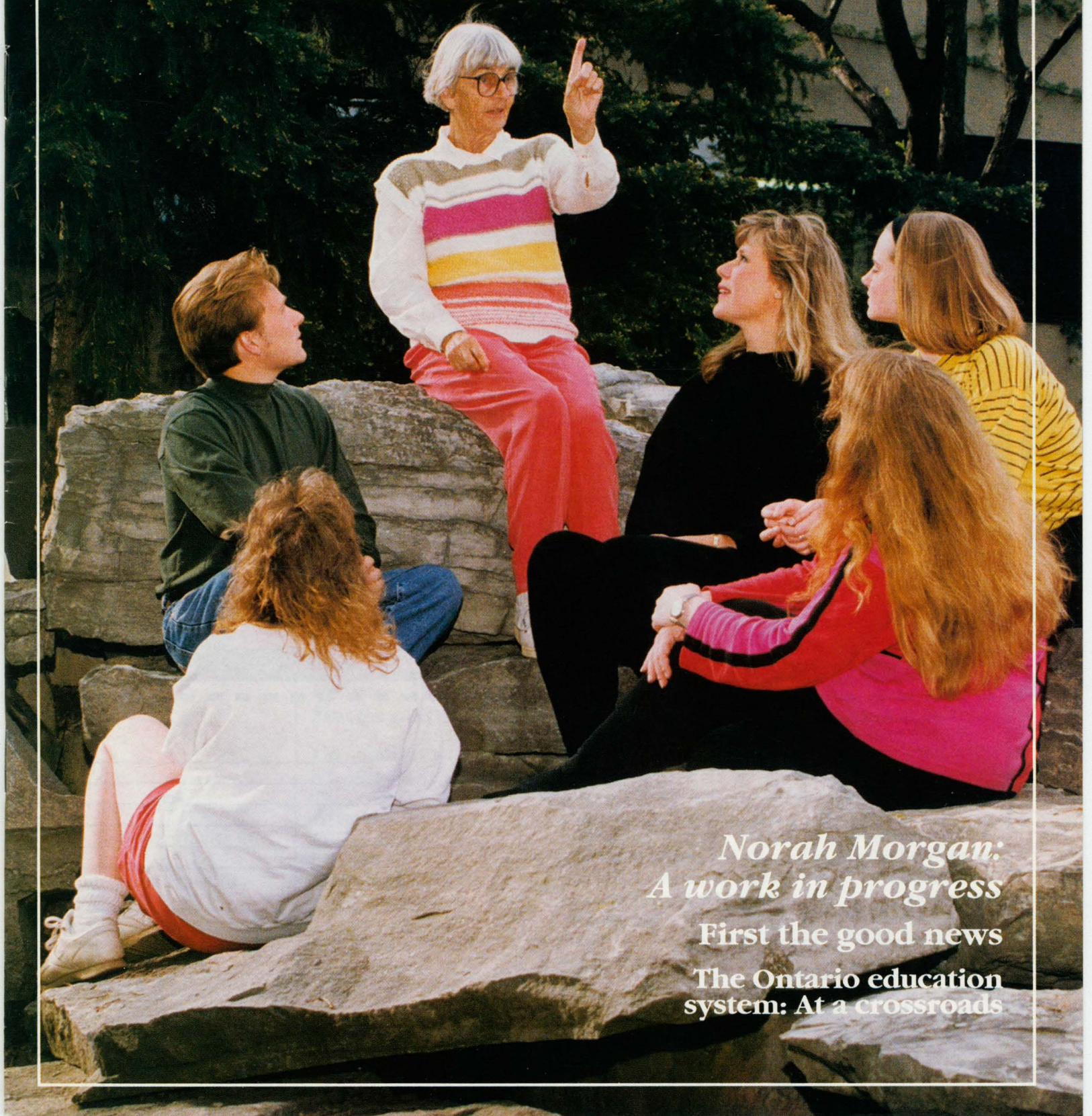


Brock University

# *Surgite!*

Summer 1993



*Norah Morgan:  
A work in progress*

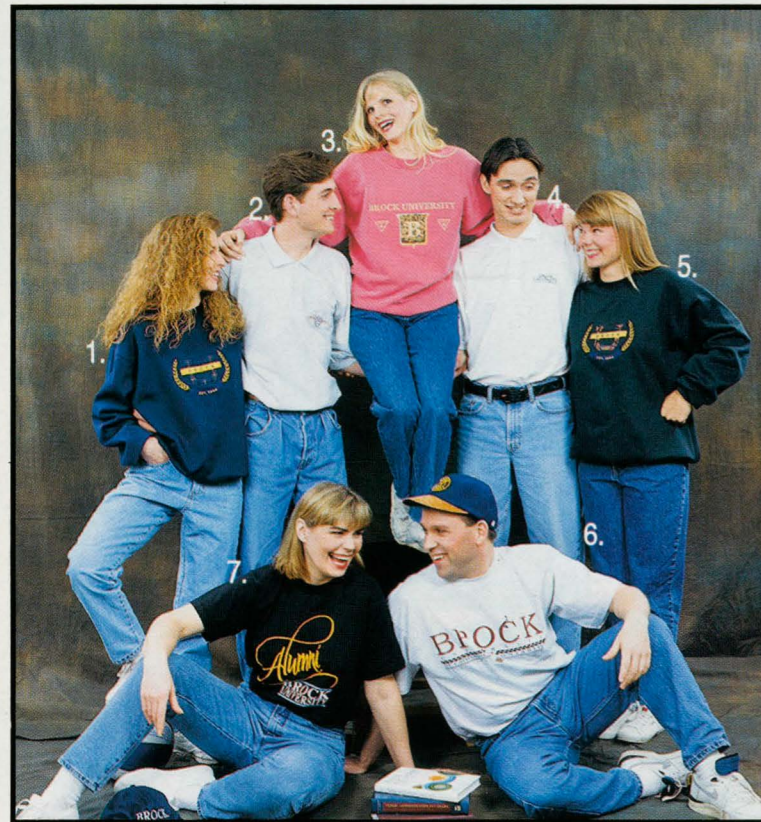
First the good news

The Ontario education  
system: At a crossroads



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## Brock University *Surgite!*



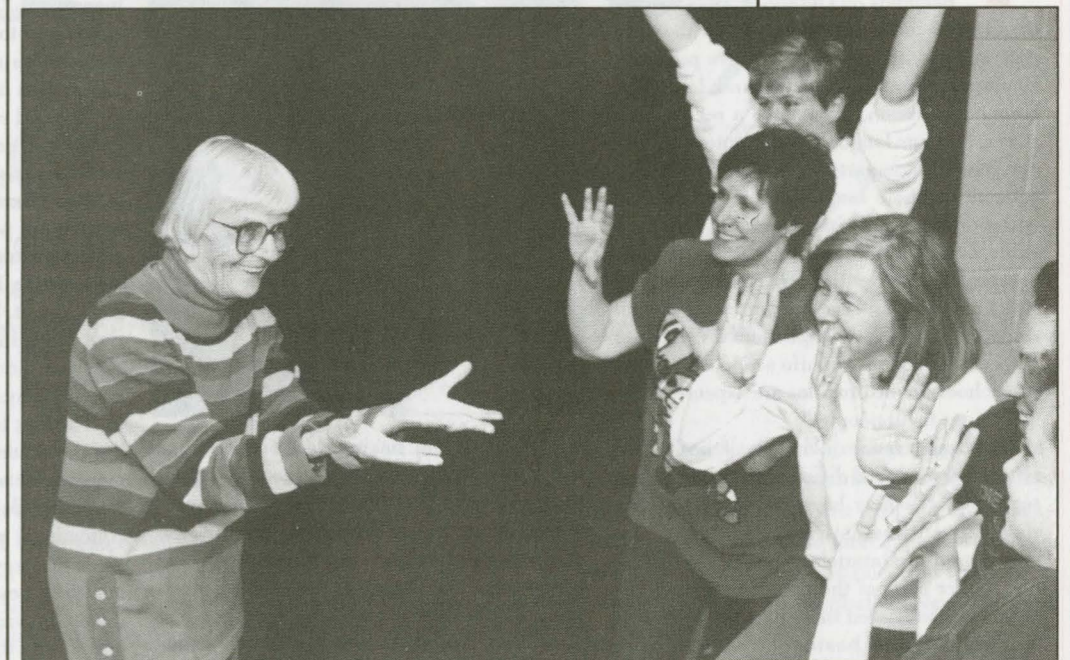
Summer 1993

### BROCK UNIVERSITY

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**Terry White, PhD**



Norah Morgan — see page 7

**Surgite!** /sur-gi-tay/  
 Latin for "Push on!"

The inspiring last words of Maj.-Gen. Sir Isaac Brock, and the inspiration of the University that bears his name.

Brock University offers full-time and part-time studies in the humanities, sciences, social sciences, business, education and physical education.

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## Forum

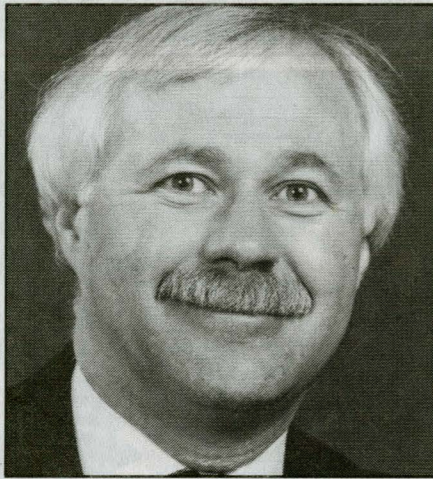
# The Ontario education system: at a crossroads

**T**he last 20 years have been distinguished by increasing mandated demands on Ontario schools by successive provincial governments. For the most part, schools in 1973 did not have programs concerning French as a second language, French immersion, English as a second language, heritage languages, computer technology, junior kindergarten, sex education, AIDS education, whole language, active learning, collaborative learning, complex thinking skills, design and technology, social counselling, crisis intervention, values education, street proofing, and the integration of special students. All these components are integral parts of the modern Ontario school. It is clear that schools in the province are expected to be "all things to all people."

This rapid change in the role of the Ontario school has provoked differing reactions. Some segments of society have embraced the new way and enthusiastically supported the preparation of Ontario's students for the future. Other parts of the populace have intermittently challenged the education system to go "back to the basics." The supposed "basics" have not been clearly defined by this group; but the movement has generally favored a return to some golden past in Ontario education, presumably the 1950s, when most "back to the basics" supporters went to school.

Although time may distort reality, it is difficult for me to perceive the 1950's education system as utopian. From this distant vantage point, the Ontario education system was a rigidly structured, elitist system with rote learning as the chief instructional strategy. There was no assistance for special students. Pupils stayed in a grade until they passed, thus creating the circumstance of a 16 year-old in grade five, a phenomena remembered by those of us in our mid-forties. Many students did not go to high school. For those who did, opportunity for higher education was very limited.

This system, apparently favored by proponents of "back to the basics" stands in sharp contrast to the present system where strong features include alternative learning styles based on individual needs, early identification of special students, concern for the self-esteem of the individual and equal access to higher education.



"Back to the basics" advocates have usually favored the implementation of standardized tests. The tests are generally perceived by teachers as invalid in measuring the competence of students, given today's diverse curriculum. David Cooke, the fourth Education Minister in the past two years, has just announced that Ontario will embrace standardized testing for grade nine students next year. This political exercise will largely be irrelevant to the teachers and students in the province.

The Ontario education system is excellent. The question of financing, however, is beginning to erode its integrity. The present educational funding crisis actually began with former premier Bill Davis' 1984 announcement of full funding to the Catholic school system to grade 13. The merits of this decision have been subject to constant debate, but the fundamental point is clear. That is, it is extremely costly for this province to maintain two school systems. The impact of the Davis decision was not generally noticed at the time, as the economy boomed throughout the latter half of the 1980s. The Ministry of Education did notice though, as the resources needed to expand the Catholic school system were garnered through the increasing download of education funding to the local taxpayer. The provincial share of funding has steadily decreased from 60 percent in 1975 to a present level of 40 percent. Local taxpayers have picked up the burden. Throughout the 1980s, local mill rate increases of eight to 10 percent were passed with little public outcry.

The recession of 1991-92 and the succeeding slow economic recovery have stopped this tax juggernaut. The provincial government has continued to download costs, but the local ratepayer is no longer willing to increase the mill rate as in the 1980s.

The end result of this financial problem is the "social contract" of the NDP government. Its provisions basically further download costs to local Boards of Education, while using the convenient political ploy of attacking "those high-paid, underworked teachers." Two questions have been left unanswered by the government. First, what became of the collective bargaining rights of teachers in the province; and, second, what is the role of the education system in Ontario society?

The first topic is outside these parameters but the second requires examination. An obvious result of further downloading of costs is that local Boards will be forced to cut back educational programs. This will be difficult, since the provincial government continues to mandate new educational initiatives. Such recent provincial thrusts as the "Transition Years" with the resulting destreaming of grade nine, and the "Common Curriculum" which proposes to revise grade one to nine curriculum, will be impossible to implement seriously without funding. The government has a choice. It can continue to mandate programs and provide funding, or decentralize the education system to allow for local decision making. The province cannot have it both ways.

Ontario schools cannot continue to be "all things to all people" without adequate funding. Savings can be realized in the short term by a definition and restriction of the role of the school by the provincial government. However, Ontario's society would certainly bear the long-term consequences of a loss of services provided by the education system.

**James McMahon is President of the Ontario Public School Teachers' Federation (Lincoln). He holds an Honors BA in history (1972), a Diploma in Education (1973) and an MEd in Educational Administration (1982), all obtained at Brock University.**

*The views expressed are not necessarily those of Brock University.*

by JAMES McMAHON

# First, the Good News...

"The worst is over. Jobs are being created and people are beginning to spend, but the overall improvement in the economy is relatively minor. It will be 1994 before we'll sense that better times are here." — *Aron Gampel, Vice-President, Economics, The Bank of Nova Scotia, April 13, 1993*

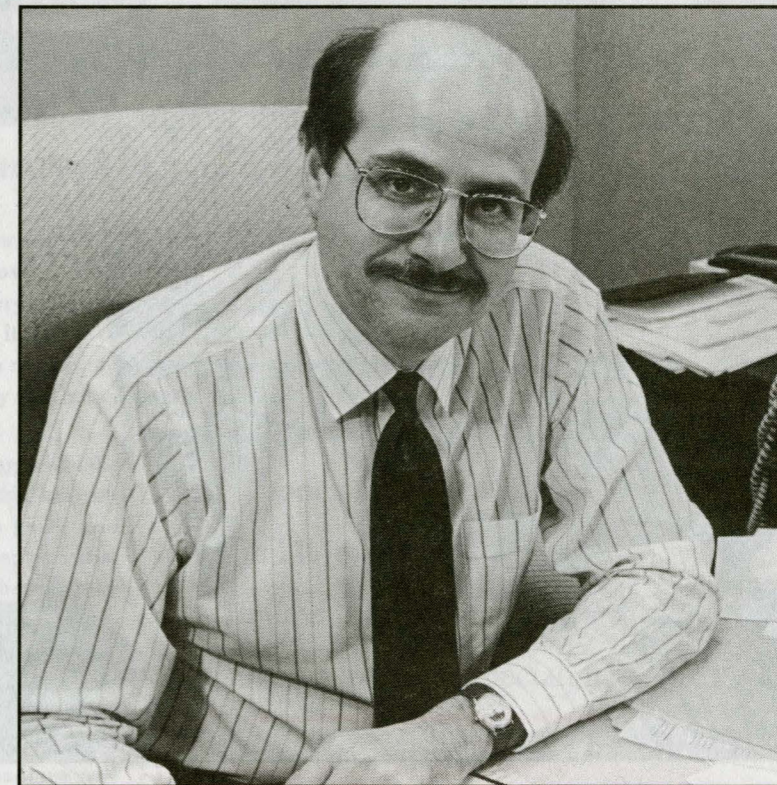
**W**hen Brock graduate Aron Gampel talks about Canada's economy, people listen. They might not like what they hear; but they listen. His job combines research and marketing. "The marketing part of the job is extremely important," Aron says. "It's the practical application of our research: providing senior Bank management and Scotiabank customers with economic intelligence that can be translated into business decisions."

In full marketing mode, he adds, "Canadian banks are one of the strengths of this economy, institutions that are truly multinational and that extend Canada's influence around the globe."

The Bank's economists provide a range of services. They research and write reports on the economic situation in Canada and its trading partners, and market this information both internally and externally. "We're on the rubber chicken circuit continually, making presentations throughout Canada and the United States."

"Everyone wants to know, 'What's happening to interest rates tomorrow? For what term should

I renew my mortgage?' But we also develop longer-term and in-depth forecasts on the major industrial economies. It's a best-guess scenario. While your education provides you with a strong background, there is no sure-fire mechanism for forecasting, other than basic rules of thumb. Experience will tell the tale. You try to bat a home-run on each projection. A lot of baseball players are paid much more for batting only 250 or 300!"



LISA SAKULENSKY

## HOW DID WE GET INTO THIS MESS?

"The more senior levels of government have saddled us with tremendous debts; municipalities are now faced with bearing increased responsibilities. The non-stop spending since the 1970s is forcing all levels of government to downsize and reduce services.

"We now have very little choice but to undergo the readjustment we're experiencing. We're in for a much slower and longer period of economic recovery than people expected, or than we're used to. It's not unique to Canada, but Canada has a relatively small population, so its per-capita burden is greater.

by LEILA S. LUSTIG



## the good news ...

"The bottom line is that governments have no maneuvering room anymore. We are probing the limits of foreign investors' willingness to finance our overspending."

"In order to reduce our currency volatility, the government has been forced to maintain very high real interest rates, despite one of the best inflation performances in the western world. Our current two-percent inflation rate is the best we've seen in two decades, but foreign investors are demanding high rates of return to protect their investment.

"Our financial problems are enormous and are not going away. In order to meet increasing debt-service payments, governments have been forced to reduce spending in key areas such as health, education and infrastructure. We've mortgaged our future, and even larger budgets are needed to help pay off the mortgage.

### WHOSE FAULT IS IT?

"People typically blame economists for our problems," Aron answers with a sardonic smile. He argues that politicians in Ottawa or Queen's Park own their share of the blame.

"The lack of a co-ordinated economic policy between the federal and provincial governments has

delayed Canada's economic recovery." And when a politician in power feels overwhelmed by economic problems, the temptation is strong just to sit tight until one's term in office ends. "Recent events suggest that politicians no longer have the flexibility to delay taking the requisite action to combat chronic deficits.

"Prime Minister Mulroney deserves credit for some of the good and some of the bad," Aron says. "Between 1983 and 1990, Canada was the best nation in the world at creating jobs. However, we have quickly forgotten those good times because of the recession's

severity. Historians will see that our economic program was too ambitious: bringing the protected Canadian economy into the big leagues of international competition, while trying to reduce the deficit and eliminate inflation. It was too much for a small economy to bear in a relatively short period of time.

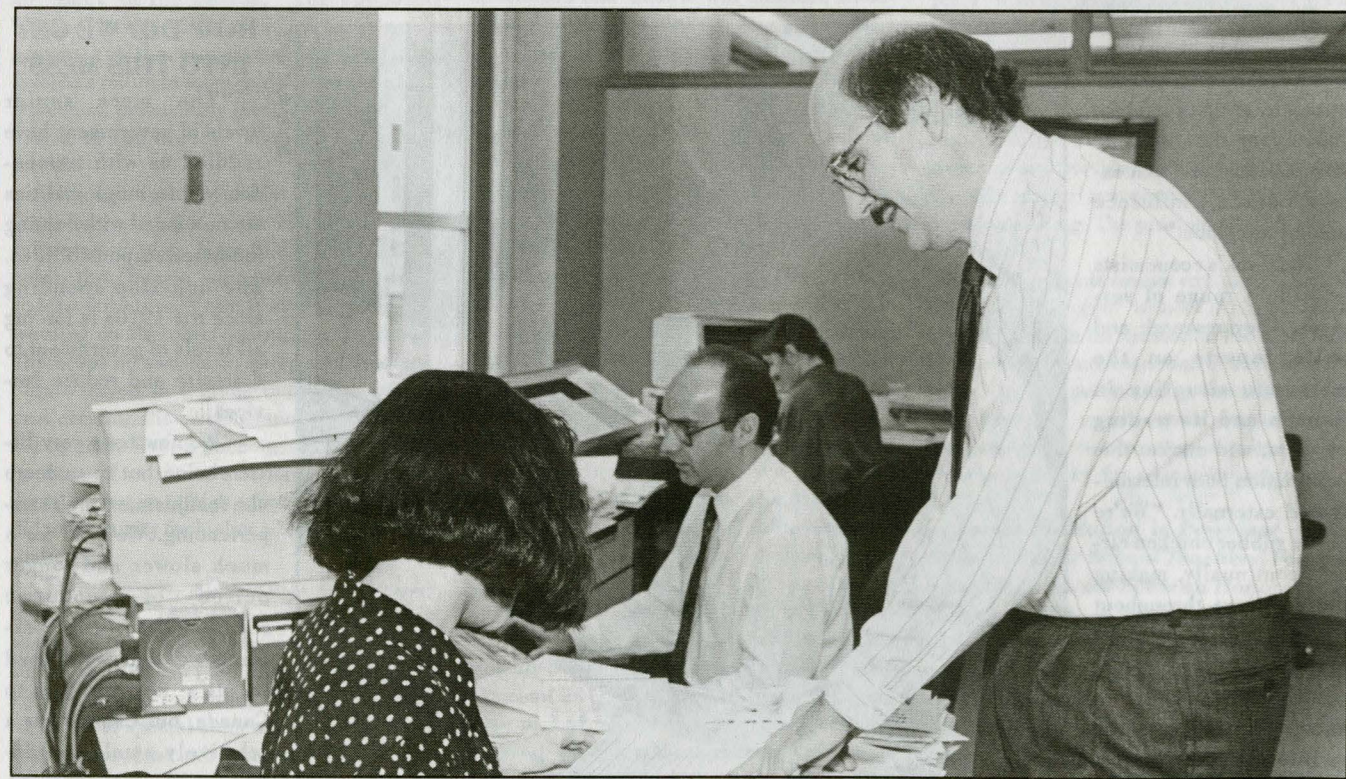
"Things Canada tried to do in recent years will be seen as very positive: more open and freer trade, getting away from a resource-based economy to a technology- and service-oriented economy. But opening our markets has left us exposed. We haven't had the financial resources to adjust, because the federal government was unable to shrink the deficit."

Aron explains that provincial government finances are also in desperate need

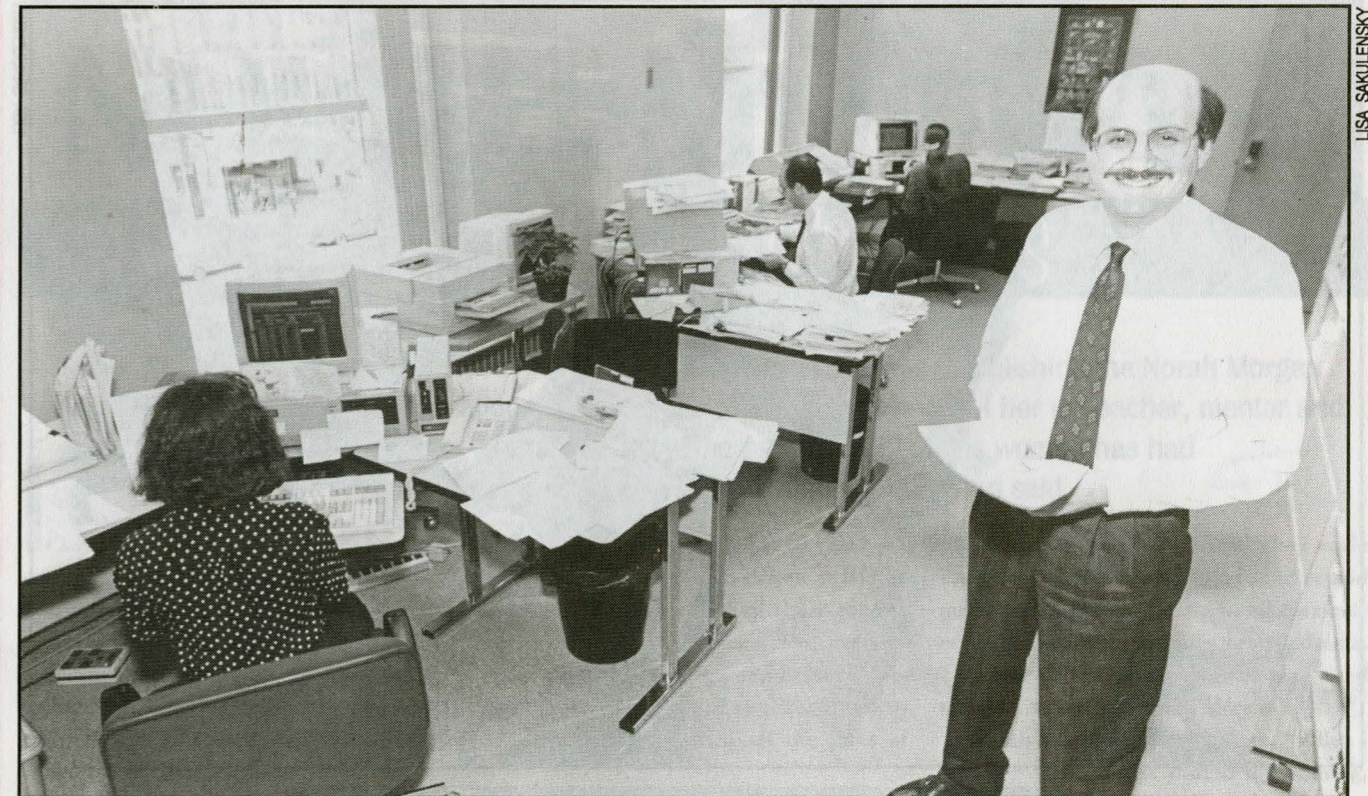
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Canada may still be a year away from recouping its recession losses, Aron predicts. Normally, recovery happens quickly once it starts; but it may take three or even four years to recoup the lost jobs.

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LISA SAKULENSKY



LISA SAKULENSKY

of repair. "We project \$14-15-billion deficits in Ontario, rather than the \$9-10-billion suggested in the recent provincial budget. This will require larger spending cuts and tax hikes—both in personal and in indirect taxes like user-cost fees."

### WHAT'S GOING TO HAPPEN NOW?

Canada may still be a year away from recouping its recession losses, Aron predicts. Normally, recovery happens quickly once it starts; but it may take three or even four years to recoup the lost jobs. And even that may turn out to be an optimistic prediction.

"The standard of living will take longer to regenerate. Canada has suffered a big loss in wage gains and declining housing prices; and disposable income gains have been hurt by taxes and the increased cost of government services. The depreciation of the Canadian dollar helped some sectors, but has resulted, in effect, in a national wage cut. Until the standard of living noticeably improves, Canadians will

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“The high unemployment rate is almost structural. Unemployment has hit the white-collar sector for the first time. Senior people are being not only laid off, but retired early. The loss of older and high-paid workers has affected spending. And a component of the work-force will find it impossible to re-enter, unless they make major adjustments to their expectations.”

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continue to feel the pinch. All Canadians borrowed a lot of money. We are now trying to bring our debt burdens into better alignment with our incomes.

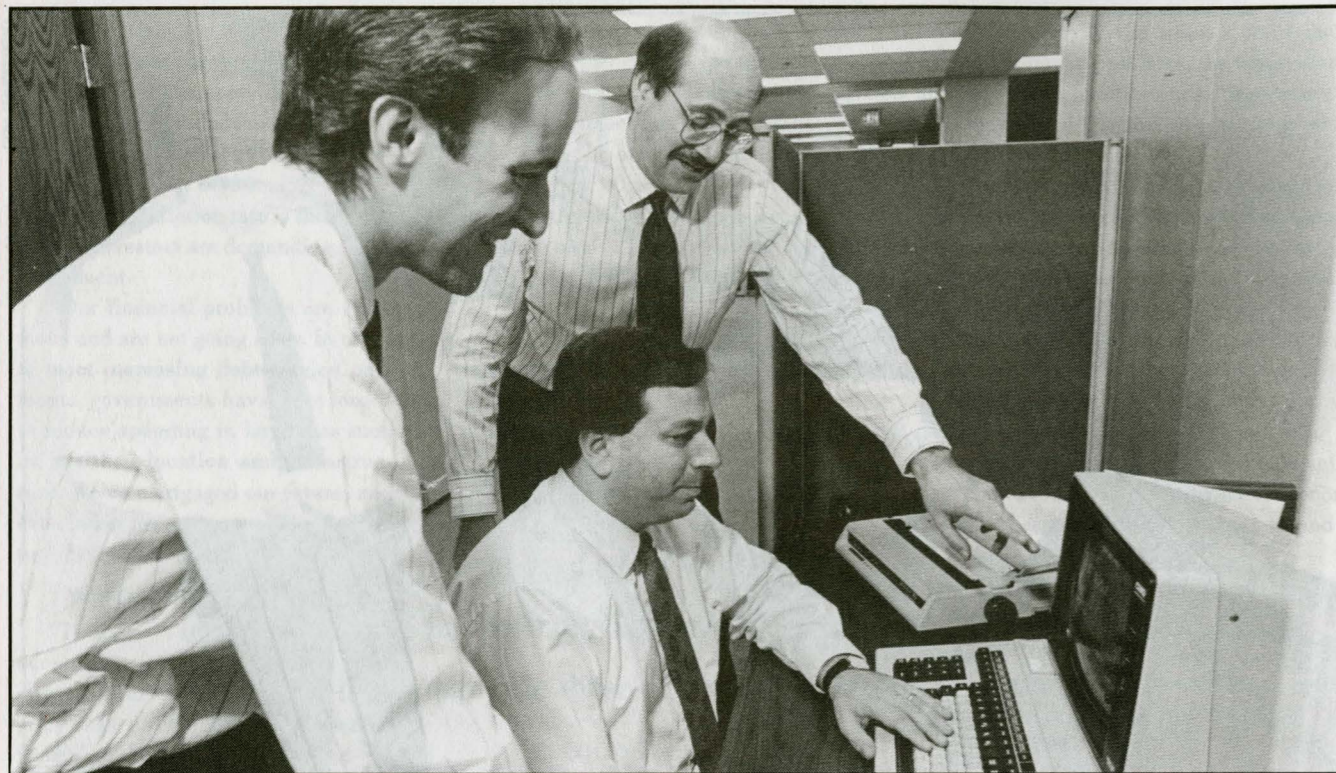
"We've turned the corner, but consumers are more cautious and businesses are relying more on productivity gains: a down-sized, better-trained workforce using more up-to-date equipment.

"The high unemployment rate is almost structural. Unemployment has hit the white-collar sector for the first time. Senior people are being not only laid off, but retired early. The loss of older and high-paid workers has affected spending. And a component of the work-force will find it impossible to re-enter, unless they make major adjustments to their expectations. This problem is compounded by interprovincial barriers to job migration.

"Our economy is doing as well as the United States right now; but that's not saying a lot, because Americans are just being hit with a major tax grab that Canadians are already used to."



the good news ...



LISA SAKULENSKY

### SO MY FUTURE HAS BEEN MORTGAGED.

#### WHAT CAN I DO ABOUT IT?

"People at university today should realize that the job market is going to be tight for a long period of time. Their university education will not necessarily prepare them for, or guarantee them a job."

Aron Gampel was lucky. He attended Brock 1970-74. After a "brief attempt to master the sciences in first year," he concentrated on economics. "The classes were not only small, but taught by very bright young professors. It was a very collegial atmosphere."

Aron studied economics, computer science and math, continuing with some professors through all four years at Brock. Aron remembers that Joe Kushner, Chuck Masse and Lew Soroka, who are still in the department, were "very good lecturers and amenable to discussions. They prepared me well for graduate school (a one-year Masters program in economics at York University). I had no difficulty fitting in with students from other universities such as the University of Toronto or York."

It won't be easy for today's graduates, he predicts. "Our junior economists at Scotiabank must have a Masters of Economics plus considerable computer experience. Young people will have to

66

We must prepare individuals for the harsh reality of the workplace.

They need the ability to communicate, especially in other languages; and computer literacy is just as important."

develop survival skills for a very competitive international market-place. Today you can have computer programs written in India and have data processing done in Ireland for instantaneous transmission to Canada.

"We must prepare individuals for the harsh reality of the workplace. They need the ability to communicate, especially in other languages; and computer literacy is just as important. When I finished my education, it was mainly my computer skills that enabled me to get an economics job. I worked for the Ontario Economic Council in Toronto for four years, chained to a computer, analyzing provincial policy initiatives. That was a key building block for my future. Then I worked six years with the investment firm

of Pitfield Mackay Ross Limited before coming to the Bank of Nova Scotia in 1984."

Somehow, when you listen to Aron Gampel talk about the economy, you come away feeling better. Not only do you feel confident that he understands it; he can explain it so you feel you understand it. Although the tunnel through to economic recovery may be long and dark, you believe Aron when he tells you he can see some light at the end of it. That's the marketing end of his job, and he does it very well.

Cover

# NORAH MORGAN:

## A work in progress

When Calgary playwright Winn Bray heard that Brock University was establishing the Norah Morgan Award in Drama/Theatre in Education, she wrote the following article about her ex-teacher, mentor and friend. "It's important that people know the profound effect this woman has had on so many lives and careers — including mine," Winn said.

It's three o'clock on a Saturday in the spring of 1983. The rehearsal hall of the old Niagara College Theatre Centre is filling up: teachers, students, librarians, actors, and good friends young and not so young, are all here for the same reason and they're all early. They're all waiting for Norah Morgan.

This is to be Norah's "farewell to Niagara College" drama workshop: the last time the excitement of *Jabberwocky* will bounce off these walls. The door opens and there she is, a burst of energy and excitement. We're ready for you Norah. Lead on! And she does. Completely in character and drawing us toward the adventure, Norah lets us spin ourselves a drama of "slithey toves and Jubjub birds". It's hard to believe that this powerhouse of energy is actually retiring.

Norah Morgan, retiring? Don't believe it for a moment. It's only another transition, one more step in the progress of this remarkable woman's life.

A pioneer of Drama in Education, Norah began her career in education as

a teacher of mathematics. For 10 years she taught math, English and drama at Ridley College. She also coached their soccer, hockey and cricket teams. She brought drama to the classroom long before it became a well-known aid to teaching. Students learned by taking on the roles of

players in the stock exchange. They made imaginary investments in the market and made money. Areas, fractions, all elements of math, were brought to life through drama. This new and unique form of teaching owed many of its roots to Norah Morgan.

Norah recalls how it all began. "When I

first started my training, when I was teaching physical education, we had to do a sample lesson with the children. I did a thing where they were all getting into airplanes and flying around and it was absolutely what we now know as drama with young children. But of course it didn't have a name then. It was just 'Norah doing her thing.'

"I had them all whipping around and then the weather changed. Suddenly a great storm blew up and we came down and I said to them in role, 'Well the weather man certainly let us down today,' and they all agreed. I said, 'Don't you think we should talk to the weather man?' 'Yes,' they said. So I went away and came back as the weather man. I said,



DIVINO MUCCIANTE

by WINN BRAY



## Cover (cont.)

'What's your problem? I gave you a perfectly good weather forecast.' And the kids, all five years old, told me how dreadful the weather had been. I said 'Well, I have no explanation. It must have been that you were flying so high and got caught up in some currents. I'm sorry and I'll see it doesn't happen again. No one was hurt, I hope?' They said no but the weather man must be more careful next time. I went away and I came back as myself, and said, 'Has the weather man been? Did you see the weather man? What did he say?' And they all told me what he said, although it was me both times. That was how I really got into it.'

The process she advocates so strongly as a teacher is also an integral part of her daily life. As a teacher, "you must be flexible," Norah explains. "You must be prepared to take risks. If you're prepared to take risks, you must also be prepared to fail. You must develop the art of questioning, 'in role' preferably, always keeping in mind that it is our duty as teachers to challenge. Don't feed them Pablum; give them a good meal. Another thing I feel strongly about for teachers is that they should be good story tellers."

Mac Dodge, long time colleague and friend of Norah and her husband Ted, puts it quite aptly. "The Morgans seem to thrive on asking the right questions of themselves and of their friends, and in this process of questioning bring out the best in life."

"I've been extremely lucky," says Norah. "I've had wonderful students and have learned much from them and from my colleagues."

Bev Haskins is one of those students. "Norah has been mentor, inspiration, teacher extraordinaire, surrogate mother, guide and friend. There were times when Norah believed in me more than I did in myself. During those times she would gently but persuasively urge me to continue my education in the field of drama and to expand my experiences. I know that my future lies in this area. I now have the confidence to believe that when someone compares me to Norah Morgan, not only is it the ultimate

**As a teacher, "you must be flexible," Norah explains. "You must be prepared to take risks. If you're prepared to take risks, you must also be prepared to fail."**

Theatre in Education, Theatre for and with Children; Creative Drama, courses in personal development, and Co-operative Drama for Secondary Students and Special Education Junior Students. She is truly a teacher's teacher.

A favorite guest of the National Association of Drama in Education (N.A.D.I.E.) Annual Conference in Australia, Norah Morgan has delivered more than 200 workshops and papers to teachers, librarians, parents and psychologists around the world. There have been five publications in educational magazines and 12 papers read by Norah Morgan at international conferences and later published. She is the co-author of two books, *Teaching Drama; A Mind of Many Wonders*, (1987) and *Teaching, Questioning and Learning* (1991), both written with friend and colleague Judy Saxton. Book three, presently titled *Uncovering the Curriculum*, is on the way. A founding

mother of the Council of Drama in Education (CODE), Norah was made a life member in 1983 and continues to give workshops at its annual conference. Back in 1973, in association with Des Davis, professor at Brock University at the time, Norah became a founding mother of a new and innovative form of Theatre in Education. Active participation theatre for young audiences was the mandate of Carousel Players. With Norah's background in Drama in Education, she played an important part in developing a company which would perform for young audiences within the educational system.

As the educational advisor for Carousel Players, Norah now works with the actors to help them understand and develop their own roles when working with the children. Each new rehearsal period includes a workshop/lecture with Norah, something which has helped the company maintain a national reputation for high-quality work. Maintaining respect for the young audiences is also part of Norah's agenda.

"To begin with," Norah explains, "I have to prepare the actors to work in quite a different situation, because they go into

schools. I'm partly concerned with the ac-

Norah. She taught me about humor in young audiences, to be careful to respect for children, not for the audience. Children feel they've missed something, if they laugh. But Norah's ultimate goal is the advantage they feel of being as significant human beings. It is not any child who had the advantage of working with Norah, or with anyone else, that earned from Norah, will be a better human being because they've been treated as such a child."

"For work in progress," that's the phrase that stays with many students of mine. Whether it's a creative activity or a new class outline, the work that's going on means that you have to have the chance to develop, to succeed or fail. Morgan's students learn that the work is just as important as the end result. You must take risks and be open to the possibility that dreams are attainable, that dreams are approachable and children ir-

They learn this because they see it in Norah Morgan, a student of her own philosophy, a perpetual work in progress. ♡

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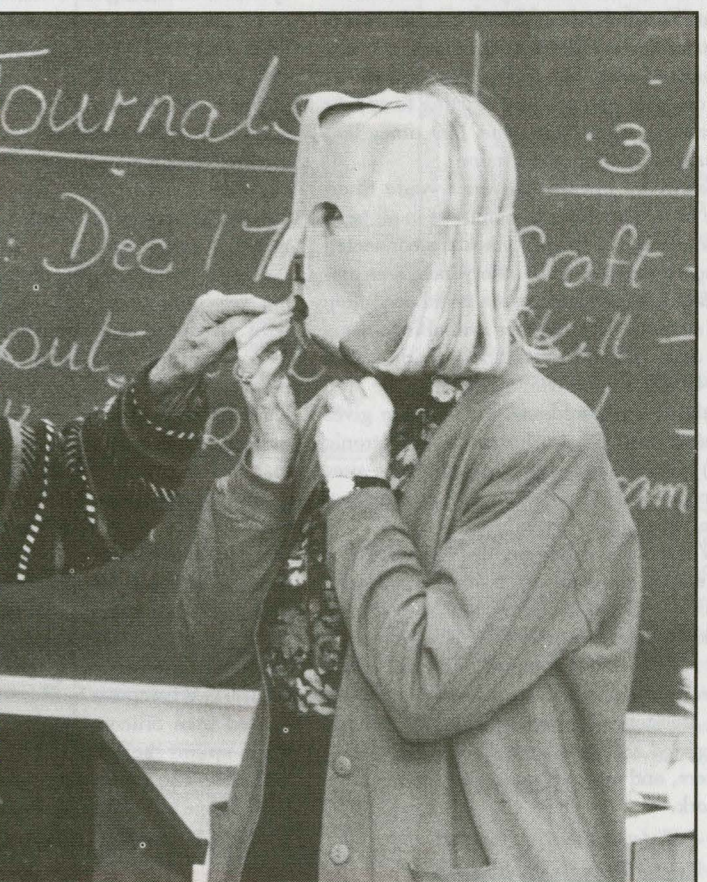
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**Respect for work in progress," that's the phrase that stays with many students of Norah Morgan.**



DIVINO MUCCIANTE



## Cover (cont.)

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**As a teacher must be flexible," Norah explains. "You must be prepared to take risks, you must also be prepared to fail.**

compliment, but I can live up to Norah led me to believe in myself as my own person. I love her dearly."

Norah admits that her teaching has changed over the years. "The 80s are different from the '90s," she says with emphasis for myself and every student. "Why are you teaching this thing?" Don't be so concerned about what students do as with what they learn."

Norah taught at Niagara College for 13 years until her retirement in 1983. Concurrently, she was a lecturer in the Theatre Department of Toronto for 14 summers. A part-time sessional teacher at Brock University Department of Fine Arts since 1983, she continues as a tutor for Specialized Studies in the Faculty of Education. She is currently teaching TEA 2F1 in the absence of Professor Burke. Did someone mention her return back in 1983?

She has designed, developed and taught her own curriculum for more than 20 years. Courses developed by her and taught by others: Introductory Theatre Education, Advanced Drama in

Theatre in Education, Theatre for and

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schools. I'm partly concerned with the actors and the schools, but mainly with how the actors relate to the children. It's quite different from ordinary theatre where the audience is 'out there.' The children are right there with them. When you are actually working with the children in the schools, you begin to build a relationship. After a month, your relationship with your group will be as powerful as your performance. And when that happens, you are in true participation theatre."

Jan Dawes worked with Carousel Players for many years and Norah's contribution to that time remains an important part of Jan's career as a professional actor, director and workshop leader. "When I think of Norah, no one specific incident comes to mind. It is more an incredible presence which I absorbed from her: a sense of 'child,' of joy and play and innocence. In particular, her respect for children completely changed my way of thinking. I know that my outlook now as a new mother is totally different from what it might have been if I had never known

Norah. She taught me about humor in theatre for young audiences, to be careful to make the jokes for children, not for the adults in the audience. Children feel cheated, as if they've missed something, if only the adults laugh. But Norah's ultimate gift to children is the advantage they feel of being treated as significant human beings. I believe that any child who had the advantage of working with Norah, or with anyone who learned from Norah, will be a truly decent human being because they've been treated as such as a child."

"Respect for work in progress," that's the phrase that stays with many students of Norah Morgan. Whether it's a creative drama presentation or a new class outline, respecting the work that's going on means giving it a chance to develop, to succeed or to fail. Norah Morgan's students learn that the process is just as important as the end result, that you must take risks and be prepared to fail, that dreams are attainable, problems are approachable and children irreplaceable.

They learn this because they see it in Norah Morgan, a student of her own philosophy, a perpetual work in progress. ♡

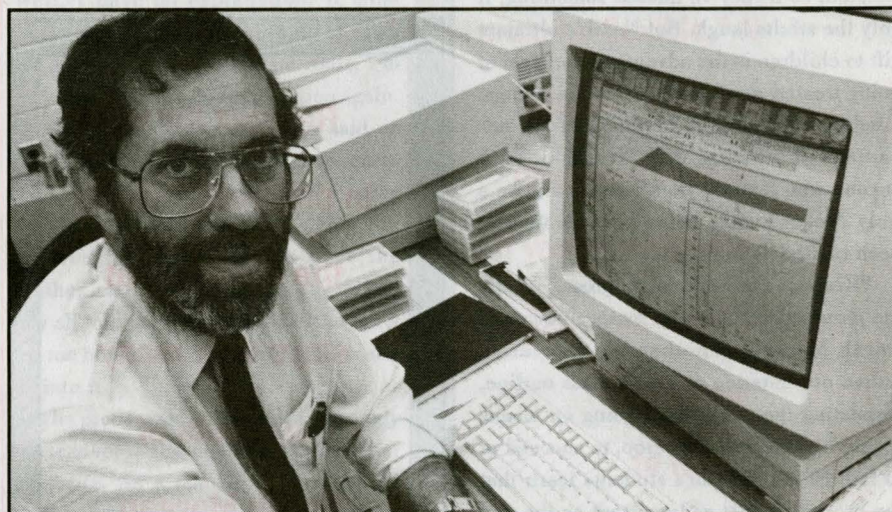
**Respect for work in progress," that's the phrase that stays with many students of Norah Morgan.**





# COMPUTING AT BROCK

## IN THE 90s



Academic computing at Brock has undergone a major revamping over the past two years. Gone are the days when faculty or student computing needs were met by either stand-alone PCs and Macs or by a large, central mainframe computer. Mainframes had not evolved for academic use. There was little software available that was directly relevant to teaching and research, and the new desktop workstations starting to appear on campus were faster and 100 times less expensive than the mainframe.

Today, we have a University-wide fiber-optic backbone linking computers in all parts of the campus. PCs and Macs are connected to departmental and laboratory local area networks (LANs) and tied to the backbone, often with a central laser printer available to users of a departmental network. Individual PCs and UNIX workstations may also be tied directly to the backbone. This system gives users access both to the e-mail (electronic mail) network and with connections to sites around the world and, internally, to a series of central academic servers.

What is the difference between a PC, a workstation and a server? A workstation is the size of a personal computer, but typically has five to 10 times the power. Servers are usually even more powerful computers, located either centrally or in offices or labs, that provide large amounts of storage, extra computational power, and access to shared software, e-mail, printers, and other devices, by all users on a network.

In recent years, academic users have increasingly required operating systems that permit easier movement of software between computers from different manufacturers. In response to this demand, the UNIX operating system is becoming the common denominator of computing at the workstation and server level. Originally developed in the 1960s by Bell Labs and AT&T, it was released free of charge to the academic community. Although it was not initially "user-friendly," UNIX is gradually becoming "hidden" from the ordinary user under graphic user interfaces that provide an Apple Macintosh kind of environment.

UNIX is the operating system of choice for the very powerful RISC-based computers. RISC (Reduced Instruction Set Computing) is a technology for building computer microprocessor chips that, compared to classical designs, has more than tripled the price/performance ratio. Super-computers that used to cost \$10 million or more are now available for less than \$100,000. The new systems can live under someone's desk, instead of in an air-conditioned, barricaded computer centre. This kind of performance is now available at Brock in offices and labs, and accessible via the network through the personal computers on many desk tops.

The new computer hardware has been purchased from Silicon Graphics, a pioneer in high-speed scientific computing and graphics. The purchase contract includes a long-range plan for continual upgrading. Computers change so rapidly these days that

it makes much more sense to buy one or more mid-size systems and update annually, than to buy a large system and expect to use it unchanged. Two of the original mid-range servers installed just last July have already been upgraded to the latest processor technology, giving them three times their previous performance power.

The two larger central academic servers currently had four processors each, based on the MIPS R3000 RISC chip. They were both upgraded to R4400 cpus in June 1993, providing another three-fold increase in computing power. A further upgrade is planned for December, which will provide a total of over a fourfold in power. Administrative computing, including registrarial functions, is now performed separately on two Unisys A-6 machines, which will eventually be fully networked to the academic departments, giving them access to certain kinds of student records.

There is increasing demand for computer literacy from university graduates, and Brock is currently assessing how best to meet their needs. Initially, this is likely to involve micro-computers such as IBM-PCs and their clones, or Apple Macintoshes. As technology improves, however, network access to more powerful machines will become essential. For example, some publishers now accept, via e-mail, manuscripts complete with illustrations and ready for publication; and they request that reviewers report via e-mail.

What will the future bring? Real-time, interactive computer graphics, high-definition TV video, stereo sound and the contents of the University Library, all integrated and deliverable on command to the desktop or to the lecture room! This is not science fiction, but technically possible today and affordable in a few years. An instructor will be able to walk her students through a Shakespearean production from the perspective of each actor in turn, or from the perspective of the audience. Or discuss in class how a biological enzyme works, with the class sitting in the middle of a color, 3-D projection of the enzyme molecule. With the decade, our teaching and research thinking could be revolutionized. ♡

**Prof. Jack Miller not only teaches chemistry at Brock, but is Chair of both Senate and Brock's Computer Science and Information Processing Department.**

by JACK MILLER

## Alumnews

### 1975

**Pamela Howitt** (BA, psyc) received her MA in Clinical Psychology from the University of Windsor in 1977 and her PhD in Clinical Psychology in 1984. Since 1989, she has been director of Oakland County Court Clinic in Pontiac, Michigan and recently moved to a new home on a small lake.

### 1976

**Annie Clegg** (BA, clhi; BEd, '77) is a kindergarten teacher in Niagara Falls, Ontario.

**Allison (Cameron) Drozd** (BEd) teaches mathematics and science at Muskoka Secondary School and is very active in environmental matters. Allison represented Muskoka at the Earth Conference in Rio de Janeiro last year.

### 1977

**Melanie (Borenstein) Antelick** (BA, educ/soci) and husband Evan announce the arrival of Hailey Dawn on March 30, 1993, a sister for Brian, Lori and Erin. Melanie writes, "Hi to Janet and Louise!"

**Judy (B.J.) Armstrong** (BA, drama) is publicity manager for the Shaw Festival in Niagara-on-the-Lake. B.J. and husband **Michael Robertson** (BBA '92) announce the birth of their son, Lachlan Christopher Armstrong Robertson.

**Peter Putnam** (BSc, geol) is vice president of Petrel Robertson in Calgary. Peter

just became the first Brock graduate to be elected as president of the Canadian Society of Petroleum Geologists, Canada's largest geological organization.

### 1979

**Nancy (Waples) Fox** (BA, psyc) and husband Ken have just relocated to British Columbia. Nancy has restarted her accounting practice and reports that daughter Christie, eight, and Katelin, six, are settling in nicely.

**Marthanne Robson** (BA, poli) and husband Bruce Gordon announce the birth of twin daughters, Margaret Evelyn and Elizabeth Leslie, in March, 1993. Marthanne is legal counsel with Alcan Administration Co.

### 1980

**Peggy (Stebbins) Valencourt** (BPhEd; BEd, '81) and husband **Jonathan Valencourt** (BA poli, '84) live in Barrie, Ontario. Peggy is a teacher for the Simcoe Board of Education and Jonathan is a commercial agent for Century 21.

**Vicki Pay** (BA, psyc) husband Lindsay and their children Sarah, nine, Nathan, eight, Heather, five, and Eric, four, recently moved from Cochrane, Alberta to Peace River.

### 1982

**John Henry Acquaye** (MSc, chem) earned his PhD in chemistry from SUNY-Buffalo

in 1992 and is currently an assistant professor at the University of Redlands in Redlands, California. He would like to hear from Jahangir.

**Janet (Henstock) Brett** (BA, poli) and husband **Barrie Brett** (BPhEd '83) announce the birth of their daughter, Clara Marie Henstock Brett, in March. Janet and Barrie are currently living in Nova Scotia but are moving to Montreal in the summer of 1993.

**David Featherstone** (BA, geog) is a cadastral draftsman with the City of St. Catharines.

**Val (Todd) Shaw** (BSc, geol) and husband **Bruce** (BSc, '84, geol) announce the birth of Elizabeth Marie in March, 1993, a sister for Holly and Willie.

**Paul Tuconen** (BSc, geol/phys; MSc '84, phys) and wife Rita live in Norwood, Ontario, where Paul works as an environmental geologist.

**Caroline (Parker) Zimbalati** (BPhEd) and husband David announce the birth of their first child, Alexander Joseph, in February, 1992. Caroline says, "Hello to my old co-workers at Alphies!"

### 1983

**Lori (Nelson) Konings** (BA, ched; BEd) and husband Kevin have "moved to the farm" in Palmerston, Ontario.

### 1984

**Rae (Murray) Catella** (BSc, biol; BEd '86) and husband Vito announce the birth of Vic-

toria in March 1993, a sister for four-year-old Krista and two-year-old Mark.

**Heather (Gray) Van Weelie** (BA, econ; BAdmin, '87) and **Paul Van Weelie** (BAdmin '87) live in Pickering, Ontario with their son Brett Eric Grayson, born December 1992.

### 1985

**Les Goldford** (MA, poli) is the general manager/owner of Sunrise Sales in Thornhill, Ontario.

**Shaheer Khan** (MSc, chem) recently relocated from Edmonton, Alberta to Foster City, California and is employed as an associate scientist by Applied Biosystems in Foster City, California.

**Cathy (Morden) Smalling** (BA, adm/pol) is a program co-ordinator with the International Services department of the Canadian Red Cross Society in Mississauga, Ontario. Cathy was married in May 1990 and gave birth to her first child, Michael Alexander, in January 1993.

**B. Susan (Edwards) Thompson** (BRLS) and husband **Eric Thompson** (admi/pol) are living in Bradford with their children Joshua, six, and Rachele, two. Susan is a wedding co-ordinator for the United Church and Eric has just finished three years of undercover work for the Special Services Unit of the York Region Police and is enjoying being back on the road as a patrol officer. "Hi to the Dons of 1982-1984!"

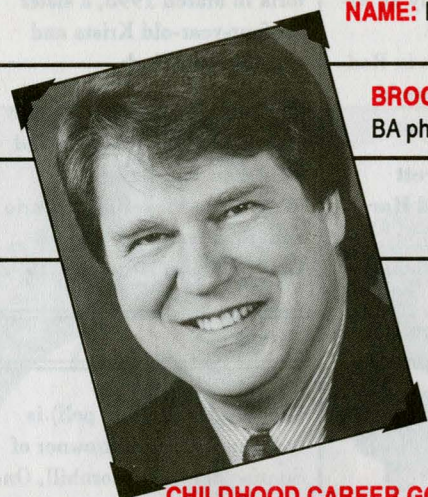
**Ruthann (Simpson) Waldick** (BPhEd) is a high-school



# Snapshot

**NAME:** Ric Brown

**BROCK DEGREE:**  
BA philosophy, 1972



**POSITION:** Assoc. Prof. of Philosophy, Interim Dean, Faculty of Humanities, Brock University

**CHILDHOOD CAREER GOAL:** I decided when I was 14 that I wanted to teach philosophy.

I was on a very high ladder at the time painting a house.

**WHAT I WANT TO ACCOMPLISH AS INTERIM DEAN:** Quite simply, to make all of my colleagues in the Faculty of Humanities under-worked and over-appreciated.

**MOST DIFFICULT CHALLENGE AS INTERIM DEAN:** See last response.

**FOURTH FAVORITE MEMORY OF BROCK:** Listening to my first university lecture in PHIL 192: Introduction to Eastern Philosophy in ST 406.

**THIRD FAVORITE MEMORY OF BROCK:** House painting and receiving a call from the Philosophy Department (the Friday before Labor Day) asking if I could teach two classes.

**SECOND FAVORITE MEMORY OF BROCK:** House painting and receiving my letter of permission to register (Brock was the only institution that cared to send me one).

**FIRST FAVORITE MEMORY OF BROCK:** Giving my first lecture for PHIL 192 in ST 406.

**GREATEST SOURCE OF PRIDE:** My sons Tristan (U. of T. Law) and Demian (Guelph, Psyc and Phil).

**GREATEST SOURCE OF JOY:** My westie, Zara.

**GREATEST EVERYTHING:** My wife, Joan.

**FAVORITE PASTIME:** Listening to classical music. I have more than a half-dozen CD's, including some 80 operas.

**FAVORITE PIECE OF MUSIC:** Whatever I happen to be listening to at the time — or Mozart.

**PET PEEVES:** "Ric" spelled with a "K" (There is no "K" in Richard) my mother calling me "Ricky," 15 1/2 inch collars on a 16 1/2 inch neck, and ties.

**MOST VALUED POSSESSION:** My collection of ties.

teacher for the Huron County Board of Education. Ruthann and her husband Todd announce the birth of their second child, Aileen Michelle, in March, a sister for three-year-old Emily. "Hi to Beth and Charlie."

## 1986

**Valerie (Turner) Duchesne** (BA, psyc) and husband **Pierre Duchesne** (BA, psyc) have a new baby and new jobs. Daughter Natalie was born in December 1991. Valerie is an information systems manager for the University of Ottawa and has started her MBA on a part-time basis; Pierre is a strategic grants officer. They would like to hear from Cameron Adams-Webber, Betsy Leply and Anne Pond.

**Lori (Graves) Kerekaert** (BEEd) is a real estate broker in Tillsonburg, Ontario. Lori and husband David announce the birth of their son, Jesse Graves, a brother for two year-old Katie.

**Catharine Sussman** (BA chld) and husband Robert live in Kailua, Hawaii and have three children: son Keegan, four, and daughters Kierstan, two, and Chapin, one.

## 1987

**James Almas** (BA, poli) is practicing law in St. Catharines and is engaged to be married. James says hello to Tom, Paul and Beth. "Turn yourself in Tom — you cannot run forever! Televised broadcast will track you down!"

**Betty-Jean (B.J.) (Marshall) Balsdon** (BA, Fren/geog) and husband Jeff announce the arrival of their second child, Claire Louise, a sister for two-year-old Alexander James.

**Robert Bennett** (BA, admi/Germ) recently graduated from the University of Toronto with a Master of Divinity degree. Robert married Dianne Mantha on June 20, 1992; the couple are living in North York.

**Pauline (Cleland) Boertien** (BA/BEEd) and husband Richard announce the birth of their daughter, Deirdre, in November 1992. Pauline is a teacher for the Perth County Board of Education.

**Rita (Pavelka) Hisar** (BA, poli) graduated from Osgoode Hall Law School in 1991 and is now working for an immigration law firm. Rita says hello to all Press members of 1987-88!

**Cindy (Brunner) MacDonald** (BA/BEEd) and husband **Bradley MacDonald** (BBE, '88) announce the birth of their daughter, Lindsay Marie in December 1992. Cindy is a primary teacher at the Lincoln County School Board.

**Suzanne M. McInnes** (BA, geog) is a planner for the Region of Halton in Hamilton.

**Tracy (O'Neill) Murphy** (BPhEd) and husband **Darrel Murphy** (BA 84, poli) announce the birth of Connor Patrick, born June, 1992.

**Steve Vrooman** (BA, admi/poli) is a support worker for the Burlington Association

## Alumnews (cont.)

of Community Living and is living in Hamilton, Ontario.

## 1988

**Scott "Buzz" Burrell** (BA, admi/econ) and **Abby Seymour** (BA, chld '89) were married in August, 1992 in St. Thomas. **Peter Manfredi** (BBA, '88) was Best Man and **Cindy Meharg** (BA, chld '89) was Maid of Honor. Buzz is a sales representative in Kitchener and Abby will graduate from York University Teachers' College in June 1993. "Hi to all our Brock friends."

**Gabor Solymar** (BSc, cosc) is a software developer in Ottawa, Ontario. Gabor and wife Shelley had their second child, Kristina Sanda, in June 1992 — "a sister for big brother Erik."

**Victoria (Henderson) Williams** (BA, thea) was recently promoted to manager of Discovery Toys. Victoria and husband Greg had their third son in January 1993.

## 1989

**Michael Adamezyk** (BSc, biol) lives in St. Catharines and is a constable for the Niagara Regional Police.

**John Allan Belford** (BA, poli) is the assistant general manager of the London Tigers Pro Baseball Team.

**Giuliana "Julie" Tricarico** (MA, poja) received a BEEd from Queen's in 1989, and her LLB from the University of Windsor in 1992; and is currently articling at Aird and Berlis in Toronto.

**David Wright** (BEEd, '89) and wife Teri announce the arrival of Kristen Terri-Ann in March, 1993, a sister for two-year-old Lindsay.

## 1990

**Elizabeth (Bernardi) Cuerrier** (BAdmin) married husband Francois in October, 1992. Elizabeth is a revenue analyst for Cadillac Fairview in Toronto.

**Joanne Keogh** (BA, Engl) is a writer for Laurentian/Imperial Insurance in Toronto.

**Lisa Morgan-Fraser** (BA, soci/uest) works as a technical analyst for the Waste Management Division of the Regional Municipality of Peel. Co-workers include **Tim Robinson** (BSc, '88), **Rick Maj** (BA, uest/geog '89) and **Jim Joukema** (BSc, uest/bio '91). Lisa was married on October 18, 1992 in Smiths Falls; maid of honour was **Dobi Miljatovich** (BA/BEEd, TESL/hist, '92).

**David Leip** (BSc, cosc/musi) is a developer for IBM Canada in North York, Ontario. David and wife Dr. Yuan Fang live in Guelph and "Old friends can reach me at: david@snowwhite.cis.uoguelph.ca or eip@totalab4.unet.ibm.com."

**Paul Paterson** (BA, hist/poli) married wife Heidi in February 1992. In April, 1992 he completed the graduate journalism course at Ryerson and began his career as a reporter at the Guardian Express. In January, 1993, Paul was promoted to editor of the Port Colborne News and a month later, he and wife Heidi

had their first child, Hayden Christopher.

**Sue Shacklady** (BA, chld) is employed as a preschool teacher in Alliston, Ontario.

**Kimberly Steenson** (BA, admi/poli) moved to Etobicoke in January and began her new job in the accounting department of North York Hydro. Kimberly writes "Hi to all my friends from Brock."

## 1991

**Mark Carignan** (BAdmin) and **Jackie DeGroot** (BAdmin) were married on May 23, 1992 and live in London. Mark is an assistant manager for Foot Locker; Jackie is an accounts payable clerk for Contact Human Resource Group.

**Peter Ladage** (BA, list/Engl) is the owner of Silver Birch Communications and the director of the Songs of Sail Festival in Penetanguishene. He writes that he and wife Karen are "happily raising the kids," Wesley, three and a half, and Cady, two. Paul is also studying weaving at Georgian College, but the "third draft of the novel is on hold....."

**Tammy McComb** (BBE) is a store manager in Brampton, Ontario.

**Darren McDermott** (BBA) is with Prentice-Hall Canada Inc - School Division and has moved to London, Ontario. Darren would like to hear from **Kent Chisamore** (BBE '91).

**Dan Robbins** (BBA) is a category analyst for Oshawa Foods in Mississauga.

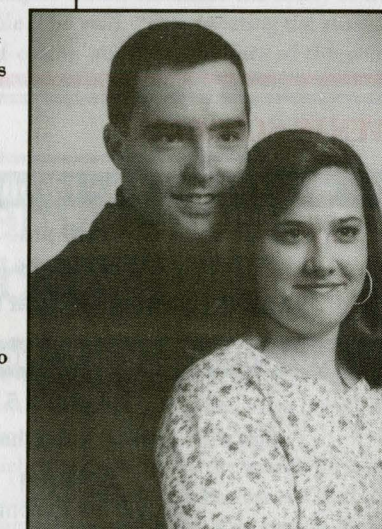
## 1992

**Valerie (Reynolds) Bews** (BA, psyc) married husband Peter in September 1992 and is a counsellor for Dieu Adolescence Services.

**Glenn Boreham** (BA, psyc) married **Tara Lynn Potoma** (BA psyc) on March 6, 1993. Tara and Glenn both work as residential assistants for Community Living Mississauga.

**Glenn Murdock** (BA, admin/poli) and **Jodi Ashbaugh** (BA/BEEd '93) are pleased to announce their engagement. The wedding is to take place July 1994 in Hamilton, Ontario "Thanks Brock, for bringing us together!"

**Janice Sharpe** (BRLS) has been hired by GEOS Corporation in Toronto to teach English as a Second Language in Japan for the next two years.



**Glenn Murdock and Jodi Ashbaugh**



# SHARE YOUR NEWS WITH ALUMNEWS

Have you moved or changed jobs? Have you earned another degree?

Have you received any professional awards?

Tell your fellow grads about it! (While you're at it, why not send a picture?)

Mr/Miss/Ms/Mrs \_\_\_\_\_ ID# \_\_\_\_\_  
 Name at graduation \_\_\_\_\_ Degree, Major & Grad Yr \_\_\_\_\_  
 Spouse's name \_\_\_\_\_ Spouse a Brock grad? \_\_\_\_\_ If yes, please fill out the following information:  
 Spouse's Degree, Major & Grad Yr \_\_\_\_\_ Name at graduation \_\_\_\_\_ ID# \_\_\_\_\_  
 My/our current address \_\_\_\_\_  
 City \_\_\_\_\_ Prov. \_\_\_\_\_ PC \_\_\_\_\_ Tel # \_\_\_\_\_  
 My Employer \_\_\_\_\_ Spouse's Employer (only if Brock grad) \_\_\_\_\_  
 Address \_\_\_\_\_ Address \_\_\_\_\_  
 City \_\_\_\_\_ Prov \_\_\_\_\_ City \_\_\_\_\_ Prov \_\_\_\_\_  
 PC \_\_\_\_\_ Tel # \_\_\_\_\_ PC \_\_\_\_\_ Tel # \_\_\_\_\_  
 My Position/title \_\_\_\_\_ Position/title \_\_\_\_\_

For reference please give the name and complete address of a parent, relative or friend (someone other than a spouse):

Mr/Miss/Ms/Mrs \_\_\_\_\_  
 Address \_\_\_\_\_  
 City \_\_\_\_\_ Prov \_\_\_\_\_  
 PC \_\_\_\_\_ Tel# \_\_\_\_\_

Return to: Alumni Office, Brock University, St. Catharines, L2S 3A1

I require a replacement for my Alumni Card.

My cheque (\$5 payable to the Brock Alumni Fund) is enclosed.

I have additional news:


## EVENTS SCHEDULE

### SEPTEMBER 8 - Toronto Blue Jays

5:30 pm

Tickets \$15.00 (game ticket only)

Pre-game gathering will be at the Santa Fe Cafe

### NOVEMBER 5 AND 6 - Homecoming '93

November 5

Men's Invitational Basketball Tournament

8:00 pm

Gerry & the Pacemakers

- Brock Centre for the Arts

9:00 pm

Pub Night in ISAACS

November 6

Departmental Reunions and Athletic Events

Luncheon and Alumni Association

Annual General Meeting

Class of '68 25th Anniversary Reunion & Dinner

8:00 pm

A sociable evening with Pat Hewitt in Isaacs

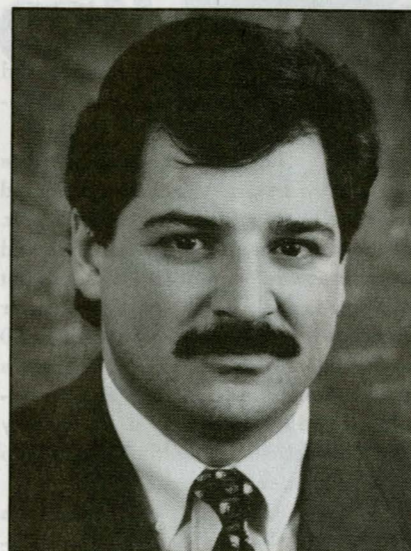
### DECEMBER 5 - Christmas at Casa Loma

1:00 pm to 4:00 pm

For additional information on any of the events listed, please call the Alumni Office (416) 688-5550 ext. 3251

## Brock Briefs

### New Registrar



As of February 1, 1993, responsibilities in the Registrar's Office were reallocated. Ron McGraw left his position as Registrar to become the Director of Admissions and Protocol, and Lou Ariano, formerly Associate Registrar, became the Registrar.

These changes were implemented in response to Mr. McGraw's concerns about his health and his wish to be relieved of some of the responsibilities he carried as Registrar. This reorganization is an opportunity for the University to further improve its registrarial services by allocating responsibility for different sectors of the Office to senior level administrators.

Mr. McGraw will oversee admissions (undergraduate, pre-service and in-service education), first-year academic orientation, undergraduate scholarships and bursaries, student advising, convocations and honors dinners.

Mr. Ariano will be responsible for registration, student records, class and examination scheduling, publications, graduate students, and statistical systems.

### A new life for Hamilton Harbor?

Brock researchers Diane Dupont, Ralph Morris and Ingrid Stefanovich are part of a team that has been awarded a three-year research grant worth \$2.1 million, by the three national research councils through Environment Canada. The research will focus on restoring and sustaining a healthy ecosystem in Hamilton Harbor. The large research team is one of only six that were funded out of a nation-wide field of 100 preliminary proposals. The team includes biologists, chemists, physicists, engineers, earth scientists, economists, psychologists, sociologists, political scientists and philosophers.

Brock biologist Ralph Morris is team leader of the 10-member Biotic Recovery Research Group. Ingrid Stefanovich of Urban & Environmental Studies will provide a database management system for the interdisciplinary integration of the entire project. Economist Diane Dupont will be involved in a survey to determine how much value people put on a cleaner Hamilton Harbor—for example, how much fishing and boating they want to do.

### Campus watch

Several months ago, Brock University, Niagara College and the Niagara Regional Police joined forces to create a new program called Campus Watch.

Campus Watch is the first initiative of its kind in Ontario involving a university, a college, the police and the community. Ten percent of the homes in the Niagara Region are involved in Neighborhood Watch, which has been around since 1978.

Brock President Terry White explained that Brock is "like a small city" whose population is often swelled by community activities well beyond its normal 10,000 people. "Brock is a very safe campus," he declared, "but safety doesn't just happen." According to Brock Campus Police Chief Don Delaney, Campus Watch is more than crime prevention. "Campus Watch enhances the safety of the entire community by involving young people," he said. "By educating the student population about the watch philosophy of caring about the welfare of the community, that attitude is carried with the students long after graduation."

### Cecil Abrahams leaves Brock

After six years as Dean of Humanities, Professor Cecil Abrahams has left Brock University to assume the post of Vice-President, Academic, and Professor of English at Acadia University in Wolfville, Nova Scotia. Prof. Abrahams has been Dean of Humanities and Professor of English at Brock since 1987.

An advisory committee has been established to co-ordinate the search for a new Dean who will assume office on July 1, 1994. Brock Philosophy Professor Ric Brown has been named Interim Dean, Faculty of Humanities and began his term on May 1, 1993 for the period through June 30, 1994.



## Brock Briefs (cont.)

### Brock students honored

**T**he Brock University Alumni Association recently announced the 1993 winners of its student awards.

Mark "Woody" Woodfield, of Cambridge, Ontario, has received the Alumni Association Award, given annually to a student who has made a "meaningful contribution to the development of extracurricular life within the Brock community" while having completed 10 or more credits with a B average. To say Woody has been an active member of the Brock community is somewhat of an understatement. He has worked as a residence Don and was chair of the Dons' Reunion Committee; and has welcomed hundreds of visitors to Brock as a student tour guide and a member of Conference Services.

Woody is also active in student politics. He was a student representative on the Student Centre Board for two years and sat on the Club Policy Committee.

An avid sports fan, Mr. Woodfield has been a player, referee and convener of intramural ice hockey and is one of Brock's most visible Badger supporters. Woody was the founder of the "Brock University Bleacher Creatures," now part of the Brock Bucketheads, of which he is a "proud member!"

Woody, a Child Studies major, has just completed his third year and will be returning to complete his honors degree in the fall. His ambition is to teach at the primary/junior level so his next step is acceptance into Teacher's College — preferably at Brock. "I'd love to attend Brock's Faculty of Education," he said. "It's the atmosphere here; the ability to get involved and

meet a lot of people that makes Brock great."

Another enthusiastic Buckethead, Kerry Appleton of Brampton, Ontario, has received the Silver Badger Alumni Award for an outstanding contribution to extracurricular life at Brock, while completing five or more credits with a B average. Kerry has just completed her second year in Recreation and Leisure Studies and is heavily involved in residence and intramural activities.

Kerry has been a member of the Recreation and Leisure Student Council for two years, this year as Vice President, and has been elected as the council's president for the 93/94 year. She is also treasurer of the Residence Action Committee and won the resident of the year award in her hall in 91/92. In what spare time she has left, Kerry is the only swimming instructor for children with special needs in the Niagara area, teaching 20 children on a one-to-one basis at the Niagara Peninsula Children's Centre. Kerry has fundraised for the Canadian National Institute for the Blind and hopes to become a "friendly visitor" to blind and deaf-blind clients. Friendly Visitors help clients with recreational activities, reading mail etc.

Kerry hasn't made up her mind whether to continue for a fourth year in Recreation or Leisure or apply to teacher's college. What she is sure about is her ambition to work with children. "I eventually want to own a camp for both able bodied and disabled youngsters," she said. We have no doubt she will.

### Brock library renovated

**N**ew carpeting, new service desks, a more spacious entrance accessible to users with special needs, a new book-drop in the Tower lobby, and acoustical ceiling treatment in the main circulation area are just some of the changes to the Brock Library.



"The Library has seen no major redesign or renovations since the Schmon Tower opened in 1966," said head Librarian James Hogan. "At that time we were dealing with a few hundred students; now we have 11,000." In January 1992, the University's special collections and archives, plus the listening room, were moved to the 10th and 5th floors. This freed up space on the main floor to address a growing congestion problem; and to provide much-needed office space for the public service librarians, who deal directly with students and faculty.

The new listening room on the 5th floor is worth investigating: a growing number of CDs is augmenting the University's collection of LP records; and a video collection, with two viewing stations, has brought the facility up-to-date.

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