should we have grades or not? … Well, what should we do here about grades?  Should we be grading people as though they were chickens or something or ... ?

[platonic couches]

## **Ken Hicken**

JT:  When we moved to the west side, I can’t remember where you folks were.

KH:  We were down in the bowels of the building, at the north end.

JT:  Wow, that’s like the galley slaves.

KH:  Well of course.  Let’s let things go where they belong.

## the old Whoop-Up Barn. the big space inside was divided up essentially with wooden frames that had been hammered together and sacking nailed across them to divided ceramics from drawing from painting – **Victoria** Baster

## **Dr. Chris Hosgood**

CH:  Often people are looking for what has changed and I think as historians we do say ‘Ya, well things have also stayed the same.’  Right, continuity is an important part of the narrative.  And I think that, you know, there is a lot of continuity.  But, to me what hasn’t changed, and I think again, other people may disagree, this may be a feature of the fact that I have been at the U of L for a long time.  But to me what hasn’t changed is that there is still a sense of community at the U of L amongst faculty and the staff.  And I think one of the things that certainly I noticed at the U of L that was different from other universities I was at, was the way in which the staff at the U of L are integral to ... I know they are integral to the success, but the way, I think, I hope that people recognize it.  Certainly, as a Dean you recognize that, you know the University functions, obviously it functions because the faculty do their job, but I can assure you it functions because staff do their job and often in an unsung way.

JT:  You really learn that as a ...

CH:  Absolutely.  And I think, maybe we could do a better job, but I do think the U of L has maintained that community of ... you know, people say the U of L is a family and that’s the kind of thing people say, but I think there is some truth to it.  And I think, because I have come all through that, I can’t speak for the newer generation but to me that’s remained the same we still see it even though we have grown.  We haven’t grown so much that we have forgotten that we are all in it together.  And we are ultimately all in it for the students.  And I, again some people may laugh at that, but I think that it is very true.  And so for me that is the enduring and the endearing feature of the U of L.  I mean, it’s grown physically obviously, and campus is much more like a campus now than it was when I first arrived, which is okay.  I think there is excitement and having more students, I think, creates more energy perhaps.  But in many ways, to me,  it is still the same place.

<https://www.ulethbridge.ca/50-voices/content/dr-bryan>

BK:  We didn’t have enough space.

DM:  Okay, but you’re building your department that wasn’t a department, yet, yes.

BK:  Yes, we’re building our department, and we changed the name of the department because now there were six neuroscientists by this time so it became the Department of Psychology and Neuroscience, and I was chair at that time.  And then we didn’t know what we were going to do because we really didn’t have enough space.  So it was getting worse and worse and then in around 1996 or ‘97 Ian (Whishaw) and I went to see Howard (Tennant) and said, ‘You know, we really need more space and this lab in biology that’s right next to us is empty.  It hasn’t been used in five years because the person who was in it retired, they didn’t hire anybody.’  Howard told us, ‘No way, Jose, are you getting that space.  So go away, because if I give you that you’re just going to want something else.’  Okay.

And the following day he came down the hall and he said, ‘Kolb, where’s Whishaw?’  And I said, ‘He’s in his office.’  ‘Well come on, let’s go talk to him.’  He said, ‘Okay, I’m sorry.’  He was quite blunt the day before and what he thought of the idea.  He said, ‘I’m sorry. I’ve thought about it, we’ll just build you a building.’  And we both laughed and said, ‘Right.’  He said, ‘No, I’m serious’.  He said, ‘What is the thing that we do best here?  It’s neuroscience.  So, why don’t we just make that what we’re going to do?  Build a building.’  And the CFI (Canadian Foundation for Innovation) had just been invented by the government, federal government, and he said, ‘We could probably get CFI and Heritage and other sponsors to build you guys a building and then we can really make it happen.’  And we just looked at him in disbelief.  And that’s what happened.

## **Doris**

## **Kostiuk**

I am proud to have worked at the University of Lethbridge.  Its main attraction are its people, its amenities, and top notch researchers.  During most noon hours one can find me walking around the lake.  I started walking there when it was a red shale path those many days ago.  Four days, I think, after we moved into our new library building, I thought, ‘I’ve got to find something to do’ and discovered this path and I’ve been walking around that lake since then, listening to my tunes all plugged-in and these are some of my elements of my day-to-day life at the University of Lethbridge.  It’s been an enjoyable ride.

<https://www.ulethbridge.ca/50-voices/content/bill>

MP:  Students, the last thing I want to talk to you about.  You must have gotten to know a lot of students.

BK:  A lot of students, yes.  As I said before, nowadays you see them and say hi to them and just amazed that they remember ...

MP:  You.

BK:  Yes.

MP:  And you remember them.

…..BK:  In my life, and I’ve said it to more than one person, I’ve always called this my University.

BK:  I remember them.

MP:  You remember the face.

Russel Leskiw

And I remember that, and this is an old, old story that you have heard many times of how the Faculty of Education was really formed.  The Faculty of Education needed a charter and so we went to the University’s Council which said 'No, no you can’t.  We don’t think we should have faculty over there.' and of course they were supported by the other two universities, Edmonton and Calgary.  So I, we were all sort of downcast, and driving home, and moving towards Ninth Street, I made a left turn instead of right turn.  'Where are you going Russ?'  'Well, I think we’ll go over to the Education Building Department and see what they say there with a view of seeing the Minister.'  Well, we went to the Minister’s office, he wasn’t there.  He was at the Legislature.  So I went to the Legislature, knocked on the door and asked for the Minister.  And he was a fellow who had expressed interest in the Faculty of Education before because he was kind of tired of people saying, 'The other two universities.'  So I asked, 'Sir, would you, we need a charter for the Faculty of Education in Lethbridge and we need a signature?'  'Oh sure, sure!'  'Can you sign it?'  And that’s how we had a Faculty of Education.

JT:  Were you angry at that time, when you did this?  I have heard this story that you hauled him out of the Legislature.

RL:  Well, I wasn’t angry when I hauled him ... no that was the last thing I was ...

JT:  You were just determined.

## **Eric Low**

Well, I anxiously signed up and enthusiastically signed up for the first Drama 1000 class.  Twenty students.  Twenty students in one of those temporary buildings.  We still have them in the northwest corner of the parking lot and, but that building was over at the College campus initially, and we’d gather together and start out sitting on the floor doing breathing and relaxation exercises, and moving from the inside out trying to discover who we were and how we related to our environment, and then how we related dramatically to that environment and to each other….. And David (Spinks) said, ‘No that’s not the approach we’re taking.  So everything you learned at U of C, try to forget.  Because we’re gonna start over and we’re going to build you as a dramatic entity who can find the theatre in any situation, the theatrical in any situation.’

I was lucky enough to teach Drama 1000 more than a dozen times I guess, and I tried to bring his philosophy in: let’s discover who we are, let’s discover what communication is and then we’ll add words to that.  And it gave us a lot of self-confidence as well, so that we wouldn’t be afraid of public speaking, and this was good for the students in Education particularly.  And David was keenly, keenly interested in getting us to perform for young people, to get them excited about possibilities of dramatic work and to recognize that this was something they could do.

## **Sheila Matson**

I think because working life is such a huge part of your life, I’ve felt that the University has been home for me.  Home is a welcoming place, home is a place that it’s safe to be, it’s a place of memories, it’s a place of adventures, it’s a place to grow, and I think that has been shaped me in many, many ways.  My dream for anybody who comes here, for the next 50 years, is that this becomes a place where you’ll come for your education.  During your time here may you have memories of amazing experiences.  I wish for personal growth for faculty and staff, that they can continue to motivate students, that they can make a huge discoveries that will benefit mankind.  It probably sounds a bit idealistic as I say this because everything changes and has so much in this 50 years, but for the next 50 years, let’s be the destination.

## **Leslie Lavers**

And, so we had people who were incredibly smart, who looked outward to understand best practices.  And you have to remember in the '80’s, the notion of best practices wasn’t wide spread there as something that post-secondaries should aspire to.  People in post-secondary at the time thought that their traditions were more important than the quality of their services and the notion that a student might not be well served by a tradition, just didn’t matter to some people, did matter to other people.  But we had this team of senior administrators who were absolutely committed to taking U of L to the forefront of services for students.  Now, there’s also two ways of doing that and one way is to invest in a lot of staff and the other way is to invest in systems that will take over the routine tasks that staff do and then you have staff doing things that only human beings ought to be doing.  And, so the U of L took that approach to invest heavily in systems.  They put aside millions of dollars in a time of enormous constraint, and they kept it locked up, away from all these other desperate needs, and put that towards planning and implementing steps to not just survive, but to thrive.  That’s such a cliché, but back then it was … it was important.

satellite campuses

<https://www.ulethbridge.ca/50-voices/content/cathy>

<https://www.ulethbridge.ca/50-voices/content/lorne>

## **Gail Michener**

And it was a remarkable thing for people to think that it was reasonable to have a university in Lethbridge.  And for a number of years, you know, we fought the the idea at Calgary and Edmonton that, well we must be a dinky, dinky little place and, you know, oh well can’t be any serious research going on there.

…

The government was basically, I think, looking at a way to cut back on how much funding it needed to give to the University, and wanted to make the point that this should just be a teaching university, nothing more basically than a glorified community college.  And so a gentleman was hired and I will not be able to remember his name, he was from Quebec I believe, to do an assessment of what people did at the University of Lethbridge.  And he ended up being so impressed by the amount and quality of research that was being done and the extent to which we involved the undergraduates in the research, which of course we did because we didn’t have graduate students back in those days so everybody did.  He reported back to the government and the government had to change its tune rather rapidly and say, ‘Oh we will continue to support the University of Lethbridge because it’s got this reputation.’  So yes, that was interesting.  We were all asked to write a little document about what it was and how our research contributed to the institution and so forth, which was really very easy to do in those days because if we didn’t have the undergraduate students.  We had no help at all.  So, very much we involved the students in what was going on and already we had people with international reputations and so forth, so it was actually a very easy case to make.

And then I remember, I had some students who went off to Calgary or Edmonton, I don’t recollect.  I guess maybe in some cases they were transferring into professional degree programs, you know, dentistry, medicine or something like that, and being contacted by them.  You know saying, ‘Oh you know these people don’t think the Animal Physiology course you taught is up to the standard of their Animal Physiology course.’  And then I would look into what they were doing, you know.  And, discover that in some of these cases they couldn’t even offer undergraduate labs with the course because they already had class sizes that were too big for Physiology or something like that.  Whereas here, our Physiology students not only took the lecture course, they took lab courses.  So, we made the point that they were actually better educated than their own students.  But there was that assumption that because the University of Lethbridge had sort of magically grown up out of nowhere, that it must not be a high quality institution.  But that was pretty quickly laid to rest.

## **Heather Mirau**

[lib ed] it boils down to being a good citizen… , having the liberal ed. philosophy, you were truly working together…. And it really suits the world today…how you get involved globally and help the world and people succeed.  And that is getting back to our roots.  We have had it all along, we just maybe didn’t realize we may have lost it for a while.  Now we are getting back to our roots and I just think it is fabulous.  It really will change our culture, or ingrain our culture even more.

## **Cheryl Misak**

And also I took a massive, massive number of independent study courses.  And I think I actually, I was responsible for the change in the policies and rules at the University of Lethbridge bcause I took 12 independent studies and when someone saw that I think they said, ‘That’s too many,’ and then they put a limit on it. … So, I took independent studies from ... many from Mike [Kubara] and for a long time I held a record: I was the only student who ever completed an independent study from him because he was really difficult.  And I did, I don’t know about seven, or eight, or nine…. And, you know I was literally, you know, literally Mike Kubara taught me how to write by ripping my sentences apart one by one by one and showing me why they were no good at all, and rewriting them and you know you just ... that’s, that’s really special.

## **Jane O’Dea**

Now you see I would say, there is a tradition of excellence in this University that’s founded on collaboration, that’s founded on genuine, genuine passion and curiosity about knowledge and about furthering knowledge, that’s founded on a sense of equality that students are a part of who we are.

…. And I thought, whatever I can do to keep that going and further, then I must do.  And I think we did but I would say it’s a ‘we’ ... it wasn’t me.  It was the people I had here who worked with me and were prepared to bring it in the most extraordinary directions.

<https://www.ulethbridge.ca/50-voices/content/jon> setting up the food bank and the student insurance

<https://www.ulethbridge.ca/50-voices/content/dr-martin> creating colloquium studies

<https://www.ulethbridge.ca/50-voices/content/dr-george> other newcomer

<https://www.ulethbridge.ca/50-voices/content/dr-douglas> early education program

<https://www.ulethbridge.ca/50-voices/content/dr-brian> drama program

Named after Helen Christou, the spouse of former U of L chancellor and community leader Van Christou.(The Christou’s have been long time supporters of art and cultural activities in Southern Alberta. In 1967, Helen and Van helped start uLethbridge Art Collection by securing the donation of “Moses” by Sorel Etrog.)

<https://www.ulethbridge.ca/50-voices/content/glenna> 3rd generation uleth

## **Gerda Vanderfluit**

But one thing that I really seen happen that I like about the University now is that in the olden days the University was this place over on the other side of the river that people that weren’t affiliated at all to the University ... would never feel comfortable or welcome or anything.  It was just this place over there that unless you were involved, you had no reason to go over there.  But now, you know, you go for yoga or exercise or whatever and the place is a beehive all day, all evening.  I come in like at seven o’clock and there’s nowhere to park and you just realize what a hub it’s become and it just feels, you know, there’s some pride in being part of that, that how its evolved to become a community based place.  It’s not nearly this untouchable place, you know, ivory tower or whatever that people that across the river that weren’t involved at all would think, 'Oh no, we can’t go, not going to the University,' but now it’s really become part, it’s part of the community.  It is the community.  I can’t imagine Lethbridge without the U of L.

## **Carrie Takeyasu**

I mean, I think our size is definitely an advantage.  I mean it’s ... this might sound funny but we’re very nimble when you talk about universities which things still take time to change here but when you compare against other institutions…. As well, they don’t have the same interactions so there’s interactions with other departments.  They don’t know the people in the other departments whereas we have the advantage that although it's grown so we don’t know as much about the other departments as we used to, you still have those connections and we can still come together and work together as a team to ... a senior administration team to work together to resolve problems….. And, I think we also have the advantage of that we have a close connection with the Lethbridge community…. We definitely have that here, and that is definitely top of mind that our roots come from community bases, so that is ingrained, and that is important as we move forward that we maintain that relationship.

## **Melanee Thomas**

 Yes, it strikes me as the, as a foundational experience and like a foundational place.  …. it strikes me as the place that enabled me to launch.  And I was given skills.  I was given experiences.  I was allowed to grow and I took advantages of these things certainly and then I parlayed that into a number of different things that enabled me to put myself on the trajectory or to be on the trajectory that I ended up on…..

… I got the University motto tattooed on my arm…..  I remembered Chris Kukucha, he saw it after I got it done and he laughed and laughed.  He’s like, ‘You lame, lame person.’….. it’s seen as ‘Let There Be Light’ but the other alternative is ‘Let Light Be Made’ and it’s the kind of thing where it’s just like you go, you make light, you be a good influence in the world, onwards.  And so, it’s a very cheesy way of thinking about the University of Lethbridge but that’s where ... I like that sentiment and I try to carry that forward.

Brenda rennie ulfa experience

**Moses**

* Sculpture in the main stairwell
* Created by Canadian artist Sorel Etrog (born 1933)
* Was donated to the University in 1968 by the House of Seagrams Ltd. following its display at Expo ’67 in Montreal
* It was originally place on the UHallpatio, but the harsh weather was starting to wear on the sculpture. It was then lowered through the top of the FA building when it was being built.

**Lethbridge Landscape Painting**

* Commissioned in 1981 from Ontario painter, Paterson Ewen and completed in 1982. It is acrylic on plywood
* The overall impression of the work is one of rhythm and movement. Ewen’s depiction of the land was inspired by Van Gogh. He felt there was a similarity between the Southern Alberta Landscape, and Van Gogh’s paintings of Arles, France
* Ewen applied thick layers of acrylic paint to the plywood support, using rollers and large brushes to create a rough, textural effect. He then gouged the surface with an electrical router. The incised lines were then filled with color

52 pianos on campus (concert and recital)

**Western Channel of Papokan Sculpture Park (North and East decks, 6th level)**

* On the Opening of the Centre for the Arts in 1981, the University commissioned Canadian sculptor John McEwan to create “Western Channel”
* The sculpture consists of rolling hills and three life-size canine silhouettes. Two of these silhouettes are situated on the north deck, with the third on the east deck overlooking the river and coulees, making University Hall integral to the work
* The Papokan Sculpture Park consists of the numerous sculptures and arts pieces located all across the outdoors of the campus     
    
      
    
  **Aperture Lake**
* A man-made lake surrounded bya walking path, benches,a park, and has fountains in the centre of the lake
* Pieces of the Papokan sculpture park are located in various locations around the lake as well

Mascot

* “Luxie” the Pronghorn. The name is a play on the University’s “Fiat Lux” motto
* The pronghorn statue in the west entrance to the LINC building was given to uLethbridge in recognition of our immigrant families who saw education as the gateway to the future

* When Arthur Erikson designed University Hall he imagined the University riding the rolling coulees of the valley
* Erikson’s University Hall acknowledges both the strong horizontal line of the prairie and the interrupting incisions of coulees and converging river. Its structural architecture is a natural and fitting companion to the landscape
* University Hall won a number of architectural awards for design and level 8 of the building (A-E) features the longest hallway in North America!
* Arthur Erickson also designed a building for Simon Fraser University, the San Diego Convention Centre and the Canadian Embassy in Washington, DC

“Throughout the fall of 1967 and the spring of 1968, University officials, Lethbridge citizens, and Alberta Government representatives continued to debate over a permanent site for the University. On May 18, 1968, following the University's first convocation ceremonies at Southminster Church, more than 500 students, faculty and community members held a protest march in support of the proposed west side site. After a lengthy and often emotional debate, a decision was made to relocate the campus from the college site to a new west side location.” -<https://www.ulethbridge.ca/retired-faculty/history-u-l>

A newspaper article about the election

Description automatically generated with medium confidence

Meliorist (October 31, 1968) page 01 (there’s also a photo)

The Casket Coffee House

One year ago... From The Times of May 3, 1967 A record snowfall had plugged highways in Southern Alberta over the weekend, leaving many motorists stranded for up to two days, and causing much hardship days, and causing much hardship for livestock owners. Worst hit area was Lethbridge, although Taber also had a

record fall of snow. There was only one lane of traffic o.i many highways, and

most side roads were plugged. Farmers and town residents were afraid of

flooding as the snow begar. to melt.<https://digitallibrary.uleth.ca/digital/collection/sanews/id/145600/rec/10>

Fire?<https://digitallibrary.uleth.ca/digital/collection/publications/id/7133/rec/12>

SADISTS<https://digitallibrary.uleth.ca/digital/collection/publications/id/7126/rec/12>

**https://digitallibrary.uleth.ca/digital/collection/publications/id/7129/rec/12**

A white sign with black text

Description automatically generated

[History |University of Lethbridge (ulethbridge.ca)](https://www.ulethbridge.ca/about/history)

<https://youtu.be/1bruSW8eats>

[Universityof Lethbridge - 50 Years Oral History Project | (ulethbridge.ca)](https://www.ulethbridge.ca/50-voices/)

[50th Anniversary |University of Lethbridge (ulethbridge.ca)](https://www.ulethbridge.ca/education/50th-anniversary)

·Ensure preservation of and access to the scholarly output of faculty andstudents through Library initiatives such as the U of L Institutional Repository,digital collections, and other partnerships

Crow, Barbara & Longford, M. & Sawchuk, Kim & Zeffiro, A.. (2008). Voices from beyond: Ephemeral histories, locative media and the volatile interface. 10.4018/978-1-60566-152-0.ch011.

Military button code <https://codepen.io/Sitefall/pen/qZRoPv>

Planner <https://www.usemotion.com/?utm_source=google&utm_medium=20951083612&utm_campaign=156452024823&utm_term=&utm_content=687898806680&gclid=CjwKCAiAzc2tBhA6EiwArv-i6VI4rNLpAeTo0Tzxa7FN28gYgUjCN3CETz4ZXwmHfA0pysmtmwpwNRoC5vMQAvD_BwE>

|  |
| --- |
| Deal With |
|  |
| Potential names (Latin – translation) |
| Tenebrae Fiant – let there be darkness |
| Lux Exstinguetur – let light be put out |
| Lux Occidatur - let light be killed |
| Lumen Occidere - kill the light |
| Lumina Occidere – kill the lights |
| An alternate-reality game (ARG) narratively built around University of Lethbridge history and functionally consisting of a scavenger hunt across campus and a collection of puzzles accessed digitally. |
| Difficulty Level |
| Immersion Level |
| Mode of Experience (what else do I call this?) Digital to IRL |
| Collaborative Complexity (number of external entities involved in orchestrating the game) |
| Temporality/Timeline/Lifespan? |
|  |
| Key moving parts |
| App/website/discord server? Social media? |
| Physical clues |
| Narrative |
|  |
|  |
| ARGs related to student orientation: |
| [Glencross, S., Elsom, S., Westacott, M., & Stieler-Hunt, C. (2019). Using an alternate reality game to facilitate student engagement during orientation. Student Success, 10(2), 13-22. https://doi.org/10.5204/ssj.v10i2.1298](https://doi.org/10.5204/ssj.v10i2.1298) |
| [Nicola Whitton, Rosie Jones, Scott Wilson & Peter Whitton (2014) Alternate reality games as learning environments for student induction, Interactive Learning Environments, 22:3, 243-252, DOI: 10.1080/10494820.2011.641683](https://doi-org.uleth.idm.oclc.org/10.1080/10494820.2011.641683) |
| [Sandra Elsom, Marguerite Westacott, Colleen Stieler-Hunt, Sarah Glencross & Kerry Rutter (2023) Finding resources, finding friends: using an alternate reality game for orientation and socialisation in a university enabling program, Interactive Learning Environments, 31:5, 2635-2649, DOI: 10.1080/10494820.2021.1894181](https://doi-org.uleth.idm.oclc.org/10.1080/10494820.2021.1894181) https://doi-org.uleth.idm.oclc.org/10.1080/10494820.2021.1894181 |
| [Ireton, D. L., Pitts, J., & Ward, B. (2014). Library Discovery through Augmented Reality: A Game Plan for Academics. International Journal of Technology, Knowledge and Society, 9(4), 119-128. https://doi.org/10.18848/1832-3669/CGP/v09i04/56407](https://doi.org/10.18848/1832-3669/CGP/v09i04/56407) |
| de Beer, K., & Bothma, T. (2016). Alternate reality games (ARG) as innovative digital information sources. Library Hi Tech, 34(3), 433-453. https://doi.org/10.1108/LHT-02-2016-0018 |
|  |
| How to Design an ARG |
| H. Blumenthal and Y. Xu, "The ghost club storyscape: designing for transmedia storytelling," in IEEE Transactions on Consumer Electronics, vol. 58, no. 2, pp. 190-196, May 2012, doi: 10.1109/TCE.2012.6227412. |
| [Baltra, A.I. (2011). Cheshire: A Design Framework for Alternate Reality Games. In: Anacleto, J.C., Fels, S., Graham, N., Kapralos, B., Saif El-Nasr, M., Stanley, K. (eds) Entertainment Computing – ICEC 2011. ICEC 2011. Lecture Notes in Computer Science, vol 6972. Springer, Berlin, Heidelberg. https://doi.org/10.1007/978-3-642-24500-8\_38](https://doi.org/10.1007/978-3-642-24500-8_38) |
| [Schiller, M. (2018). Transmedia Storytelling: New Practices and Audiences. In I. Christie & A. van den Oever (Eds.), Stories (pp. 97–108). Amsterdam University Press. https://doi.org/10.2307/j.ctv5rf6vf.10](https://doi.org/10.2307/j.ctv5rf6vf.10) |
| Davies, Hugh. (2017). Towards an ethics of alternate reality games. Digital Studies/Le champ numérique. 10.16995/dscn.36. |
| [Borland, J., & King, B. (2005). BEES, ARGS, AND THE BIRTH OF THE COLLECTIVE DETECTIVE. Phi Kappa Phi Forum, 85(2), 21-24. https://login.uleth.idm.oclc.org/login?url=https://www.proquest.com/scholarly-journals/bees-args-birth-collective-detective/docview/235181931/se-2](https://login.uleth.idm.oclc.org/login?url=https://www.proquest.com/scholarly-journals/bees-args-birth-collective-detective/docview/235181931/se-2) |
|  |
| Non-Academic Sources |
| <https://www.argn.com/> |
| <https://humanities.uchicago.edu/articles/2020/07/how-alternate-reality-game-helped-build-community-during-pandemic> |
| <https://blog.daisie.com/understanding-arg-meaning-a-comprehensive-guide/> |
| <https://elearningindustry.com/arg-development-10-tips-to-create-an-effective-arg-story> |
| <https://intfiction.org/t/difference-between-args-and-intfiction/64330> |
| <https://en.wikipedia.org/wiki/List_of_alternate_reality_games> |
| <https://www.reddit.com/r/ARG/> |
| The Universal Student |
| video and text |
| 1 hour length, teams of 4-5 |
|  |
| student engagement framework (Kahu & Nelson, 2017) |
| four psychosocial variables which mediate engagement at the intersection between student and institutional influences: self-efficacy, belonging, well-being, and emotion (Kahu & Nelson, 2017). |
| it is appropriate to view the construct as situated within an educational interface, the psychosocial space where the educational experience occurs, |
| student engagement, which comprises an individual’s emotional, cognitive, and behavioural connection to their university experience, |
| BUT "game players did not report a greater sense of belonging after they had finished the game" 19 |
| "belonging can be experienced at a number of levels, for example, belonging in class, belonging in an academic program, and belonging to the university (Wilson et al., 2015)." 19 |
|  |
| why ARGs are cool |
| "the boundaries of play and who is participating in the play are unclear" 14 |
| "ARGs can have particular benefits in higher education because of their ability to engage and motivate, to promote collaborative problem solving, and to create organic support networks (Moseley, 2008)" |
|  |
|  |
| key locations on campus such as Student Services, the library, a computer lab, Indigenous Services, food outlets, and all-gender toilet facilities. |
| ends in an irl party |
|  |
|  |
|  |
| Context |
| tertiary preparation program |
| regional uni in AUS |
|  |
| tl;dr Overall, the results of this study indicate that alternate reality games, such as The Universal Student, have the potential to facilitate transition and engagement. Therefore, an opportunity exists for institutions to utilise alternate reality games as part of their orientation program, and, in doing so, bring long-lasting benefits in terms of increased engagement, which in turn has been associated with increased retention and academic success (Baik et al., 2015; Kahu et al., 2017; Kahu & Nelson, 2017; Larkin & Dwyer, 2016; Menzies & Nelson, 2012). In order to do this most effectively, the design of these games should incorporate factors that have been shown to facilitate engagement such as the psychosocial constructs that form part of the student engagement framework (Kahu & Nelson, 2017) (p. 20) |

BELOW IS

Sandra Elsom, Marguerite Westacott, Colleen Stieler-Hunt, Sarah Glencross & Kerry Rutter (2023) Finding resources, finding friends: using an alternate reality game for orientation and socialisation in a university enabling program, Interactive Learning Environments, 31:5, 2635-2649, DOI: [10.1080/10494820.2021.1894181](https://doi-org.uleth.idm.oclc.org/10.1080/10494820.2021.1894181)

non-trad students engagement

"Alternate Reality Games (ARGs) are games played in the real world. They involve a series of puzzles and clues in a variety of technological (internet, mobile phones, GPS) and non-technological (books, posters, bystanders) formats to advance a narrative. These games often take on a secretive quality, known as the “This is Not a Game” (TINAG) aesthetic (McGonigal, Citation2003), whereby the game takes itself seriously and its game nature is not openly admitted. Similarly, the invitation to play an ARG is often described as a “rabbit hole” that players stumble upon, rather than actively seek out (McGonigal, Citation2003). The International Game Developers Association (Citation2006) defined ARGs as games that “take the substance of everyday life and weave it into narratives that layer additional meaning, depth and interaction upon the real world” (p. 6). They are frequently collaborative and are known for their ability to draw on the collective intelligence of groups (McGonigal, Citation2003)."

Should Brandon and Nicole get engaged (ShBANGE) started with a (staged) public marriage proposal and the story unfolded through emails, chats, puzzles and a blog 2 weeks

Violaquest posters, postcards, stickers, a radio interview, email and advertisements 10 weeks

Who is Herring Hale? 9 weeks

the Queensland University of Technology used a gamified mobile application to encourage exploration of the university campus and initiate student socialisation and participation in orientation events (Fitz-Walter et al., Citation2012).

"uptake was impeded by the difficulty of integrating the “rabbit hole” nature of alternate reality games within an orientation activity. Some students saw the marketing materials but did not understand that they were being invited to play a game. Others did not see the value in playing a game. Additionally, students who may have been interested could have been overwhelmed by the demands of commencing higher education (Whitton et al., Citation2014)."

"serious games"

"a linear narrative that unfolds over four two to three-minute videos."

"The narrative deliberately incorporates humour, which, according to Meyer (Citation2000), has been shown to serve as a stress relief and to facilitate communication. Meyer also says that people generally enjoy unexpected oddities in a normal situation (Citation2000). "

"Although the game characters are always kind to the alien, the players laugh with the alien because everyone feels lost on their first day in a new place."

In the two semesters that The Universal Student was offered as an orientation program activity, we estimated that the uptake was between 5% and 10% of those who attended the welcome sessions. Once students accepted our invitation to play, and joined a team, approximately half finished the game.

Like other ARG creators, we were disappointed by the participation rate in our ARG, however our data show that for those who played, the game provoked positive emotions, particularly in relation to their new classmates.

BLACKFOOT

[Kokkit omi](https://www.ulethbridge.ca/lib/bdl/index.php?sort=Blackfoot&id=522)

Give me that

[Ohsokoyisskoohso'p](https://www.ulethbridge.ca/lib/bdl/index.php?sort=Blackfoot&id=202)

We Ultimately Determine Our Own Path

[Aahsa kitsikimmoki?](https://www.ulethbridge.ca/lib/bdl/index.php?sort=Blackfoot&id=212)

What is it that cares for you?

[Kata'paohpi](https://www.ulethbridge.ca/lib/bdl/index.php?sort=Blackfoot&id=197)

North star (never moving)

[Nikaomatapotsistapi'tsihp](https://www.ulethbridge.ca/lib/bdl/index.php?sort=Blackfoot&id=252)

I'm starting to understand

[Kata'iiyiko?](https://www.ulethbridge.ca/lib/bdl/index.php?sort=Blackfoot&id=242)

Is it important?

[Iitaipsstsinaakio'p](https://www.ulethbridge.ca/lib/bdl/index.php?sort=Blackfoot&id=244)

Office (where we write)

[Tsa niitsiitapiyi matapi aako'too?](https://www.ulethbridge.ca/lib/bdl/index.php?sort=Blackfoot&id=105)

How many people are coming?

[Kitaikihpa?](https://www.ulethbridge.ca/lib/bdl/index.php?sort=Blackfoot&id=532)

What are you doing?

[Tsa aanista'piiwa?](https://www.ulethbridge.ca/lib/bdl/index.php?sort=Blackfoot&id=533)

What is it?

[Nisamota's](https://www.ulethbridge.ca/lib/bdl/index.php?sort=Blackfoot&id=469)

My Long-Time Horse, Someone I Know So Well I Can Predict His Or Her Behavior

A screenshot of a chat

Description automatically generatedA screenshot of a chat

Description automatically generated

[Nimaatohtsistotooka](https://www.ulethbridge.ca/lib/bdl/index.php?sort=Blackfoot&id=239)

I was not surprised by his or her news

[visiting](https://www.ulethbridge.ca/lib/bdl/index.php?sort=Blackfoot&subject=visiting)

[Tsa Kaanissksinihpa?](https://www.ulethbridge.ca/lib/bdl/index.php?sort=Blackfoot&id=270)

What Do You Know (About It)?

[visiting](https://www.ulethbridge.ca/lib/bdl/index.php?sort=Blackfoot&subject=visiting)

**Results: 2**

A screenshot of a chat

Description automatically generated

[Aami'toohtsi](https://www.ulethbridge.ca/lib/bdl/index.php?sort=Blackfoot&id=360)

Westward

# íssoohtsik ni

future

##### **Example**

* **íssoohtsika**

in the future

# -a’paissi fin.aff forms vai

be at a location, spend time

**istá’paissit!**      spend some time here!  imperative

**nitáísokita’paissi**      I used to spend time there  past

I fed you.

It was not the light that birthed you. You chase the spotlight, the glow of accolades, fireworks in celebration, LED screens to broadcast you, life running as efficient and brilliant as a closed circuit. You like the light. Light is likeable.

(it’s not the spotlight cover song)

Let there be light, God said. And the world went blind.

You are not of the light.

The dark. The dark loves you like no other. Like a parent leaning over the edge of the crib at night, watching even as the newborn sleeps and does not need me. I love you.

The dark. The avalanche of snow blocking you out. The underground avoiding the light. The shadows in the troughs between coulees. The clear night sky visible on the west side before anything else was built here. Just the dark and the grasses. Just feeling our way by sound, by touch.

Surprise steals my breath like a Chinook.

Muddled waters, uncertain times. The darkness of nebulosity, of not knowing. The black blade of controversy slashing apart reputations. The shadow that the boulder casts over Sisyphus as he toils.

Stir-crazy jittery, methamphetamine bender, awake and out of it, 24/7 gas station fluorescent light artificiality. Too much of a good thing. Bureaucratic properness; bleach-cleaning. Ammonia spotlight.

The sun sets in the west. Tenebrae Fiant.

The light sensors know there is nobody home. They click off.

I antagonise you because I love you. I fight you because I love you. I want you to be strong.

Greetings, stranger.

(Prospective skeptic peering at this puzzle--

Potential project participant?)

(Member of the public,

Bystander to the conspiracy,

It seems you’ve stumbled into something much bigger than yourself. You’re wondering what all this means and I’m inclined to tell you. Despite your promising show of curiosity, however, I can’t let you into this quest quite yet. I need to know if I can trust you, first.

(Do you trust me? Trust that I can be a guide, a narrator, a facilitator… A comrade against the conspiracy. What conspiracy, you ask? I’m getting ahead of myself.)

Let’s head back to the beginning; it’s where most people prefer to get their start.

It’s a smart place to start.

If you’re starting to smart,

Don’t sweat it. You’ll get it

Eventually. So eschew haste

To face no threat of injury,

No adding insult to taste.

(Time is a flat circle; time is an upward spiral. Speaking scientifically, time is not real, but try telling that to your alarm clock. Mondays, am I right?)

QR code design

<https://openart.ai/apps/ai_qrcode>

<https://huggingface.co/spaces/huggingface-projects/QR-code-AI-art-generator>

<https://digitallibrary.uleth.ca/digital/collection/publications/id/23204/rec/4>

<https://sites.ulethbridge.ca/50-years/the-early-years/>

<https://digitallibrary.uleth.ca/digital/collection/publications/id/14871/rec/3> (it can happen here, u of l still best in the west)

<https://digitallibrary.uleth.ca/digital/collection/publications/id/16138/rec/1> (guerrila marketing tactics)

<https://digitallibrary.uleth.ca/digital/collection/publications/id/11804/rec/18> prolly irrelevant but an interesting read

<https://www.reddit.com/r/latin/>

<https://en.wikipedia.org/wiki/Solar_symbol#Crosses>

<https://sway.cloud.microsoft/yB35e89zr2fhv8jA?login_hint=selsom%40usc.edu.au>

<https://topsecret.ulsu.ca/uploads/Tunnel-Mural-Painting-Procedures-Jan-2008.pdf>

<https://clubs.ulsu.ca/tunnel-painting>

<https://ulsu.ca/userfile/file/Tunnel%20Painting.pdf>