

Brock University

Surgite!

Spring 1994

*Brock at 30:
Foothold on
the future*

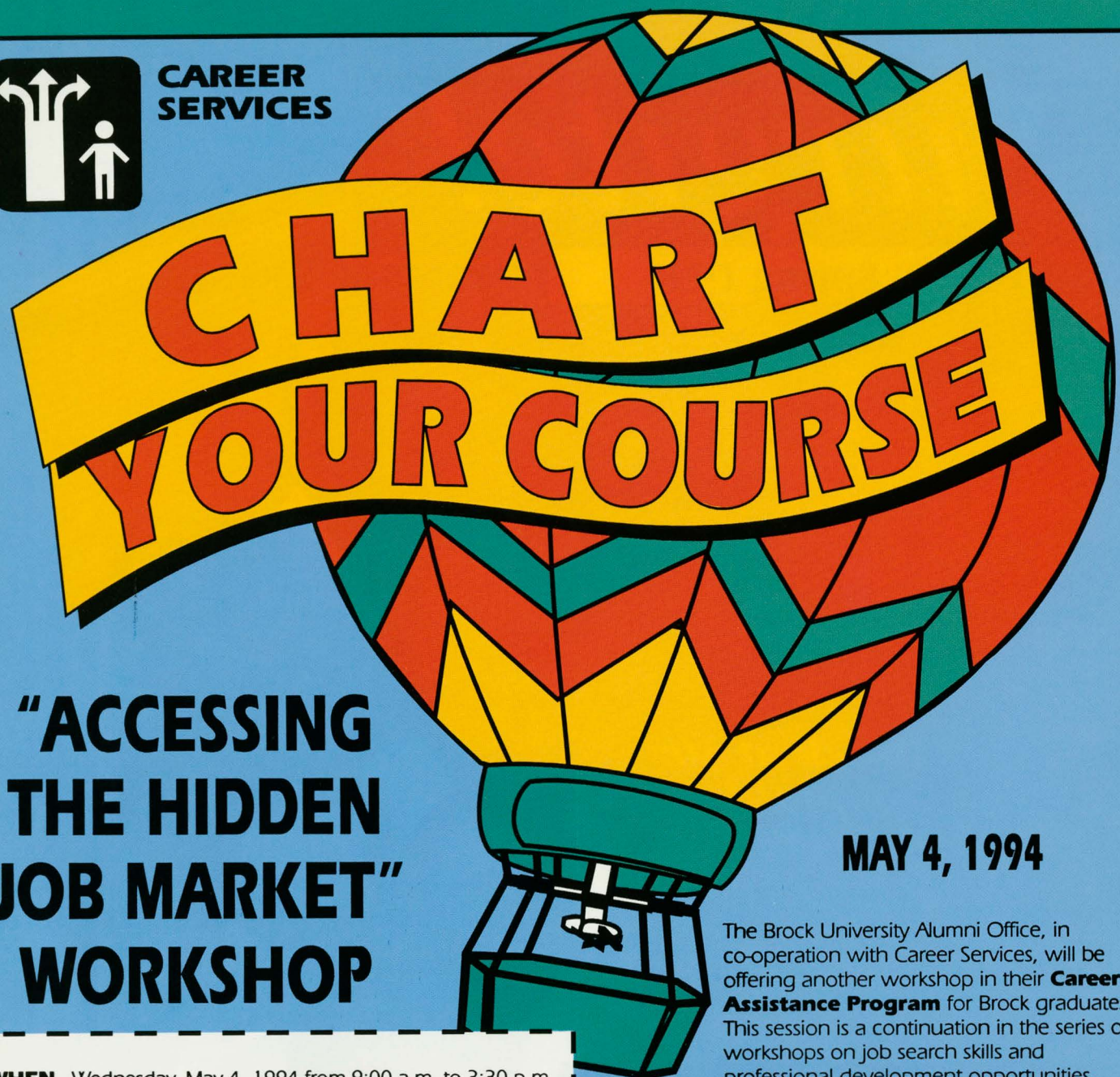


Thinking big about
small business

Forum: The truth about
teaching



CAREER SERVICES



"ACCESSING THE HIDDEN JOB MARKET" WORKSHOP

MAY 4, 1994

WHEN - Wednesday, May 4, 1994 from 9:00 a.m. to 3:30 p.m. at Brock University

FEE - \$20 per person, including lunch and course materials

REGISTRATION - Send your cheque (made payable to Brock University) and the registration form below to:

Alumni Office - Brock University

600 Glenridge Ave.

St. Catharines, Ontario L2S 3A1

Enrolment is limited so register early!

Deadline for registration is April 20, 1994.

Name: _____

Degree/Year of Graduation: _____

Address: _____

City: _____ Postal Code: _____

Tel: (Bus) _____ (Res) _____

Brock I. D. No. _____

The Brock University Alumni Office, in co-operation with Career Services, will be offering another workshop in their **Career Assistance Program** for Brock graduates. This session is a continuation in the series of workshops on job search skills and professional development opportunities. The session this year is titled "Accessing the Hidden Job Market" and will focus on:

- strategies for tapping into the hidden market
- networking
- information interviews
- job predictions

In addition, you will have an opportunity to participate in a Job Search Information Forum. A panel of human resource professionals will be making presentations on job search topics and will be available to answer questions from the audience. For additional workshop information contact:

Cindy Nogradi
Career Services
(905) 688-5550 ext. 3240

Brock University *Surgite!*



Spring 1994

BROCK UNIVERSITY

Chancellor
Robert Welch, QC

Chair,
Board of Trustees
Carol Reid

President
Terry White, PhD



Prof. Wilson, Changing Perceptions — see page 3.

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 Truth About Teaching

Since Brock Chemistry Professor Mary Frances Richardson was named 1992 CASE Canadian Professor of the Year, much has been said and written about her. In the months since then, even more has been said and written about whether universities are getting the most out of their dwindling government support; professors, as the highest-profile players in the academic game, seem to be under particularly harsh scrutiny. We asked Prof. Richardson to describe her typical work week.

I'm not sure exactly where I would begin, since I usually work through the weekends. Right now, I'm teaching a fourth-year course in polymer chemistry because Gene Cherniak, who used to teach it, has retired. Although it's not at all in my area, I volunteered to teach it because I think it's an important course: so many chemists wind up working in the field of polymer chemistry.

I've been spending quite a number of hours each week reading in the field, working problems and trying to organize what I will present to the students. I want to structure their learning through assigning problems, and I have to figure out what those problems should be. I'm focusing on chemical structure and computer modelling, trying to give students state-of-the-art knowledge about one specific area of polymer chemistry, fleshing out the standard textbook presentations of the material.

The other course is second-year inorganic chemistry, which I'm trying to revise after teaching it for several years. I want to give students an understanding of some fundamental principles that would allow them to understand the biochemistry of inorganic compounds and the industrial and environmental aspects of inorganic chemistry.

I've decided that students need a chance to work real-life problems. If someone working in a biochemistry lab is trying to make a new compound, what are the various steps required to identify it and improve the way of making it? This is the kind of real-life job a chemist has. I want students to be able to synthesize what they're learning instead of compartmentalizing it.

I'm taking this approach partly because of what employers are saying they want, as



they did in the University's sessions last year with corporate CEOs in Toronto. They want employees who can think for themselves and express themselves. But you can't have thinking skills isolated from something to think about; that's what I'm trying to give our students.

Later in the term, I'll add two additional courses to my load: third-year inorganic chemistry and first-year chemistry. I'm already involved in the third-year course, because we didn't get a lab demonstrator, so Steve Hartman and I run the labs. I'm also leading seminars for the science context course for non-science majors; and I'm supervising the work of a graduate student, so I meet with her occasionally to discuss her research.

Typically, I'm spending 15 hours in the classroom, including lectures and labs. This doesn't count the time I spend marking papers. Last term, Martin Gibson and I spent roughly 200 hours marking tests and exams for 250 students in Chemistry 180. Since the students sit elbow-to-elbow, I have to devise six different, equivalent tests for each exam. We don't use multiple-choice in chemistry, because it doesn't allow the students to express themselves. If they can't explain what they know, they haven't finished the learning job!


This weekend, I spent a day and a half on my teaching work: locating readings on which my students could report, devising problems, and preparing my lectures for Monday and Tuesday.

I like to do demonstrations in class; but my classrooms have no running water, fire extinguishers or special ventilation. It comes down to the question, "What can I do on an overhead projector?" So many students don't connect what they see in the lab with what they're learning in the classroom. It takes time to find or design experiments that relate to the lecture material, but I think it makes my classes better.

In my "spare time," I read the *Journal of Chemical Education* and talk to my colleagues throughout the University, to pick up new ideas. Teaching is not just standing up in front of a class and lecturing. If it were, a TV set would work just fine. And the time spent with students is not just "office hours." We have a policy in our department that any student can talk to any professor, any time, regardless of whether s/he is enrolled in that professor's course at the moment.

Finding time for my own research is very difficult right now, as it usually is during the teaching term; but I strongly believe that involving students in research is the best possible way of teaching them. It's a kind of apprenticeship. It's also our research that has given us the equipment our students use, so they come out of Brock better prepared than they would from a bigger university, where researchers won't let undergraduates near their equipment; in fact, they often won't even let other research teams use it! Brock also has more labs than many of the big universities, and we give our undergrads more lab experience. That's the kind of thing the *Maclean's* survey didn't even ask about, when it ranked universities.

I don't see myself as exceptional; what's different about me is that, since I won the teaching award, I've been talking about what I do as a teacher. The whole academic culture says the important things are your professional work and research; teaching is supposed to just happen. Professors don't talk about the fact that it takes half a day to prepare a one-hour lecture for a new course, because that would just prove how incompetent they are!

That's what I see as the problem with the government: when they've been through the universities to look at how efficient we are, they've never seen any professors doing the behind-the-scenes work of teaching. We need to adjust their point of view. 

by MARY FRANCES RICHARDSON

SPLITTING IMAGE: Training Teachers, Changing Perceptions

"You up there, in your ivory tower! Your students come down here in the trenches and haven't got a clue what it's all about." That's what many people in the school system are saying about Faculties of Education. Professor Sybil Wilson says, "That isn't accurate, but it's incredibly difficult to change that perception in the field."

Prof. Wilson ought to know. She's been co-ordinating a far-reaching review of pre-service teacher education at Brock. "Of course, faculty members change individual courses all the time, in response to student evaluations and developments in the field. But the last change of this magnitude was perhaps 20 years ago, when the Teacher's College was integrated into the University, and the Counselling Group-Teachers' Centre model was introduced that is still in use today."

The current pre-service program review started with a day-long symposium, November 20, 1992, attended by 75-80 people from faculties of education (including Brock, Toronto and Western), other university departments, the Ministry of Education, boards of education, private and separate schools (teachers and supervisory personnel), as well as Brock students and high-school students.

These stakeholders were invited to help develop an image of the professional teacher that could be used as a criterion for judging Brock's pre-service teacher education program—to answer the question, "Given our resources, the length of the program, and the stage at which students come to us, how close can we bring a student teacher to this professional image?" And ultimately, what implications would this image have to the continuing development of the teacher: the in-service and graduate stages of professional development?

PROF. WILSON AND her colleagues on the Program Review Committee hoped the November 20 meeting would produce:

- a set of expectations for a beginning teacher;
- priorities about what a pre-service student should learn; and
- suggestions as to how a partnership between the Faculty of Education, schools and other stakeholders could work.



Left to right; Elizabeth High, Louise LeBlanc, Sybil Wilson, Teresa Kellendonk, Anne Snowden, Stephen Williams

From the outcome of that meeting, the committee compiled a description of the desired teacher image which they circulated to all participants, requesting that they review it and ask their colleagues in the field to assess it.

"Our happy surprise," says Prof. Wilson of the program review process, "was the readiness, eagerness and willingness of the people who participated. This suggests that people want partnership with us. Almost everyone invited came or sent an alternate, or at least called to send regrets. Long after the closing date, people were calling to ask if they could still send in the information. Of course we said yes!"

The committee's final reworking of the Image of the Teacher includes four categories: instructional goals, instructional competence, community connectedness and personal knowledge. In each category, there are statements indicating what, ideally, the pre-service teacher-education graduate should be able to do, have knowledge of, and

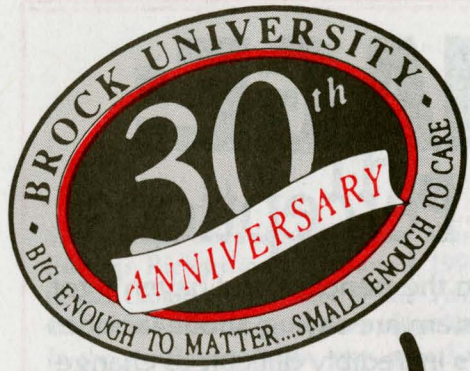
demonstrate (in terms of values and beliefs). A necessary but difficult step yet to be made is determining what stage of growth pre-service graduates ought to have attained toward the Image.

Although the complete document is too lengthy to print here, it is available through the Faculty of Education. "The image statement is now in the public domain," says Prof. Wilson. "People keep on responding to it, and it's open to modification as people use it."

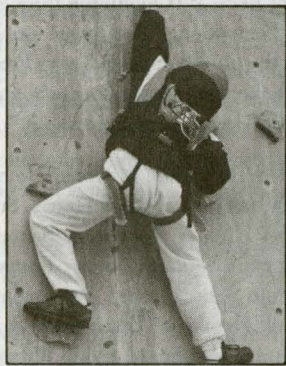
AND THAT'S THE idea! It's meant to be used. Among the users is Theresa Harris, Superintendent of Human Resources/Secondary Schools for the Welland County Roman Catholic Separate School Board. As a member of the Brock Faculty of Education's Advisory Committee, she heard Sybil Wilson make a presentation on the Image of the Teacher, and was "extremely impressed. I use it as a template to determine the types of questions I would want to ask somebody who was applying for a job here, to glean from the

continued on page 6

by LEILA S. LUSTIG



Brock
 celebrated its
 30th Anniversary
 with a
 campus-wide
 open house



ON THE COVER...
 Visitor climbs the
 Corporate Adventure
 Training Institute's
 rock wall, at the Physical
 Education Complex

Child Studies ▶
 Prof. Zopito Marini
 explains conflict
 resolution strategy

OPEN HOUSE PHOTOGRAPHY:
 Stan Lapinski
 Divino Mucciante

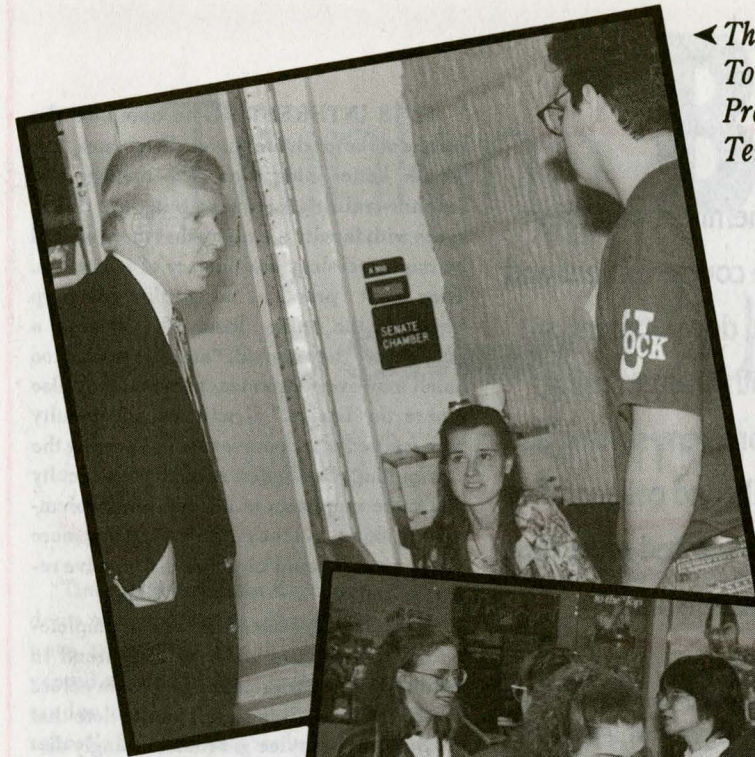
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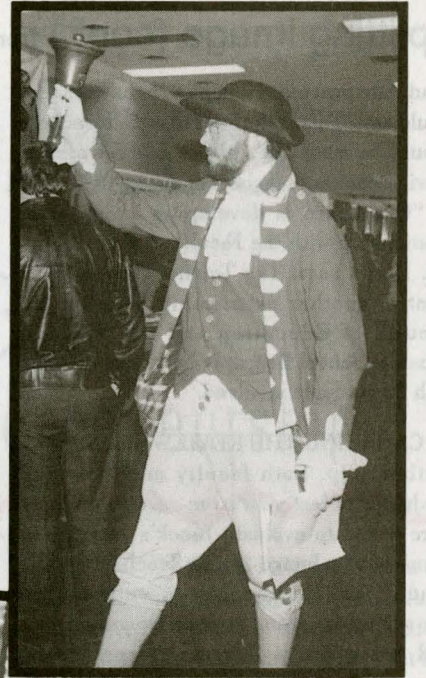
▲ Glassblower
 John Vandenhoff
 shows off for visitors



◀ Athletic Therapist
 Joe Kenny: "No pain..
 No giggling, either!"



◀ The Executive
 Tour:
 President
 Terry White

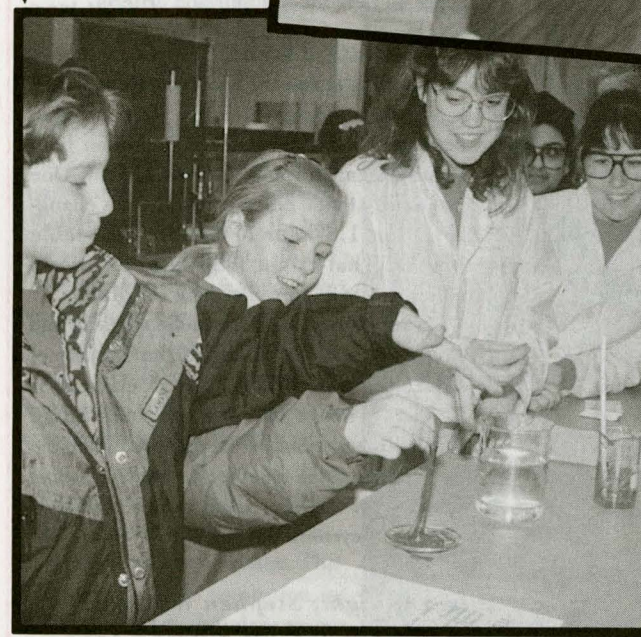


▶ Town Crier
 David Schalk:
 "Hear Ye!
 Hear Ye!"

▶ Visitors to the
 Library inspect
 Brock's Special
 Collection



▶ Making slime
 in the
 Chemistry Lab



▶ Applied Language
 students in the
 computer-assisted Language Lab

Splitting image (cont.) from page 3

candidate past experiences or behaviors that would say, 'This is the stuff of which teachers should be made.' It's also a goal for our in-service contract teachers to aspire to."

"Our board is developing a very good relationship with the Faculty of Education," Ms. Harris says. The Teacher Development Centre, another partnership between the Faculty of Education and the Welland Separate School Board, is in its second year, with 26 students involved.

CARRYING THE REVIEW process yet a further step, both faculty members and graduates of last year's pre-service program were asked to evaluate Brock's program in terms of the Image of the Teacher. On the faculty "wish list" are more time spent in the pre-service program, greater integration of—and reflection on—program experiences, more faculty teamwork in planning and program delivery, more extensive partnerships, and attention to the metacurriculum in structuring and delivering the program. The metacurriculum is the set of driving principles that extend through whatever subject areas are being taught—for example, the need for better problem-solving skills.

Integration means both relating parts of the Faculty of Education's pre-service program to one another, and relating subject areas and learning experiences in the schools. An example at the school level might be relating mathematics to art through shared course planning and actual changes in the teaching time-table.



Left to right; Stephen Williams, Sybil Wilson, Anne Snowden, Mary Louise Vanderlee

Faculty members said they wanted more course content and professional development on dealing with change, using technology, problem-solving and evaluative skills and collaborative teaching. They wanted more time for teamwork.

Faculty members said they wanted more course content and professional development on dealing with change, using technology, problem-solving and evaluative skills and collaborative teaching. They wanted more time for teamwork.

They wanted teaching strategies that are more transactional (two-way) and transformational (teacher and learner overlap) than transmissional (traditional, one-way teacher-to-student). And they wanted strategies for selecting the best associates—the teachers who supervise student teachers; these people must be excellent role models.

IT IS INTERESTING to compare the results of the graduate survey. Graduates, too, wanted better integration of technology into teacher-training courses; but they didn't agree with faculty members that there should be more sociology and history of education. They want "practical things that can help [them] in the future. Teacher's college is a busy time," they argued, "and attempting too much may overwhelm teachers and may also ignore the basics." Graduates and faculty both wanted more courses on integrating the curriculum. Graduates agreed with faculty that more emphasis is needed on problem-solving skills; but they didn't agree that more assignments should be given that involve research activity.

While faculty seemed keen on a completely field-based program—a strong trend in teacher-education program proposals across North America—it is significant to note that the Brock pre-service graduates strongly disagreed (75 percent) with the suggestion. The graduates also disagreed with the faculty's desire for larger groups of student teachers in each school, which faculty feel would allow more collaborative work with schools. Possibly the graduates, who had taught in four different schools, wouldn't want to sacrifice these potential employment contacts.

Graduates were also concerned about the admission process to the pre-service program. They wanted to know just exactly how their work-experience profiles were being assessed; the work-experience profile represents 40 percent of admission criteria.

THE PROGRAM REVIEW Committee is now looking at how the Faculty of Education's pre-service program could be reorganized to accommodate more of the integration both faculty members and graduates want. One possibility that's being considered is changing from 1.5-hour to 3-hour time-table blocks. That might facilitate teamwork, which would in turn facilitate integration.

Sybil Wilson and her colleagues in the Pre-Service Department at the Faculty of Education are working hard to make their program's image match the teacher image that has emerged from this process. When the two images come together, we may see some answers for the very vocal critics of today's education system.

Thinking **Big** About **Small** Business

The Burgoyne Centre for Entrepreneurship

Tim Zudel and John Kantymir were students with spark. Ploughing through business courses at Brock University, they veered slightly in 1991 to be two of the first students to buy into a new idea in the school's business curriculum. Based on the idea of entrepreneurship, the aim was to teach the mechanics of starting, managing and growing new businesses.

Last spring, upon graduation, Zudel and Kantymir took the plunge. After 12 years of mail order and flea markets, they opened a nostalgia and memorabilia store in a Niagara Falls tourist mall. When the crowds died off for the winter, they moved to a street front. Sandwiched between a variety store and a tourist information centre, they opened Nostalgic Investments, a well-lit, 1,000-sq.-ft. shop of entertainment-themed collectibles.

"With most of the other university courses, there's never any talk about small business. You're taking marketing and you think 'What can I use out of this course? Well this would be good if I had 10 stores. But I don't.' You're struggling to find what you can use," Zudel says.

Nostalgic Investments and other new businesses are the end result of this focus on practicality. But they're still just a small dent in the entrepreneurship, self-employment and small business the courses embrace. The first wave of the revolution is taking place in the classroom.

Brock is the first university in Canada to offer a major in entrepreneurship at the undergraduate level

BROCK UNIVERSITY'S FORUM is the Burgoyne Centre for Entrepreneurship, founded in the Faculty of Business in 1988 by Professor Ken Loucks. From the first two courses in 1991, it has grown to six this academic year. For 1994/95, nine courses are planned, making Brock the first university in Canada to offer a major in entrepreneurship at the undergraduate level.

The Burgoyne Centre also is the hub of a growing network of related private and federally-funded initiatives devoted to small business.

"We have the potential to be the only faculty of business in the country to walk that talk, to do what we say we do," says Tom Bryant, the Burgoyne Centre's director who took over from Loucks last year. "It's the top program in Canada and I think it's 20

percent finished. So there's a lot of work here to keep me busy," he says.

Nurturing that elusive spark of entrepreneurship seems appropriately foresighted for Niagara, the hardest-hit region in the province hardest hit by the recession. But job creation in a classroom? Indeed.

Radical at first blush; but the University has simply turned its attention to a sector that employs 50 percent of the country's workforce. It's the growth sector everyone recognizes.

Tim Zudel and John Kantymir, partners in Nostalgic Investments



by ED ROGERS

Thinking Big (cont.)

Gene Luczkiw energizes entrepreneurship students

"The reality is the paradox going on globally. As the global economy becomes larger, the constituent parts that make it up become smaller. Given that environment, we have to be able to prepare individuals to develop those new attitudes," says Gene Luczkiw, an associate professor at Brock who teaches the program with Bryant and Professor David Newman.

"It's the heart of the entrepreneur that we tend to think everyone has to some degree. And we hope to nurture that," Luczkiw continues.

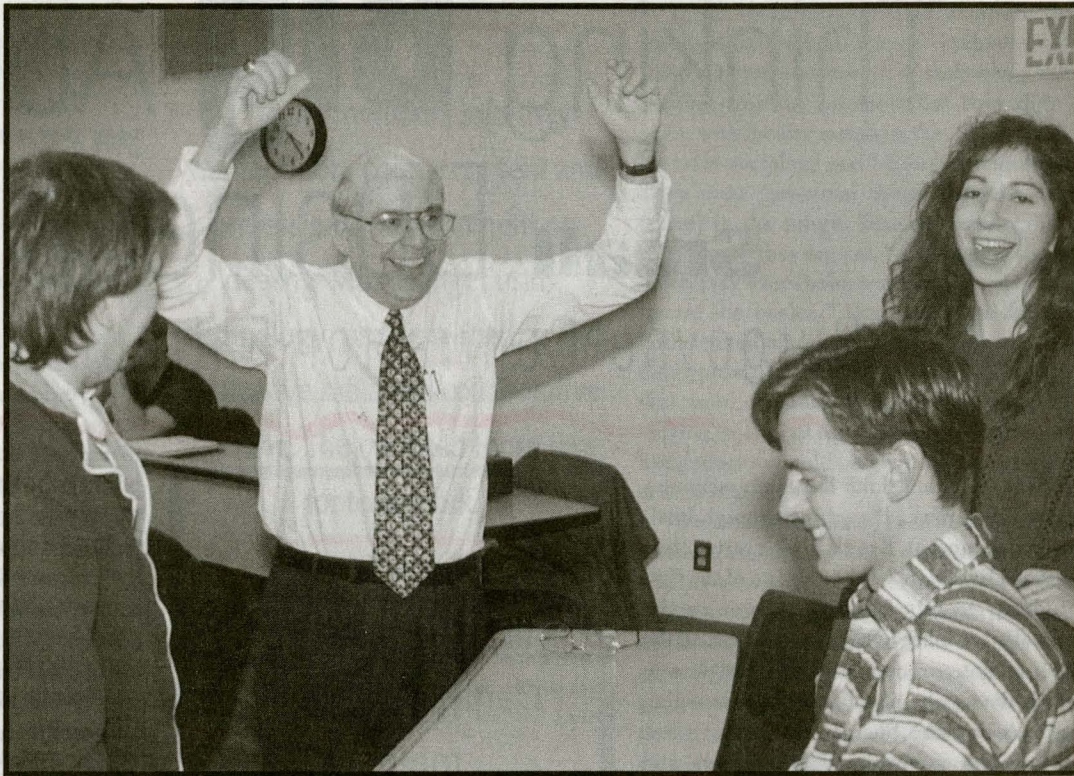
Entrepreneurship also is a growth sector for the Faculty of Business. It is carefully cementing a leadership position in entrepreneurship among the province's 17 business schools. "That's what we want and we really want to go after it," Bryant says.

AT THE SAME time, more and more Brock faculty are climbing aboard while, says Bryant, "the train continues at full bore." On campus, too, acceptance is increasing. The program attracted 400 students this year, with 700 expected next year.

Courses start from ground zero. Luczkiw introduces the program by sending students out to find successful entrepreneurs and to investigate their habits, skills and innovations at work.

His next course dabbles with psychology and examines the source of ideas and how opportunity can be turned into viable commerce. "We are dealing with chaos, complexities and change. And we are operating within the non-traditional methods of developing new and changing ideas," says Luczkiw.

Only after these introductory courses do students taste the meat. Three related courses are called New Venture Creation, Planning, and Management. A key emphasis is



Procter and Gamble, a prolific university recruiter, visited Brock in late 1993. Bryant says P&G zeroed in on Intrapreneurship students because of their perceived self-motivation and creativity, coupled with the skills to choose and implement ideas.

the pursuit of real-life business plans. For background, they leave the Bell Canada and IBM case studies to other business departments at Brock. Instead, they turn to Joe's Hamburgers, the better mousetrap and Lord knows what else that lurks in the churning minds of 20-year-olds.

IN 1991, WHEN Zudel and Kantymir took the two concentrated entrepreneurship courses offered by Loucks, a major requirement was a new business plan. Drawing on their experience in sports-card trading, the lifelong friends from Port Colborne invented a compact merchandising case for retail stores. The bottom fell out of the market too quickly to implement the idea, but the 27-year-olds subsequently used the generic planning process as the foundation of their new enterprise.

"It literally took you through the process of leading up to a business. You do exactly what you'd do in the real world — in a little more detail. Even now we're doing something and we remember we've done it before," Kantymir says.

The sixth course targets graduates as much as raw recruits.

BRYANT, A DIRECTOR and teacher who brings both academic and business experience to the position, teaches a course called Intrapreneurship. With heavy marketing last year, it drew a 50-50 split between students and graduates. Intrapreneurship takes enterprise into existing mid-sized and larger organizations. The goal is to develop and maintain innovation within the structure to stimulate growth or launch new products or subsidiaries.

Procter and Gamble, a prolific university recruiter, visited Brock in late 1993. Bryant says P&G zeroed in on Intrapreneurship students because of their perceived self-motivation and creativity, coupled with the skills to choose and implement ideas.

Next year, the Burgoyne Centre adds to the nuts and bolts of what, so far, has been the domain of the school of hard knocks. It introduces three fourth-year programs: Financial Management in Entrepreneurial Ventures; Tax Strategies for Private Businesses; and Managing High Growth Organizations.

The New Enterprise Store, co-sponsored by the Burgoyne Centre and the Lincoln County Board of Education and funded through Employment and Immigration Canada, is a storefront crucible for bringing enterprising ideas to reality.

Bryant says the centre has yet to add a course outlining exit strategies. "The opening act (venture creation) is our strength so far. It's the next two or three acts that we need to make sing," he says.

A new director with keen enthusiasm to enlarge Brock's stature in the province's crowded field of higher education, Bryant hopes that song remains a solo. Alternatively, if other business schools also accept the idea that small is good, he hopes their efforts will be a background chorus. One way of maintaining the lead role is to remember the "crucial field smarts" that raise entrepreneurship from mere academic discussion, he says.

Networks and affiliations cultivated by the Burgoyne Centre are extremely active beyond the University's comfortable surroundings. Three years ago, Luczkiw — a former high school teacher who says he taught entrepreneurship under the guise of consumer studies — teamed up with Loucks. Together, they developed an entrepreneurial training program that takes a long leap from academe.

Learning crucial field smarts



Thinking Big (cont.)

THE NEW ENTERPRISE STORE, co-sponsored by the Burgoyne Centre and the Lincoln County Board of Education and funded through Employment and Immigration Canada, is a store-front crucible for bringing enterprising ideas to reality. The 40-week course follows the same philosophy as Brock's, but neophytes take a hands-on bent. Two more differences: to qualify, applicants must be receiving some form of social assistance; and they must bring a business idea to the first session. They exit expecting to set up their business.

Success for The Enterprise Store has been fast and furious. From the first St. Catharines location, the idea has spread to more than a dozen operations across Canada. Luczkiw is no longer director of the founding store. He's set up the Institute for Enterprise Education, a Burgoyne Centre subsidiary with Loucks chairing the advisory board. It is charged with researching and developing training programs for the enterprise stores and other non-university initiatives.

THE CROSS-OVERS continue with the Niagara Enterprise Agency, which became

The solution, it seems, must be the piece-by-piece construction of a successful business climate peopled by those with the boldness and ideas to take risks.

operational in 1993. The NEA, with start-up money from the federal government, is another enterprise-nurturing organization. It relies heavily on a business-populated board of directors. While the NEA mentors

and shepherds ideas, it also has one of its own. Soon the group expects to provide a key missing element of business start-up — the venture capital to get good ideas off the ground.

Not coincidentally, NEA director Glenn Stansfield is Bryant's executive advisor for the New Venture Creation course. All the business plans submitted for the course wind up on Stansfield's NEA desk.

Another, looser Burgoyne Centre connection is with a private consulting firm examining the state of entrepreneurship from a national and international perspective. Still in the early planning stages is a council for Community Economic Development. It will fit entrepreneurship into the larger community perspective.

This, in turn, coincides with the solidifying idea, at least in Niagara, that community economic development cannot rely on the attraction of large, existing companies for prosperity. The solution, it seems, must be the piece-by-piece construction of a successful business climate peopled by those with the boldness and ideas to take risks.

Hence the Burgoyne Centre's focus on individuals, its insistence on understanding the nature of the entrepreneur and its belief that those qualities can be taught.

WHEN ZUDEL AND Kantymir were finishing the fourth year of their BBA, they were surrounded by other grads engaged in the flurry of resume preparation and mailing. Mostly the practice was unrewarding.

Zudel confesses to a brief attraction to the lure of stability. "It was a decision: Do I look for a job or do I just take a chance, give it a few years and see if it takes us somewhere and we can make a living at it? We've got a ways to go yet, but we're happy."

This summer, the two retailers plan a second shop for their Star Trek dolls, comic books, coins and sports cards. The tourist trade beckons again.

But so does Brock. "Now that they're coming up with these new courses, I feel I should be going back," Zudel says.

Tom Bryant looks at a student's proposal for the New Ventures Creation course



Alumnews

1971

Dan Schmid (BA, Engl) is Director of Finance and Administrative Services for the Research Branch of Agriculture Canada in Ottawa. He reports that he is only the first of three Schmid family Brock graduates. His mother will graduate this year, making four!

1974

Dorothee (Hewko) Koman-gapik (BA, psyc) graduated November 28, 1993 from St. Francis Xavier University, Antigonish, NS, with the Master of Adult Education degree. She is an ABE instructor for Arctic College in Iqaluit.

Dennis Wilmer (BA, poli; B-Admin, '80) and wife Kristina announce the birth of their son in May, 1993. They also have a six-year-old daughter.

1975

Diane (Naeyaert) Bowman (BA, geog/uest) and her husband Jim have opened Bowman Pro Sports in Leamington, Ontario. Attending Brock is becoming a family tradition. Diane writes that her niece Amy Beecham is now in her second year at Brock and "we can hardly wait for the time when each of our three children can attend!"

1978

Phyllis Barnatt (BA, poli) is Professor/Coordinator of Journalism-Print at Niagara College of Applied Arts and Technology.

Doug Jarvie (BA, psyc/soci) and wife Kim announce the birth of their daughter Rebecca, May 20, 1993 - a sister for Laurel and Amelia.

Andalisiye Mwaihabi (BEd) has been appointed principal of the new Teachers' College of the Evangelical Lutheran Church in Tanzania, to be built in Mbeya Municipality.

1977

Stephen Kaiser (BA, poli) heads his own business, Kaiser Homes Corp., and is President of the Ontario Home Builders' Association.

Mark Merryweather (BA, hist; '78 BEd) and wife Marilyn Turner announce the birth of their second child, Erin, December 12, 1993 in Mississauga, Ontario.

1981

Susan Blair (BA, Span) has been with the Canadian Mental Health Association for over six years. She would like to hear from **Josephine Rossi** (BA, Fren/Span '78), **Holly Mc-Callum** (BA, Fren/Span '78; BSc, cosc '79) and **Eve Adamezewka** (BA, Germ/Span '81; BEd, '87).

Chris Langlotz (BAdmin) was employed by Dofasco for nine years, during which time he completed his MBA part-time at McMaster. He returned to school full-time in 1990 and received a law degree in 1993. Chris is currently articling with the law firm of Simpson, Wigle in Hamilton and lives in Burlington, Ontario with his wife Jane, daughter Sharon and son Tim.

Mariano Teixeira Alves (MEd) earned a PhD in educational administration at the University of Alberta in 1985. He has been an associate professor at the University of the Azores, Portugal, since 1986.

1982

Dave (BSc, geol) and **Karen** (BAdmin '83) **Chown** announce the birth of their second child, Trevor, December 8, 1993. Dave continues to work in the oilpatch, and Karen is director of administration for a large law firm.

Curry Clifford (BA, poli) is a senior policy advisor for the Ministry of Municipal Affairs. He recently completed a Masters degree in public administration at the University of Western Ontario.

Tim Elliott (BBE) and wife Megan announce the birth of their first child, Zachary Robert, in November, 1993. "Graz, Jane, Martha and Ray are all still looking for Serge....please call," he writes.

1983

Nancy Shadeed (BSc, biol/uest) was married September 4, 1993 to husband Nicholas Lomonosoff.

Kevin Dover (BAdmin) and wife **Tamara (Hogg)** (BA, poli '87) announce the birth of baby Michael Conrad, January 27, 1994. Kevin works for Computing and Communications Services at Brock University.

1984

Dan Duerrstein (BAdmin) has worked for John Boldt Builders since 1985. He and wife Mary Anne have four children: Janelle seven, Joshua four, Jordan two and Jesslyn eight months.

1985

Sandra (Grein) Wong (BA/BEd) and husband Dan announce the birth of their

first child, Nikita Ann, December 21, 1993.

1986

Cheryl (McWilliams) Berchem (BEd) and husband Tony Berchem (BEd) announce the birth of their second child, Scott Anthony, December 19, 1993 - a brother for Natalie.

Diana (Tomovich) Fraser (BSc, biol/chem) and husband Jeff Fraser (BSc, geol, '81; MEd, '89; BEd, '90) are the proud parents of Jordan, born January 9, 1994; and Alexa, four.

Pam (Hendrick) Kaspick (BA, adm/pol) is enjoying life in a small town with husband Garnet and one-year-old twins Jillian and Jorgen.

1987

Yolande Bissonnette (BA, Fren) is the co-author of a book entitled *Office Systems: People, Procedures and Technology*. The book was published by Irwin Publishing in 1993. It is being used throughout Canada.

Jeffrey Martin (BSc, phys; MSc, phys, '90; BEd, '91) and **Francesca (Ioannoni) Martin** (BSc, chem; MSc, chem, '89; BEd, '90) are both high-school teachers for the Welland County Roman Catholic Separate School board. Jeff teaches physics and math; Frances teaches chemistry and math. They announce the birth of their first child, Robert Jeffrey, in September, 1993.

May (Kimens) McKrow (BA, chld) received her MEd in psychology from OISE, University of Toronto, Nov. 1992.

May is interested in organizing a reunion at Homecoming 1994 for participants in the Grade 12 Program. Look for

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):

Relationship _____
 Mr/Miss/Ms/Mrs _____
 Address _____
 City _____ Prov _____
 PC _____ Tel# _____

Is the above information confidential yes no

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:



Alumni Association, Board of Directors

LEFT TO RIGHT

Front: Lori King, Vince Meehan, Fred Davies

Middle: Susan Wheler, Ron Yorke,
Peter Vietgen, Andrew Panko

Back: Heather Cairnie, Brian Gaudet,
Scott Maxwell, Paul O'Rourke

Absent: Gregory Ciupka, Dierk Mueller,
Peter Rasanen, John Trafananko

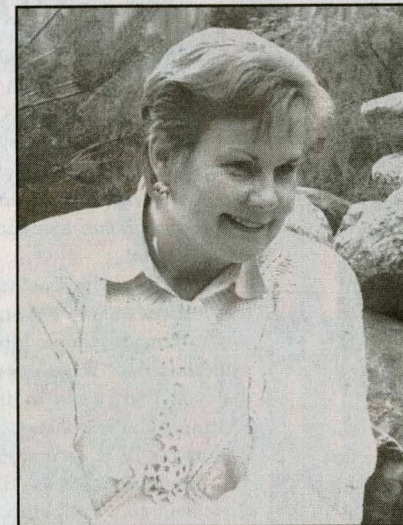
Brock Briefs

Brock Grad Appointed to Order of Canada

Brock graduate Linda Crabtree is one of 52 appointees to the Order of Canada, announced recently by Governor General Ray Hnatyshyn.

In 1984, Ms. Crabtree founded CMT International, an organization for people who have Charcot-Marie-Tooth disease, a progressive, debilitating neuromuscular disorder from which she herself suffers. The organization's membership has since grown to 2,500 families in 45 countries. She started the quarterly newsletter *It's Okay!* about sexuality, self-esteem and disabilities.

Ms. Crabtree's contributions have already been recognized with the Order of Ontario, the Ontario Medal for Citizenship and the Canada Volunteer Award. (She was profiled in the Summer 1992 *Surgite!*)



DIVINO MUCCIANTE

Brock Network at Work

A recent Brock grad (BAdmin '93) reports that his new degree was definitely worth the paper it is printed on! He was called for an interview by a large research firm. At one point in the interview, he asked the interviewer why his particular name had been selected from the large group of resumes submitted.

"He looked me right in the eye and said, 'Brock'," our graduate says. It turns out, the interviewer had graduated from Brock himself, some 10 years ago, with a BAdmin. He's now a purchasing manager for the research firm.

"He said that he immediately knew what I had learned, what I was used to (work, atmosphere, etc.) and who I learned from. We spent half the interview talking about how the campus had changed, who was still teaching, what the courses were for a BAdmin... The interview was very relaxed and it paid off. I was offered the job four hours after the interview.

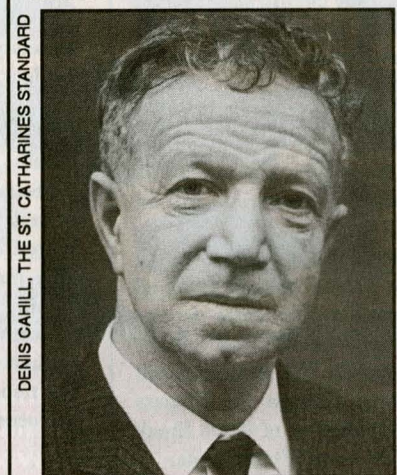
"So the 'graduate network' of Brock may not be huge but (for me) it worked quite well."

Ernest Goldsmith

Dr. Ernest E. Goldsmith, one of the original Brock faculty members and the University's first registrar, died recently at the age of 86.

Born in Germany, Dr. Goldsmith was an electrical engineer who held patents on a number of inventions. He and his wife moved to Canada in 1950, where he met Brock University President Emeritus James A. Gibson while teaching electrical engineering at Carleton University in Ottawa. In 1964, Dr. Gibson hired him to teach mathematics and to be registrar for the new Brock University.

"Ernest personally registered the first class of 142 students," says Dr. Gibson. Dr. Goldsmith believed in the personal touch and insisted on greeting every new student at registration. By 1969, approximately 2,000 new students were welcomed to the Brock campus by the Registrar himself.



DENIS CAHILL, THE ST. CATHARINES STANDARD

Ernest Goldsmith retired from Brock in 1973. His generosity to the University has resulted in a scholarship for students entering Brock in mathematics or science. The Goldsmith Lounge in the Alumni-Student Centre is named for him in recognition of a major gift.

Clean Up Your Act, Maclean's!

The third annual ranking of Canadian universities by *Maclean's* magazine has further strengthened criticism of the exercise, throughout the academic community. Claude Lajeunesse, President of the Association of Universities and Colleges of Canada, expressed some of his colleagues' reservations in an open letter to Ann Dowsett Johnston, the senior *Maclean's* editor responsible for the university issue.

Lajeunesse termed "patently absurd" the magazine's claim that universities are not accountable if they don't participate in the survey, observing that universities are accountable to their governing boards as well as the governments and taxpayers that fund them. He argued that universities were unwilling to share with *Maclean's* the results of a national graduate survey, not because they feared what the data might reveal, but rather because they were concerned about "*Maclean's* intent to use this data for a purpose for which it was clearly and expressly not intended, thereby resulting in readers being misled rather than informed."

He criticized the magazine for not publishing the actual data along with its scores for universities, as is done in the U.S. publications that rank universities. He cited the ranking of Carleton and Memorial, despite their refusal to participate, and imposing on them a 50-point penalty, as indicating just "how much this entire exercise really relates to quality."

"Many university presidents," he concludes, "are finding it increasingly difficult to justify to their students, communities and governing boards their continued and expensive participation in such a flawed exercise at a time when they are developing more sound and relevant indicators that will truly help them to manage change and to serve the diverse needs of their students."

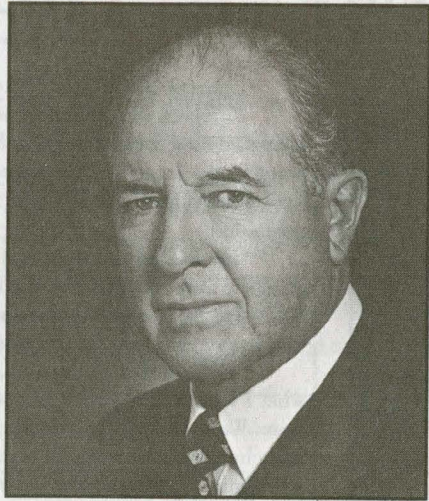
Brock Briefs (cont.)

Brock's First Board Chair

D.G. (Bud) Willmot, the first chair of Brock University's Board of Governors, died recently at the age of 77.

While president of Anthes Imperial Ltd. of St. Catharines, a foundry and metal-fabricating business, Dr. Willmot was present at the founding meeting to establish Brock University, July 11, 1962, and served as Vice-Chairman of the Founders' Committee and the Board of Governors. He was chair from 1964 to 1966, continuing as a member until 1968. During his term of office, he chaired or served as a member of various committees. The University recognized his service with an honorary degree in 1989. At the time of his death, he was Honorary Chairman of The Molson Companies.

Dr. Willmot was a generous donor to the University. His many contributions include the D.G. Willmot Distinguished Lecture Series.



© KARSH, OTTAWA

Career Options in University Advancement

In early February, Brock Student Ambassador Chairperson Kendra Thin was one of six students on scholarship attending the CASE District II conference on institutional advancement in Baltimore. Kendra says she didn't start university thinking of a career in university alumni relations or a related field; but her work with the Ambassadors sparked an interest in institutional advancement.

She says the most interesting seminar at the conference was on international protocol; but the best thing was talking to people working in advancement about what they do. "What appeals to me," Kendra says, "is that you don't have to stay in one area, like alumni relations. You're constantly learning on the job, and it's a changing field, so that makes it very interesting."

Kendra says it was the most interesting conference she's been to... until she tried to come home. She spent more than 24 hours at the Baltimore airport, as flight after flight was cancelled because of the snowstorm!

Waste Not, Want Not

Brock University Central Purchasing has signed a contract that will reduce its waste removal costs by 33 percent. Starting February 1, a new firm will be picking up refuse from 15 waste-removal sites on campus.

Besides the significant financial savings, there's an added benefit: closer attention to the environment. The firm's method of handling waste when it reaches the landfill site involves sorting out recyclables, plus a special crusher developed for construction and demolition waste.

Brock already removes food from its waste, so it has fairly "dry" garbage. Before the Brock waste enters the crusher, any cardboard, plastic or other recyclable materials will be removed. Roughly 80 percent of Brock's waste will be pulled out for recycling. The remaining 20 percent will be turned to a fine-ground substance by the crusher. The waste decomposes faster because it's ground, and it takes less space in the landfill. The waste-removal contract was tendered through the Niagara Public Purchasing Committee, of which Brock is a member. NPPC received 10 proposals.

In Memoriam: Bonnie Bellows

Mavis (Bonnie) Bellows, who died recently, is an important figure in Brock's history. Just ask the people who worked with her. Mrs. Bellows was employed by the University full-time for more than 18 years, 1969-1987, and continued to do some part-time work during the next two years.

She began her career at Brock as secretary to the University's first registrar, the late Ernest Goldsmith. In 1970, she was appointed Secretary to Brock's first President, Dr. James Gibson. While in this position, she also served as Secretary to the Senate and performed other functions, as well. She worked with Dr. Gibson until his retirement in 1974.

Mrs. Bellows then became secretary to the University's first Deans of Humanities and Social Sciences, Bill Matheson and John McEwen. Dr. Matheson remembers her loyalty, commitment and sense of fun.

Geography Professor Jo Meeker recalls an early convocation at which Registrar Ernie Goldsmith was about to appear in a gown that "looked like he had slept in it." Mrs. Bellows grabbed the gown, brushed and ironed it. In her view, "whatever had to be done had to be done," Prof. Meeker chuckles.

Lew Soroka, who worked with Mrs. Bellows as Brock's second Dean of Social Sciences, recalls, "She was usually in the office at 7:45, and we used to drag her out at 5:00." Dr. Soroka also remembers her deep concern for students' problems, which once led her to house a Mexican exchange student who arrived at Brock with no place to stay. "Whenever I think of Bonnie I smile," Dr. Soroka says. "She was so full of fun and life. She had her share of knocks, but nothing ever dimmed her bubbly spirit."

ON OUR 30TH ANNIVERSARY WE'RE GOING ALL OUT FOR YOU...

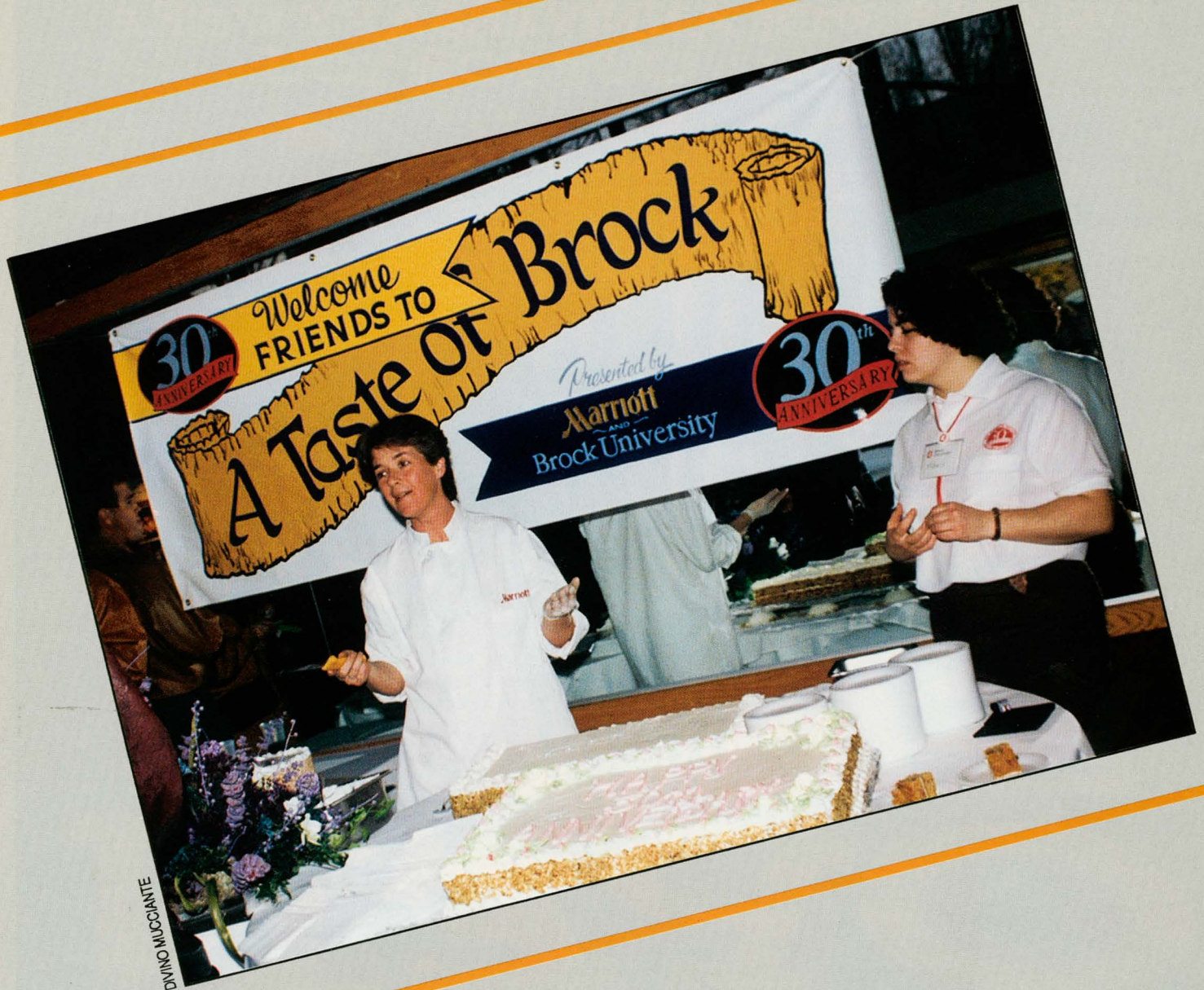


OPEN HOUSE AT BROCK
ISAAC BROCK WANTS YOU
BIG ENOUGH TO MATTER... SMALL ENOUGH TO CARE

The open house held on March 6th was indeed big enough to matter! Hundreds of visitors saw Brock profs in action in the classroom and the lab, watched



computer-assisted teaching and research, climbed a wall, tried out the Brock chefs' favorite specialties...30 years later, Brock's still small enough to care.



DIVINO MUCCIANTE



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