Lakehead University
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the Argus

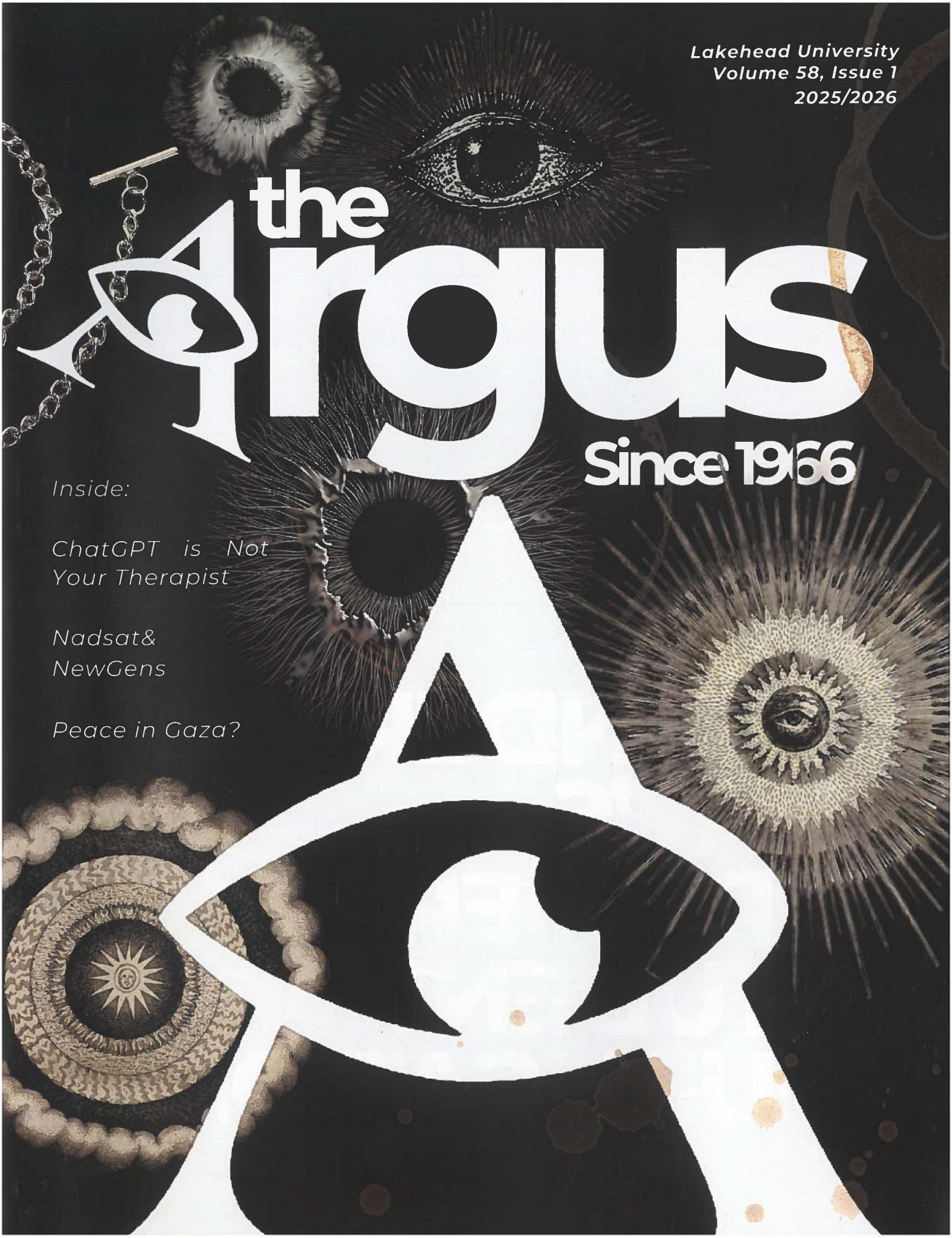
Since 1966

Inside:

ChatGPT is Not Your Therapist

Nadsat& NewGens

Peace in Gaza?





THUNDER BAY'S PREMIER STUDENT PUBLICATION.

THE ARGUS

2025-2026

VOLUME 58, ISSUE 1.

PAGE 4
THE LAKEHEAD EXPERIENCE
Two diverse campus opportunities.

PAGE 6
EDUCATION INEQUALITY
Lakehead Orillia is facing a serious transportation issue.

PAGE 8
PEACE IN GAZA?
Donald Trump saves us? The world is watching.

PAGE 10
THE SOCCER ARTICLE
Thunder Bay's rising stars.

PAGE 11
THE CRACKS ARE SHOWING
A look at Lakehead Orillia's education program.

PAGE 14
ONLINE CLASSES
No learning necessary.

PAGE 17
THE GEORGE LANGMAN SANCTUARY
A local legacy.

PAGE 19
CHATGPT IS NOT YOUR THERAPIST
Are we closer to the robot takeover than we suspect?

PAGE 20
NADSAT & NEWGENS
How close are we to the future of the English dialect?



THE LAKEHEAD EXPERIENCE

September 29
Orillia Campus

By Eriel Strauch

In comparison to Orillia, Lakehead University has a longer history in Thunder Bay. It began as the Lakehead Technical Institute in 1946 before transitioning to the Lakehead College of Arts, Science and Technology a decade later. From these foundations emerged Lakehead University in 1965. Today, the Thunder Bay campus boasts several specialized buildings, all centered around Lake Tamblyn, that facilitate the learning of around 7500 students. Meanwhile, more than 1200 kilometres to the southeast, Lakehead put down roots in Orillia's downtown core at Heritage Place in 2006, which is still in use today, by the Faculty of Education. The University Avenue campus was completed in 2010. Currently, it has a single academic building, a residence building, a cafeteria, and a bookstore.

"The biggest difference between the Thunder Bay and Orillia campuses is that class sizes are smaller here", says Dr. David Law, Associate Professor of Biology at the Orillia campus. "In Thunder Bay, an introductory course in plant biology, for example, would have 150 students enrolled, compared to around 20 students on average here".

Dr. Alice den Otter, Associate Professor of English, now based at the Orillia campus, recalls that "it has been 19 years since I taught at the Thunder Bay campus, and a lot has changed since then, [including many technological developments]." When transitioning to Orillia in 2006, Dr. den Otter found her usual blackboard-based teaching style quickly replaced by Powerpoint. "There is much more natural light in the classrooms [in Orillia] - this makes it harder to show movie clips", says Dr. den Otter. Another big difference Dr. den Otter noted is that as Orillia only has a single academic building, she no longer has to "wear mittens from one class to the next".

Dr. Law began his career at Lakehead in Thunder Bay over 20 years ago, later relocating to Orillia in 2016 to facilitate the creation of the Applied Life Sciences (APLS) HBASc program. "The original intention of Orillia was actually to offer different programs than Thunder Bay", although Dr. Law notes this goal has evolved over time. Despite this, there are still certain departments and programs that do not have a cross-campus counterpart, contributing to the uniqueness of the two campuses.

"Because the Thunder Bay [science] programs have been running longer, they may attract a different type of student. Here, you find more people are exploring different areas of study, such as biology, which is great." Dr. Law went on to discuss the commuter culture at the Orillia campus. "[Students drive] crazy distances, like [from] Newmarket and Scarborough; in Thunder Bay, most students are lodged locally, as there are no places to drive to. Minneapolis is the closest other city, five hours away. [The commuter culture here] can create more of a challenge in making a community. There are more mature students here than in Thunder Bay. I like having them in my class - different people's points of view and perspectives are helpful. In every class, there are one or two mature students, which didn't happen as much in Thunder Bay."

Dr. den Otter corroborates this view. "Most students who go to Thunder Bay end up living within 20-30 minutes of campus. There are more people living in residence, and they tend to participate in academic events, sports activities, and clubs more than we do here. In Orillia, there are many commuters between faculty and students. In my experience, the relatively remote location [in Thunder Bay] enabled a closer-knit community". Dr. den Otter believes that if Orillia had more buildings, with a gym, pub, and improved parking situation, we may have a more vibrant community here as well.



Dr. Law notes various challenges for faculty in Orillia. Specifically, he refers to no dedicated labs for individual members of the science faculty, as well as a lack of dedicated workspaces. "This may deter the research from being lab-based, and could contribute to social science research being more popular, and [physical] sciences being less core to Lakehead in Orillia [than in Thunder Bay].

"Student research is shaped by its surroundings", says Dr. den Otter. "English [as a discipline] is all influenced by similar media and exposure to literature, and in that regard, [the research is similar] between campuses. Student research in Orillia seems to start a bit earlier than in Thunder Bay. This makes a difference when you're teaching Zoom courses to the two."

"The library in Orillia is so small", notes Dr. den Otter. "We have to access cross-campus materials and online resources. At first, I really missed going to the library and just browsing on the fourth floor, spending time in the stacks. Most of my research I can just do online now, so the difference has become minimal as time has gone on".

She goes on to describe the possibility of implementing an official student exchange program between the two campuses. "If we had a set number of students that we could enable to spend one term at another campus, it would give an opportunity to get to know people at the other campus on a deeper level than just through Zoom. Sometimes, just knowing a few people makes a huge difference [for students]. It could even be set up so a person in residence here could flip rooms - then you guarantee you don't lose your room, and it is an actual exchange of students."

What are some things that you love about your campus, and would be curious to experience about the other? If Lakehead ever offered cross-campus exchanges, would you be interested?

EDUCATION INEQUALITY: ORILLIA'S TRANSIT PROBLEM.



October 25th
By Faisal Al-Saati
Orillia Campus



Lakehead Orillia has a very interesting transportation problem, one that can only be described as an interesting byproduct of the university's unique location and even more unique student body.

Despite a 12.3% increase in countywide ridership last year, the Simcoe County LINX transit system continues to miss one of the region's most critical commuter windows: Route 3, a route which connects Barrie and Orillia and carries a staggering 63,000 riders annually. This line drastically affects classes at Lakehead Orillia. These classes regularly run until 8:00 PM. Orilla's own public transportation shuts down around 10:15 PM, whereas the Simcoe LINX system's final bus departs from the university at 6:00 PM, forcing those without cars to pay for private transportation such as an Uber or Taxi, or skip their evening classes. One education student at Lakehead Orillia says, "I ended up dropping a course and electing to take it online instead because there wouldn't have been one [LINX bus] running at the time the class was scheduled to end." This line simply does not operate late enough for the students at Lakehead University.

Another student, in his second year of history, took some time to sit down with me. When asked if he had any thoughts about the Orillia local transit, he explained that "lectures end almost exactly when the bus arrives. I am not exactly sure what could be done, but perhaps many students wouldn't feel the need to rush from their classes to catch them if the buses to the campus took just a few extra minutes to get there. There would also be less waiting time for students if they came a little later*."







The issue with delivering frequent, well-planned, and reliable transportation isn't related to demand, especially with the Simcoe LINX transit system's increased ridership over the years. Instead, the issue lies within the transit planning of Orillia and Simcoe County. These two governing bodies have made the choice to conduct planning not based on students' lived experiences. Rather, they provide a blanket solution that works for some but fails many. As the Georgian Orillia campus ends, the region's demand is likely to consolidate around Lakehead. Consequently, this gap between transit planning and student needs will only deepen. For a student population represented on the Orillia Transit Advisory Committee, the lack of reliable, frequent evening service suggests their seat at the table has not translated into service that meets their needs. The result is a transit system that expects students to schedule their education around bus times, and not the other way around.

TRUMP MAKES PEACE IN GAZA?

October 10th

Thunder Bay Campus

By Landon Horton-Shine

"At this point I don't think there's anything that can get me into heaven" jokes the President of the most powerful army in the world, Donald Trump.

This came shortly after pushing the October 10th ceasefire deal between the IDF and Hamas that would allow IDF forces to withdraw to an agreed-upon line after years of occupation.

Palestine has been stricken with unrest and genocide, the Gaza city strip having been nearly flattened by Israeli bombings. Now the aerial assaults have stopped, and there is hope that Gaza will return to normal. Part of the deal entails that 20 Israeli hostages are to be released in exchange for 250 Palestinian prisoners and an additional 1700 detainees. There is also a promise of aid being permitted to enter the Strip to relieve the starvation and poor health conditions brought on by Israeli forces illegally shutting down supply lines.

However, some wonder what is driving Trump to push for this ceasefire despite being explicitly pro-Israel in the past. During back-and-forth missile strikes between Iran and Israel, the US army made the decision to aid in bombing major Iranian nuclear research facilities on June 21st.



WILL PEACE LAST?

Some say he is striving towards peace as a result of spiritual awakening in the wake of multiple medical complications, including the possibility of a major stroke. Others say Trump finally intends to capitalize on the proposed "Trump Tower of Gaza" land grab. Scepticism about his intentions remains at an all-time high as the world watches.

Shockingly, a mere four days after the ceasefire agreement fell into effect, five additional Palestinians were killed for approaching Israeli forces. Details were sparse, reports stating that they breached the agreement by "crossing the yellow line", which was the original redeployment line. According to a rough map shared by President Trump, the yellow line withdrawal point still leaves 58% of the Gaza Strip in control of the IDF.



As residents begin to return to Gaza City, the Head of Palestine's NGOs Network, Amjad Shawa, illustrates, "the failure of Israel in its efforts to deport the Palestinians from their land".
Approximately 600 aid trucks will be circulating throughout the city to provide care to the nearly 2000 Palestinian hostages being transferred across the border from Israeli prisons. Countless more are returning from rural refuge, many hiding outside of the city in makeshift establishments.

Given that this is a historic agreement, it does not necessarily herald a "dawn to a new Middle East" as Trump stated on October 14th. There has been very little done in the way of resolving the underlying issues which incited the violence in Gaza in the first place. There is nearly nothing in Trump's agreement that points to a resolution of the state disputes between Israel and Palestine. The story continues to evolve.



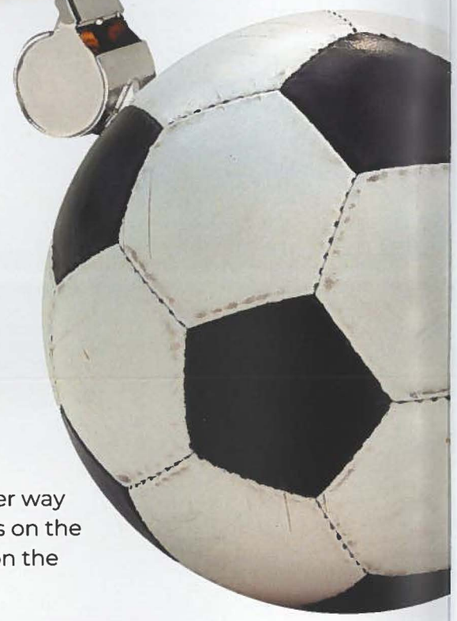
Strengthening the Community through Soccer

September 27th
Thunder Bay Campus
By Sara Stoppel

On September 26 and 27, Thunder Bay was visited by two prolific women soccer players and coaches from the USA. Cassidy Leake and Bonnie Young led two days of on-field soccer clinics for local women's teams as a part of the US State Department Sports Envoy program. The weekend included soccer-based activities, games, leadership and team-building training for the players to participate in.

The US State Department Sports Envoy brings athletes to countries around the world to develop skills, encourage young athletes, and share the love of sports. Leake and Young say this particular visit was focused on building leadership skills for young women soccer players.

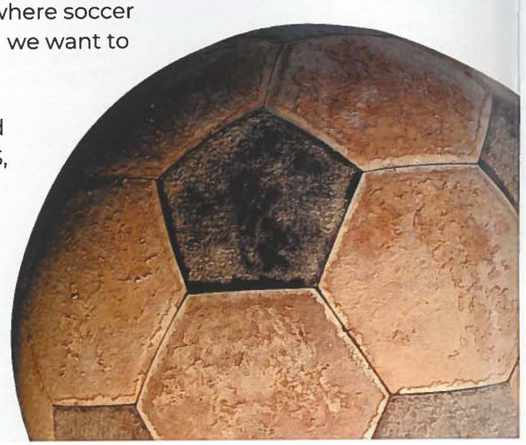
"A big focus of the session is team culture and bringing the team together, but the program in general is connecting women in sports across the world, " Leake remarks. She adds, "Sports keep kids out of other activities that might not be as productive as sports, where you're learning leadership skills, team building, and how to exist as part of a unit."



Leake began playing soccer at the age of three and eventually made her way into the collegiate and pro leagues. Along with coaching, she now plays on the US CP Women's team, is on the US Soccer Board, and has also played on the Paralympic team.

Young began coaching at the professional level after years of playing in college and professional leagues. She believes it's important to grow the soccer community and inspire young women athletes to be leaders. "Leadership comes from a lot of the things you learn from playing. The leadership ability comes from using your voice and being comfortable with it," Young says.

"The talent in Thunder Bay is amazing, and we're excited to see where soccer takes them. She adds, "It's a great, strong soccer community and we want to continue to keep strengthening it."



The soccer duo is also excited for the FIFA World Cup. Young and Leake say the tournament, which is co-hosted by Canada, the US, and Mexico, is a great opportunity for athletes and fans to support each other and celebrate soccer. Especially with the political tensions between the countries in North America, the World Cup is a chance to work together in spite of everything happening. "The World Cup exposes you to different people," Leake says, "I think it's an amazing celebration of cultures."

THE CRACKS ARE SHOWING

October 28th
Orillia Campus
By Faisal Al-Saati



ISSUES IN LAKEHEAD ORILLIA' CONSECUTIVE EDUCATIONS PROGRAM

Lakehead University Orillia's Faculty of Education was supposed to represent access and innovation, a smaller campus designed to open doors for aspiring teachers across Simcoe County and beyond. Yet, for many education students, the experience has become one of exhaustion, dismissal, and hypocrisy.

"They told us, you're adults, deal with it," says Terry Yeung, a second-year student in the consecutive education program. "But when we try to actually act like adults, managing our time, giving feedback or asking for change, they treat us like children." Yeung's frustration echoes what several students have described as a systemic disregard for the lived experiences of commuters, mature students, and working students, the very people our campus was built to serve.

The controversy began with a sudden restructuring of the Faculty of Education's schedule.



Instead of allowing students to select classes individually, a typical system across universities, the faculty imposed a new "cohort model," assigning students to predetermined timetables. On paper, the system was meant to streamline scheduling. In practice, Yeung says it is "absolutely disastrous...Now we have people commuting four or five days a week," he said. "Last year, there were three. I drive an hour and a half each way, that's 15 hours a week gone, not counting gas money or exhaustion."

Students who live as far as the Greater Toronto Area face brutal commutes that eat into their time for coursework, jobs, and family. In addition, many are mature students, some with children, and most work part-time to stay afloat. "They just told us, 'you're adults,' Yeung adds. "But we have families. We have jobs. That's not an excuse for poor planning



Lakehead University's Faculty of Education is run jointly across its Thunder Bay and Orillia campuses. But according to Yeung, the people designing the schedules live over 1,000 kilometers away, in a city with different demographics and geography. "They don't get it," he remarks. "They're not commuters. They live in Thunder Bay, so when they make our schedules, they miss that context. That lack of local understanding has amplified the sense of disconnect." Orillia students, many from Simcoe County and the GTA, depend on long bus routes and early morning drives, issues the Thunder Bay administration simply cannot address.

Lakehead's Faculty of Education is among the first in Canada to emphasize environmental education. But students say the university's rhetoric doesn't match its practice "For a school that preaches environmental education, it's very unfriendly to the environment to make us commute five days a week," Yeung points out. "We're literally burning gas every day to attend seminars that could have been online."

Among the most common complaints are the Monday morning seminars, mandatory in-person sessions running from 8:30 A.M to 12:30 P.M. Despite previous hybrid options, attendance is now strictly enforced in-person. "Last year we could attend online," Yeung explains. "This year, they made it mandatory in-person, even for commuters who wake up at six in the morning to get here. The content isn't even relevant most of the time." In one seminar, he said, the topic was EQAO, a standardized test irrelevant to most intermediate and senior-level teacher candidates. The frustration was compounded by what students described as a "patronizing" level of control. "Somebody went to the washroom and the professor chased them down asking where they were going,*" Yeung recalls. "These are adults. We're treated like adults when it's convenient for the administration, and like children when it's not."



Students' perception of administrative condescension isn't unfounded. In a September 2024 message to students, Dean Dr. Wayne Melville wrote that "over the past few years", some students and even 'their parents' had taken concerns "to the president, the Ontario Human Rights Commission, the media, and the Ontario College of teachers...and in one case, the Minister of Education." Melville then added, "And another fun fact, under privacy laws, parents have no standing in issues between the university and a student."

While the rest of the letter discusses assessment and policy issues, this section stood out for its flippant, almost sarcastic tone. Ending with the suggestion that "practising resolving concerns as close to the source of the issue...will make your career and life a whole lot happier," the Dean's Message reads more like an editorial blog post rather than an official communication from an academic leader. For many students, this tone confirms the underlying problem: institutional defensiveness, not accountability. "It felt condescending," Yeung says. "We bring issues up, and they joke about it in emails."





When asked how well Lakehead prepares students for actual teaching, Yeung rated his readiness a "Three out of Ten.*" Then stated, "we don't do enough practical work," he said. "They focus on theory, things like universal design for learning, but not on what real classrooms are like. Teachers in the field don't have time to apply all that theory. Students would benefit from more mock interviews, hands-on training, and real-world presentations rather than repeated lessons in educational philosophy.*"

Despite this criticism, Yeung acknowledged that the cohort system has at least fostered micro-communities, tight-knit groups within each cohort who support one another. Still, the broader education faculty feels fractured. Yeung remarks: "We don't really know what other cohorts are doing - It's like each group is its own island."

In our interview, Yeung remarked, as have many other students, that one of the wonderful things about Lakehead Orillia is how it provides access to education; this has succeeded on paper. The campus does provide opportunities for students who cannot relocate to Thunder Bay or another university in the Greater Toronto Area. But that accessibility means little, Yeung argues, if the school ignores the practical realities of the students it attracts. "They're proud of giving people access to education," he says. "But they neglect the core factors of who's being educated." When the people making decisions are over a thousand kilometers away, when commuter realities are brushed off, and when "environmental education" means driving a hundred kilometers a day - something has gone wrong in translation.

Lakehead University's Faculty of Education has long asked its students to reflect on how learning environments can empower others. Yet its own approach has left many feeling powerless, caught between a disconnected Thunder Bay and the demands that life makes of them. "We're not asking for the world...Just some respect, and a schedule that makes sense." Until that lesson is learned, Lakehead's message of accessibility may remain just that, a message.

ONLINE CLASSES

October 16th
Thunder Bay Campus
By Sara Stoppel



I spoke with T.B., a political science student at Lakehead Thunder Bay, about her experience being in three web-based classes. One of which was originally set to be taken in person, while the other two were required classes, only offered online.

Q: "How would you describe your experience taking online classes?"

T.B.: "I had a lot of online classes in earlier years as well. It makes it hard to connect with the professor and harder to have a relationship with them, and discuss their expectations. You're paying all this money for classes and essentially teaching yourself. If my classes were in person, I would be able to get to know the people in my program, whereas now it is hard to get involved in the school and connect with new people."

Q: "It sounds like online classes are quite disappointing then. How do online classes affect your degree in political science specifically?"

T.B.: "A lot of my degree is heavily discussion-based, where we debate different opinions and topics. Most professors use discussion boards as a tool to do that, but discussions are stale and disengaging compared to if we were in person, having conversations with classmates. Instead of enabling meaningful conversation, on discussion boards, everyone is just repeating the same rhetoric to get a mark."

Q: "So you feel like online classes and discussion boards hinder the ability to fully take something away from a lot of your classes?"

T.B.: "Discussion boards especially are not helping me learn anything or even develop writing skills. Instead, it's actually impacting my ability to work on larger assignments that need more time and effort. I feel like I'm bogged down with busy work. Online classes are really heavy because you have to do your readings and lectures all by yourself, and then the discussion board on top of that, as opposed to in person, where discussions would be a part of the lecture."

Q: "Would you take all in-person classes if you had the opportunity?"

T.B: "Absolutely. Three out of five of my classes being online is not something I want to pay thousands of dollars to do.

Many students may feel similarly to T.B. about their online course load, while some students can't get enough of the online stuff. But whether you prefer visiting campus for class or working from home, I think we can all agree with T.B. on one thing: discussion boards suck.





OPINION

October 6th
Orillia Campus

GEORGE LANGMAN SANCTUARY



By Eriel Strauch

Less than a ten-minute drive from the Orillia campus, you'll find the George Langman Wildlife Sanctuary. Here, dedicated volunteers from the Orillia Fish & Game Conservation Club maintain the 60-acre wetland complex in several ways, including nurturing young rabbits to support local wildlife and building trails. Once you begin to explore the area, the confluence of conservation, recreation, and scientific study becomes evident.

Despite its relatively small size, the sanctuary harbours many curiosities, which for years have held the interest of local researchers and hikers alike. Unusual reptiles, diverse mossy bogs, crucial pollinators, and bottomless fens are just a few of the natural wonders one can find meandering through these trails.

Last winter, my biomonitoring class put up trail cameras in Langman, and the results were phenomenal; owls, coyotes, ruffed grouse, wild turkeys, raccoons, skunks, and some other little critters we never could identify. The summer before that, I was crawling around in mud for two full days, trying to determine how Sphagnum growth related to water table depth. At the same time, groups of students studying freshwater ecology would sample benthic invertebrates and conduct various physicochemical assessments, all to determine the water quality.

Apart from its many educational uses, the Langman Sanctuary is used by various Lakehead alumni, graduate students, and faculty members for complex, long-term studies. The site's popularity has created another dimension for research: invasive species. Understanding how invasive species spread, proliferate, and fail to thrive in certain areas is a topic of burning interest. The Langman Sanctuary provides an array of diverse habitats, with varying levels of disturbance, making it an ideal setting to explore such questions.



I remember walking up and down the trails one autumn, camera and notepad in hand, studying for a plant identification test, when I was stopped by a family who wanted to know what I was doing. What research institution was I with? Why was it important for me to learn so much about, well, trees?

When you have an active presence in a public place, it allows for opportunities to engage with people who may not think about science, or any given type of research, as much as you do. What is the point of research, after all, if not to contribute to a collective, deeper understanding of the world around us?

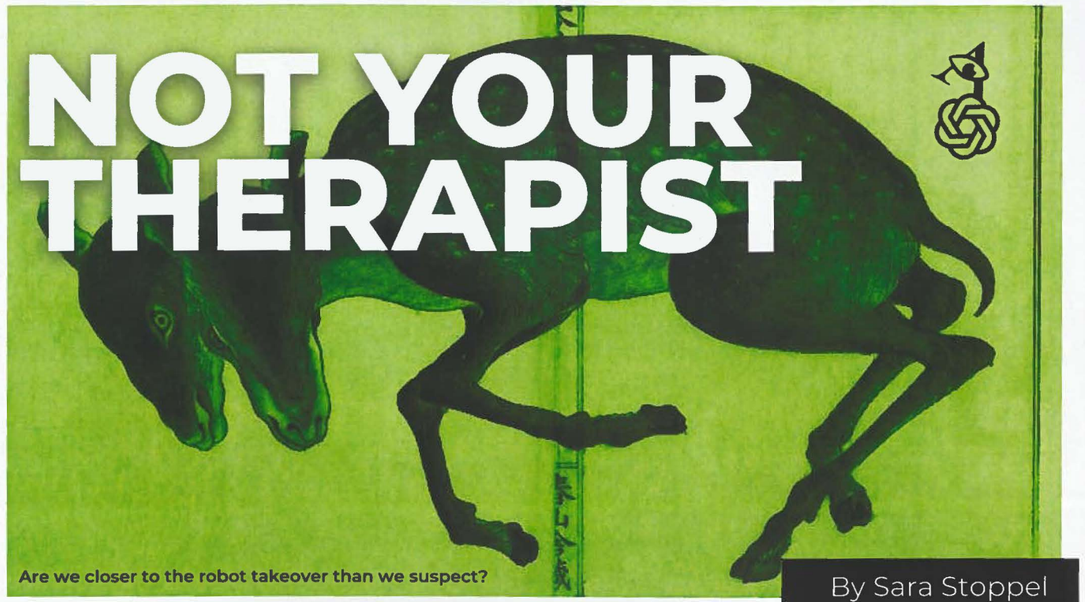
Places where we can conduct academic studies, but also interact in a playful manner as citizens, are unique. These areas matter to us deeply, as an extension of our homes, and are important to multiple parts of our identities. There is a certain pride one gets when, on a leisurely stroll, they see familiar names of professors, peers, or colleagues listed on signage that is present to show that this institution is invested in its community. We spend our time here, we connect, and we want to see our region thrive, while constantly learning from it.

Yes, globally expansive research, where students and faculty travel thousands of kilometers away from their home campuses to take rare samples and explore unusual sites, is awesome. No question there. But there is something to be said for how meaningful it can be to use your skills as a budding researcher to benefit places like Langman, with its community-oriented nature, and all-around local charm.



CHATGPT

September 28th
Thunder Bay Campus



Are we closer to the robot takeover than we suspect?

By Sara Stoppel

Recently, while on Instagram, I came across an alarming post. It was a video of a mother who had forgotten her child's name when a stranger had asked her. I'm sure this isn't the first time this has happened before, but instead of taking a moment to remember the name, process the embarrassment, and move on, she enlisted the help of ChatGPT. She asked the AI chatbot why she may have forgotten her child's name, to which it generated an emotionally supportive response validating her feelings.

A few scrolls later, I was met with a video documenting ChatGPT being used like a therapist, where the user described her situation to the chatbot, and kind words were spat back.

Situations and sentiments like these have become increasingly common. Although the reels are good for a quick laugh, they highlight an alarming issue: AI is making people emotionally unintelligent. Not only does using ChatGPT require a huge amount of energy and processing power, but it also disconnects us from many aspects of humanity.

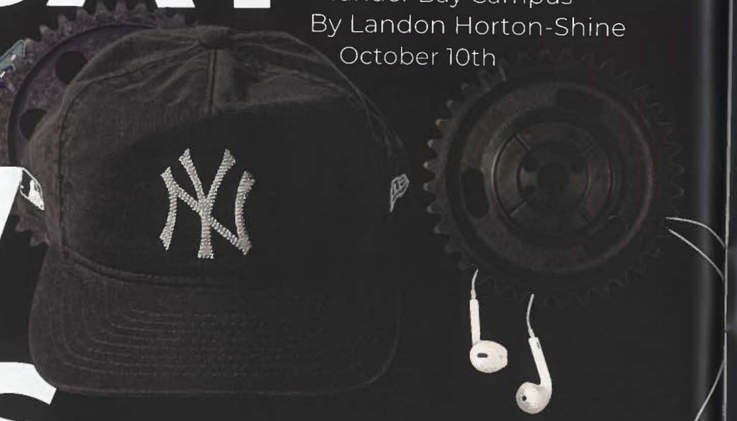
Namely, human connection and emotional processing. In both of these situations, the artificial intelligence did a stellar job at validating these individuals' feelings, yet people in the comments were quick to share their gripes with it.

Many pointed out that when you seek out non-human entities for human problems, there is no possibility of empathy or perspective. There is no context to the conversations, and the relationship of the user to the chatbot is consumer/user to product. Meaning, AI is incapable of actually caring about its users' problems. There can be no genuine connection with a robot because it has no capacity for emotional processing, lacking human empathy and understanding.

Divulging your secrets to an AI which is owned by a huge conglomerate might not be the best idea. The usage of ChatGPT for emotional processing has melted the brains of many internet users. Combine that with nobody being able to write, critically think, or function without the chatbot, our future as a species is looking pretty gloomy.

NADSAT & NEW GENS

Thunder Bay Campus
By Landon Horton-Shine
October 10th



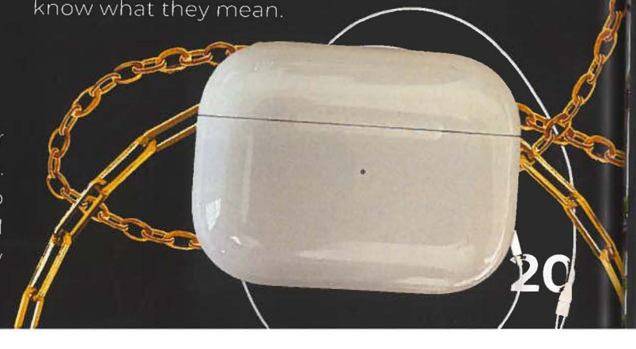
There's a moment for everyone when reading Anthony Burgess's *A Clockwork Orange*, where the reader notices they're no longer reading a book in English. If you don't know it, *A Clockwork Orange* is a novel by Anthony Burgess, a polyglot and expert linguist, written in a partly English, partly Russian, partly gibberish dialect Burgess calls Nadsat. This is a ridiculous thing to pick through. I put the short book (it barely grazes a two-hundred-page count) down countless times before genuinely setting my mind towards understanding the text.

Gradually, you start to pick up on the meaning of these words through context, which is where Burgess's writing shines. He allows this contextual learning to happen slowly. He mixes gibberish with English, ramping it up to pages of purely Nadsat dialogue. And the craziest thing? You get it. Exchanges like, "Yarbles is what I say to him, I'd chain his glazzies out as soon as look," can start to sound forthright.

There's a point to this. On one side, Burgess wished for the language in the novel to be futuristic and timeless. He accomplishes this by putting his years as a linguist to the test and mashing together a slang of Russian and English with various sing-song phrases like "appy-polly logies."

On the other side, Burgess wanted to test out his abilities as a linguist in a somewhat revolutionary way by taking the slang and accelerating its ridiculous etymology to a future in which the words have no basis. This got me thinking – is brainrot really the future of language?

If by chance you relate to hearing the phrase, "lemme rizz this ethereal shyt on some Von type timing," congratulations, shake your dreads! You are in an era of linguistic hyperevolution. Dialects and language are the result of ingroups developing words to refer to something within their niche. This can be done in a few different ways. Compounding creates words based on their literal meaning in the base of the dialect. Words like this include "newgens" (referring to the new generation finding "niche" and underground artists) and "lolcow" (referring to a bully-able/cringeworthy person online), etc. Acronyms worm their way into becoming symbolistic shorthand on online platforms. Examples such as "sybau" and "ts pmo", and "iykyk" create a new type form for people who know what they mean.





What's the correlation? These are all a result of online communities being able to form groups at a pace never before seen in history.

When such phrases begin to leak into the common dialect, you can start to see less of a division of the young generation and the old, but of those better versed in the technological landscape. This is exactly the way Nadsat is portrayed in A Clockwork Orange to be the esoteric dialect of the young gangs as opposed to the general language of the youth at the time. Though this relationship is not necessarily definitive, this similarity in rapidly developing dialogue in young groups is increasingly fascinating. Doubly so, knowing that Burgess, a writer of the 60s, could present such a well-garbled dialect not too far from the slang of today.



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(Staff Writer)

The Argus is an independent and student-run newspaper that operates out of Lakehead University. Since 1966, we have worked diligently as a branch of the Lakehead University Student Union to voice the news and events on behalf of Lakehead students.

For more than fifty years, The Argus has been doing so much more than writing: we've been employing students and providing a space for them to explore the world of journalism as well as opportunities to explore their communities on a deeper level.

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