

STM Newsletter

St. Thomas More College & Newman Alumni/ae

Volume 13 Number 2

Winter 1993



Basilians at STM; photo circa 1947.

Front row: (l to r):

Fr. Cullinane, Fr. O'Donnell.

Back row (l to r): Fr. Carr, Fr. Miller,

Fr. Paul Mallon, Fr. Munnelly.

In this issue . . .

Understanding the Psychological Damage *by Gerry Farthing*

Distinguished Alumnus/a Awards 1993

Every Mode of Education is a Way of Soul-Making *by Mary Miller*

Madelaine L'Engle: Story as Truth *by Mary Miller*

STM History Part 3: The White House Days *by Margaret Sanche*

. . . and all our regular features!

Notes from the President



I write these words with snow on the ground and in anticipation of the week-long Saskatoon Diocesan Synod gathering which begins on Sunday, 7 November. Seven persons associated with STM will be among the 170 persons attending the Synod. This issue of the *STM/Newman Newsletter* features the 1993 distinguished alumna and alumnus, Marikay Falby and Al Gerwing, together with profiles of the many new faculty who have joined STM this year. The *Newsletter* also covers the visits of two outstanding writers and speakers to STM this Fall. Through the initiative of Phyllis Thompson and the collaboration of Bookworm's Den, in mid-October Madeleine L'Engle came to Saskatoon for a five-day visit. In conjunction with Ms. L'Engle's visit, Father Ed Heidt, CSB produced her play, *The Journey with Jonah*. On Sunday, 31 October, Parker Palmer delivered the seventh Michael Keenan Memorial Lecture, "The Violence of Our Knowledge: Toward a Spirituality of Higher Education." Dr. Palmer also gave a full-day teaching workshop on campus, "The Courage to Teach," for 80 faculty.

November marks the month in which we pray for "those who have died and have gone before us marked with the sign of faith," those with

whom we share in the communion of saints. Each year Father Regan, Director of Alumnae/i, provides the list of our alumnae and alumni whom we know to have died and whom we remember at Mass and in our prayers. We also remember those Basilians who established and built STM, as well as those who have died while serving STM: faculty members Steven Gradish, Michael Keenan, Father Jack McReavy CSB, STM's first Board and Corporation chairperson, John Stack, and Mr. Nick Lucyshyn who died a year ago. "May their souls and the souls of all the faithful departed rest in peace."

The morning session of the Fall Corporation meeting involved a presentation and discussion of STM's Mission statement. I had hoped to be able to share the Mission Statement "in progress" in this *Newsletter*. The clear consensus is that we need more time to incorporate the thoughtful suggestions of Corporation members.

STM benefits greatly from the talent and dedication of the non-permanent and part-time faculty. They bring to their work solid academic credentials, a strong desire to teach, as well as considerable involvement in the community. Like many part-time employees today, however, they receive few benefits. The Board is

seeking to provide additional benefits to our non-permanent and part-time faculty in recognition of their large contribution to the work of the College, particularly our teaching. With funding cuts, a strategy of employing part-time faculty is growing. Such a strategy also begins to change the character of a College, with fewer full-time "core" faculty who provide continuity and presence through their scholarly activities of teaching, research, and public service.

I take this opportunity to thank those who serve STM on the Board of Governors. Two members of the STM Board are alumni representatives on Corporation: Mr. Brent Gough who is Chair, and Mr. Dennis Dorgan. Mrs. Shirley Maranda, Saskatoon Diocesan representative on the Corporation and an STM alumna, also serves as a Board member.

On behalf of STM, I wish all of you a blessed Christmas and peace in the new year.

John Thompson

I would like to offer a very warm welcome to all our new and returning faculty. We appreciate tremendously the contribution that part-time faculty members make to the College and the care and commitment that they bring to their teaching. As to those returning from sabbatical, we hope that the period of adjustment will not be too painful as the normal work load of teaching, research and administration eases itself back into your lives. We also wish a very warm welcome to all our new and returning students. It hardly needs repeating that students are the very *raison d'être* of the College and of our faculty members.

Most of our alumni/ae can appreciate that we live in very interesting and sometimes disconcerting times. Our political leaders are moving from a Free Trade Agreement with our major trading partner, the United States to a tripartite agreement which will include Mexico. International negotiations are on-going around the GATT and there seems to be growing interest for a Pacific Rim Trade Agreement. In all of these, the Canadian economy has to be competitive. At least we are informed that our workforce must be well trained and flexible. Where the training is to come from and how people are to find jobs in the face of cutbacks in education and in virtually every other sector of the economy is not addressed very clearly or convincingly. It seems that much of the enthusiasm for trade agreements reflects only one half of the equation.

These trends toward a global economy have direct repercussions for us in post-secondary education generally and in St. Thomas More in particular. We face an increasing



From the Dean's Desk

challenge of doing more with less as the cliché affirms. Budget cutbacks in education are taking their toll. Class sizes are increasing; positions are not being filled; class offerings are being reduced; students are faced with increasing financial burdens as various costs are downloaded onto them, and faculty members and support staff are increasingly pushed to their limits. Even our facilities are severely taxed.

This conjuncture places great demands on all of us, staff and students alike. Yet at the same time we are presented with an opportunity to reassess many of the things we do and to adapt to these trends. We have to evaluate our programs and activities in reference to the changing needs of our student body. It does not mean simply tailoring our programs to meet the short term job demands of a rapidly changing labour market. It means taking into consideration the different needs of an increasingly diverse student body. More and more students work part-time while studying full-time. More students are mature students or have parental obligations. These have direct repercussions on exam scheduling and student participation in organizations and activities, among other things. On the other hand, aboriginal students are still highly under-represented although

their numbers have grown in the last few years. We know little about the performance of rural students compared to urban students and the particular adaptation needs that they face in coming to University. We don't know how the on-going farm crisis affects them other than reducing the number who can't come for financial reasons. These needs and those of other minorities which we serve need to be identified and taken into account. But the most immediate and obvious change has been one of gender. Over 60% of our students are women. Yet we find very few courses and very few activities in our College which address their particular needs.

If we, as an institution, are to continue to seek academic excellence for our students and to provide them with the best education possible, we will have to re-think many of the things we do. The student body of the year 2000 will be even more diverse than it is today. Alumni/ae returning to the College today would already find that the University setting and atmosphere are quite different from that of the 1950's, '60's and '70's. Yet if today we are to prepare the leaders of the year 2025, and in twenty years from now do so for the year 2050, we must ensure that the strong

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Child-Sexual Abuse: Understanding the

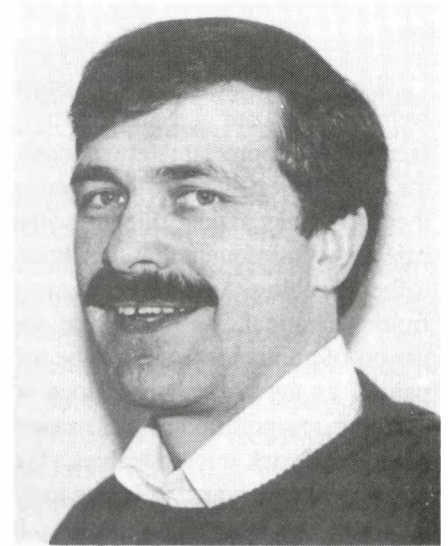
Professor Gerry Farthing of STM's Psychology Department is involved in research into and the practice of professional therapy for child victims of sexual abuse. This article explores the complex nature of assessment that is crucial in determining treatment options for these children.

For a child who has been sexually abused, the road to recovery is indeed a rocky one. Just where and how many rocks there are depends upon the age at the first abuse, the duration of the abuse and the extent of the psychological bullying which accompanied the abuse. Any purposeful confounding of reality with the intent of making the child an unreliable witness and any purposeful intimidation (threats to life and liberty) with the goal of securing secrecy is known as psychological bullying. These techniques, along with the actual sexual abuse, confuse the child and arrest cognitive, emotional, moral, social and interpersonal development. In general, the longer the duration of the abuse and the greater the magnitude of psychological bullying, the more extreme is the psychological damage.

ASSESSMENT: The first step in planning treatment for such afflictions is a complete and accurate assessment of the psychological damage. A competent assessment must identify which areas of psychological development have been blocked (i.e. development started prior to the abuse, but now kept from further development), what areas of emergent functioning were kept from developing at all, and what areas of formation were taken off the course of natural development. Following the identification of the damage is the determination of exactly how the trauma impacted upon those areas. In most cases, consultation with a competent child psychologist greatly enhances the assessment enterprise.

ESTABLISHING A RELATIONSHIP OF TRUST AND MUTUAL RESPECT: Equipped with an accurate assessment of the psychological damage, a competent therapist must establish a genuine relationship with a little person who has had the foundations of interpersonal synchrony rocked by the sexual abuse. Such a relationship begins with the presentation of evidence of competence, and of conditions of interaction that include the necessity for informed assent (in the case of a minor) even though parents or caregivers also must give consent. It continues with verbal and non-verbal communication of the boundaries for interpersonal psychological functioning within a context of affirmation for the dignity of the little person and the right for self-determination in the treatment for the psychological damage. The child must have simple explanations of the therapist's understanding of the damage, and must have a chance to affirm or repudiate the therapist's hypotheses. If understanding is achieved, careful explanations of the purpose of remedies must be given. The child must obtain an opportunity to temper the treatment suggestions to suit his/her personality and preferences. These strategies convey respect and affirmation to a competent little person who requires the assistance of the experts to rebuild his/her life.

PSYCHOLOGICAL DAMAGE: Just what might the psychological damage be? Developmental milestones reached prior to the abuse, as well as those interrupted by the



Professor Gerry Farthing

abuse, are important target points for assessment and treatment. A thorough knowledge of normal psychological development is a pre-requisite to accurate assessment and effective treatment planning. Different issues become central at different developmental periods.

The example of a child first abused at age 3 and regularly abused until 6 years illustrates the assessment task for that age group. In the *cognitive domain*, difficulties for the example child may appear in the following areas: language acquisition, make-believe play, memory organization and meta-cognition. In the *emotional domain*, problems may arise in the emergence of complex emotions, in emotional self-regulation and in acquiring culturally-appropriate emotional display rules. In the *social domain*, one can expect harm to the self-concept, to self-esteem, to the ability to perspective-take, to the ability to understand other people and to the ability to develop an appropriate sex-role identity. Finally in the *moral*

Psychological Damage

and spiritual domains, one can expect delays in the development of self-control, problems in the delay of gratification and problems in spiritual understanding.

COGNITIVE DOMAIN: Between the third and sixth year rapid growth of symbolic functioning occurs. Language comprehension, or learning to understand the spoken word can be delayed if anxiety and fear overwhelm the child. Language production, or learning to put one's thoughts into comprehensible word sequences is more likely to be interrupted at this age resulting in a child who cannot express to the world what is happening to him/her.

Through make-believe play, a

child of this age acquires a sophisticated understanding of object substitutions, role relationships and creative story lines. Often a traumatized child prefers to drift off into an isolated world of mythical beasts in which the painful real-world events can be ignored. A child with such a propensity will not be able to exercise new-found cognitions in the context of interpersonal and real-world events which are essential to the development of social cooperation. Remaining unaware of points of view other than his/her own, the child is at risk of erroneously thinking that everyone will experience the world the same way as he/she does, thereby getting stuck in animistic thinking

(i.e., believing that objects have thoughts, wishes, feelings and intentions just like he/she does).

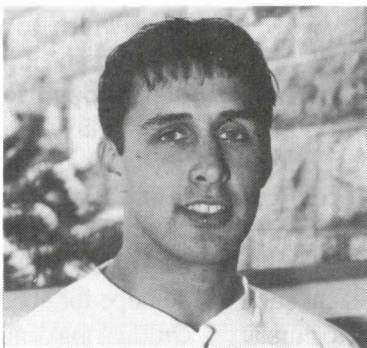
Heavy trauma makes it likely that a child of 3 to 6 years may not be able to achieve control over his/her attentional processes, with the result that he/she cannot block out irrelevant detail effectively, or is unable to pick up useful incidental material which may not be useful for the current task, but may become useful for a later task. Without attentional control, a child is likely to fail to develop a plan for attention necessary to solve the more complicated problems in life.

Three problems with memory are likely. An organizational memory problem obtains when parts of awareness and experience get "split off" from the mainstream of experience causing incomplete integration which results in significant deficits when the child is involved in making-meaning activity. A second problem is the failure to elaborate on cognitive material which is a necessary pre-requisite to expanding a unit of thought to include an ever-increasing number of details. Such a failure is caused by an emphasis on repressing and splitting off painful material with the goal of avoiding conscious awareness, rather than on strategies to integrate. The more the repression, the more the child will resort to a third problem which is the necessity to rely on "reconstructing" what must have happened to him/her at the expense of "recalling integrated experience." Memory reconstruction uses current knowledge to figure out what must have happened several years ago. While people often reconstruct parts of their experience, the task is more complicated when material is actively repressed because the necessary

President's Medal awarded to Dan Farthing

At the recent Fall Convocation of the University, Dan Farthing was honoured with the University's highest award, the President's Medal. Dan graduated with his honours Bachelor of Science degree in Physical Education. Some of you may be more familiar with Dan as a slotback with the Saskatchewan Roughriders football team. Dan has played professional football with the Roughriders for 3 years, was a star with the Huskies for 4 seasons, and was recognized for his athletic talent as a player with the Holy Cross Crusaders for 3 years in high school. Those of us at the College know Dan as Gerry's son (see *Child-Sexual Abuse* in this issue).

At Convocation ceremonies "Dad" received the award, because Dan was otherwise engaged in a game that Saturday. We offer our heartiest "congratulations" to Dan and wish him continued success in his professional football career and also in his concurrent pursuit of a Master of Science degree in Exercise Physiology.



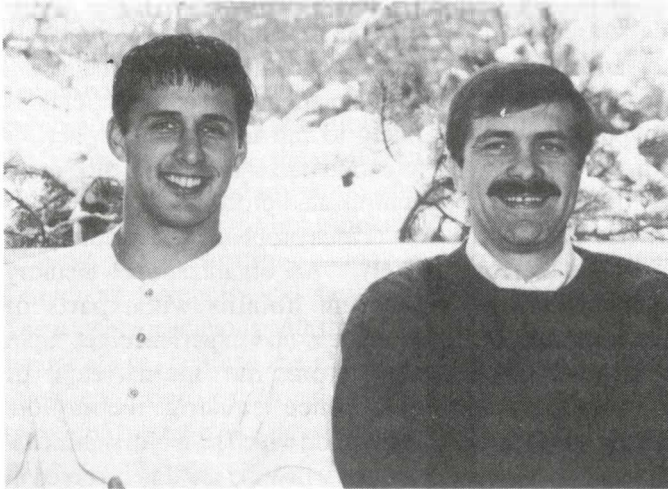
Dan Farthing

Child-Sexual Abuse

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corroborating material is simply unavailable. This difficulty is at the heart of the current "False Memory Syndrome" controversy.

If a traumatized child of 3 to 6 years encountered the difficulties in cognition indicated above, it is very likely that he/she will have difficulties with meta-cognition which is learning to know what you can do, how you think, and how you regulate what you know to solve problems. Matching thoughts to discover inconsistencies in conclusions and evidence will be a perennial problem.



Dan and Gerry Farthing

Without this skill, the child will be unable to benefit from experience.

EMOTIONAL DOMAIN: One can expect sexual abuse to cause disruption in the development of complex emotions in a child of 3 to 6, especially those that involve either injury or enhancement to the sense of self. Shame and embarrassment (injury to self) can reach such proportions that the child is much less motivated to pursue socially acceptable behaviours and goals. Incompletely understood guilt (failure to live up to moral expectations around sexual events over which the child erroneously ascribes the ability to have complete control) can arrest the growth in self-responsibility (poor personal hygiene), and in morality (the rules by which one should govern one's life). One can also expect overwhelming envy, which is a negative appraisal of the self's ability to secure desired goals and experiences.

Sexual abuse leads to a failure in the child of 3 to 6 to achieve emotional regulation. Regulation comprises those strategies used to adjust one's emotional state to a suitable level of intensity so that one can remain productively engaged with his/her surroundings. Without such strategies,

a child can become either completely bland and unresponsive or emotionally "out-of-control."

Due to the secrecy which accompanies the abuse of children from age 3 to 6, the acquisition of emotional display rules is delayed. An abused child may, for example, laugh when a classmate is seriously injured and experience interpersonal rebuff. Finding him/herself marginalized, the child will not have the social resource necessary to acquire interpersonal synchrony and friendship. Hence, the capacity to develop future intimacy and mutual understanding can be severely curtailed.

Important to synchrony is the emotion of empathy. Empathy requires a cognitive appreciation of the self as an entity separate from other people, perspective-taking and appropriate responding. Delays here will lead a child of 3 to 6 into complications in psychological functioning resulting from a limited capacity to comprehend another person's emotional experience. Managing emotional trauma leaves a child of 3 to 6 with little energy for acquiring empathy.

DOMAIN OF SELF-ESTEEM: The development of the self-concept in a child of 3 to 6 is greatly affected by sexual abuse. One can expect cognitive disruptions in developing the dimensions (who one is and what one can do) and the stability (how solid a core the child experiences) from which to evaluate incoming experience. Private thoughts and imaginings become idiosyncratic and devoid of the opportunity for corrective feedback from a community. To experience oneself as a soiled and dirty object for another's pleasure is a frequent self-construct. It is an easy step to an unrealistically negative appraisal of one's worth or negative self-esteem. Abused children often feel that life does not get any better and that there is no hope for acquiring acceptable characteristics. Abused children make attributions of failure to their ability (or lack thereof) which they see as a fixed attribute unable to be changed. Such thoughts lead to low self-confidence, to low expectancies of success, and eventually to a hopeless view of self.

MORAL AND SPIRITUAL DOMAIN: Delays in the development of self-control and appropriate gratification are common in abused children of 3 to 6 years of age. Such skills are germane to the acquisition of proper moral reasoning. The development of an "iron will," firm resolve, strong character or "moxy" is necessary to inhibit transgressions or to resist temptations and to carry to completion what is started. Incomplete development in these areas results in children adopting a promiscuous and

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Breach of Trust/Breach of Faith

"Our attitudes were totally changed. We began to feel more empathy for the abusers and not just the victims."

"I feel that in the five weeks, I moved from condemnation to justice."

"I like the closeness [in the group discussions]."

"It was good that this is being brought out into the open."

"Hold more of these sessions throughout the diocese."

"I felt it has helped me to get over some of my anger at the church and that some healing has started."

These are comments from six different participants in one of the most remarkable programs to be offered under the auspices of the Canadian Conference of Catholic Bishops. In 1992, the CCCB released the program "Breach of Trust/Breach of Faith: Child Sexual Abuse in the Church and Society." Breach of Trust/Breach of Faith is a five week program for the laity of the church to study child sexual abuse in the Catholic Church as well as in society. The above comments came from evaluations submitted by men and women who participated in this program. The program was offered as

part of the Foundations Program in the Diocese of Saskatoon in the Fall of 1992.

The Breach of Trust/Breach of Faith program examines child sexual abuse in detail. Across the five weeks the program, using knowledgeable facilitators, asks participants to listen and to discuss: the nature of child sexual abuse, the factors within the church and clergy that contribute to abuse, the reasons why children are victims, the effects of male/female socialization that foster violence, the factors in the church and society that foster violence, how individuals and the community share responsibility for transforming our church and society, and ways to prevent child sexual abuse. Clearly, the program is intended to openly and directly address a major problem that has arisen within the Catholic Church.

I, along with Fr. Paul Donlevy, Ruth Pepin and Elizabeth Jochim facilitated the first presentation of this program in the Diocese of Saskatoon. Across the five weeks, which involved both small and large group discussions, what emerged was a clear understanding of the nature of child sexual abuse and its effects. These effects were seen to reverberate



Dr. Brian Chartier

beyond the victim to our whole society. Child abuse victimizes not only the child, but also his/her family, our community and our church. In the end, the program is a call to action individually and collectively. This problem needs to be addressed rather than hidden away.

Both facilitators and participants commented favourably regarding the program. Certainly, not everyone's reaction was positive, yet it was the beginning of an essential process -- to deal with the reality of child sexual abuse within our church and society.

A second program will be offered as part of the Foundations Series in the New Year in Eatonia. It is planned to be a one-day event with limited enrolment. The facilitators will be Ruth Pepin and me. Further information can be obtained from the Saskatoon Catholic Centre.

For further information on "Breach of Trust/Breach of Faith," please contact the Canadian Conference of Bishops (90 Parent Avenue, Ottawa, Ontario, K1N 7B1) or me through St. Thomas More College.

Dr. Brian Chartier is a clinical psychologist and member of the Psychology Department at STM.

Psychological Damage

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sensualised lifestyle (in keeping with the "dirty" self-concept). Little defense can be expected from a child, feeble in meta-cognition, who cannot muster the cognitive transformations necessary to delay gratification.

An abused child of 3 to 6 is usually spiritually dry. Having been transgressed by an adult authority figure who ought to have preserved the innocence of the child, pre-empts the experience of God as a loving caregiver. Having formulated a helpless and hopeless view about him/herself, the child is unlikely to recognize mercy or to make sense out of the call to forgiveness.

Each area of damage has its own remedy. All the remedies must be managed in a professional relationship in which expectations are carefully monitored and adjusted to fit reality.

*Dr. G. Farthing
Department of Psychology*

1993 Distinguished Alumna/us . . .

Alphonse Gerwing

Alphonse Gerwing was awarded the Order of Canada in 1989. This year St. Thomas More College also wishes to recognize his contributions to this community.

Al was born in Lake Lenore, Saskatchewan, and received his high school education in Lake Lenore and at St. Peter's College in Muenster. He subsequently attended STM and the College of Education at the University of Saskatchewan where he earned his B.A. in 1950 and B.Ed. in 1952.

The contributions made by Al as a teacher, musician and humanitarian reflect the concern, caring, determination and hard work he has done over his lifetime. Al began teaching in 1942 and taught both elementary and secondary students in Alberta and Saskatchewan. His own love of learning and a desire to have some impact on making this a better world

combined to teach his students that learning was an adventure, but also that along with the privilege goes a responsibility. In 1989 Al spent considerable time and money in organizing at STM an international symposium on our patron, St. Thomas More. Over 200 speakers and participants from France, Germany, England, Australia, the U.S.A., and Canada attended.

Al also had a great love for music. One gentleman remembers the days when Al was Choir and Glee Club Director at St. Peter's College. He recalls that at daily mass Al would cajole, coerce and sometimes threaten the 200 young men to sing at full throttle, at a very early time of day. But sing they did and today when his children complain that he sings too loudly in church, he deflects the blame to Al Gerwing. Al has also directed the *Sound of Music* at least 3 or 4 times in the province and also brought much enjoyment with his productions of Gilbert and Sullivan's *HMS Pinafore* and the *Pirates of Penzance*.

Marikay Falby

A few weeks back, I had the pleasure of personally meeting Marikay Falby. She whisked into my office, and chatting all the while, found a chair in the clutter and sat down. At the presentation of the Alumna Award, the presenter, Irene Poelzer, indicated that the strongest impression made by Marikay was one of joyfulness. It's true. She exudes joy, energy, enthusiasm and her presence provides an exhilarating lift to those around her. Besides, she's a hoot. Her manner of telling a story, or relating an

incident is done in such a way that it is always upbeat and accompanied by hearty or gentle laughter.

Marikay completed her elementary and secondary education at Sion Academy and then came to STM. While taking courses she worked full-time at the Murray Memorial Library. She was instrumental in setting up the new STM Library, and in

amalgamating the libraries of St. Paul's High School and Sion Academy into one library for the new E.D. Feehan high school in the 1960's. She served many generations of students as Librarian at E.D Feehan and Holy Cross High Schools. In order to set up a communications network for the Oblates in Northern Saskatchewan and Keewatin, she took a leave of absence from the Catholic School Board. On completion of this enormously difficult yet successful project, she returned to community service at the Catholic School Board.

In her spare time, Marikay has also been Diocesan Editor for the *Prairie Messenger*, worked as a Reporter for the *StarPhoenix*, wrote articles for library journals and published works of fiction.

Marikay started out as a Protestant and just a few years ago celebrated her 25th anniversary of becoming Catholic, but she remains a small "p" protestant for there are many changes in society and her church that need at



Alphonse Gerwing and Marikay Falby

Gerwing

Just recently Al sponsored the Henri Loisselle concert at Third Avenue United Church in Saskatoon for the support of land reform in Brazil.

His sense of responsibility and compassion for those less fortunate in our world has been a pivotal factor in his life. Since his retirement he has spent many summers in Alagoas, Brazil where he is involved in popular land reform movements. During the winter he travels extensively in the West raising awareness and support to be directed toward resolving the many injustices in the developing world.

For those of us at STM, Al is a living example of the principles so evident in the life of our patron, Thomas More. Congratulations Al. You are a most worthy recipient of this Distinguished Alumnus 1993 Award.

Claude Lang

Falby

least some alteration. As a member of St. Paul's Parish she has served as Eucharistic minister, lector and choir member. Beyond the parish, she is involved in the work of Jean Vanier and L'Arche, has served on the Board of Friendship Inn and on the Board of Light of the Prairies. She is also affiliated with St. Peter's Abbey in Muenster as an Oblate of St. Benedict. She was drawn by Benedictine spirituality with its emphasis on hospitality, scholarship and the liturgy of the hours.

Marikay is an organizer and very resourceful. In grade 2, emulating the Statue of the Virgin in the hallway of Sion, she put a dustcap on her head and had her other Protestant friend kneel in front of her. Nearby on the floor was a plate for donations for prayers. Marikay is a realist, too. Being resourceful can sometimes get you into trouble.

All the people she has served professionally and personally will attest to her attentive listening, her compassionate nature and her trustworthy integrity. The impact of her work with troubled or underprivileged students over the years became apparent when Jackie Maurice graduated from university. Marikay virtually became Jackie's parent when as a troubled teen she moved out of an abusive foster home. Marikay listened, nurtured, encouraged and cared. Jackie's tribute to the impact of Marikay on her life was stated simply. "Marikay had hope for me and knowing that gave me hope that I could make something of my life."

Marikay, we are honoured to honour you.

Mary Miller

Welcome to our new Chaplain

Carol Kavanagh joined our Chaplaincy team in September. She earned her B.A. Honours at Regina, her B.Ed. here in Saskatoon and was awarded her M.Ed. at Fall Convocation 1993. The title of her thesis *On the Fringe of the Garment: Women Coping with the Institutional Church* explores the variety of response of women in today's Catholic Church. The support she can count on from her husband Bob, and her two children, Kristin (18) and Rob (14) assures that she will be able to commit her many talents to the service and care of our students.

For Carol, one of the challenges of

Chaplaincy on a University campus is that students are intensely focused on academic pursuits and social life. There is the challenge then, for integration and balance. How do young people experience God and their spirituality as integral to their studies and leisure activities? If students experience the nurturing benefits of contemplation (reflection and prayer), they often gain new insights in their studies and find that their personal relationships are enriched.



Carol Kavanagh



*The Honourable
Emmett M. Hall,
Companion of the
Order of Canada*

Emmett Matthew Hall, fourth in a family of eleven children, was born on November 29, 1898. His parents, James and Alice Hall, lived on a dairy farm in St. Columban, Quebec. His mother Alice was determined that her children have the opportunity for a proper education and professional career. In 1909 the west was booming and there was news of a provincial university being established in Saskatoon. After hearing this, the Halls decided to move west and take up residence in the fastest growing city in the world, Saskatoon. As a boy, Emmett watched as Prime Minister Sir Wilfrid Laurier laid the cornerstone for the new University of Saskatchewan. On that same visit Emmett was also present when the Prime Minister laid the cornerstone for St. Paul's Church (presently the Cathedral).

At the young age of 17, Emmett entered the College of Law at the University. There he followed a law program that combined academic studies and apprenticeship over five years. It was at this time that he developed a close friendship with

Profile: *Emmett Matthew Hall*

fellow student, John G. Diefenbaker.

Graduating from law school in 1919, Emmett finished his apprenticeship in Humboldt and Wadena. While in Wadena, he met and married Isabel Parker. Over the next few years the family moved back to Humboldt, then to Wadena, then to Prince Albert and in 1927 made the move back to Saskatoon which would remain home for the next fifty-five years, except for the ten year hiatus spent in Ottawa while he served as a Justice of the Supreme Court of Canada.

In Saskatoon, Emmett built up his practice and raised his two children, Marian and John. Not only was Emmett deeply committed to his work and family, but he contributed generously of his time and talent to the community. He served on the Board of St. Paul's Hospital for thirty years, sixteen of which he was chair. He spent twenty years on the Catholic School District Board, and he was also President of the Catholic School Trustees of Saskatchewan for seven years.

Like his long-time friend, John Diefenbaker, Emmett also enjoyed involvement in politics. He strongly backed Mr. Diefenbaker and helped gain public support for him

In 1957 at the peak of his career in private practice, Emmett was appointed Chief Justice of Queen's Bench Court. In 1961 he was elevated to the position of Chief Justice of Saskatchewan, and in the following year was appointed to the Supreme Court of Canada.

A Knight of Columbus since 1918, he was made a Knight of Malta in

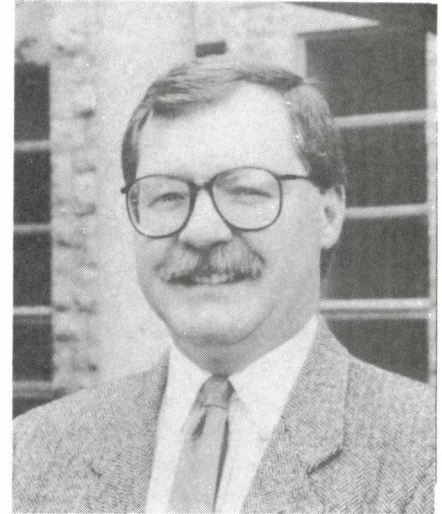
1958, admitted to the Order of St. Gregory in 1968 and to the Order of the Holy Sepulchre in 1969.

In 1961 Emmett was named Chairman of the Royal Commission on Health Services. The report of this Commission recommended the extension of medicare across Canada and earned Mr. Hall the appellation "Father of Medicare." In 1965 he chaired the Committee on Aims and Objectives for Education in Ontario. The 1968 report "Living and Learning" had considerable influence on curriculum and instructional methodology not only in Ontario, but also throughout Canada, and was generally known as the Hall-Denis Report.

Through all these years, Mr Hall has been a very generous patron of St. Thomas More College. In 1935, acting on behalf of the Diocese of Saskatoon, he established through the courts that Newman Hall (the White House) would be exempt from property taxes. In 1952, he was Vice-Chairman of the fundraising committee which was successful in raising approximately \$500,000 for the construction of the 1956 wing of our present day College. He personally donated all four sets of copper entrance doors to the College. In 1990 he sat on the Advisory Board for the FOR ALL SEASONS Campaign and today he still holds a seat on the STM Corporation.

From 1948-1958 he was a lecturer in the College of Law; he was a member of Senate of the University from 1942 through 1954, and later was elected Chancellor of the the University in 1980. These are only

Greetings from the Chair of STM's Board of Governors



In the fall of 1992 the Board of Governors held a special meeting to deal with the issue of budgeting. This decision was made in the light of an ever-shrinking grant from the Provincial Government. One of the first matters discussed on that Saturday morning was the allocation of resources to the Library. It became abundantly clear during these discussions that no matter how far the dollar was stretched it could never cover all of the demands that were to be made upon it. Assuming that all demands could not be satisfied, the issue became how to prioritize those demands.

This challenge of prioritization is not an issue limited to the Library. The budget of the College each year is made up for the most part of two elements:

- A) the Provincial Government Grant and
- B) a percentage of our students' tuition.

The Government Grant is a fund which historically has been a predetermined amount which allowed the College a certain amount of reliance and comfort in preplanning. Up until recently that grant has been an increasing or, at the least, a stable amount. This grant is now a shrinking figure and our prior reliance and comfort no longer exist. St. Thomas More College, unlike the College of Arts and Science, is more reliant on tuition. Our budget is directly affected by the number of students registered in the College. A

change in the enrollment by 10% affects our budget by as much as \$100,000.

In a time of expanding budgets, prioritization becomes a matter of controlling growth; in a time of contracting budgets prioritization is a matter of reducing or possibly eliminating expenditures. To allocate a shrinking budget it is essential to have a firm idea where you are and where it is you are going. It is also essential that everyone who is affected by the budgeting process has a picture of this "map". The Board of Governors' role is to create that map to allow the College to thrive in a difficult financial time.

On that fall Saturday morning, through a discussion of the Library, it became obvious to the Board that to ensure that STM remain a vital and effective Catholic post-secondary educational institution, it was necessary to create a map. To do that the Board felt that the logical place to begin was to assess where the College is, what we do well and where we could improve. Since this has never been done by the College as a whole, it was decided that a review of St. Thomas More College as a whole was the right place to start. A motion was passed as follows:

*D. Dorgan - R. Griffin:
Moved that the Board of
Governors initiate an external
review of the College. Second,
a Joint Committee between
Forum* and the Board of*

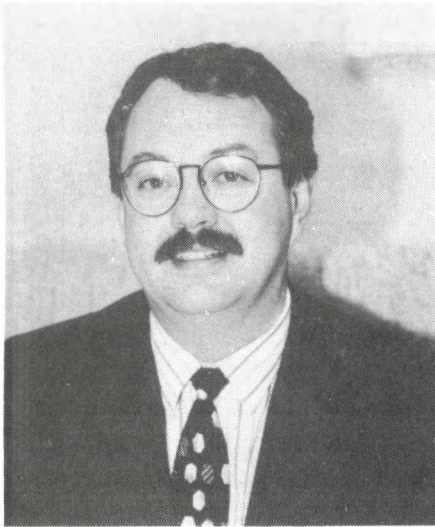
*Governors be formed that
includes two members of the
Board, two members who
serve on the Board as elected
by Forum, two additional
members to be chosen by
Forum, and one member to
be chosen by STMSA**. Third,
this Committee is the one that
is to formulate the terms of
reference for the review and
propose candidates to the Board
for the review panel.*

This motion is the first step on a long road to maintain St. Thomas More College as a vital and valuable institution. This process will allow the College to be responsible to its constituents by maximizing its resources in the implementation of an overall plan.

*Brent Gough, Chair
STM Board of Governors*

*Forum refers to the Faculty and Administration Forum.

**STMSA is the St. Thomas More Students' Association.



Greetings from your Association President

quality and meaningful post-secondary Catholic education for our children and their children are profound, and the responsibility to achieve it must be a shared one. We are your voice in the College and we encourage you to communicate through us. Our vision is to strengthen the bond between the College and alumni/ae by encouraging their full participation in the STM community.

We will keep you informed as to

our progress regarding the goals and objectives for our Association. Don't hesitate to pick up the phone or write us a letter giving us your thoughts. You can communicate to us via Fr. Regan.

Jerome Konecsni
President

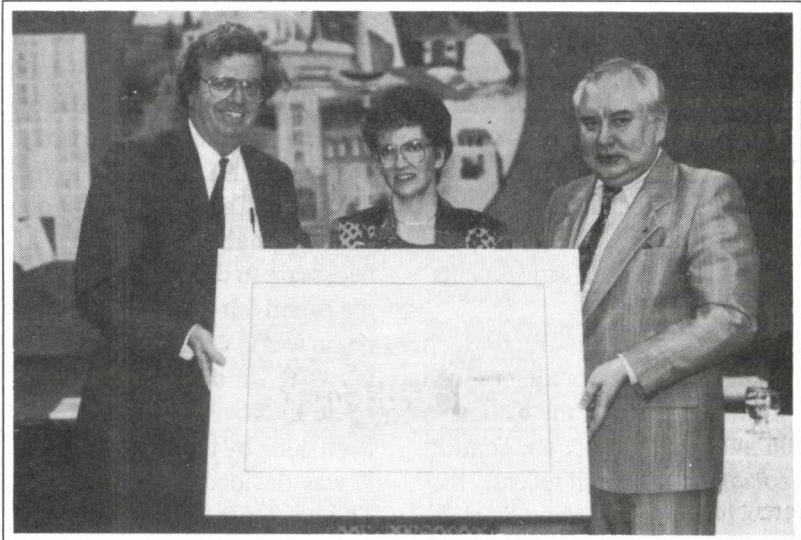
STM/Newman Alumni/ae
Association

The STM/Newman Alumni/ae Association Executive Committee is looking forward to an exciting and interesting year. It is a rare opportunity for me to assume the presidency in what we hope will be an important year for us. Over the past several years the Executive has struggled with its role and how it might serve the College and its alumni/ae. Recent developments at the College such as the establishment of a Foundation and a permanent Development Director have given us a new purpose and direction.

Our objective for the year is to work with the President of the College, the Director of the Alumni/ae Association and the Director of Development to generate a plan for the next two years. This plan will identify how we can assist the administration as they work to serve the needs of the College, its students, faculty and staff, and alumni/ae. In particular, we want to provide Fr. Regan with the support he needs to continue the good work he has done for alumni/ae for so many years.

We believe the role of the alumni/ae will become even more significant as we enter the next century. The demands and challenges of providing

Thank you!



*Left to right: STM President John Thompson,
Cheryl and Henry Kloppenburg*

Recently at STM's Corporation Banquet, the Kloppenburgs were presented with a limited edition print of the College in acknowledgement of their very generous gift to the College during the FOR ALL SEASONS Campaign.

Profile: Dr. Wilfrid Denis, Acting Dean



*Dr. Wilfrid Denis,
Acting Dean*

Professor Denis, a Sociologist is acting Dean of our College this year. As Dean he holds full responsibility for the academic program. He already has encountered a number of challenges, one of them being the process of shifting from a teaching mindset to an administrative one. He sees the advantages of a small liberal arts college such as STM; because of its size, there can be more direct participation in the decision-making process, and at the same time the possibilities for flexible and innovative strategies are abundant. However, administration of the College requires many of the tasks of the larger university resulting in an enormous expenditure of time and energy. Two problems he has encountered illustrate the breadth of his mandate and some of the frustrations involved. First, as an administrator he has discovered that he must adjust to the fact that his

pendant for careful planning of his time for various tasks doesn't quite mesh with the actual events in a day. Constantly reshuffling the priorities is necessary to respond to the immediate needs of the many people he must serve. Second, collegial processes require much time and consideration with the result that progress is difficult to measure. The immediate response of the classroom is missing, and he understands that he will have to be patient to see the fruits of his labour as Dean. He is challenged by the responsibility he holds this year and is excited by the many ways in which the College can serve not only our Church, but the broader community. As with most in the academic world the frustrations imposed by funding cuts preclude some avenues of change, but at the same time compel very creative responses; that is the challenge.

Dean's Desk

cont'd. from p. 3

liberal arts program, on which rests STM's reputation, adapts to the challenges of changing times. Twenty and thirty years ago, change took a different form and the College adapted well by adding new departments and integrating new disciplines to its liberal arts program. The litmus test of the next few years may well be how successfully we integrate new dimensions of a changing student body so that a more diverse pool of "young" people will be grounded in the traditions of liberal arts education to meet the challenges of the unfolding global economy and the social problems and institutional re-structuring that will follow in its wake.

*Wilfrid Denis
Acting Dean*

Wilfrid was born and raised in St. Denis; his grandparents were one of the founding families of the community around the turn of the century. He earned his B.A. at Collège-Universitaire de St. Boniface at the University of Manitoba, his M.A. degree here at the University of Saskatchewan, and his Ph.D. from Carleton University in Ottawa. He has published articles on Francophone minority relations, contemporary Quebec society, and language policy in Canada. He has also done work on Prairie Agriculture (his Ph.D. dissertation "The Relationship between Family Farms and the Agricultural-Industrial Complex"), as well as research into the problems of occupational health and safety in agriculture exploring the reasons why farmers who are independent operators often expose themselves to high risk. Although his research has had to be put in neutral for this year, his current interest focuses on the relationship between the Secretary of State and Saskatchewan's Francophone community. Over the years he has taught courses in theory, social

cont'd. on p. 15

Every mode of education

On October 31, 1993, Parker J. Palmer, writer, teacher and activist concerned about education, community, spirituality and social change, delivered the seventh Michael Keenan Memorial Lecture at STM. The subject, entitled "The Violence of Our Knowledge: Toward a Spirituality of Higher Education," presented several avenues for serious reflection and commitment to change.

For Parker Palmer, the dominant epistemology of higher education is *objectivism*. This *mode of knowing* can be defined by three characteristics; it is OBJECTIVE, ANALYTIC, and EXPERIMENTAL. Because the relationship between the student and the subject tends to be reflected in the relationship between the person and the world, how we are trained to know predetermines how we will behave and relate to our environment and other persons.

To be objective, the knower must distance himself from the subject of his investigation, for to include a subjective dimension will prejudice, bias, or contaminate the knowledge. In short, we keep ourselves at arms-length from what we know. I suppose the most dramatic and recent example of the implications of this objective stance must be the language developed during the Gulf War. "Surgical strikes" became the euphemism for massive bombing; "collateral damage" camouflaged dreadful civilian suffering. No personal bias here.

The second habit of *objectivism* is the tendency to analyze, to take apart, to dissect what we know, to break it down into component parts - parts that are lifeless. References by persons in the medical profession to the "gallbladder" in room 208, betray the pitfalls of this tendency.

A third trait of *objectivism* is that having broken down what we know into all the pieces, as with LEGO, we seek to reconstruct and reshape the world into what is pleasing to us. We can experiment with it. Westempowers seek to impose western ways of efficiency and technology on other



L to R: President John Thompson, Mrs. Pat Keenan, Parker Palmer

cultures in the developing world and have been surprised to discover that their superimposed solutions don't work.

In this way of knowing we fragment the world and exploit it. We and our world become objects to be manipulated for our use. In essence, our way of knowing predetermines our way of being and relating to each other and our world. It is in this way that our epistemology becomes an ethic; our way of knowing becomes a way of living.

Objectivism programs people so that they depersonalize their relationships with nature, events, ideas and each other. It is this aspect which leads to violence; not the overt, brutal variety, but the subtle and pervasive variety. For Palmer, "violence involves the violation of the integrity of the other" - whether the other is nature, events, ideas or persons.

If our way of knowing is

individualistic and competitive in a world that is fragmented and vulnerable to exploitation, there is great potential and likelihood for a lot of violence.

If through our schooling process we are training people to be objective rather than subjective, to analyze rather than synthesize (harmonize, integrate), to experiment rather than experience, we are programming persons to be somewhat robotic. Such a perspective on reality provides a detached safety, but such depersonalizing carries a very high price. The implications for ethical formation, or more precisely, ethical deformation become apparent.

To demonstrate the outcome of the impact of this dominant epistemology, Palmer cited the findings of a survey of university graduates in which their responses seemed absolutely schizophrenic. While believing that the world, with all its troubles of social, economic, personal and environmental dislocation, was "going to hell in a

is a way of soul-making

handbasket," these young people simultaneously held the view that their personal futures looked rosy. These discombobulated graduates, being so thoroughly imbued with *objectivism*, are able to separate themselves from the world and reality within which they live. Neat trick, but consider the consequences of this deception. They don't perceive themselves as belonging to the larger global society. *Objectivism* is isolating, anti-communal and breeds a "control" mythology. Community, or the capacity for relatedness, "is destroyed by our mode of knowing." Restoring it requires the replacement of *objectivism* with a different mode of knowing.

An alternative epistemology requires a paradoxical, yet healthy dance between objectivity and subjectivity, analysis and integration, experimentation and experience, distance and intimacy, control and vulnerability. Knowing is not only a rational, reasonable and demonstrable process; it also should include the intuitive, imaginative, experiential and yes, spiritual dimension.

From Palmer's perspective we are "living at the intersection of faith and

intellect." We must redefine our direction. *Objectivism* allows us to be "transformers," but what we really need is to be "transformed."

Feminism, environmentalism and religion challenge the dominant mode of knowing in higher education. The Christian spiritual tradition of religious colleges such as STM teaches us that "truth is personal, that truth is

We must redefine our direction. Objectivism allows us to be "transformers," but what we really need is to be "transformed."

communal, that truth is reciprocal and ultimately that truth is transformational!"

In 1744, having negotiated a treaty with the aboriginal people, the white Commissioners of Virginia invited the chiefs and elders to send their young men to William and Mary College for their education. After thinking about it for a number of days the chiefs and elders declined the offer. The aboriginal view of the College's product was that

young white men were not good runners and did not know how to survive in the woods. In short, from the Indian point of view, they were good for nothing. But at the same time the elders offered to take a dozen of the white men's sons so that they could instruct them and "make them into men." These aboriginal chiefs and elders instinctively knew that "every way of knowing becomes a way of living." The aboriginal symbol of the Circle, encompassing all things, recognizing total interdependence and the need for healing and harmony is a truer reflection of the need to reorient our understanding to include the personal and a capacity for relatedness, if we are to deal with the violence of *objectivism*.

Mary Miller

To inquire further into the ideas of Parker Palmer you may wish to refer to his books: The Promise of Paradox; The Company of Strangers; To Know As We Are Known; The Active Life; and The Courage to Teach (forthcoming).

Profile: Dr. Wilfrid Denis

contd. from p. 13

conflict, industrialism and the welfare state, as well as the introductory course in Sociology.

For Wilfrid, other events in his life had a profound impact upon him. The first "was marrying a woman who shares many of the same interests and concerns, but who does so while keeping her feet on the ground." Jeannine has been a very positive, stabilizing influence in his life. She is a teacher by profession and is currently working for the Department of Education in curriculum development

in Social Studies for Francophone students. His three sons aged 15, 13 and 11 have allowed him to see the world again with the "wonderstruck, innocent and fresh eyes of children." Now that they are teenagers, he is not sure that he will survive their taste in music and its volume. *Déjà vu* for each generation of parents. In their leisure time as a family, camping expeditions and travel are the preferred activities.

We offer Wilfrid our support as he seeks to serve students and faculty at STM.

Profile: Emmett Matthew Hall

contd. from p. 10

the University in 1980. These are only a few of the many honours that have been conferred upon him for his valuable and generous contributions both within and outside the legal profession.

Looking out from Emmett's downtown apartment, one can see St. Paul's Cathedral which he regularly attends. Off in the distance is the University campus, the same University that enticed the Hall family to come to Saskatoon over 80 years ago.

Don Gorsalitz

Madeleine L'Engle: Story as truth

In October, Madeleine L'Engle author of 44 books including children's novels and fantasy, adult fiction and inspirational explorations, visited our College and Campus. The overflowing numbers of people at each of her talks indicated the warm and enthusiastic welcome she received from her fans. One theme that permeated all of her commentaries was that "Story is the prime vehicle of truth."

Reading or listening to story opens our world and shapes our being. As children, our clamouring for information about our ancestors is a quest to understand where we come from. Story offers visions and stuff to dream on. Story teaches us about adversity and evil. Story encourages us with the triumph of good and helps us to sort out what we believe, what is important, and what is trivial. Story engages our intuition and imagination. Through story we experience trepidation, fear, the nature of courage, love, caring, generosity and the essence of integrity. In stories we encounter people -- ordinary, bizarre, heroic and beastly. Ultimately story inspires our wonder and excitement of the universe, God's creation.

Madeleine L'Engle is a storyteller, a raconteur, a poet, a philosopher, a theologian, a historian and a futurist. Her experience, all of it, shapes and inspires her writing. She is a contemplative woman who truly reflects and can extract meaning and understanding from painful and joyful experience. She says she is compelled to write and has been doing it daily since she was five years old.

In our psychic memories, each of us can remember the immense silence of a wondrous starry night, the tickle of snowflakes on our noses and eyelids, the adventurous stories of our imagination written in the clouds of a summer day; each has stirred our wonder of the universe.

Yet, each of us also remembers the powerlessness, and sting of rejection as children; through those experiences we encountered the cruelty of our peers, the anxiety of failure, the perfidy of adults and generally an understanding of our vulnerability. We had an intuitive sense of goodness and, when trampled by friend or foe, we were dismayed and disheartened. All of this is the fabric of our personal story. Personal experiences mold who we are and what we become.

For Madeleine L'Engle, story is the "prime vehicle of truth." Within each tale is a kernel of truth that illuminates our understanding of the profound. For centuries the



Madeleine L'Engle

wisdom of the ages was passed down through an oral tradition of story. For Madeleine, fact and truth are not the same thing. Fact is boring, the product of the rational, objective mind, whereas truth embraces the intuitive and imaginative as well and is so much more than fact. Truth deals with the mystery and incongruities of life. To illustrate, Madeleine tells one of the parables of Jesus, the story of the man with a large piece of wood in his eye, who criticizes another man for having a speck of dust in his eye. Surely this can't be factual. With a stick in your eye, you certainly would not be inclined to even notice a mote in the eye of another. Yet this is a "true"

story about our disinclination to see our own major flaws, and our simultaneous and enthusiastic inclination to draw attention to the minor blemishes in the character of someone else.

In the parable of the Prodigal Son, if the facts are paramount then we sympathize with the older, hardworking dutiful elder son. We miss the point of the unconditional love of God. Madeleine provides a sequel to the unfinished story. In her continuing saga, the older son leaves home in an angry jealous rage and goes to the city. Being diligent and industrious as usual, he is successful, makes a fortune in the business world, but discovers that it is not enough and like his younger brother, returns home to find his father waiting to greet him and calling for the fatted calf to be prepared for the feast. Such is the love of God. If His love was determined by merit, then all of us would be in deep trouble.

Throughout history, myth, legend, fairy tale, parable and story have taught human beings to ponder and reflect upon the big questions. Since our finite minds cannot comprehend the infinite God, we must catch glimpses of Him through our everyday encounters and experiences, but also understand that the depth and power of his love for his creation is beyond our capacity of knowing. Stories give us our sense of identity, our place in this vast universe.

Jonah's justice is not God's

In *The Journey with Jonah*, author Madeleine L'Engle draws directly on the biblical Book of Jonah, and uses language reminiscent of the King James' version of the Bible. There is a theology that comes through in this one-act morality play -- or animal fable -- since it is indeed a story where the only human is Jonah. Jonah may have been asked to prophesy to the people of Nineveh, but Jonah needs to hear prophecy, too . . . and it is the various animals who do this. It is the animals who teach Jonah about "repentance," i.e., turning around and changing.

Jonah's sense of justice is like that of many of us: forensic. If you commit an offense, you deserve to be punished, even if you apologize. Jonah wants to see Nineveh destroyed; he expects nothing less from a God who is so forceful about getting him to preach repentance to the sinners in Nineveh in the first place. Jonah has difficulty admitting that "God's ways are not our ways," and finds it frustrating to work with a God who is so "unreliable," who has "such a soft heart" toward such obviously nasty people.

In some of the most moving dialogue in the play, the animals -- the whale and turtle especially -- teach Jonah

about pity, compassion, and forgiveness: clear contrasts to his anger and stubbornness. The ethical lessons about spite and revenge -- and their logical, charitable opposites -- come through in the play loud 'n clear.

The character of Jonah teaches something else in this drama. There is an obvious difficulty in doing God's will: how often do we fight doing it, or finally do it only grudgingly? Then when we define what we think the expected outcome should be, God seems to let us down and "does His own thing," often in the most inexplicable way. Much of Jonah's anger and frustration is at God; the lessons Jonah learns in this area are universal, and the humour through which these lessons are conveyed touches all age groups.

Phyllis Thompson teaches English at the University of Saskatchewan.

L'Engle

Story develops within us a sense of community. Story verifies our sense of good and evil, right and wrong. But most importantly, through story we consider and deal with the inscrutable mystery.

In her book *The Rock that is Higher*, Madeleine states:

One sad result of the eating of the fruit of the tree of knowledge of good and evil is that we have, as a result, depended too much on knowledge, and not enough on wisdom. We are, all of us, male and female, supposed to contain within ourselves the qualities of each. The people I know who use their intellect to the fullest, while never losing the intuitive and the imaginative, are indeed luminous... But perhaps fact and truth are like male and female; we need both to make the image of God.

In "holy idleness" she is inspired, and in her storytelling there is much "holy hilarity." For her readers, Madeleine L'Engle is truly "luminous", a friend to whom one can return again and again for sustenance and the sharing of experience.

Mary Miller

STM Drama

T.S. Eliot's classic

Murder in the Cathedral

will be staged in the Rugby Chapel
(located between STM and
Emmanuel-St. Chad)

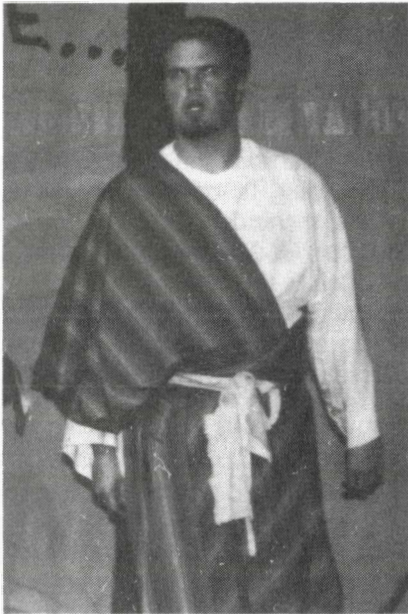
TUESDAY through SATURDAY
March 1st to March 5th, 1994
and
March 8th to March 12th, 1994

8:00 pm

This play, written in verse tells the story of the conflict between King Henry II and Thomas à Becket, Archbishop of Canterbury.

STM student, Luc Bussiere, who acted in *No Exit* last spring and in *The Journey with Jonah* this fall, will direct the play.

A journey through Journey

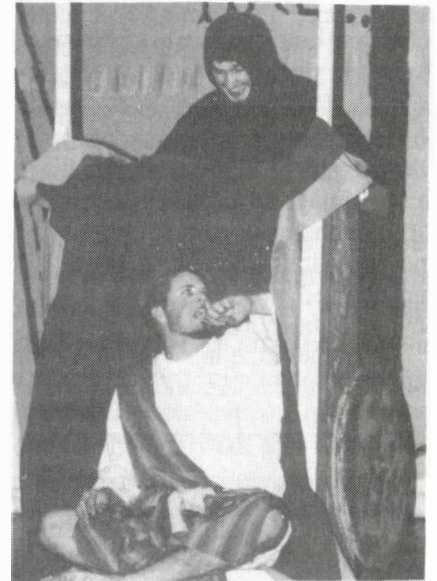


Jonah:

"The trouble is that he's a gracious God, and merciful, slow to anger and of great kindness. It is unreliable to have so soft a heart."

Whale:

"Though frankly, Jonah, if I were God, I would never have chosen you to be a mouthpiece for my voice."



Jay:

"In any case, prophets aren't supposed to be original. A warning is a warning."



Little Fish:

"Oh, no, whale, you need me. You need female companionship in the first place. In the second place you need me to show you where to go. You know how nearsighted you are. You only swallowed me along with the prophet creature because you couldn't see what you were doing."

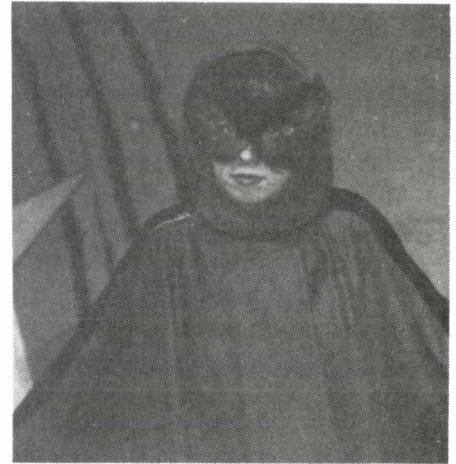
Dramatis Personae

Jonah - Cory Stovin
 Jay - Mary Nordick
 Whale - Luc Bussiere
 Owl - Ed Heidt
 Goose - April Viczko
 Catbird - Renée Semchuk
 Little Fish - Laura Bishoff
 Rats - Maria Corrigan,
 Erin Nordick, Brigid &
 Caitlin Ward, Tracey
 Gordon

Note: All quotations taken from Madeleine L'Engle's *The Journey with Jonah* (Farran, Shauss and Giroux, 1967).

One night I woke up with the words of the twenty second psalm in my mind, not the terrible words which Jesus cried from the cross, "My God, my God, why have you forsaken me," but the words, "I am a worm and no man," and instead of thinking elevated thoughts, I glimpsed a picture of Jonah sitting under his withered vine furiously castigating the worm for eating his gourd, and then I heard the worm's disclaimer, "After all, I am a worm and no man," and laughing I went back to sleep, and that was the moment of gestation for the little play, Journey with Jonah. I hope that I will never forget the salvific power of joyful laughter.

Madeleine L'Engle, Walking on Water pp. 132-133



Catbird:

"It's not so much that he isn't willing to be his brother's keeper, as that he quite naturally feels he has a right to choose just who his brother is."



Owl:

It is not essential that we have emotions of personal approbation for individuals in order to apprehend them of the unmitigated wrathfulness of the Lord's intentions."

Goose:

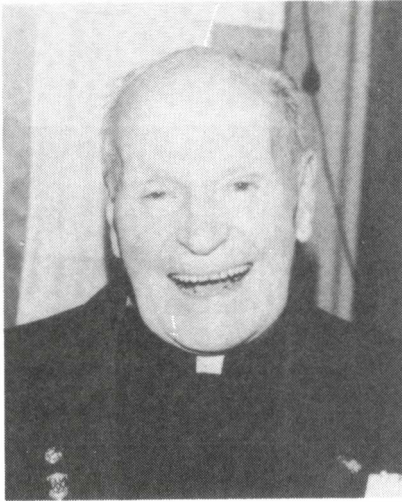
"I wish I knew what he was talking about."



Prayer of the Rat Family

*"Great Rodent
Take thy trident
Calm the seas
And afterwards please
Give us our cheese."*





It is ever and always a great joy to reach out to our STM /Newman Alumni/ae Members. I do fully realize that we all are team members who practise that old chestnut adage, "One for all and all for one." We adopt the policy that we all are members of a team who have the same aims and goals. What a very large number we have out there! We have a group who can work wonders and so reach our objectives. How consoling and inspiring that is! Most certainly, we want to be number one.

We often wonder where She and He now are and what are they doing? How happy we are when we hear from you and so make our day. Yes, there have been many rewarding changes at STM since you graduated. When you were here we recognized and acknowledged your presence and what you had to offer here in those days. We extend to you a most heartfelt "Thank you."

Your Director has been at STM for the past thirty-two years; and he has enjoyed to the full every single minute and day throughout those past years! St. Thomas More College has so very very much to offer! Many of you I remember most vividly because of your all-excelling personalities. You were made of the right stuff! Would that I could re-live those happy years in the classroom! However,

Your Director hopes that his few words aren't just for the birds

how privileged and highly honoured I am to be your Director. I thank God daily for all that you have given to me! God bless and reward you all!

This is not a campaign speech, but it is the truth and nothing but the truth. May I end with a wee bit of advice.

WHO? WHAT?? HOW???

So, now you may pose your question.

Allow me to make a suggestion.

It's the little things that count. Yes, they mount and also amount.

Some may wish to appear in your NEWSLETTER.

I respond with "What could be better?"

Please ponder the little things. Just one will surprise you. What joyous reward it brings!

*Fr. Oscar Regan, CSB
Your Director*

The impact of your generosity

Thanks to the continuing generosity of alumni/ae and friends of the College; recently there have been a number of improvements and some new initiatives at STM.

CHAPLAINCY: Prior to additional funding the College was able to have the services of one full-time and one half-time chaplain for 8 months of the year. As you can surmise, these individuals were paid at volunteer wages. We now have two full-time chaplains, working 12 months a year, and whose salary is now in line with their qualifications.

SCHOLARSHIPS AND BURSARIES: Prior to additional funding, students received awards that totalled about \$8000. annually. Presently, there is close to \$30,000. awarded on an annual basis. The rise in tuition fees and the shrinking of student loan funds require that funding for capable students remain a priority.

JOHN STACK SEMINAR/ LECTURE SERIES IN ETHICS: With the long-term goal of a Chair in Ethics, STM is now in a position to begin an annual event, that will include a workshop and public lecture, to involve homemakers, students, and members of the professional and business community.

UPKEEP AND MAINTENANCE OF STM'S BUILDINGS AND FACILITIES: Currently plans are underway to construct new student and Chaplaincy offices. Improving the visibility and convenience of student services is a high priority and currently being planned.

FACULTY ENDOWMENT: STM faculty are committed to retaining personal contact with students both inside and outside class. With the decrease in government funding, the student-faculty ratio has increased slowly, as well as the hiring of more part-time instructors.

Where are they now and what do they do?

To each we bow, and it could be you!

Sr. Irene Poelzer, '50, has just retired from the Department of Educational Foundations here at the University of Saskatchewan and is now living in British Columbia. Even though her new domicile is a bit distant, she has visited once, and we anticipate that we will see her regularly.

Leonard Legault, '57, is Canada's Ambassador to the Vatican in Rome.

Fr. Oscar Regan, CSB, recently celebrated his 83rd birthday and looks forward to celebrating his 60th Diamond Jubilee of Ordination on December 16, 1994.

Mrs. Mary McIsaac will celebrate her 100th Birthday on December 27, 1993. Warmest best wishes, Mary.

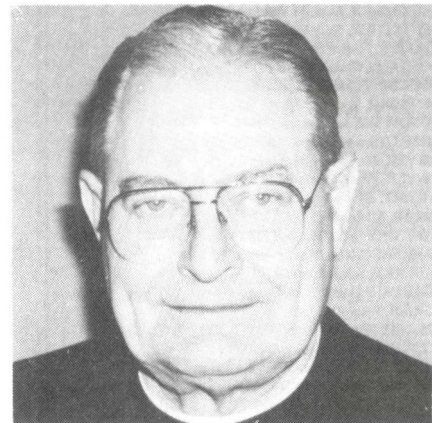
Dalton Wilson, '52 of New Liskeard, Ontario is presently retired with his wife, Jean. For many years he operated two pharmacies in the "tri-town" area of New Liskeard, Haileybury, and Cobalt. Of his six children, two daughters make their home in Alberta and continue the 'western' connection. Dalton recalls that following his B.Sc. in Pharmacy '51, he spent a year at STM completing courses for his B.A. in English, Philosophy and German. In that year his interest in reading and literature was kindled and has continued.

Sylvia Regnier, '70, past President of the STM/ Newman Alumni/ae Association, has been a teacher for many years in the field of special education. Throughout her career she has been intensely involved in drama. The 10th play she directed *The Puppet Master*, produced at Walter Murray Collegiate in Saskatoon, won the Best Play Award at the Regional High School Drama Festival in March 1993. At the Provincial Drama Festival the play won the Best Visual Award in April 1993. Cal Abrahamson, Director of Theatre Canada, nominated the play to represent Canada at the

international festival. The International Thespian Society and the Theatre Education Association invited the nine member crew and director to be the Conference Opener for the the 1993 Arizona State Thespian Conference on November 19 and 20 in Tucson, Arizona. Congratulations to Sylvia and her students.

Fr. Methodius Kushko, CSSR, '64 received the Canada 125 Commemorative Medal. This honour was awarded to persons who have made a significant contribution to their fellow citizens, their community and their country. For a number of years Fr. Kushko served as pastor of the Church of the Assumption in Moose Jaw. This past September he moved to St. Vladimir's College in Roblin, Manitoba where he will live in community and teach. At the 1992 Convocation at the University of Regina, he collected his fourth Bachelor's Degree, this time in the field of Psychology.

Happy anniversary!



Fr. Peter Swan, C.S.B., celebrated his 50th Golden Anniversary of Ordination on November 24, 1993. Fr. Swan was President of our College for 16 years. We extend to him our congratulations and best wishes.

Absent friends

Please do remember in your prayers our deceased alumni and alumnae. During the month of November, masses were offered in St. Thomas More College chapel for them. We pray that we have missed no one in our listing. If so, please do inform us.

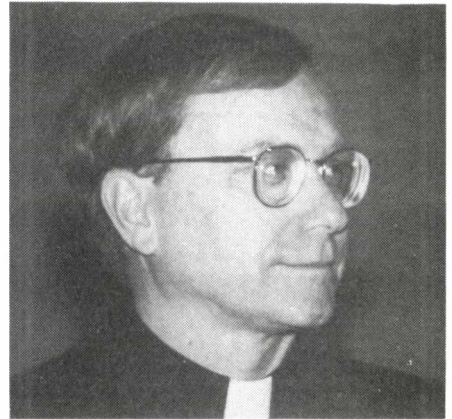
- ARN, Loreta L.K. '65
 ARSENAULT, Sister Marie Louise '65
 ATKINSON, Janice C. '59
 ATWOOD, William J. '64
 AYOTTE, Aime J. '46
 BALDES, Dr. Edward J. '18
 BEDARD, Edward J. '61
 BEDARD, Mrs. Marie (née Hunt) '57
 BELLIS, John W. '36
 BERSHEID, Mathias J. '49
 BILODEAU, Claudette M. '68
 BINTER, Bernard J. '47
 BOBYN, Dr. Patrick A. '52
 BODNARCHUK, Eugene Walter '56
 BORYCKI, John '57
 BOUCHER, Marion M. '40
 BOULANGER, Dianne L. '73
 (Mrs. K.A. Basanekowski)
 BOURJES, Roland '47
 BOYCZUK, Frank '49
 BOYLE, Joseph P. '70
 BRAUN, Anton G.H. '60
 BROST, George J. '70
 BUBNICK, Linda May '76
 BUJILA, Bernadine Agnes (née Horszhan) '25
 BURNS, Fr. Frank C.S.B.
 CAMERON, Thomas M. '50
 CARR, Fr. Henry C.S.B.
 CAVANAGH, Justice James "Red" '50
 CHOMIAK, Henry H. '60
 CHOUINARD, Dr. Clarence J. '47
 CHRIST, Cornelius '65
 CHURKO, Donald M. '68
 COLLEAUX, Ronald Arthur '49
 COLLINS, Cecil P. '39
 COONEY, David J. '71
 CORRIGALL, Stella F. Mrs. (Chabon) '48
 CROWE, George E. '47
 CURTIN, Sylvester Charles '48
 CYCA, Randolph J.P. '67
 DARBELLAY, Albert Edward '47
 DAUNAIS, Marc Donald '57
 DAVIS, Joseph Arnold '75
 DAWSON, John '57
 DEBOTEAU, Anne (née Phelan) '59
 DELANGLE, Frederic '49
 DEMONG, Roger K. '67
 DEUTSCHER, Michael Stanley '47
 DEUTSCHER, Rudolph J. '45
 DIAKUW, Vivian Darlene (Mrs. W. Johnson) '66
 DOSDALL, Claude '58
 DOUCETTE, Sister Majella A. '69
 DOWLING, Frank J. '75
 DUKOWSKI, John Arthur '49
 DULES, Howard Barret '50
 DWYER, Mrs. Mary Joan (née Quigley) '42
 DWYER, Francis Richard '41
 EHLEBERT, Edwin Wayne '65
 ESTOK, Michael J. '60
 FAHLMAN, Miss Mildred Joan '48
 FAHRENSCHON, Walter Julian '65
 FEDERKO, Alexander '67
 FEHMAN, Edward (Ned) Francis '44
 FIEGER, Peter Paul '50
 FLEGEL, Bill '50
 FODCHUK, Miss Ustena '47
 FOLEY, Eugene Brian '74
 FORBES, Donald Alex '34
 GARTNER, Edward Edmund '71
 GENEUREUX, Dr. George P.P. (M.D.) '56
 GOBELL, Robert Elie '48
 GODDARD, George Edward '51
 GONDA, Frank S. '66
 GRADISH, Steve
 GRANT, Lloyd Louis '53
 HAID, Laurence J. '57
 HAMMOND, Sister Sheila '64
 HANSELMAN, Carl '48
 HAWKINS, Wilfred Joseph '30
 HEIT, Ronald Gary '70
 HERRINGER, William Bernard '49
 HOLATA, Morris William '58
 HUDBEC, Dr. Albert Vincent '39
 HEDIGERKEN, Dr. Joao Agostino '70
 HUGHES, William J. '25
 JOCELYN, Donald E. '67
 KACSMAR, James J. '48
 KAMBEITZ, Sister Rose Antonia '73
 KAMINSKI, John S.
 KEENAN, Michael G.
 KELLERMAN, William M. '49
 KILDUFF, Dr. Christopher J. '61
 KINDRACHUK, Dr. William Henry '39
 KLIMCHUK, Dr. Miroslaw M. '49
 KLUS, Edward S. '53
 KNAPIC, Theresa Veronica '51
 KOKESCHI, Colette Cecile '67
 KOLLER, Eric Markus '61
 KOVAL, Josef '52
 KROCHENSKI, Todney P. '62
 KROECKER, Robert B. '56
 KULCSAR, Sister Rita '51
 KUSCH, Anthony Gerard '40
 LABELLE, Mrs. Judith Anne '64
 LANDRY, Sr. Rita, S.N.D.
 LANG, Harry N. '53
 LANGERVIN, Lawrence S. '61
 LAURENDEAU, Dr. Theresa M. '49
 LAVENTURE, Dr. Arthur R. '57
 LAWBY, Dr. Lawrence R. '54
 LEE, Helen '32
 LESPER, Fr. Desmond W. '52
 LEDDY, Dr. John E. '31
 LEIA, Albert Lawrence '51
 LENHARD, Veronica Theres Mary '42
 LUCAS, Frank S. '37
 LABRASH, Irene Ethel '58
 LEBEL, Fr. Eugene (Nig) C.S.B.
 LUCYSHYN, Nicholas
 MAGDICH, Frank Stanley '53
 MAHER, Elmer (Mrs. J.B. Glenn) '37
 MAHER, Judge John H. '39
 MALACH, Vincent W. '51
 MALLON, Fr. Greg C.S.B.
 MALLON, Fr. Paul C.S.B.
 MANN, Mrs. Marie Grace (née Taylor) '43
 MARKEL, Fr. Basil
 MATTE, Leo Joseph '56
 MAXTED, Dr. Wm. John '51
 MEEHAN, Dennis R. '57
 MELANSON, Madeleine Marie '49
 MICHAUD, John M. '48
 MISSLER, John '34
 MONGEON, Fred C. '37
 MONTAGUE, Fr. Bob C.S.B.
 MONTBRIAND, Gerald T. '71
 MORRIS, James Michael '87
 MORIARTY, Dr. Edmund J. '39
 MUNNELLY, Fr. Leo C.S.B.
 MURPHY, Bernard Francis '43
 MURPHY, Mrs. Dorothy Isabelle (née Traud) '47
 McCORKELL, Fr. E.J., C.S.B.
 McCORKELL, Wilfred J. '51
 McDONELL, Gertrude S. '45
 MAGAHEY, Fr. Joe C.S.B.
 McLEOD, Dolly Catherine '55
 McLEOD, Earl Wm. '51
 McLEOD, Roderick '33
 McREAVY, Fr. Jack C.S.B.
 McGINN, Gerald James '56
 McGOOBY, Joseph Richard '46
 McGURRAN, John W. '40
 NEALD, Mary Anita P. '61
 NIRMANN, Theodore Jacob Q.C. '38
 O'CONNELL, John M. '39
 O'CONNOR, Mary Lorraine '63
 O'DONNELL, Fr. Joe C.S.B.
 O'TOOLE, Ethel Margaret Mrs. (Pritz) '57
 PAJOT, Thomas Basil '47
 PANASIUK, Mervyn '64
 PASLOSKE, Rudolph Richard '65
 PENLAND, Ella L. Mrs. (Keller) '48
 PLETZCHAHN, Victoria Dale Mrs
 (née Watchornski) '62
 POLLEY, Joseph F., Q.C. '48
 POURBAD, Dr. William E.J. '46
 PROVICK, John Martin '51
 RACH, Gordon L. '62
 RAUCH, Dr. Josephine '68
 REYNAUD, Julian C.
 RICHARDSON, Helen Elizabeth (née Meath) '45
 RIPPEL, Dr. James Casimir '43
 RINK, Melfort Allan '72
 ROBERTS, Neil Francis '47
 ROBERTSON, Gary '70
 REPSKI, Alex '52
 RODDY, Agnes Mary '31
 RUBIN, Morgan Edward '45
 RUSH, Dr. Desmond Koirm '49
 RUSH, Eileen Joan '71
 RUSH, Fr. Leonard C.S.B.
 RYLAND, Robert Neil '74
 SABRAW, Joseph Henry '37
 SALEMBIER, Louis Joseph '48
 SCHMIDT, Dr. Donald Joseph '55
 SCHMIDT, Joseph M. '52
 SCHMIT, Kenneth James '55
 SCHMIT, William E. '47
 SCHMIDTZ, James Leonard P. '67,
 SCHREINER, Matilda Alma '55
 SCHWINGHAMER, William A. '53
 SEDOR, Harold John '76
 SELINGER, Frank '50
 SELLS, Wm. John Peter '65
 SHUPENA, Mary S. Mrs. (Wasyluk) '66
 SIMOES, Louis C. '53
 SLOBODZIAN, Michael G. '78
 SMITHWICK, Wm. Patrick '38
 SMYNSUCK, Garret Peter '66
 SOUCY, Louis Andre '49
 ST. PIERRE, Bernard R. '73
 STACK, Mrs. Gertrude Emma '29 (née Baldea)
 STACK, John Ambrose '58
 STEWELL, Dr. Gregory A. '66
 STOCK, Mrs. Yvette '42 (née Bourhis)
 STOEBER, John M. '58
 STRICKLAND, Philip Wharton, Brig. Gen. '32
 STROHOPFER-LoMARRY, Regina Ute '66
 STUART, Robert Adam '75
 SULLIVAN, Fr. Basil C.S.B.
 SULLIVAN, Mrs. Helen Marie (née Suknaczy) '49
 SUTTLE, John Leo M. '50
 SWBENEY, Vincent Dan '42
 SYSKA, Eugene S. '58
 TAYLOR, Agnes Elizabeth '59
 THORBURN, August James '48
 THURMEIER, Jacob John '38
 TOMASHEWSKI, Paul '61
 TOSZCZAK, Tamas Genesio '48
 TOUPIN, Joseph Gilles P. '65
 TOURIGNY, Mrs. Laura Marie (née Normand) '47
 TRELEAVEN, Robert James '55
 TRETIAK, Norman '51
 VEZER, Louis J. '52
 VOGT, Anton George '34
 WAKARUK, Mrs. Rita Rose (née Prothman)
 WASYLENKA, Sister Mary Henry '63
 WAUGH, Mrs. Dorothy Jean (née Craigie)
 WEBER, Sister Magdalene (Ursuline) '45
 WEDOE, James Balfour, Q.C. '44
 WESOLOWSKI, Fr. Roman Antonini '83
 WOOD, John Garth '74
 WOODARD, William DEVERE '44
 ZAKRESKI, Mrs. Norman Mary (née Mahoney) '52
 ZAKRESKI, Crest Nicholas '49
 ZINTEL, Sister Antonia A.M. '79

As of November 30, 1993

New Basilian Superior General

Father Bob Barringer CSB was elected Superior General of the Basilian Congregation at the recent General Chapter in July 1993. A graduate of St. Michael's College at the University of Toronto, Fr. Barringer won a Rhodes Scholarship to pursue further studies at University College in Oxford where he earned his D.Phil. degree. He also spent one year in Orthodox Seminary in Bucharest, Romania where he

developed his interest in Orthodox-Catholic dialogue. Fr. Barringer taught in the Christianity and Culture Program at St. Michael's College and was President of St. Joseph's College, University of Alberta prior to his election. We anticipate that his leadership will provide distinctive change and be characterized by a spirit of harmony. We extend our warm wishes and support to Fr. Barringer.



Father Bob Barringer, CSB

Windows to the East

In an unprecedented effort, Saskatoon's Eastern Christian Churches including the Ukrainian Orthodox, Ukrainian Catholics, the Orthodox Church of America, Greek Orthodox, Romanian Orthodox, The Antiochian Orthodox Arch-Diocese, and the Evangelical Orthodox have joined together to work with St. Thomas More College at the University to organize a multi-faceted public lecture program: *Windows to the East*.

All are welcome!

Wednesday, February 2 to Friday, February 4, 1994 at 7:00 pm
in St. Thomas More College Auditorium

Guest Speakers:

Very Reverend Robert Barringer, CSB, is the Superior General of the Basilian Congregation worldwide. He is a distinguished church historian and has lectured in universities throughout North America. Father Barringer will present a historical and geographical panorama of the Eastern Christian Churches.

Archbishop Joseph Raya, former Melkite Archbishop of Jerusalem, Haifa and Affa, is a recognized Byzantine theologian, lecturer, scholar and author of many books. Archbishop Raya will outline the characteristics of Byzantine Theology and Spirituality and the Sacraments of Initiation.

For further information, contact Mrs. Lesya Nahachewsky
Office: 966-8930
Home: 343-0251

STM Drama

Only Once

an original musical comedy

will play in the STM
Auditorium

Thursday, March 17
Friday, March 18
Saturday, March 19
Sunday, March 20
Thursday, March 24
Saturday, March 26
Sunday, April 3
Monday, April 4

All show times are 8:00 pm.
*EXCEPT Sundays when the
play will start at 8:30 pm.*

*Act I is about 12 newborn
babies in a hospital nursery.*

*Act II picks up the story of the
same people in the Happydale
Sanatorium 80 years later.*

Only Once will be directed by
Rhonda Shinkewski, a
student at STM who
performed in *No Exit* last
spring. This play promises to
be a lot of fun.

**Students
in the
Spotlight**

**They are honored
and we are proud**

ST. THOMAS MORE COLLEGE FIRST-YEAR SCHOLARSHIPS

Geraldine Abao	Kelly Coverett	Johanna Kowal
Patricia Bazylak	Lauria Harrick	Arlene Kreklewich
Heike Bolt	Chad Harvey	Rebecca Mitchell
Carla Bouchard	Leanne Harvey	Ruth O'Carroll
Kimberly Bryce	Alix Hayden	Jeffrey Willey
Tamara Budd	Tanya Howe	Christelle Zacharki
Candida Carroll	Jeanette King	

**ST. THOMAS MORE KNIGHTS OF COLUMBUS
FIRST-YEAR SCHOLARSHIPS**

Tarra Bandet	Leah Lennox
Angela Bedard	Warren Mitchell
Jacqueline Faith	Alison Rygh
Christine Helfrich	Katherine Slogocki
Kevin Kostiuk	Diana Wong

KNIGHTS OF COLUMBUS BURSARIES

Tanya Hordos
Eva Kiryakos
Lorriane Puech

**CHRISTOPHER DAWSON
SCHOLARS**

Claudia Feldkamp
David Ferris
Jennifer Ficzyz
Naoise Johnston
Greg Thomas

**CARR FOUNDATION
SCHOLARSHIPS**

Albert Couture
Paul Gaucher
Patricia Weinrauch
Pauline Wilson

**ST. THOMAS MORE KNIGHTS
OF COLUMBUS LEADERSHIP
BURSARIES**

Jason Cody
Mark Fabbro
Greg Thomas

**HENRI BROCKMAN
MEMORIAL SCHOLARSHIP**

Gloria Darbellay

**ANNE PHELAN
DECOTEAU BURSARY**

Gay Caswell

**KNIGHTS OF COLUMBUS
GRADUATE SCHOLARSHIP**

Philip Lee

**JOHN AND ELIZABETH
KAUFMANN SCHOLARSHIP
IN RELIGIOUS STUDIES**

Paul Gaucher

**NICHOLAS LUCYSHYN
BURSARY**

Therese LePage

**MAUREEN HAYNES
MEMORIAL SCHOLARSHIP**

Donamarie Guzik
Allyson McGrane

**KNIGHTS OF COLUMBUS
#5104 LADIES AUXILIARY
BURSARY**

Donna Leggott

UNDERGRADUATE SCHOLARSHIPS**First Year Scholarships**

Crystal Beliveau
 Luc Bussiere
 Loretta Fritz
 Erika Haug
 Andrea Lavoie
 Diane Marchildon
 Brian Miller
 Andrew Nataraj
 Christa Olenick

Second Year Scholarships

Chantal Ansell
 Darren Leitao
 Fabian Seawar
 Jamie Shupena

Third Year Scholarships

John Dutchak
 Richard Gerein
 Andrej Hnatov
 Edward Howard
 Denis Lacroix
 Giles Little
 Lise Tourigny

Fourth Year Scholarships

Danielle Meyer

Honours Scholarships

Michelle Cariou
 Jennifer Kelly
 Deanna Rothwell
 Brenda Santer
 Duncan Sutherland
 Carolynne Varkonyi

OTHER AWARDS WON BY ST. THOMAS MORE COLLEGE STUDENTS**University of Saskatchewan Alumni Association Scholarships**

Heike Bolt
 Candida Carroll
 Kelly Coverett
 Tanya Howe
 Jeanette King
 Kevin Kostiuik

Canada Scholarships

Heike Bolt
 Candida Carroll
 Kelly Coverett
 Chad Harvey
 Alix Hayden
 Jack Janvier
 Jeanette King
 Kevin Kostiuik
 Arlene Kreklewich
 Rebecca Mitchell
 Danielle Simonot

University of Saskatchewan Alumni Association Life Membership Bursaries

Andrej Hnatov

Fred H. Smith Bursary

Gail Garman

T.F. (Fred) and Alice Mollard Scholarship

Sandra Richelhoff

Pearl Finley Scholarships

Myrna Stang

Lions District 5CN Bursary

Gordon Sellar

Beatrice L. Lick Scholarship

Crystal Beliveau

Victor and Letha Colleaux Bursary

Jennifer Rothecker
 Brenda Santer

Constable Brian King Memorial Bursary

Rebecca Mitchell

Hatlelid Family Memorial Bursary

Sandra Richelhoff

Nasser Bursary

Luke Wadel

We extend our heartiest and most sincere congratulations to all!

St. Thomas More College:

In this article, the third in a series, STM historian and archivist Margaret Sanche describes the arrival of the Basilians and the early years of St. Thomas More College.

A few years ago, during a particularly dry springtime, I was walking in a neighborhood park and overheard a conversation between two small children, neither of whom were more than five years old. A gust of wind had sent a swirl of dust into the air near the children and one of them said, "This is just like the 'thirties!" The other nodded in somber agreement. Thus I was reminded once again that the Great Depression of "the 'thirties" still has a strong place within the folk memory of Saskatchewan people, and that stories about that time continue to be passed on from one generation to the next. The Depression of the 1930s is also part of the corporate memory of St. Thomas More College as this institution was established by the Basilian Congregation of Toronto during that period, at a time when such an achievement would have seemed to be absolutely impossible.

In the summer of 1936, two Basilians -- the "pioneers," as it were -- were sent by their superior-general, Fr. Henry Carr, to establish St. Thomas More College at the University of Saskatchewan. The two priest-scholars, Fr. E. Leonard Rush and Fr. Gerald Anglin, arrived at the Saskatoon station after completing the long train ride over rocky shield and big-sky prairie, looked around in vain for someone who might be there to meet them, and eventually made their way on their own to the bishop's residence. There they were greeted by a rather surprised Bishop Gerald Murray, who had been unaware of their impending arrival. It seems ironic that, after all the years and months and hours of effort and careful preparation for this event, communication had



Margaret Sanche

broken down at such a key time. No one involved in the college project seemed to know that the priests were to arrive that day, nor had anyone arranged accommodation for them. Rush and Anglin stayed for several days with the bishop, then followed his suggestion that, even though Fr. Markle was away, they should move into the white house (Newman Hall) which was to be the home of the new college.

The next to be surprised, then, was Fr. Basil Markle, a diocesan priest who had lived in the white house for nine years and who had come west from Toronto in 1926 to teach Scholastic Philosophy at the university and serve as chaplain to the Catholic students. When Markle returned to Saskatoon at the end of the summer, he found that the two Basilians had taken up residence in "his" white house and had put up a sign which clearly indicated its new identity as St. Thomas More College. After some discussion, Markle decided to move out and take rooms at the Bessborough, leaving the Basilians in the white house.

Another "surprise" for all of them came later -- in 1938 -- apparently as a result of a misunderstanding which had built up over a period of time. It seems to have been caused by an unfortunate lack of communication between

the Basilian Congregation and the bishop of Saskatoon back at the time of the establishment of the college in 1936. Although Fr. Carr had been very careful to have all aspects of the agreement with the university spelled out in writing, when he had notified the bishop of Saskatoon by telephone of the Basilian Council's approval, he had not followed up with any written documentation regarding the terms of their involvement. Because of this, from the outset there were misconceptions about the financing of the College, with Fr. Carr under the impression that the Basilians' expenses would be covered by the diocese and the bishop all the while thinking that the Basilian Congregation would support the two priests financially as required.

Fathers Rush and Anglin found themselves caught in the middle of something they did not really understand. They were expected by their Basilian superior to obtain from the bishop any expense money they needed, but they were reluctant to ask for it and were constantly hoping that the bishop would be sensitive to their plight and a bit more forthcoming with financial assistance. From time to time, when they found themselves in difficulty and did ask for assistance from the bishop, he gave it to them willingly, thus seeming to confirm their impression that the diocese was prepared to support them. It became clear later on, however, that from the outset the bishop had considered the money given to the Basilians from time to time to be in the form of a loan and had wondered when they would get around to reimbursing him.

By the time the first two years had passed, the financing of the college project had become quite a problem. There was low enrollment at first and tuition fees were not enough to fund the operation, especially as the agreement

The White House Days

with the University had been revised by President Murray and now required that the College pay the full amount of Fr. Markle's university-level salary. For these and various other reasons the Basilians found themselves in serious financial difficulty.

As for the bishop, the situation in the Saskatoon diocese was no better. By the fall of 1938, the economic conditions on the prairies were desperate and Bishop Murray was looking everywhere for funds to help with the diocesan debt. Naturally, he began to think about the money he felt was owed him by the Basilians. When he wrote to the Basilian superior-general asking that the "loans" to the Saskatoon Basilians be paid, however, the response from Fr. Henry Carr was unexpectedly negative. Carr himself seemed surprised at the request, and pointed out that the Basilians had taken on the college project as a "missionary work of charity," which was to require no financial outlay by the Congregation. For a time it looked as if the entire college project would be in jeopardy. Fortunately, cool-headedness prevailed and this matter and others were resolved during a meeting between Fr. Carr and Bishop Murray in Toronto, with Fr. Markle agreeing to move back into the white house and take a cut in salary to alleviate the financial problems of the College.

From 1936 to 1941, the St. Thomas More College faculty included one lay person, Francis Leddy (1936-37 only); a diocesan priest, Fr. Markle; and the following Basilians: Frs. Rush, Anglin, Lebel and Cullinane. Then, in 1941, both Rush and Markle left Saskatoon to take up new work elsewhere and from then until the mid-1960s, the College faculty was made up entirely of Basilians. From 1941 to 1949, the following Basilians served at the college: Frs. Anglin (to 1942), Cullinane



Chapel in the White House

(until 1948), McCorkell (principal, 1941-42), McGahey (1941-45), Paul Mallon (1942-1970), Quinlan (1943-45), Miller (1943-48), O'Donnell (1945-69), Munnely (1946-49), Burns (1948-58), Kennedy (1948-82), and of course, Fr. Henry Carr, who served as principal of the College from 1942-1949. During all this time, and indeed, for more than thirty years, Mrs. (Dr.) Bernardine (Hoeschen) Bujila served as Advisor to Women at STM in addition to her work as a member of the faculty of the Department of French at the University.

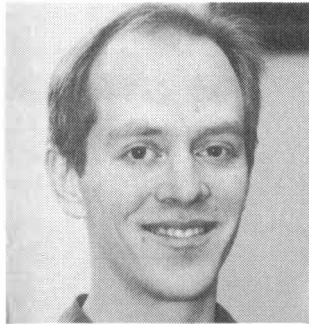
Although there were difficulties in getting started, it is important to be aware of the many solid accomplishments by the Basilians in the early years of the College, and of the mutually beneficial relationships which they developed with other members of the University faculty, the students of STM and Newman Club, and the larger community in Saskatoon (both Catholic and non-Catholic). The Basilians' main work was formal instruction in University credit courses in Philosophy, History, Classics, Economics, French and

English for Catholic students. But they also involved themselves in the kinds of student learning which took place in informal discussions, daily and Sunday Mass and breakfast together, Bridge and Ping-Pong (intellectual pursuits which still take place in the College), and Sunday evening Newman skit and sing-song nights. They also introduced their students to classical music, Shakespearean drama, Catholic social teachings and Catholic Action projects and taught non-credit classes in Catholic doctrine to education and nursing students and others.

Over the years, those early times in the College have become noted for the close relationships which were formed between and among students and faculty, and for the interest the Basilians took in the students' growth above and beyond the formal, academic aspects of their education. The Basilian sense of apostolate to "the whole person," both inside and outside the classroom, can be found in some of Fr. Carr's "Suggestions to Basilians at St. Thomas More College" of 1943: "The

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STM welcomes its new faculty . . .



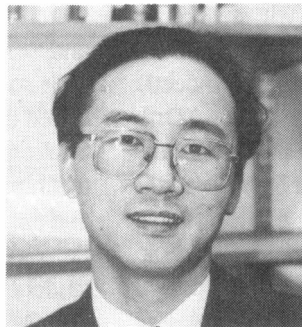
Karman Kawchuk,

a native of Saskatoon, earned his Master's Degree in Political Studies at the University of Western Ontario, and his L.L.B. from the University of Saskatchewan. This year he holds a sessional teaching appointment at the College and also teaches at the Saskatchewan Indian Federated College.



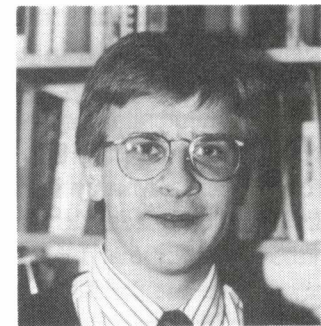
Byrad Yelland,

originally from Prince Albert, has his B.A. (Honours Psychology), his M.A. in Sociology and is currently pursuing his Ph.D. from Lancaster University in Britain. His doctoral dissertation is on the subject of "Nurse Abuse." He holds a sessional teaching appointment at STM, and is teaching courses through the Department of Sociology on campus, in Prince Albert through the Extension Division and also at St. Peter's College in Muenster.



Li Zong

was awarded his Doctoral Degree in Sociology at Fall Convocation here at the University of Saskatchewan. His dissertation is entitled "The Student Protest Movement in China 1978 - 1989: An Analysis of Class Struggle under Socialism." In addition to teaching Research Methods at STM, Dr. Zong is beginning a two-year term appointment as an Assistant Professor in the U of S Sociology Department. He is also teaching a class at St. Peter's College in Muenster.



Norman Wirzba,

originally from Alberta, completed a Master's Degree in Theology at Yale University, another Master's in Philosophy, and a Doctorate in Philosophy at Loyola University in Chicago. His thesis was a study of "The Word of the Other: Teaching versus Anamnesis in the Philosophy of Emmanuel Levinas." He is beginning a two-year term appointment in the Philosophy Department. We welcome too, his wife Gretchen and two daughters, Emily (2) and Anna (4 months).



Joel Bruneau,

originally of Yellowknife has a diploma in Civil Engineering from NAIT, his B.A. and M.A. in Economics from our University and is currently pursuing his Ph.D. degree in Economics through the University of Minnesota. Joel is teaching for us on a one-year term appointment. His wife Janet McVittie is pursuing her M.Ed. degree in Curriculum Studies and Erin (11) and Natalie (8) attend school. Life is busy.



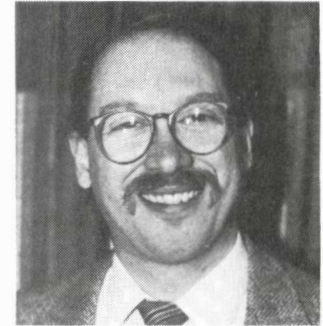
Edna Froese

is teaching two courses in English at STM and at the same time working on her Ph.D. dissertation entitled "To Sell or Salvage a Birthright: Mennonite Narratives in Relation to Community." Edna did her B.A. and M.A. here at the University of Saskatchewan. Her family, including husband, Don, and three sons, Ken (17), Corin (15) and Darian (13) are supportive as she works to meet her responsibilities and aspirations.



Lesya Nahachewsky

holds a sessional appointment in the Religious Studies Department and is teaching two evening courses this year in Eastern Christian Thought. She earned her B.Ed. here at the University of Saskatchewan, her B.A. in Religious Studies from the University of Toronto and her M.A. in Theology from the Catholic Theological Union in Chicago. Her teaching responsibilities and caring for her husband Thomas, and children, Oriana (9), Emil (6) and Julian (3) fill her days.



Brian Wiebe

holds a sessional teaching appointment in the Philosophy Department. He earned his first degree at STM and then continued on at the University of Alberta, completing his Master's and Ph.D. degrees. His doctoral thesis "Unavoidable Blameworthiness: Moral Dilemmas" declares his love of ethics. Brian is married to Carol, and has three children, Jon (15), Tim (8) and Kaitlyn (3).



Bohdan Kordan

joins the College in a tenure-stream appointment as an Associate Professor in Political Studies. He has his B.A. (honours History and Slavic Studies) from the University of Toronto; his M.A. in International Relations from Carleton University and his Ph.D. in Political Studies from Arizona State University. He has authored, co-authored and edited 11 books and published a number of articles. *Land of the Cossacks: Antiquarian Maps of Ukraine*, *Creating a Landscape: A Geography of Ukrainians in Canada*, and *On Guard For Thee: War, Ethnicity and the Canadian State, 1939 - 1945* are three of his publications. Prior to coming to Saskatoon, he taught at Grant MacEwan College in Edmonton.

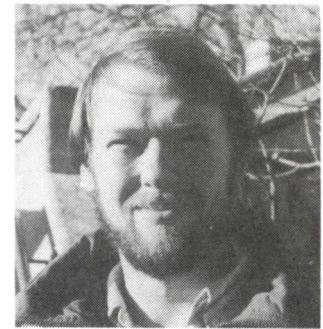
New faculty

cont'd. from p. 29



Jacqueline Henderson,

a retired teacher with 33 years experience, has a sessional appointment in the French Department. Besides teaching French 103 at STM, she also teaches at the Language Centre on campus and is the supervisor of French immersion interns for the Colleges of Education for both the University of Saskatchewan and the University of Regina. She has her B.A., B.Ed., and Post Graduate Diploma (EDCCV). In 1992 she was awarded a Certificat d'Excellence by the Canadian Association of Immersion Teachers in recognition of her contribution to French Education in Saskatchewan. She has two grown sons; Daryn is a teacher and Shawn is a Captain with the Canadian Armed Forces.



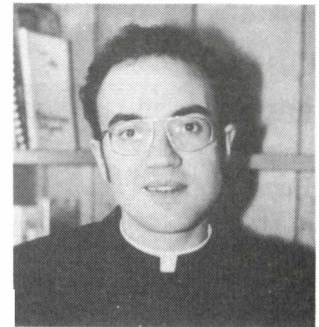
Bill Smart,

originally from Stratford Ontario, holds a term position in the Religious Studies Department this year. He completed his B.A. in Philosophy at St. Jerome's College, University of Waterloo, his M.A. in Religious Studies at the Centre for the Study of Religion at the University of Toronto, and is currently pursuing his Ph.D. at the Centre for the Study of Religion. He is particularly interested in issues of ecumenical relations between Eastern and Western Christendom. His wife Nancy and daughters Macrina (3) and Anastasia (2) remain in Toronto where Nancy works. Although missing his family, he will be very busy preparing for classes here at STM and getting ready for his doctoral field examinations.



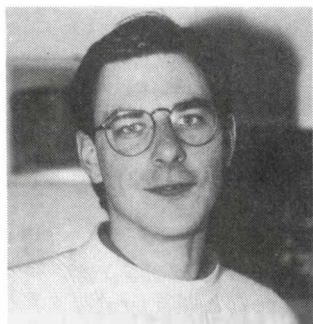
Guy Vanderhaeghe,

renowned author, is teaching a class in Creative Writing at STM this year. He earned his B.A. and M.A. in History here at the U. of S. His Master's thesis entitled "John Buchan: Conservatism, Imperialism and Social Reconstruction" focuses on the literary works of our former Governor General, Lord Tweedsmuir. Guy's collection of stories *Man Descending* received the Governor General's Award in 1983. His other works of fiction include *Homesick*, *My Present Age*, *Things As They Are?*, *The Trouble with Heroes*. The current (until January 2, 1994) exhibition at the Mendel Art Gallery, "Urban Prairie" features the companion book, in which Guy has an essay "The City in Prairie Fiction." This exhibition has received very favourable review even from the *Globe and Mail*. Guy lives with his wife Margaret, an artist, in Saskatoon.



Father Stefano Penna

holds a sessional teaching appointment at the College in the Department of Philosophy. In his spare time he is Parish Administrator at Colonsay and Dundurn, offers retreats and workshops, teaches in the program "Understanding Your Faith" for Saskatchewan Catholic Teachers, and serves as Chaplain at City Hospital. Stefano earned his B.A. in Philosophy at STM, did his Baccalaureate in Sacred Theology (1986) and Licentiate in Sacred Theology (1989) at Regis College, Toronto School of Theology at the University of Toronto. He was awarded his Master of Divinity degree from the University of Toronto. Father Penna hopes to enter a doctoral program in Philosophy, possibly at Yale next year.



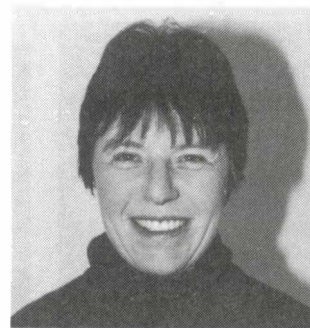
Patrick Morris

of Saskatoon has a sessional appointment in Philosophy. He earned his B.Sc. in Microbiology and an honours certificate in Philosophy. After spending one year in Law School, he began his Master's degree in Philosophy. Research on his thesis investigates Aristotle and his Epistemology and how it relates to nature and biology. Patrick tells me he is a "swinging" bachelor, but failed to define "swinging" for me.



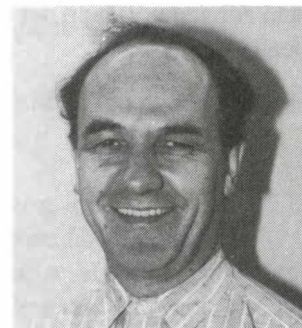
Steven Snyder

has a term teaching position in the Department of Philosophy. He received his B.A. in Philosophy from Cornell College in Iowa and then went to the Pontifical Institute in Mediaeval Studies that is affiliated with the Centre for Medieval Studies at the University of Toronto where he completed an M.A. and Ph.D. in Medieval Studies with emphasis in Philosophy as well as an M.S.L. (Licentiate Degree in Mediaeval Studies from the Institute). His doctoral dissertation "Albert the Great on the Nature of Time" explored the important connection between the work of Albert and Thomas Aquinas. His current research involves an exploration into natural philosophy in dialogue with contemporary science. Steven's wife Angela (nee McCulloch) is coming home to where she grew up and their children, Jim (12), Marie (10), Claire (7), Jane (3) and Helen (1) are adjusting to their move with spirited ease.



Elizabeth Swift

holds a sessional teaching appointment in the Department of English. Born and raised in England, Elizabeth earned her honours B.A. in Modern Languages at the University of London, King's College, her M.A. in German here at the University of Saskatchewan, and did a further two years postgraduate study at the University of British Columbia. Elizabeth first came to Saskatoon in 1966, but since then has resided in the Fraser Valley and the Peace River Country. Her late husband was a Medical Officer of Health which involved a number of moves. During the last two years Elizabeth and her son Edward (11) sojourned in England and Scotland where Elizabeth was teaching. She and Edward live in the hamlet of Furdale.



Gerald Harrison

has a sessional appointment in the Department of Religious Studies. Gerald grew up in Prince Albert, completed his B.A. in biology and his M.Ed. in Adult Education here at the University of Saskatchewan. The philosophical underlay of Asian civilizations and cultures particularly of India and China has long been his field of interest and study. Gerald's wife, Tejwant, is the chief librarian for Kelsey Institute and his son Niran (20) is pursuing studies in human resource management in his third year of a Commerce degree. For many years Gerald has also been a multi-cultural consultant empowering groups to provide educational and enriching cultural programming for the public.

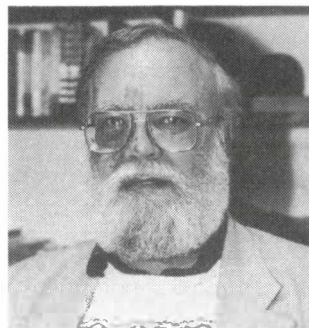
New faculty

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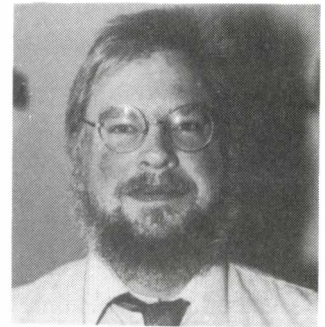
Beverly Cushman

is teaching in a sessional appointment in the Religious Studies Department at STM. She has her B.A. from Stetson University, Deland, Florida, her Master of Divinity and Master of Religion from Vanderbilt University, Nashville, Tennessee, and her Ph.D. in Religion. Her doctoral thesis is entitled "Text and Architecture: The Theology of Space of the Solomonic Temple." Beverly is an ordained clergy person of the Presbyterian Church of the U.S.A. She is currently serving the United Church of Canada as pastor of Tri-Pastoral Charge in Aberdeen, Wakaw and Rosthern. Her husband, David, is a member of the Department of Economics at the University and her children Jeremiah (12) and Amanda (9) help her to keep herself firmly planted in reality.



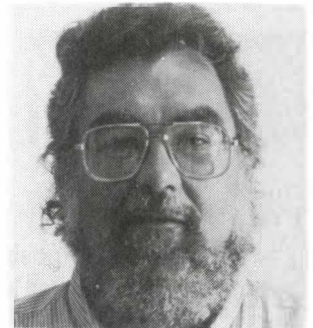
Rabbi Roger Pavey,

the Rabbi at Agudas Israel Synagogue in Saskatoon is teaching two classes in Judaism for the Religious Studies Department. He holds his B.A. and a Bachelor of Divinity from London University as well as five years training as a Rabbi. He had to learn Greek to write his first thesis "A Comparative Study of Ordination in Christianity and Judaism in the first two centuries," and his second thesis was a study of "Rabbinic Hermeneutics in the Talmud." Rabbi Pavey is delighted to be teaching and finds that he enjoys it more and more as he gets to know his students better. His wife Patricia works at the Saskatoon Public Library. He has two sons, Jonathan (19) a student in the College of Commerce and Danny (16) who is a high school student.



Alan Reese

holds a sessional appointment in STM's History Department, and also teaches through University extension and in the University History Department. Alan holds 3 degrees from the University of Alberta, a B.A. in Classics, a B.Ed. degree and a M.Ed. degree in the history of Education. He also earned his Master's degree in Medieval Studies at the Centre for Medieval Studies at the University of Toronto, and his Ph.D. degree in History from our University. He is currently working on revising his thesis "Erasmus and the Ascetic Tradition" for publication. Alan enjoys a respite from a heavy work schedule with his wife Trudy, and children Brendan (10), Gregory (8) and Miriam (5).



Barry Popowich,

new Co-President of St. Peter's College in Muenster also teaches a class for STM. Barry obtained his B.A. in economics, his M.A. in Theology from St. Andrew's College, and his M.A. and Ph.D. in English. His doctoral dissertation was written on the poetry of Thomas Hardy. He is currently on the Executive of the Canadian Association for Irish Studies. As well as all his administrative duties, Barry teaches courses in Shakespeare, modern British and American drama, and modern Irish literature. He lives with his wife Sherry on a farm outside the city, that was originally homesteaded by Sherry's grandparents. Barry is excited about the wealth of course offerings provided by St. Peter's and anticipates a "rich" future for the College. We extend our best wishes to Barry and his colleague Wendy Schissel for a flourishing and satisfying future at St. Peter's.

She says, "Good-bye" . . . and she says, "Hello"

Mary Ellen Donnan resigned as our High School Liaison Officer to return to school. Because her first degree was in History, during this academic year she is completing preparatory courses to enter a Master's program in Sociology.



Mary Ellen Donnan

Recently she became engaged to Gerry Coulter who holds a term position here at the College and they look forward to a July wedding in 1994.

Thank you for your work in promoting the College to future students, Mary Ellen. We wish you much success and happiness in your future.

Carol Tosczak, our new High School Liaison Officer is on the road along with a group of other people visiting high schools all over the province, providing students with information about STM and other post-secondary opportunities in Saskatchewan.



Carol Tosczak

Carol, a vivacious and enthusiastic person, tells young people all about the benefits of enrolling at STM, including the familial and comfortable atmosphere, the close personal relationships that develop between students and staff, and the social, and liturgical celebrations that comprise the successful traditions of St. Thomas More College. When Carol comes to your school, be sure to ask lots of questions so that she can outline the benefits to your son or daughter of a university experience in the STM community.

Carol, who grew up in Tribune, Saskatchewan was awarded her B.A. in Religious Studies at May '93 Convocation.

The White House Days

contd. from p. 27

most important work we have to do is to talk to students"; "We should appear willing to enter into their conversations, whether it be in groups, large or small, or singly"; "As far as possible let the students learn to do things for themselves. . . . This is one of the big factors in developing the fulness of personality and in producing leaders"; "Next to making of the students intelligent, devoted Catholics, the purpose of the college is to develop Christian leaders and apostles"; and "We must never get the notion that we ourselves have a complete and full knowledge. We have to open our minds to new and deeper knowledge all the time, all our lives. In this knowledge it is God we know and teach, and the things of God."

Many years have passed since then. The College is now housed in a large fieldstone building and has approximately 1100 students with a faculty of over forty members -- and of course, much has changed in the STM world. Still, from time to time in the College cafeteria, when faculty and students have their heads together in conversation deep and philosophical, and ping-pong balls are flying all over the place, and Claude Lang is heard saying "Who's for Bridge?" and the coffee is dark and scary-looking, you may hear someone (who would be much too young to remember) exclaim: "This is just like the White House days!"

For more on the history of St. Thomas More College, see: *Heartwood: A History of St. Thomas More College and Newman Centre at the University of Saskatchewan* by Margaret F. Sanche, 1986. Available for purchase from the STM main office or for borrowing from the Shannon Library.

This concludes the three-part series on the early history of St. Thomas More College. Subsequent issues of the Newsletter will include more reflections on various aspects of the College's history. Suggestions and ideas for future articles are welcome and may be submitted to Margaret Sanche, Archivist, St. Thomas More College.

Farewell . . .

Sr. M. Timothy Prokes left Saskatoon in early summer in response to an invitation from Cardinal Hickey of Washington. The Cardinal invited the Franciscan Sisters of the Eucharist to set up a Centre for Adult Education in the Washington, D.C., area.



Sr. M. Timothy Prokes

Sr. Prokes has her Ph.D. in Theology from the Institute of Christian Thought in Toronto. Much of her research and writing is in the field of "body theology." We will miss her, but wish her much success and happiness.

Thank you!



L to R: STM President John Thompson, Sr. Celine Graf, O.S.U., Sr. Maureen Maier, O.S.U.

To honour their significant financial generosity during the FOR ALL SEASONS Campaign, the College presented a framed limited edition print of the College to the Ursuline Sisters of Bruno.

In the Steps of More, Erasmus and Newman: STM-Sponsored European Tour

Saturday, May 14, through Thursday, June 2, 1994

Enjoy a time travel opportunity to visit the places and significant haunts of St. Thomas More, Desiderius Erasmus and Cardinal John Henry Newman. An interesting, knowledgeable and entertaining interpreter will accompany the travel group throughout the tour.

This 20-day planned, yet leisurely excursion leaves Saskatoon for London on May 14 and departs from Paris for Saskatoon on June 2. Extension of one's stay can be arranged at the end of the tour. London is the base for jaunts in and around the city with day trips to Oxford, Stratford, Littlemore, Hampton Court and Canterbury. On May 24 the group will leave London for Dover and the Channel crossing to Ostend and then on to Bruges by motor coach. A Tour Guide will accompany the group while on the continent. Visits to Antwerp, Anderlecht, Brussels, Louvain, Cologne, Bonn, Munster, Basel and Reims and the scenic drives through the Black Forest region of Germany, and the Lorraine and Champagne regions of France assure a most enjoyable trip in late spring.

It is anticipated that the cost per person of this tour will be circa \$3687.00 Canadian. The price includes flights, all transfers and sightseeing tours in England, 9 nights at the Onslow Hotel including all taxes and continental breakfasts, the Channel crossing by steamer, private motorcoach from Ostend to Paris, roadtolls, parking fees, daily breakfast and dinner while on the continent (no drinks), tour guide services on the continent. Ample free time is planned for personal shopping, sightseeing and evening entertainment during the stays in London, Brussels, and Cologne.

In order to reserve a space, a non-refundable deposit of \$100.00 per person is required. For further information and the full itinerary, please contact the College. For this tour to be viable, a minimum of 30 persons is required.

Mary Jo Leddy to visit Campus in January

The Friends of Sophia, an interdenominational group of women on campus, dedicated to nurturing Christian feminist spirituality through educational opportunities and shared experiences, and St. Thomas More College will welcome Sr. Mary Jo Leddy to our campus in mid-January.

EVENTS

LECTURE and PANEL

hosted by Andrew's College

Talking about God in Canada Today: A Feminine Perspective

Sunday, January 16, 1994

Room 329, St. Andrew's College

2:30 - 4:30 pm

PUBLIC LECTURE

hosted by St. Thomas More College

Redeeming Power: Women in the Church and Society

Monday, January 17, 1994

Auditorium, St. Thomas More College

7:30 pm

Informal reception to follow. All are welcome.

SEMINAR

hosted by the Humanities Research Unit

Divining: Some Thoughts on Theology and Literature

The emphasis will be on women writers

Tuesday, January 18, 1994

Room 299, Murray Building

12:00 noon

STORYTELLING

Infidels and Other Interesting People:

Light-hearted Anecdotes of a Christian Feminist

Tuesday January 18, 1994

Fireplace Lounge, St. Andrew's College

7:30 - 9:00 pm

For further information, please call 966-8900

Dr. Leddy's visit is sponsored by The Friends of Sophia and St. Thomas More College.



Sr. Mary Jo Leddy, N.D.S.



All are welcome to **Bridge Night** **1994**

from 7:00 - 10:00 pm

in the STM Cafeteria:

Wednesday, January 26

Wednesday, February 23

Wednesday, March 30

Wednesday, April 28

*Mark your calendars
now!*

STM Alumni/ae Newsletter Staff

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Layout and Design: Jack Skrip

Photography: Nancy Yakimoski

Printer: St. Peter's Press

STM/Newman Alumni/ae Association
1437 College Drive,
Saskatoon, Saskatchewan
S7N 0W6



Can you help us?

There are many ways in which you can help us. We are always looking for "lost" alumni/ae. Your fellow graduates are interested in hearing your news: births, marriages, moves, career changes and bereavements. Please let us know. As well, we would like to receive nominations for the "Distinguished Alumna and Alumnus 1994" that will be awarded in October. Letters to the editor, commentary pieces, suggestions for the *Newsletter* and articles that would be of interest to your fellow alumni/ae, would be most welcome.

Please send us name and address changes by mail to:

STM/Newman Alumni/ae Association
1437 College Drive,
Saskatoon, Saskatchewan
S7N 0W6

Feel free to phone (1-306-966-8900) or FAX (1-306-966-8904). Thank you for your help!

Name _____ Degree(s) _____ Grad Date _____
Address _____ City _____
Province/Country _____ Postal Code _____
Telephone (home) _____ (business) _____
Previous Address _____
Maiden name, if applicable _____

St. Thomas More College & Newman Alumni/ae Association

1437 College Drive
Saskatoon, Saskatchewan
S7N 0W6



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