

THE WELDON TIMES

GROUNDING



ISSUE 4 - FALL 2023



THE WELDON TIMES EXECUTIVE

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*Dalhousie University sits on Mi'kma'ki,
the traditional territory of the Mi'kmaq.
We are all treaty people.*

*We recognize that African Nova Scotians
are a distinct people whose histories,
legacies and contributions have enriched
that part of Mi'kma'ki known as Nova
Scotia for over 400 years.*



LETTER FROM THE EDITORS

Welcome to the Weldon Times 2023 fall issue! This is our first issue as co-editors in chief, and we are so excited for you to read it. Our vision for the Weldon Times is to reflect the concerns, experiences, ups (& downs) of law students at Dalhousie—and we think this issue does just that. We chose the title “Grounding” to reflect the experience of finding a new rhythm, structure, and community at Schulich School of Law. It’s a theme that runs through these pages: from personal reflections about being a law student from various perspectives to pieces about the grading curve, community events, biking to class, apartment renovations, and more.

We are very grateful to create this publication on Mi’kma’ki, the ancestral and unceded territory of the Mi’kmaq. As students, many of us are visitors on this land and we honour the time we have together in this space to share in our learning. We also recognize the histories, legacies and contributions of African Nova Scotians which have enriched this part of Mi’kma’ki for over 400 years.

If you have an idea for something you feel should find a home in the Times, please don't hesitate to reach out to us at weldontimes@dal.ca!



This issue is truly a collaborative effort that would not be possible without the hard work and creativity of so many people. First and foremost we would like to thank our wonderful executive. We were so excited by all of the amazing ideas people had for the Times—and looking at this issue, we continue to be inspired. Thank you, too, to all of the contributors to this issue who shared their voices, passions and vulnerabilities in the pieces they created. And finally, a special thank-you to Madeline Heinke, the past editor in chief. Now that we’re trying to fill your shoes, we can truly appreciate how much work you did to make the Times what it is now. Happy reading!

Sincerely,

Nicole and Elyse

2023/2024 Co-Editors in Chief



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DAL LAW HIKING SOCIETY

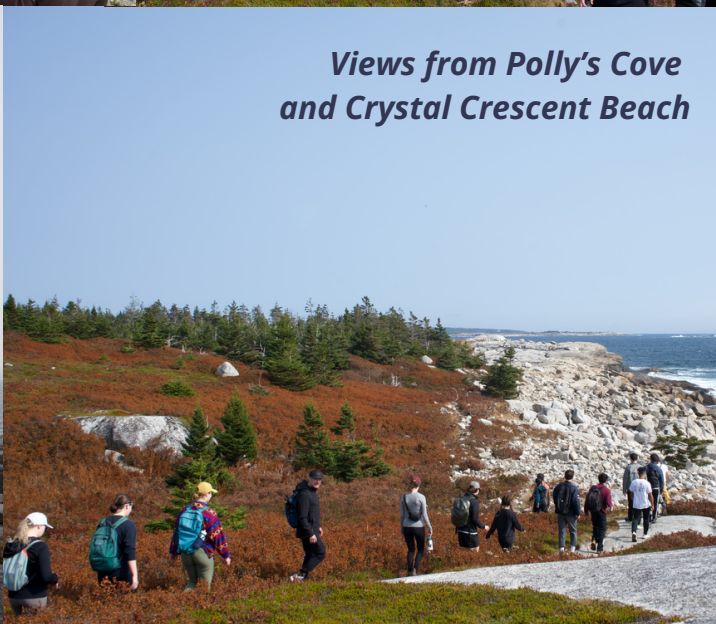
Photos by Dominik Dabrowski



Society Promotion



Views from Polly's Cove and Crystal Crescent Beach



WORK HARD, PLAY HARD - REST HARD?

By Faith Thomson, 2L

You've landed at Weldon. Some arrive for the first time, others for another year. Feet planted, maybe you take a shaky breath, but maybe you don't. Regardless, a full year of work at Weldon High can wreak havoc on the nervous system.

Work Hard

Whether you make your own CANs or use NDel's (or a combination of the two), the work is gruelling and requires a lot of finite brainwork. And in doing so, we somehow doggy paddle against the current of law school. Somehow.

Play Hard

Allow me to drag out this dusty boombox to play D. Guetta's "Work Hard, Play Hard" (feat. Kings Ne-Yo & Akon). In my humble opinion, no one can turn up like the Schulich School of Law. That speaks to our rigorous work environment, sense of community, and connection-seeking with one another. There's a relationship between the whole "work-play" thing.

...Rest Hard?

I carry the baggage of my law school experience directly under my eyes, and you can tell. Working takes energy—and so does play. Not scheduling yourself for a big morning after a night out isn't rest; it's recovery. It can be exhausting to have so much fun. So where do we get the energy to sustain all this work and play? Noggins coffee?



*Resting in Newfoundland and Labrador August '23.
Photo by Faith Thomson*

You can't pour from an empty cup, and further, what if your cup leaks? What if systems are purposefully poking big holes in your cup? That's tough, and there's a limit to the power of rest. I would recommend looking into Tricia Hersey, author of *Rest is Resistance: A Manifesto*, which speaks to Black liberation, somatics, and Afrofuturism.

Rest 101

Sleep is to rest what food is to nourishment: it's foundational, but it's not the only tool in your belt. Rest is nuanced. Consider what rest means to you. What does rest feel like in your body? If you feel lost, that's okay. Odds are high that you're new to this whole concept of rest. The rise and grind culture takes no prisoners.

For me, rest feels like a lightness in my skull, a softness in my body, and an unspooling in my chest. A few of my favourite activities that brings me closer to those sensations:



And, when rest doesn't feel so accessible, I turn to small but substantial care actions:

- Slow movement or restorative yoga
- "Junk" novels—lite books you won't be tested on (detective, fantasy, or sci-fi)
- A game of billiards at The Grawood between classes



Rest Hard

Rest is a highly subjective experience and is context dependent, requiring discretion. If you're going to be in the extremes of work and play, it only makes sense to go as hard with rest. After all, it is one of the most sustainable ways to restore ourselves. It does, however, require some intentionality. How do you like to give yourself rest?



Photo by Faith Thomson

Resting in British Columbia August '23

MEET SCHULICH'S NEW DEAN: SARAH HARDING

By Carleigh MacKenzie, 1L

A dog mom, book nerd and occasional beekeeper – Schulich Law's new dean can be seen smiling and waving in the hallways, having coffee in the student lounge or playing cornhole at Domus.

A Dalhousie law graduate of 1989, Sarah Harding is happy to be back in Halifax. Harding returned to the peninsula from Vermont but spent most of her 33-year U.S. residency in Chicago. "I have absolutely the greatest respect for this law school and its tradition," says Harding. "It's great to be part of that again."

Harding says her favourite moments so far have been connecting with students. "I loved my many years teaching as a law professor, so I enjoy that student engagement." Another highlight from her first two months as Schulich's new dean was alumni weekend in September. "It was terrific to connect, chat and meet with all sorts of alumni from all the way back in the '60s." Harding adored her time as a law student at Schulich. "In my first year, I had a torts professor. He was kind and smart. When I didn't do so well on my first mid-term, he was so supportive about nudging me in the right direction.



I remember him saying he was confident I could do better. It made me buckle down," she says. "It influenced my approach to teaching. I really tried to channel and embody his combination of firmness and nurturing. By buckling down, I became a lot more interested in law school not as a means to an end but an end in and of itself." This experience, along with many other positive interactions, encouraged her to continue studying law. "I wanted to spend more time reading, thinking and writing."

She is passionate about her pro bono and volunteer work. She currently sits on the board of a multifaceted arts organization in Michigan, which is home to one of the oldest public radio stations in the U.S., as well as an arts boarding school, a camp and several continuing education programs. “I have a huge passion for a range of different arts, and it mattered to me as a parent to ensure there are still plenty of opportunities for kids who want to experience or dive deeper into the arts. In the U.S., when my kids were growing up, most of the schools were cutting back arts programs.”

Harding is an avid runner but has struggled to find the time to run since starting her new role. When she does spare a moment, she spends it with her blue (grey) Great Dane, Isla, in her favourite spot in the city: Point Pleasant Park. When stressed, Harding enjoys a walk or run in Point Pleasant, or a cask ale beer at Henry House.

A self-identified book nerd, Harding loves to read both high literature novels and “a good ol’ detective story.” Her favourite author is Tana French, an American-Irish crime fiction writer. She also enjoys listening to audiobooks and podcasts while driving. Freakonomics and The Hidden Brain are two of her favourites.

Some advice she offers to law students is: “Always find time to just chill. Don’t lose sight of your wellbeing. It’s a lot of work, and it’s a big commitment. I worked endlessly while I was in law school, but I also had fun and went out with my friends on a Friday night. Take advantage of any networking opportunity you have. Don’t underestimate the value of taking advantage of opportunities that are given to you, which may include networking events or working with a pro bono organization. These are opportunities to get out of the law school, meet and work with people working in law, and acquire some practice skills.”

Harding says she wants to be open and easy to talk to. “I’d like students, faculty or anybody to be comfortable coming to me and saying this is what’s going on, here’s my problem and I need support. Let’s just have that conversation.”



DEMYSTIFYING THE CURVE

How Dalhousie's grading scheme stacks up against other Canadian law schools

By Devon Campbell, 3L

Whether you are an advocate or a critic, the grading curve plays a significant role in a student's law school experience. Beyond confirming their relative class standing, a student's position on the curve influences selection for scholarships, experiential learning opportunities and articling positions. Last year, members of the Teaching & Evaluations committee compiled grading information from common law schools across Canada.

Dalhousie has one of the strictest curves since the set medians are fixed, each letter grade has a set range and there are minimal exceptions for non-typical classes. Classes at Dalhousie are graded on a 70-72% (low 'B') median, except for paper-based courses and classes with 16 or fewer students.* Grade distributions are also controlled. 10-20% of students must receive an 'A' level grade, 15-25% must receive a 'C' range grade, up to 15% can receive a 'D' and no more than 5% of students can fail. The remainder of students receive a 'B' level grade.

All Canadian common law schools surveyed are similarly on a 'B' range median, except the University of Toronto and Université de Moncton. Schools were found to be much more variable in their grade distributions, allowable 'A's, and classes exempt from the strict curve. Several schools have no grade distribution requirements whatsoever and solely rely on a set median. Of the schools surveyed, Dalhousie has the lowest threshold for differentiating smaller classes (16 students), while the threshold for small class median variation ranged between 18-25 students in other schools.

The Université de Moncton does not have a curve at all, likely due to its small class size, and the University of Toronto has a modified pass/fail system. The University of Toronto's grading system is the most unique, but still maintains a competitive grading scheme. Instead of distributing letter grades, it provides four categories of passing marks in a similar grade distribution structure to Dalhousie. Comparing permissible grade distributions, 'Low Pass' has a roughly equivalent range to a Dalhousie 'D', 'Pass' is a 'C' or 'B', 'Honours' is comparable to a 'B+', and 'High Honours' is an 'A' range grade. This has a similar result to Dalhousie's system with fewer categories, but the modified system language better reflects the effort required for each category. The largest cohort of students receives a neutral 'Pass' grade, while students who perform above the median but not exceptionally achieve 'Honours' instead of a 'B+'.

Although there is variation, all schools except the Université de Moncton have a competitive grading scheme where most students receive a median grade. These slight variations in grading may impact the employer evaluation process but the differences do not amount to substantially different grading schemes between schools. Since employment is a key consideration when selecting a law school, a consistent nationwide grading scheme may be beneficial, as employers would not need to consider grading differences between schools.

Summary of Findings:

Information Accurate to January 2023

School	Set median?	Higher median for smaller classes?	Set grade distribution?	'A' range limit? (% of 'A's permitted)
Dalhousie	Y (70-72%, 'B')	Y (73-75%)	Y	Y (10-20%)
Calgary	Y ('B')	N	N	Y (10-15%)
McGill	Y('B-' 'B')	Y ('B-' 'B+')	N	N
Moncton	N	N	N	N
UNB	Y (2.7-3.0 GPA)	Y (2.85-3.35 GPA)	N	N
UofT	N	N	Y (Pass/Fail)	Y (High Honours: 15%)
TRU	Y ('B')	Y (no required median)	Y	Y (15%; 25% if <18 students)
UBC	Y (70-74%, 'B-' 'B')	Y (varies, up to 79%, 'B+')	N	N
Western	Y ('B')	Y ('B+')	N	N
Windsor	Y ('B')	Y ('B-' 'B+')	N	N

* Major paper classes and classes with 16 or fewer students are graded on a 73-75% median, while Legal Research and Writing and small group first-year courses are graded on a 72-74% median.

SEEING LEGAL LIBRARIANSHIP OPPORTUNITIES BEYOND PRACTICE

By Katherine Silins, 1L

The following article is part of a series featuring multidisciplinary students (JD/MBA, JD/MPA, JD/MHA and JD/MI) at Schulich:

Despite taking classes in the Kenneth C. Rowe Management Building this year, Kelti McGloin spends an awful lot of time in the Sir James Dunn Law Library either studying or behind the circulation desk.

One of two combined Juris Doctor and Master of Information (MI) students currently at Dalhousie, Kelti had a fortuitous entry into the combined program. During Orientation Week last year, one of the upper year panelists recommended working at the law library. After being hired as a circulation assistant, Kelti developed a close friendship with Kate Anderson, the other combined JD/MI student and, in her words “fell in love with all of the work that librarians do in the community,” including the public, practitioners and students. After encouragement from Kate, Kelti applied to the JD/MI program during her first year, a decision she describes as “just making sense” due to her deep interest in legal research.



Kelti McGloin in the Sir James Dunn Law Library

Typically, students start in the Master of Information program before starting the JD program, intending to keep multidisciplinary students with their law cohort for the duration of their degree. In Kelti's case, applying in first year means that she's currently completing her MI studies as her classmates from the JD Class of 2025 complete the second year of their law studies. She describes a considerable overlap between the competencies required for both law school and the Master of Information program, despite some "whiplash" in the adjustment to switching from law school to her Master's coursework mid-program.

Although supported by both faculties, being a combined student does come with unique challenges, particularly due to the small size of the program. Being an outlier within both faculties means that self-advocacy is required to complete all required coursework within the compressed (4 year) timeframe. However, particularly in the JD/MI program, the small size of the program presents a unique opportunity to tailor the program to specific interests. While other multidisciplinary programs are more common, the University of Toronto offers the only combined JD/MI program in Canada other than Dalhousie's.

When it comes to career paths, legal librarians are not confined to academia (although this is Kelti's interest, specifically due to the opportunity to influence future students). Some firms have in-house librarians, as well as courthouses. Legal librarians can combine this speciality with legal practice if they chose to article, or can focus entirely on a non-practicing role. Kelti encourages law students to consider non-practicing roles, as employers are interested in the analytical and critical skills gained during law school, even outside of the bounds of a strictly legal role.

This summer Kelti hopes to complete her Master of Information practicum at McInnes Cooper, with a focus on legal librarianship. If anyone is interested in the combined JD/MI program, Kelti can be reached at kelti.mcglain@dal.ca (she is also self-described as always being in the library) and would love to chat all things librarianship and research!



I BELONG HERE

By Chris Cleary, 1L

Like most first years, I came to Schulich with a set of goals I was determined to achieve. I wanted to make new friends, succeed academically, and have a few drinks at Domus. However, unlike most 1Ls, there was one other goal I had set out for myself — I was not going to let myself be defined by my sexuality.

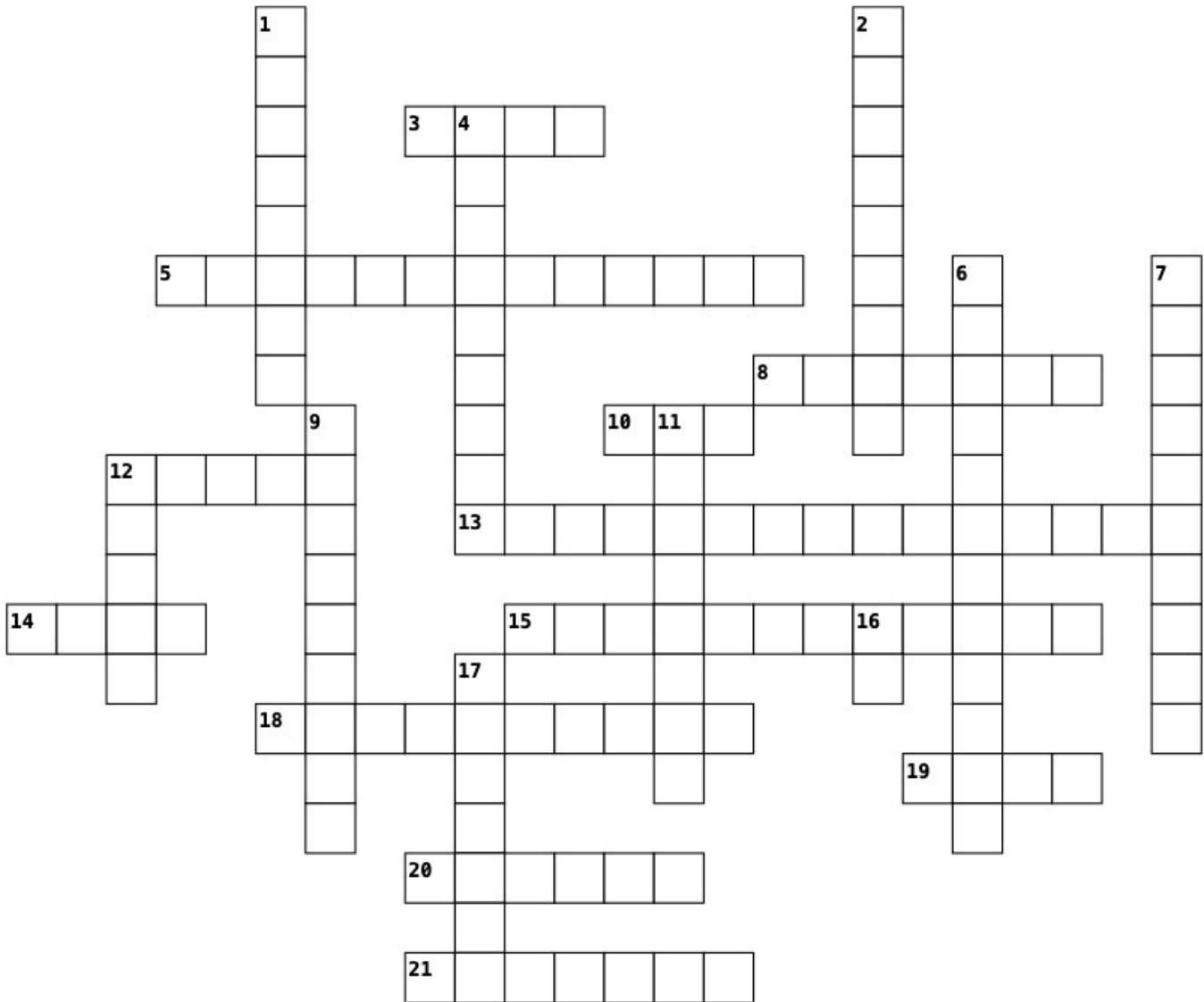
Growing up as a gay person in Newfoundland was difficult at times. It seems that my province has more stereotypes about queer people than actual queer people. Despite my best efforts, I felt that in the eyes of most Newfoundlanders, I was a gay guy first, and Chris Cleary second. I told myself I would not let that be the case in Nova Scotia. While I never hid the fact that I was gay, I was apprehensive to dive deeply into my experiences as a gay man. As the excitement of the first week took hold, I began to forget about my trepidations. The memories I was creating — laughing on the harbourfront, dancing to Abba, and grabbing late-night pizza — made me feel that not only was I welcome at Schulich, but that I *belonged here*. Well, that was until September 20th.

After returning home from school, my roommate asked if I had heard about “the protests?” I had no idea what he was talking about and went to Google to find out. Normally, I keep up with the news, but as any law student can attest, if it’s not on my required reading list, I’m not reading it. To my horror, mass protests were occurring across Canada in opposition to 2SLGBTQIA+ education in schools. While the protesters may have claimed they were acting in the defence of children, the darker underlying message to the queer community could not have been more clear: we do not want our children to turn out like you, *you do not belong here*. At that moment, something within me shifted. I realized that as a member of the Schulich community, it is my duty, my obligation, to speak out against injustice — even if I fear what people may think. I believe that the privilege of attending the Schulich School of Law comes with certain responsibilities. It is our duty to speak out against hate and champion causes that better the lives of those without a voice.

Denying children access to 2SLGBTQIA+ education will *not* stop them from being queer. Barring the discussion of queer issues only serves to isolate at-risk children. According to the Trevor Project, an American organization providing education and support to LGBTQ youth, 45% of LGBTQ youth seriously considered attempting suicide in the past year. However, those who found their school to be LGBTQ-affirming reported lower rates of attempted suicide. To those who claim they are protecting children by protesting 2SLGBTQIA+ education in schools, I pose this question: what would you prefer, a queer child or a dead child? I am Chris Cleary. I am gay, I am a member of the Schulich community, and just like queer youth, *I belong here*.



FALL 2023 CROSSWORD By Nicole Payette, 3L



- 3. Unyielding
- 5. Could be a peppercorn
- 8. "Howdy, _____!"
- 10. Protein, chocolate, granola, etc.
- 12. To be courteous
- 13. Adverse possession, colloquially
- 14. A poet
- 15. "Act of God"
- 18. What the Cookie Monster puts up at Christmas
- 19. A housecoat
- 20. Crows, as a group
- 21. Idle chatter
- 1. Wet socks, long lineups, traffic jams, etc.
- 2. The host of Shark Week
- 4. Lawyers' common response
- 6. A person's physical or psychological makeup
- 7. Where one would find a "don't touch the black rocks" warning
- 9. "What? Like it's hard?" speaker
- 11. What one would find in the New York Times
- 12. To woo romantically
- 16. Judi Dench, colloquially
- 17. To disagree

Answer key on page 27

BIKING IN HALIFAX: BAD IDEA RIGHT?

By Rob Jollimore, 3L

Speaking from experience, biking in Halifax is...a bit of a mixed bag. While the city has committed to installing a AAA cycling network, its progress has been, as Olivia Rodrigo says, "one step forward, three steps back." For every separated bike lane (like the one on South Park St.) there is a construction project eating into the roadway, bike lanes that end right where you need them most, scarce public bike parking, and some ass in a pick-up truck who will actively try to run you off the road. With that said, if I haven't scared you away from biking around the city already, then allow me to introduce you to some gems that Dal has sprinkled around campus that make biking to and from school a little less *brutal*.

First is the underground bike parking located at the Dalhousie Arts Centre (shown below). During the recent renovations, the University added some covered bicycle parking beneath the front entrance. This is the perfect place to stash your ride on rainy or snowy days when you don't want to leave your bike exposed to the elements. Keeping your bike dry helps to keep it rust-free and on the road. The Arts Centre is also right next to the law building, meaning parking here won't add time to your commute.



Resources:

www.dalbikecentre.ca
bikectr@dal.ca

The second gem is the place to go when your bike inevitably runs into problems and needs a little TLC. The Dal Bike Centre (shown below) is attached to the Studley building just off the Dal quad. And to put it plainly, these guys are awesome. It's a student-run bike shop that will fix your bike, give you the tools, parts, and space to do it yourself, offers short-term bike rentals, and even has a low-cost semester rental/purchase program for Dal students (perfect for all you come-from-aways without a *drivers license*). And the best part is that it's all completely free, and by that, I mean it's baked into your tuition so you might as well get what you're already paying for. I use their space every few months to fix my bike and couldn't be *happier* with the service.



Now, I recognize that I may have discouraged some of you from biking to campus at the beginning of this article, but in all seriousness, Halifax isn't a bad city for biking and Dal has done its part to make it a little easier. I would highly recommend anyone interested to try biking to campus, not to mention that it's good for your health and the environment. And as a final word of advice: remember to wear a helmet. Speaking from experience, you don't want to crash and concuss yourself two days before your 1L property exam.



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MATURE AND SURE: THE JOURNEY OF A MATURE STUDENT

By Alex Fox, 1L

When I set out to write this article, I was attempting to avoid focusing on my own story. After struggling to put pen to paper, I realized that I could not and should not speak for an entire group of people. I can, however, utilize my story to help normalize what many mature students are experiencing and, possibly, inspire someone who may be on the fence about coming to law school.

For many mature students, going back to school can be an especially daunting experience. When I made the decision to apply to law school, I was in a relatively comfortable position. I was working full-time, making a good living, and earning a pension, but I found myself longing for something better, fighting the complacency that many of my co-workers had accepted. I needed a change, but at 33 years old, I questioned whether a significant change was out of reach. Thinking about it left me feeling anxious and filled with uncertainty. I finally got to the point where I knew if I did nothing, I would always be asking myself, "what if?" The thought of having regrets filled me with more anxiety than leaving the comfort to which I had become accustomed.

I do not have an undergraduate degree. I was a work and life experience applicant. Initially, I didn't even know if I could apply to law school without an undergrad. From the beginning, I felt that I was on the back foot. My formal education consists of 2 diplomas, firefighting and paramedicine. I have a lot of informal training and work experience from my years spent in the military and as a paramedic.



Regardless, I had doubts as to whether I would be what the admissions committee wanted. Furthermore, if I did get in, would this mixed match of education and experience be enough to get me through the academic rigours of law school? Oh, and did I mention the anxiety-inducing, bag of stress that is the LSAT? I won't get into my struggle with that but know, it was a STRUGGLE! Nevertheless, I was approaching the admissions process with an open mind and blind faith that the selection process truly is as holistic as advertised. As it turns out, it is! My preconceived notions of exclusive and elitist selection processes of law schools were put to bed.

Considering I have the pleasure of telling you my story, I would say that my faith in the admissions process was well placed. I had made it through the process, and after the excitement of opening that beautiful offer of admission (picture my wife and I jumping up and down like school kids), the reality set in that I was going to law school. But wait a minute, remember the comfy-ish full-time job that I was talking about earlier? Oh ya, I guess I will have to leave that eh? Initially, I was excited about the opportunity that had just been presented to me, but the reality of having to leave the relative security of my job was beginning to manifest. Even though I wasn't all that keen on my job in the first place, there is something to be said about the security and stability of full-time unionized employment.

What I have left out thus far is the fact that I am married and have 2 beautiful daughters, a 4-and-a-half-year-old and a 10-month-old. After getting my offer and after the realization that I would have to quit my job, I remembered that I still have a family to care for. How is this going to work? When am I going to find the time to study, take care of two kids, and keep my marriage afloat?

What is going to happen when my wife (currently on maternity leave), goes back to work? Will we be able to afford full-time daycare on one income? Will I get a part-time job? What if? When will? How will?... So many questions with very few answers.

Obviously, I took the leap, and here I am in law school, making it work. It is not easy by any means, and there are some days when I just want to go to bed. Now more than ever, I recognize the importance of having a strong support network to lean on: not just friends, family, or a superhuman wife, but the Schulich community. Having spoken with many of the professors and staff at Schulich, I am happy to report that I made the right decision and that everyone truly wants to see you succeed. At times, I have been overwhelmed and questioned if I belong at Schulich and whether I have what it takes to be successful. Each person I have spoken to, be it Schulich faculty or peers, has embraced the diversity of my background, and many have reiterated that every student was selected for a reason. We have been told, on multiple occasions, that we belong here, and after only a month, I can truly say that I am exactly where I am supposed to be.

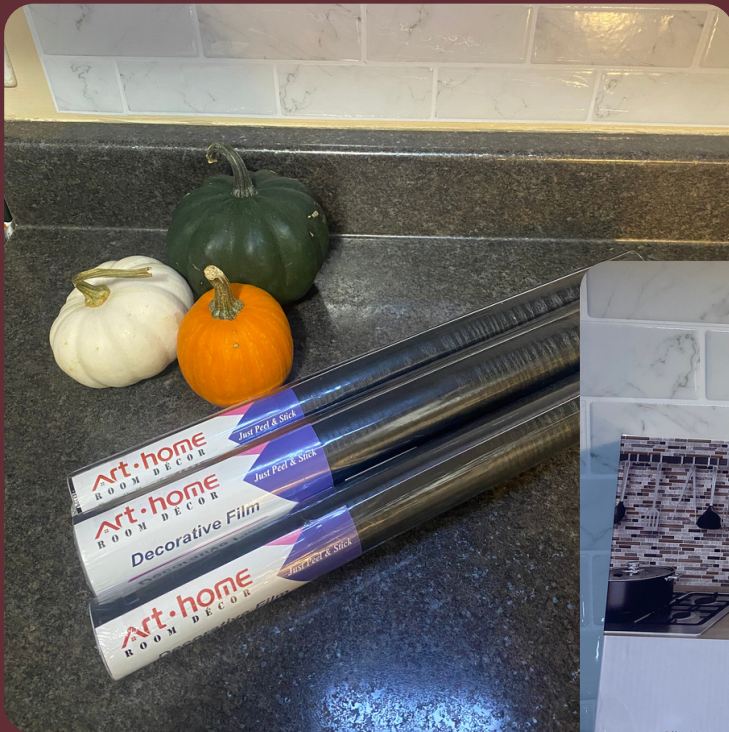
As I said at the beginning, I didn't want this article to be about me, but I ultimately felt that the best way to highlight the diverse lives of mature students was to use my story as an example. I hope that I was able to demonstrate the complexity of returning to post-secondary education as a mature student, having been removed from it for such a long period of time. I also hope that my story can be a source of inspiration to anyone who is searching for something better. If I learned only one thing throughout this whole process, it is this: you can do it, you just have to be willing to take the leap.

APARTMENT RENOVATIONS ON A BUDGET!

By Geeta Mudhar, 1L

The thing about law school—and life—is that it is hard not to compare yourself to others. To get here, you went through an extremely competitive process and should be amongst peers. Yet, we're not all in equal positions when it comes to our living situations. I was ecstatic to find a one-bedroom apartment in Halifax's cut-throat housing market. However, after visiting other student's modern apartments, it's hard not to feel any negativity towards my space. They have spotless grout lines and mold-free appliances rather than cigarette smoke and an abundance of cats.

The root of the problem? Comparison, the joy thief. Therefore, let's shift our perspective and work with what we have. If you're looking to upgrade your apartment on a budget, I'll walk you through some tips!



*Supplies used by Geeta
Art Home Room Decor: Decorative Film
Stickgood: Peel and Stick 3D Wall Tiles*



- **Stick-on tiles.** Update your space without losing your damage deposit! You may want to cover the area that you plan to apply the tiles to with masking tape. Otherwise, the tiles can be too sticky and could chip your wall's paint. I found mine on Amazon, but you can also find them at Home Sense, Home Depot, Canadian Tire, and Dollarama! One pack of stick-on tiles is around \$25 and covers a large area.
- **Contact paper.** Like stick-on tiles, contact paper is a renter-friendly version of wallpaper! You can apply it to a lot of surfaces, but I'll be using it to customize my kitchen cabinets. You can find contact paper at hardware stores for low prices; Canadian Tire has rolls for \$8, and Amazon's prices float around the \$20 mark.
- **DIY canvas art.** It's amazing how much pizzazz a couple of 10-by-12-inch paintings can add to a blank wall! Visit your local Dollarama and grab your favourite paint colours, your least favourite paint colours (for some variety), a couple of canvas boards, and a few paint brushes. Next step, gather your friends and have a paint night! Your Dollarama haul shouldn't be more than \$10!
- **Indirect lighting.** Harsh overhead lighting can cause your space to look dull and monotone. Halifax has no shortage of yard sales! Keep an eye out for yard and estate sale advertisements, and you might be able to find inexpensive, unique lamps. Prices will vary, but you'll probably find a deal.

Using this guide, I've been on a two-fold journey to elevate my space. My first project was transforming my sad old kitchen into an aesthetically pleasing cooking oasis—a haven away from case readings. I hope that these tips help you create a comfortable, personalized home while you're renting and budgeting this autumn!



*Geeta's Kitchen Before
Stick-on Tiles and Contact Paper*



*Geeta's Kitchen After
Stick-on Tiles and Contact Paper*

ORBITAL DEBRIS

Environmental Stewardship for the Beyond

By Dominik Dabrowski, 3L

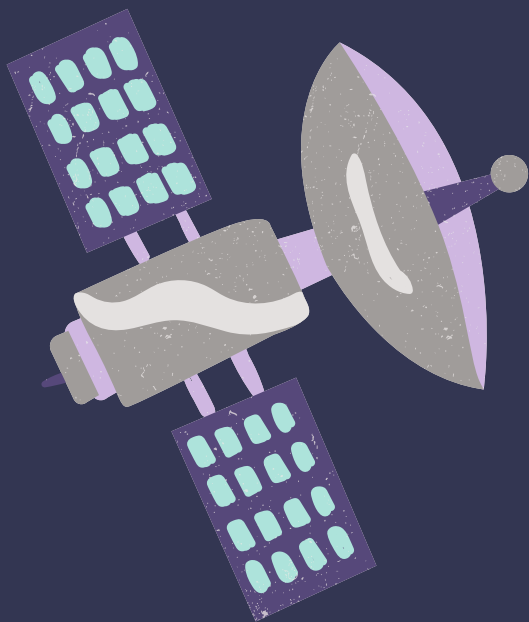


Orbital debris refers to any non-functional human made object circling Earth. They range in size from rocket bodies to paint chips.

As the use of space increases through commercialization and people become more reliant on space technologies, orbital debris uses valuable room in space and makes the environment more dangerous to operate in.

There are three main aspects to solving orbital debris:

1. **Prevention:** prohibiting the creation of more debris through harmful practices like Anti-Satellite Tests;
2. **Mitigation:** ensuring satellites are properly disposed of at the end of their missions;
3. **Remediation:** Actively removing debris by de-orbiting or moving it to a higher "graveyard orbit."



Even though these solutions seem straightforward, there is both a legal and a cultural challenge in addressing orbital debris meaningfully.





Legal Challenge

Imagine that you have a way to get rid of Cosmos 2361 - a defunct satellite launched in 1998 by Russia which was within 6 meters of a catastrophic collision in early 2023. Even though the satellite is inactive and un-maneuverable, Russia owns it outright, forever. Without their agreement, even if the satellite is abandoned, you cannot touch it without Russia's permission. Abandonment is a subject not often discussed outside of legal textbooks, so the question of when a space object is abandoned (and what rights are abandoned with it) is a difficult one. This question raises more questions too like: how can abandonment be balanced against the need to protect sensitive and expensive assets? How might property rights be divided to encourage satellite owners to de-orbit? A good starting point to cleaning up our orbits is de-tangling the property rights associated with assets, in a way that balances environment, asset protection, and economic stability.

Cultural Challenge

Earth's orbits, being a valuable, scarce, and un-claimable resource, are the ultimate example of the Tragedy of the Commons.* As a Commons, they should be subject to heavy regulation to preserve its future use and prevent overexploitation. As space becomes more accessible to new actors with shareholders, the need for regulations that meaningfully address all three aspects of orbital debris is no longer an option but a necessity.

The real cultural challenge needs to take place both in industry and beyond. Space users and regulators must directly address a societal tendency to dispose and replace. Here, drawing on Indigenous Knowledge (specifically, traditional ecological knowledge), can help inform sustainable practices, and the re-envisioning of Space as more than another exploitable resource.

*For more on the Tragedy of the Commons in Space, see Moriba Jah's TedTalk "Space Traffic and the Tragedy of the Commons" (2017)



NOCTURNE 2023: ACTIVISM REPRESENTED IN ART

By Carleigh MacKenzie, 1L

On October 14, the Weldon Arts and Music Society (WAMS) went on a guided tour of Nocturne – Halifax’s annual Art at Night festival. The festival ran from October 12-15, featuring local artists and art spaces.

The word “nocturne” means the picture of a night scene, and the festival is just that. This year, 80 installations by 94 artists illuminated the dusky streets of Halifax and Dartmouth. Installations included visual art such as sculptures, paintings and lights, music, short films, and performances. Nocturne not only serves as a city-wide outdoor art gallery but an artistic outlet for social justice advocacy.

Nocturne hosted five guided tours, each tour covering a different area of the city. The WAMS tour travelled the length of the waterfront, just over a kilometre. On the waterfront, Nova Scotia Voice of Women for Peace and Raging Grannies showcased an interactive project to promote peace. Nova Scotia Voice of Women is a branch of Voice of Women, an organization that works locally, nationally, and internationally on issues related to peace, social justice, and human rights. The exhibit was called “Peace Protector.” Participants pinned crafted paper medals on the “peace force jacket,” which emphasized non-violence and human security from a feminist perspective.



Photos by Carleigh MacKenzie

Beyond the waterfront, BLACKOUT 2.0 recreated historical slave ads using erasure art – a form of poetry created by erasing or blacking out words to create a visual poem. Erasure Art Collective says these ads, which were written by slaveholders, portrayed African Nova Scotians as “prey: hunted, hopeless, and weak.” Performed at Nocturne in the Art Gallery of Nova Scotia, the project uncovered hidden messages in ads that appeared in local newspapers during slavery. Black paint was used to artfully cover words while Drummers from Home, a Halifax-based African drumming group, played powerful beats. BLACKOUT 2.0 honours those who fought one of history’s most inhumane systems, promoting their bold acts of resistance with visual art. The performance was captivating and impactful, leaving the audience in silent awe. Erasure Art Collective first presented BLACKOUT at Nocturne 2022 in two installations, using a brush to cover the text. This year, BLACKOUT 2.0 featured four live performances and a video shown between sets.

The artist and co-founder of Erasure Art Collective, Shauntay Grant, used her hands to paint over the ad poster. Painting the poster with hands added an intimate and moving touch to the performance.

At the Halifax Central Library, Future Fragments was displayed, a participatory installation made to empower the youth and community members of Millbrook First Nation. The piece expresses their dreams for the future through drawing, printmaking, quilting, and sculpture. People from Millbrook, Cole Harbour, Beaver Dam, and Sheet Harbour participated in a series of workshops to create a large patchwork quilt and plywood sculptures that capture a collective vision for the future of the community. The project fostered community engagement throughout the entire creative process. Participants, guided by artists, created drawings to visualize their ideas for the future. The drawings were transferred to wooden printing blocks, which were then printed onto textiles and arranged into a patchwork quilt. The installation showed the vibrancy of the Millbrook community, and that art can contribute to the conversation of a shared future.

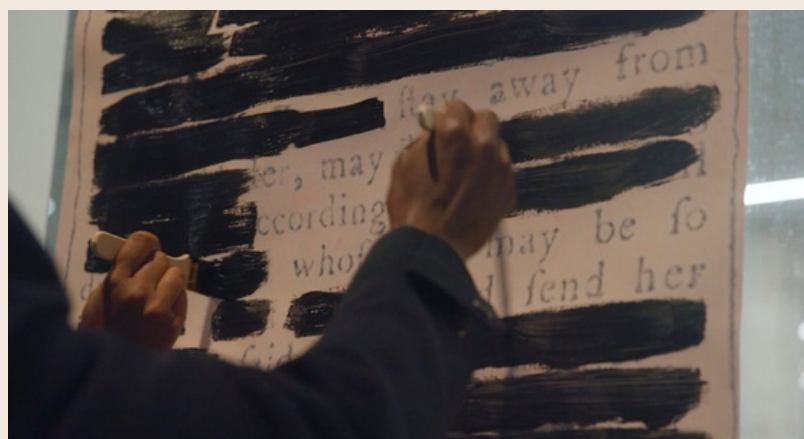


Photo by Carleigh MacKenzie

WEIRD WELDON

By Shawn Courtney, 1L

THE DISAPPEARANCE OF '89

On October 27, 1989, two undergraduate students, Blake and Richard, mysteriously disappeared while studying in Weldon's Sir James Dunn Law Library. Little is known about the disappearance and the ensuing police investigation. Just as weird as the vanishing of the two students was the response from the Halifax Police Department: gag orders and media blackouts prevented the case from gaining national traction. Months went by and no progress was made in the investigation. Eventually the trail went cold, and the disappearance turned into an urban legend... Until today. Just over a year ago, The Weldon Times made a freedom of information request to the Halifax Police regarding the disappearance of '89. We have finally received hours of CCTV footage, crime scene photographs, and police reports. Although heavily redacted, we have attempted to provide Weldon readers with a concise summary of this mysterious incident.

Police interview with the missing students' roommate:

"Oh man, Blake [REDACTED], Richard [REDACTED] and I loved to study in the law library. It's so much quieter than the Killam... Yeah, we would always grab Chinese food and hide somewhere [REDACTED] at closing time, then we would stay all night and sneak out [REDACTED] in the early morning..."

No, I never saw anything weird when we stayed overnight. Actually...now that you mention it, that night we heard some really weird [REDACTED] and it got really loud one time, like it was scratching [REDACTED] trying to get out of the walls."

CCTV:

The footage provided to us was sparse; there weren't many cameras in Weldon at the time. We were still able to trace a rough frame of events. At 19:20, both Blake and Richard are seen entering the library with book bags and takeout food. The bottom floor camera caught them heading towards the stacks at 21:47. This is the last time Blake is seen on camera. At 00:23, Richard can be seen on that same camera: he runs into frame, stops by the stairs, and is seen yelling down the hallway. It's dark at this point, and although difficult to make out, a blurry, dark mass is seen moving across the floor towards Richard. He bolts up the stairs. This is the last time he is seen on camera.

Police interview with librarian

While perusing police reports, this interview with the head librarian stood out to us. The following is the entirety of their statement. They refused to answer further questions:

"I warned them about bringing food into the library. The hive gets really hungry when they smell takeout."

Is this a true story? Were the missing students ever found? Should you bring food into the library? You are encouraged to come to your own conclusions. Just remember: the next time you are studying alone on a cold autumn night in the Sir James Dunn library, that scratching in the walls might be more than just the wind...

Fall 2023 Crossword Answer Key

Across

3. Unyielding: **Firm**
5. Could be a peppercorn:
Consideration
8. "Howdy, _____!": **Partner**
10. Protein, chocolate, granola,
etc.: **Bar**
12. To be courteous: **Civil**
13. Adverse possession,
colloquially: **Squatter's rights**
14. A poet: **Bard**
15. "Act of God": **Force Majeure**
18. What the Cookie Monster puts
up at Christmas: **Cookie Tree**
19. A housecoat: **Robe**
20. Crows, as a group: **Murder**
21. Idle chatter: **Hearsay**

Down

1. Wet socks, long lineups, traffic jams,
etc.: **Nuisance**
2. The host of Shark Week: **Discovery**
4. Lawyers' common response: **It depends**
6. A person's physical or psychological
makeup: **Constitution**
7. Where one would find a "don't touch the
black rocks" warning: **Peggy's Cove**
9. "What? Like it's hard?" speaker: **Elle**
Woods
11. What one would find in the New York
Times: **Articles**
12. To woo romantically: **Court**
16. Judi Dench, colloquially: **JD**
17. To disagree: **Dispute**



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