

# TRENT

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Teaching the Art of Teaching

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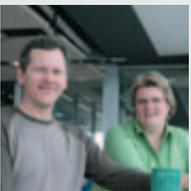
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EDITOR'S NOTES

## Teaching: Attention, Nurturing, and Care

DONALD FRASER '91

Sometimes I consider myself lucky.

Lucky to be where I am right now. Lucky to be living a life that, while not exactly as I dreamt it as a youth, is at least reasonably close.

I always wanted to be a writer, you see. And I always wanted to be able to teach. While I didn't see myself as a traditional educator, I knew that I wanted to be able to pass on skills, interact with others, make the world a better place through my words and ideas.

And here I am.

I spend most of my days pecking away at a computer keyboard, dog at my feet, a woodstove burning when the mornings are particularly chilly. It's a slow week if I'm not published somewhere. I've spent the bulk of the past decade either writing for local media or creating community-based environmental education programs.

I haven't written the Great Canadian Novel (yet). And my wife, Krista, is the one who spends her days at the front of a classroom. But I'm doing what I've always wanted to do and am reasonably proud.

Those who know me well will tell you that it was far from a sure bet that I would ever succeed. I had some issues with learning disabilities, with distraction. I had a penchant for stubborn independence. Trouble seemed to follow me around.

All of this could have made my university experience a waste of time...

Had it not been for some incredible teachers and mentors.

There isn't space here to list them all. Anyone who has gone to Trent will tell you that they had many instructors who helped them along the way.

I had Professor Constantin Boundas for first-year philosophy.

Professor Boundas was a few years removed from winning the Symons Award for Excellence in Teaching, and his ability to recognize when a student needed a combination of nurturing and challenge led me to write some of my best papers. It was Constantin who first got me to dig deep academically.

And I had Stephen Brown as an academic advisor. Professor Brown won the Symons Award during my second year. It was not difficult to see why: Stephen truly understood that, in order to succeed in the classroom, you had to succeed as a human being. He helped mentor me. He helped keep me in the Trent fold when I was threatening to leave it all behind. When trouble went from merely following me around to knocking loudly at my door, he showed me the strength needed to bravely answer.

And I thank him for it.

In this issue of *Trent Magazine*, we are featuring Trent Alumni who went on to win teaching awards at their alma mater. What is truly incredible is that there are 12 of our fellow alumni who have turned this trick—an even dozen that attended Trent and then went on to win awards by teaching here.

I'm never going to be mistaken for an award-winning university professor. But, through my time at Trent, I understand how it is that Trent has managed to produce so many.

Through a combination of attention, nurturing, and care, Trent faculty help us realize the importance of being, not just good academics, but good people as well.

And it is the good people who win teaching awards. Every time. ✦

*We'd love to hear from you*

Drop us a line today at  
[trentmagazine@trentu.ca](mailto:trentmagazine@trentu.ca)

## We've been busy

- Developing partnerships with student leaders
- Increasing the on-site profile of alumni
- Participating in lectures, award dinners, chapter events

We need your help. Committees are seeking more members with skills in: project management, event planning, communications, finance, and stewardship. Committee participation takes just four or five hours a month.

Visit our website [www.trentu.ca/alumni/overview\\_council.php](http://www.trentu.ca/alumni/overview_council.php) to review the committee mandates and assess which one would best suit you. Then email **Kylie Patrick '94** at [kpatrick@trentu.ca](mailto:kpatrick@trentu.ca) or me [rtaylorvaisey@trentu.ca](mailto:rtaylorvaisey@trentu.ca).

You'll be glad you did!

## We are looking for help

### Website improvements

We are updating the Alumni website and are looking for volunteers with web experience to take part in this project.

Please send your expression of interest or general alumni website feedback to **Bianca Bannister '03** at [biancabannister@trentu.ca](mailto:biancabannister@trentu.ca)

[www.trentu.ca/alumni](http://www.trentu.ca/alumni)

## We are looking for your feedback

As an integral part of the Trent University family, we are interested in having you help assess our effectiveness in delivering services to our alumni.

We invite you to participate in a survey to help us evaluate the quality and delivery of Alumni Association news, services and events.

By taking five minutes to complete this brief survey, you will help us focus our efforts on what matters most to our alumni.

Visit [www.trentu.ca/alumni/alumni\\_association.php](http://www.trentu.ca/alumni/alumni_association.php) to complete the survey.

The survey will be available online until August 2012.

Thank you in advance for your contribution.

– **Fallon Butler '00**

volunteer

## Call for nominations

The following volunteer TUA Council positions will be open for nominations for a two-year term beginning in October, 2012:

- Vice-President, External Relations and Communications,
- Vice-President, Internal Affairs,
- Vice-President, Campus Affairs,
- Six Councillor openings, and
- Senate Representative

For more information, and to complete a nomination form for one of these positions, visit [www.trentu.ca/alumni/alumniassociation.php](http://www.trentu.ca/alumni/alumniassociation.php)

Please send all nominations to **Kylie Patrick '94** at [kpatrick@trentu.ca](mailto:kpatrick@trentu.ca)

Nomination deadline is July 31, 2012.



**ROBERT TAYLOR-VAISEY '66,**  
**ASSOCIATION PRESIDENT**

### SAVE THE DATE: August 7-10, 2014

Plan to attend the alumni 50th Anniversary grand celebration weekend.

For more upcoming events visit [www.trentu.ca/alumni](http://www.trentu.ca/alumni)

## Constitutional changes

The following changes will be presented for ratification at the Annual General Meeting, September 29, 2012:

- Revised council role descriptions
- Online voting

**Adam Guzkowski '95** and his committee are undertaking a number of discussions relating to student representation on Council as well as a review of limits on terms. Full details will be available in the September issue.



Dr. Steven E. Franklin

The philosopher Carlos Fuentes once noted that the biggest challenge of the IT era is to translate available information into useable knowledge. Highly specialized expertise, years of research experience, and dynamic collaborations—in and outside the university and around the world—make for an environment rich with information. This environment presents wonderful opportunities to support learning, which in turn is based on a commitment to knowledge translation and exchange.

At Trent, the creation, critique and advancement of knowledge, and the exchange and transfer of that knowledge, is central to our mission and vision. Teaching and research, and therefore learning, are the principal motivating passions that drive Trent's accomplished and renowned faculty members to dedicate their professional lives to this place.

A love of teaching expresses itself everywhere at Trent. There is a real desire to shine a light on the University's focus on teaching. The Academic Plan calls for the creation

of an experimental *Centre for Teaching, Technology, and Learning* – an exciting “teaching and learning hub where boundaries between professor and student are challenged, where students may seek academic skills advising, professors may find technological support, and where experimental forms of pedagogy may be developed via student-professor collaboration.”

As you will read in the pages of this issue of *Trent Magazine*, our University celebrates an extraordinary number of teaching award-winners. Internally, we celebrate teaching through an array of teaching awards each year. Externally, the University has been recognized with a wide range of independent awards that recognize excellence in teaching.

Of course, at the very origin of Trent, learning and the “centrality of the individual student” were invoked with impressive passion and dedication. Successive Trent University presidents have all promoted excellent teaching during their service here. It's no surprise, then, that an article about founding president and Vanier professor emeritus Tom Symons appears in this issue.

Tom established the Symons Teaching Award and is quoted in this issue as saying, “There will not be good research without the preparation provided by good teaching.” The role of teaching in developing top researchers is an often under-estimated strength in universities that focus on teaching and research – something for which Trent is widely admired. We will continue to lead and to celebrate this fundamental approach to scholarship and learning through the translation of information to knowledge.

We are fortunate that Tom Symons' commitment to Trent continues in many ways, most recently in his leadership in the University's effort to increase the ranks of members in the Legacy Society. As the founder of the Trent University Legacy Society, Tom was pivotal in launching an effort to encourage donors to remember the University in their wills. As part of his role as honorary chair of the 50th Anniversary Steering Committee, he is involved in articulating a new goal to attract 135 new Legacy members by the end of Trent's 50th anniversary celebrations (August 2014-June 2015).

I would like to conclude with a sincere thank you to Professor Symons and to all of the devoted professors at Trent who ensure that teaching, research and consequently, individual learning outcomes, are Trent's priorities. Trent students and graduates benefit greatly, as do our communities and the world. ❖

Dr. Steven E. Franklin  
President and Vice-Chancellor  
[sfranklin@trentu.ca](mailto:sfranklin@trentu.ca)

***Teaching and research, and therefore learning, are the principal motivating passions that drive Trent's accomplished and renowned faculty members to dedicate their professional lives to this place.***



**Chancellor Tom Jackson  
Renews Term for One Year**

Dr. Tom Jackson, award-winning Canadian actor, producer, musician, and social advocate, has renewed his term as Trent’s tenth chancellor for one year, extending his role until June 2013. “It fills me with great pride and gratitude knowing that the community of Trent has extended my tenure as Chancellor,” said Dr. Jackson. “The recent years have been an absolute blessing for me, having had the chance to connect one on one with the graduates at convocation.” ❖

**Trent Appoints Associate  
Vice-President Students**

Trent University is pleased to announce that Dr. Nona Robinson was appointed as the Associate Vice-President Students in May 2012. In her new role, she is responsible for key retention and student development programs, such as new student orientation, the first-year experience, student conduct and judicial affairs, student activities and events, student government, leadership development, and service learning. She is responsible for all student support services, including the Career Centre, Academic Skills Centre, Disability Services, Counselling and Health Services, and Housing. The AVP Students also provides advice to the College Heads with respect to student retention activities within the colleges. The AVP Students is the advocate for students within the university community. She will work closely with student organizations to ensure that student perspectives, experiences, and needs inform the administrative decision making process. ❖

**AT TRENT UNIVERSITY, TEACHING IS CENTRAL TO**

**OUR MISSION:**

“Encourage and celebrate excellence and innovation in teaching, learning, research and student development”

**OUR VISION:**

“We create vibrant, engaged and sustainable communities of learning, teaching and research committed to free enquiry and expression.”

“We encourage the dynamic interplay of research, teaching and learning, which enhance and energize each other in the classroom and beyond”

“We support a diversity of faculty, staff and students who share a commitment to the learning experience and are responsive to its challenges”

**AND OUR ACADEMIC PLAN:**

“Trent will value teaching, research, and service (including community outreach) equitably”

“... (establish) an interdisciplinary, multi-stakeholder, experimental “Centre for Teaching, Technology, and Learning”

“Brand Trent as a small personalized teaching and research focused university, where critical thinking at both the graduate and undergraduate levels is the direct result of interactive teaching and research.”

“... teaching is interactive, based on smaller than normal classes, experiential learning, and student-centered principles”





**Lee Hays '91**  
**Director Alumni Affairs**  
 leehays@trentu.ca  
 705-748-1599

# ALUMNI: New Faces and Old Friends

*Congratulations to the graduating class of 2012 and welcome to the wonderful world of Trent Alumni!*

As you make the transition from student to graduate, you join the global Trent alumni community that is currently 41,000 members strong. We invite you to take advantage of the many benefits that are available to you as a Trent grad. Whether starting your career or continuing your studies, there are tools you can immediately use, including the Trent Online Directory and Mentoring system ([www.trentu.ca/alumni/onlinedirectory.php](http://www.trentu.ca/alumni/onlinedirectory.php)), job search support ([www.trentu.ca/careers](http://www.trentu.ca/careers)), and the Official Trent University Alumni Association LinkedIn Group. Enjoy your continued journey, and we look forward to keeping in touch!

Congratulations to the following graduating students on receiving Alumni Recognition Awards for their outstanding contributions to college life:

- Lady Eaton – *Veronica Armstrong*
- Otonabee – *Katie Lebel*
- Scott Rennie Medal – *Geoff Hughes*
- Champlain – *Mairi McGuire*
- Bryan & Cheryl Davies Award – *Kevin Ross*
- Peter Gzowski – *Jordann Pool*
- Trent Oshawa – *Jan Rivett*
- Robert Lightbody Prize – *Yvonne McKechnie*



*Bill Waiser '71 (right) has a post-lecture chat with Canadian Studies MA candidate, Ben Fawcett.*

*And now some highlights of alumni events from the past few months...*

It was great to catch up with the **Niagara Chapter** at Syndicate Brewery and Restaurant this past February. Special thanks to **Caleb Smith '93**, **Bill Stuart '65**, **Stuart Butler '84**, and **Michelle (Allan) Butler '84** for making it a memorable evening.



On February 13, a panel discussion on Corporate Social Responsibility featured Dr. Asaf Zohar (Business Administration), Dr. Kate Norlock (Kenneth Mark Drain Chair in Ethics), **Chancellor Tom Jackson (Hon.)**, and Spirit of Trent Alumni Award winner, **Lucinda Hage '68**. Students, faculty, staff, alumni, and community members benefitted from the expertise of panellists in a discussion that illustrated their unique perspectives on corporate reform and collective responsibility.

The Montreal Chapter gathered at Brutopia on March 15, hosted by chapter president **Derrick Farnham '83**. Alumni in attendance also included **Susan Mott '82**, **Nigel Roulet '75**, **Marjolaine Boutin-Sweet '74**, and **Doug Sweet '73**.

On March 22, **Bill Waiser F.R.S.C., D. Litt. '71** was back on campus, all the way from Saskatoon, for his public lecture titled *A Tale of Two Futures*. Many alumni were in the crowd, including **Kate Ramsay '71**, **Cheryl Coss '05**, **Bob Taylor-Vaisey '66**, **Chris Dummitt '92**, **Maegon Young '05**, and **Marley Waiser '71**.



**Danielle DeVries '05** of the Trent Career Centre organized a Networking Evening at Alumni House on March 20. Alumni **Dr. Laura Anderson '03**, **Cheryl Coss '05**, **Samantha Jewett '01**, and **Samir Hassan '05** were amongst the employers who attended. The evening provided students and alumni an opportunity to make career connections in a comfortable setting.



On March 25 the **Ottawa Chapter** convened for an afternoon with wine and alumni at Petit Bill's Restaurant. **Richard Johnston '64** of By Chadsey's Cairns winery in Prince Edward County and sommelier **Rod Phillips '69** led this afternoon of wine and food pairings.

**Ottawa Chapter Event**  
 Above: Michael Jenkin '68, Phyllis Colvin '70, Kylie Patrick '94, John Dawson, Catherine Ennis '72, David Ennis Dawson '06, Leonard Taylor '68.  
 Left: (l. to r.) Diana Dejadins, Tony Storey '71, Elaine Butcher, Denis Desjadins '76.

The **Halifax Chapter** celebrated a visit by former athletics director and honorary alumnus **P.S.B. Wilson** at The Hart & Thistle. Chapter President **David Wallbridge '96** organized this gathering attended by a dozen alumni and friends of Trent.

**The Team Trend Reunion** took place the weekend of March 23-25. **John Kennedy '85** and **David Wright '74** helped to convene this 36th annual event (more in the Sunshine Sketches section).

We are currently searching for chapter presidents for Ottawa and Toronto. If you are interested in learning more, please contact [leehays@trentu.ca](mailto:leehays@trentu.ca). Thank you to all of our chapter presidents and volunteers for your ongoing leadership. ❖

**In other news...**

**Trent Day at Queen's Park**

On May 16, 2012, Trent University alumni, faculty and staff came together with MPPs, political staff and ministry officials at the first-ever "Trent Day at Queen's Park." This special outreach event was designed to raise Trent's profile among provincial decision makers and to advocate on issues of importance to the University. The day-long event included meetings with elected officials and a reception for MPPs from all political parties.



Author Linwood Barclay '73 joined other Trent folks at Trent Day at Queen's Park.

**Trent 50th Anniversary Milestone**

May 31 marked the fiftieth-anniversary milestone of former Ontario premier John Robarts' announcement of full government support for the creation of Trent University as a degree-granting institution. Trent will celebrate its official fiftieth anniversary on October 17, 2014. ❖

CHRISTINA VASILEVSKI '03

**T**he first thing that you notice about **Professor Deborah Berrill '69** when you talk to her is her warmth and vivacity—I felt it across the distance of wires and cables that separated us as we spoke together on Skype. Seeing her face and voice light up with passion about a topic is a pleasure that many of her students have shared and appreciated—it's no wonder that she has won so many awards related to the quality of her teaching. This quality has been one of her greatest assets throughout her career, as she moved from being a teacher in the public system to becoming a professor of education. She is that rare but essential element in the education system: a teacher who teaches others how to teach.

Her dedication to her students and to the principles of teaching has resulted in her receiving several awards, including the Symons Award for Excellence in Teaching from Trent, the inaugural Educator of the Year Award from the Learning Disabilities Association of Canada, the Golden Apple Award for Teaching Excellence from Queen's University's Faculty of Education, and the Leadership in Faculty Teaching (LIFT) Award from the Government of Ontario. She is also receiving the Eminent Service Award at Trent's spring Convocation this year.



# Deborah Berrill: A Passionate Mentor

## Berrill's philosophy of teaching is focused on building relationships and finding new ways to help her students.

Berrill's career in education started in 1974 when she taught at Adam Scott CVI in Peterborough. After spending seven years there, she became a lecturer for the Faculty of Education at Queen's University, and progressed to being an associate professor at both Queen's and Trent. Since 2004, she has been fully involved in Trent's School of Education—resulting in a career in educating others that has spanned nearly four decades.

Her philosophy of teaching focuses on the value of building relationships. She makes it a particular goal to understand her students' backgrounds, needs, and methods of learning, so that she can better question and evaluate her own teaching practices. This attitude to bridge-building has also been evident throughout her leadership of Trent's School of Education.

Berrill is particularly proud of her involvement in building Trent's education program and distinguishing it over time from other teaching programs in the province. To help determine the school's focus, she formed a working group with several representatives from school boards, provincial bodies, teacher federations, and superintendents.

They recommended that Trent's teaching program include a learning disabilities tutoring program and focus on literacy tutoring, and she heeded their advice.

This learning disabilities program, along with the inclusion of a 10-week teaching placement, makes Trent's School of Education unique in Ontario, as no other education program in the province offers a placement of that length.

Trent's uniqueness among schools of education is reinforced by the integration of Indigenous studies materials into the School's curricula. Such an accomplishment, Berrill feels, stays true to Trent's interdisciplinary nature—the coming together of multiple backgrounds and perspectives to work toward a common goal. Trent's one-year education program is intense, Berrill admits, but she admires her students all the more for participating and thriving. In particular, she credits her students for making her realize how much effort it takes to learn, especially if learning disabilities are in play. Before having such students, she recalled, she never understood how truly precious a commodity time was, and how attempting to learn things in

different ways left some of her students with no time to focus on other activities.

When we spoke, she recalled with wonder the example of one student of hers who had multiple learning disabilities. This student is now a special education teacher in her own right, and Berrill feels that her innate understanding of her students' needs will make her an extremely effective and empathetic teacher.

Berrill's philosophy of teaching is focused on building relationships and finding new ways to help her students. She credits her first Grade 7/8 class for her focus on fostering an engaging classroom environment, as they were open and honest (sometimes painfully so) in displaying their boredom with a classroom topic. In particular, she's fond of students in that age group because she understands their idealism yet recognizes that they're still learning the social rules of the world around them.

Now when she's in a classroom, she relies on group dynamics to reinforce teaching, instead of just lectures and PowerPoint presentations. While those education tools are still present in her classes, she instead focuses on getting

*Continued on page 10.*



her students working and discussing the material in small groups. Here she's in her element—when she's in a classroom, she says, she becomes all eyes and ears, learning and absorbing as much as she can about her students.

Her classroom is also distinguished by its use of new technology, such as using Clickers to answer questions on tests, as she feels that digital literacy is a necessary element of contemporary teaching. This willingness to use technology has made an impact on her students. One student, for instance, integrated QR codes into a test about art, and turned the test into a scavenger hunt. She was ecstatic when she learned about this idea: "I love it! This is one of the many ways my students teach me not only about contemporary culture but also about how to be a better teacher. I'd love to try this myself!"

Despite this personal and professional success, changes lurk on the horizon, as 2012 marks the end of Berrill's role as leader of Trent's School of Education. After several years with Trent's education program, she feels that she's laid the groundwork for a thriving future. As she says of her final year with the program, "Teaching has always been so mentally stimulating for me, and so gratifying; to indulge myself in that has been the most wonderful gift, and the most wonderful way to end a 38-year teaching career."

She admits that the change will be hard to adjust to, as the feeling of being on an extended sabbatical will soon fade, but her departure does not signal an end to being involved in academe and engaging with others, as she will be

continuing to work on several projects. One is a longitudinal study following a cohort of students who received one-on-one tutoring for two years; the study's goal is to determine the long-term effects of such tutoring on academic success and to see how long those effects last.

The other project is quite close to heart: the establishment of a literacy program with the Curve Lake First Nation. For the past two years, she's been providing literacy instruction so that those at Curve Lake could



become literacy teachers in their own communities—and she's delighted with the speed of their progress. She hopes that, over time, the program at Curve Lake will serve as a model for literacy instruction for other First Nations communities, especially those in remote locations.

In addition to this, she's also started to reach out to organizations that focus on providing education to refugees, and feels that this would be a fertile field of inquiry in light of Canada's history

of accepting refugees. Although this outreach is in its infancy, Berrill feels that it upholds Trent's emphasis on, and reputation for, social justice.

All of these projects, as well as her attempts to maintain contact with her students outside of the classroom, speak to a deep and abiding respect for others, and an understanding of the value of building bridges and relationships. Throughout our conversations, her hands were constantly animated as we talked about subjects ranging from classroom management to social justice.

When describing the hardships and successes of her students, her voice was filled with passion—so much so that I almost wished to be a student of hers myself!

This passion reflects perhaps the greatest truth of being a teacher: to make a topic truly engaging, you have to show why it is meaningful. And if there is one thing that Professor Deborah Berrill can do wholeheartedly, it is to imbue everyday concepts—the fact that some people learn differently, the fact that relationships matter, the fact that real education means more than just sitting behind a desk—with urgency.

Perhaps all of the awards that Deborah Berrill has received over the years can be distilled into the idea that teaching is not a one-way street—it is a mirror through which we also understand ourselves. And it is a mirror that she shines most brightly on her students, as she helps them understand their own skills: "This is my mirror, and I'm going to show you what I see in you that you don't see in yourself." ❖

*"Teaching has always been so mentally stimulating for me, and so gratifying."*

# What's New at Trent

## New Academic Plan Features Signature Programs



*Radical Recovery: An Academic Plan for Trent University (2012-2015)* was formally approved by the Board of Governors at a meeting held at the Oshawa Thornton Road campus in March 2012. The plan was previously approved in February 2012 by Senate and endorsed by Faculty Board and the Academic Planning and Budget Committee.

The new Academic Plan is the

culmination of an intensive consultation process across Trent's two campuses in Peterborough and Oshawa that included meetings with academic departments, students, faculty, staff, and alumni. The plan identifies strategic action steps for the future and signature programs that will resonate with prospective students, build on the University's strengths, and reflect Trent's distinct educational experience. The four signature areas showcased in the plan are:

- Sustainability and Environment
- Canadian Studies and Indigenous Studies
- Life and Health Sciences
- Critical Cultural Inquiry

## Biology Boasts New Internship Course in Medical Sciences

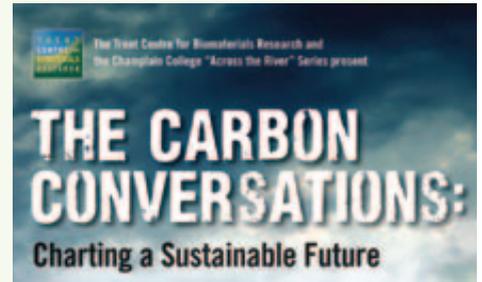
Trent University's Department of Biology, in partnership with the Peterborough Regional Health Centre, announced the arrival of a new internship course in medical sciences now underway as of

January 2012. The specialized internship course was created for students to shadow a physician/surgeon. The course fits in very well with the biology department's view of the importance of health within the curriculum. ❖



## New Articulation Agreement with Durham College for B.B.A.

Durham College and Trent University are working together to provide new diploma-to-degree opportunities for students. As of February 2012, a new articulation agreement will enable qualified graduates of Durham's Business Administration programs to enter Trent's Bachelor of Business Administration (B.B.A.) program with two years of advanced standing and complete their degree requirements in only two years of study. ❖



## Trent Centre for Biomaterials Research Launches the Carbon Conversations

The Trent Centre for Biomaterials Research (TCBR) at Trent University launched a new, interdisciplinary panel discussion series, the Carbon Conversations, in March 2012, which will continue to feature interdisciplinary debates to address problem solving in the global carbon crisis. "The Trent Centre for Biomaterials Research has designed this exciting new series specifically as a multi-perspective approach to examining the integral and complex role that carbon plays in our world," said **Dr. Suresh Narine '91**, director of the TCBR. ❖

## Trent University Appoints Three New Deans

Following formal search procedures, Dr. Hugh Elton, a professor of ancient History & Classics at Trent for the last six years, was appointed the new Dean of Arts and Science (Humanities) for a five-year term to June 2018.

Earlier in the year, Dr. Jacqueline Muldoon, a member of Trent's Economics department for over 28 years, was reappointed as the Dean of the School of Education and Professional Learning for a two-year term to June 2014.

Holger Hintelmann, a professor of chemistry and environmental & resource sciences at Trent for over 14 years, was appointed as the new Dean of Arts and Science (Sciences) for a five-year term to June 30, 2017. ❖

# Giving Back:

CARLY SNIDER '03  
& DONALD FRASER '91

Trent has an incredibly strong reputation for producing dynamic and engaging educators. The reputation, it seems, is well deserved. How else do you explain the fact that a dozen Trent graduates have gone on to win major teaching awards at their *alma mater*? Here are just a few of the alumni who have won teaching awards at Trent.

## JOAN SANGSTER '70

When it comes to teaching, Symons Award for Excellence in Teaching award-winner Professor Joan Sangster aims to do a number of things.

"It's important to develop a student's critical skills and their ability to view history in the past with new eyes—in ways they've never done before," she says. "At the same time you're trying to interest them in the subject matter because you love it and think it's interesting. You want to pass on some of the passion and interest to your students."

Though she doesn't credit her teaching success to Trent University alone, Prof. Sangster says that the school's commitment to excellence in teaching allows for an engaged atmosphere that benefits her style and philosophy.

Prof. Sangster teaches courses that students often have little background in, including women's history and labour history—subjects that students rarely learn about before their post-secondary education.

"Part of the joy of teaching is simply introducing them to ideas and concepts in a subject they hadn't known much about before," she says. "It simply opens up a new view of history when you are looking at something for the very first time."

Heather Murray, a former student, took Women's History in North America



at the third-year level and a fourth-year seminar with Prof. Sangster. She credits Prof. Sangster with sparking her interest in the subject.

"I was about ready to give up on history before her class," Murray says. "I felt much more interested in politics after her classes. She got me thinking about historical arguments and themes rather than just narratives and facts and allowed for intriguing ideological debates, too."

Prof. Sangster enjoys experiencing her students' interest and excitement as she introduces them to her subjects, and uses her time in seminars to get to know students better—something that she remembers from her days as an undergrad student at Trent.

"The commitment to teaching that I experienced at Trent as a student was something that I valued tremendously, and I wanted to emulate that with my own students," she says. – CS

*"I want to emulate the commitment to teaching that I experienced at Trent as a student."  
– Joan Sangster*

# Alumni Teaching Award Winners

## MATTHEW THOMPSON '99

In his second year of his undergraduate degree, Professor Matthew Thompson transferred to Trent. The change from being invisible at his previous school to being on a first-name basis with the faculty helped to build “a solid foundation” in his studies, degree, and career, he says.

In 2003, Prof. Thompson returned to Trent with a teaching assignment as a member of CUPE and then, six years later, he joined TUFA as an assistant professor in Trent’s chemistry department.

Now that he is a teacher, Prof. Thompson has tried to recreate the relationships with his students that he remembers having with professors during his undergraduate career.

“I can confidently say that Trent has a natural feel that makes this faculty-student interaction really easy to develop,” he says. “As a result, I have always had an open-door policy, even in classes of hundreds of students, and this has really been beneficial.”

Prof. Thompson also strives to create a memorable experience for his students. One of his fondest memories was during the final days of

a first-year course he was teaching; he modified the song *Sweet Caroline* to *Sweet Chemistry* as his farewell to the students.

“After I finished, an entire Wenjack Theatre filled with students stood up to applaud,” he says. “I remember thinking they might not remember all of their first-year chemistry content, but they would certainly remember their first-year chemistry experience.”

His efforts have not gone unnoticed by his students or his peers, as he was recognized with the CUPE Award for Excellence in Part-Time Teaching in 2010-11.

Kelly LeBlanc, an M.Sc. candidate at Trent, took two classes with Prof. Thompson and was a teacher’s assistant in his second year elements of physical chemistry course. “You always hear about Trent being great because it’s a small school and your professors really

get to know you as individuals,” she says. “I think Matthew displays that concept perfectly. Before the second lecture of the year, I’m sure he could name every student in each of his classes.” – CS

*“Trent has a natural feel that makes faculty-student interaction really easy to develop.”*  
– Matthew Thompson



Prof. Kelly creates a respectful environment in which she listens to her students and hears their voices. She encourages them to tackle things that give them anxiety and ensures her students are in a good mental state that helps them learn.

She sees her teaching philosophy and style as a perfect fit with Trent. She feels the school encourages students to feel comfortable, and tries to do the same herself.

Recognized with the CUPE Award for Excellence in Teaching during the 2002-03 academic year, Prof. Kelly enjoys her time at Trent so much that her part-time teaching position is something she does on top of her full-time job as a psychological associate at the Kawartha Pine Ridge District School Board.

“I love it at Trent. I loved being a student there. I loved being a T.A. there and I continue to teach there as one of my evenings out,” she says. “I work for 40 hours a week and then I go teach for one or two nights a week and I’ve done that for 16 years—because I like it.”

**Todd Cunningham '98** took Prof. Kelly’s stats course in 2000 and remembers her as a “fantastic teacher.” He particularly remembers the amount of time she spent outside of class to ensure her students understood the concepts. *Continued on page 14.*

## WENDY KELLY '87

Professor Wendy Kelly understands that the second-year psychology statistics course she teaches can cause some anxiety in her students.

“What I do, the very first class, is make it very explicit,” she says. “I talk about anxiety, I talk about the demands, I validate that I know how they feel. I think my biggest role is to get them in the mindset that they actually can learn.”

*“I think my biggest role is to get students in the mindset that they actually can learn.”* – Wendy Kelly



"It's one of those courses that everybody runs away from, thinking it's going to be so difficult," he says, "but walking away feeling like 'I understand this' made me very thankful for her teaching style."

And it's those students whom Prof. Kelly strives to reach.

"When (students) come into a statistics course quivering and feeling really scared about the course, and then, at the end, to say things like 'I never thought I could do this well!... That's what I love. Empowering them,'" Kelly says. – CS

## RAYMOND DART '82

For Professor Raymond Dart, the secret of teaching isn't made up of any one method or series of tactics. Instead, it is to be found in a much more personal approach.

"There is no fancy pedagogy in what I do," he reveals. "No particular technique. It is more about sharing time and space with people. And engaging them. Teaching, for me—and, really, that is all I can speak to—is about nurturing curiosity, nurturing passion, nurturing humanity."

In fact, it was curiosity and passion that brought Prof. Dart to teaching.

"Really, I did my doctorate because I had questions," he says. "I was working with a non-profit organization (Peterborough Green-Up), that was doing groundbreaking things in community-level environmentalism. And I became so taken up with questions—questions about why things weren't working. Or why things weren't working the way I thought they should be."

After two decades of teaching, his attitude remains the same.

"I teach (and have taught) a wide variety of courses, because I have a number of interests and because



Ray Dart '82 and Susan Wurtele '83

teaching different things keeps me interested, engaged, ever-questioning, and challenged," he explains. "The curiosity, varied background, and creative ideas of my students always impress and challenge me. Teaching is my favourite part of my wonderful job."

Prof. Dart credits a strong group of teachers for some of his current success—long-standing professors such as Robert Paehlke, John Wadland, Robert Carter, and Rosemary Johnson.

"When I was at Trent, I had some of the most fantastic instructors ever—people who affected my thoughts and my

life," he recalls. "And when it came to doing my doctorate, one of the most compelling things that motivated me was the effect that these instructors had on me and my development. And I began to wonder if I could take on even a semblance of that kind of role."

For Prof. Dart, the university experience—and the opportunities for students to truly engage with their instructors—have to exist outside the classroom.

"In the business administration program, we have a December social, we have a special Pig's Ear Graduation for our students, we have opportunities

to be with our students in more than a narrow academic way. Hopefully they get a very important message out of it—that when it comes to their education, it is more than just books—it is who they are that matters."

Students regularly point out that Prof. Dart backs up his words with actions.

"He is exceptional in that he lives what he teaches," reports former student **Sarita Worravitudomsuk '07**. "He

always encouraged us to change our lifestyles—to be more environmentally friendly. He encouraged us to do things such as using double sided printing. He

also encouraged students to use a travel mug. That's how I got my first one.

"He is the kind of teacher who always gives his best in every class. He made an effort to engage with students in class discussion. He also introduced us to many things outside the classroom, including introducing us to events and organizations in the Peterborough Community."

Prof. Dart won the Excellence in Education Award for Promotion of Sustainable Practices in 2010. – DF

*"It is about sharing time and space with people. And engaging them."*  
– Raymond Dart

*"I want my students to see how what they learn in university can be taken outside of the classroom, where it can inform the way they live their lives." – Susan Wurtele*

### SUSAN WURTELE '83

Twelve years after graduating from Trent University, Professor Susan Wurtele was awarded the Symons Award for Excellence in Teaching, recognizing her outstanding teaching and exemplary concern for Trent students. Prof. Wurtele has been teaching in the Department of Geography since 1994. Her research interests focus on themes of feminist and historical-cultural geography in the Canadian context. She teaches a wide range of courses at Trent, focusing on topics such as urban geography, urban environments and feminist geographies.

For Prof. Wurtele, Trent's small size and close-knit community were both influences on her role as an instructor.

"My experience at Trent had a very important impact on my teaching," she says. "I learned to value small-group teaching, dedicated professors and practical, field-based learning. These are all components of how I teach my own students today."

Prof. Wurtele looks back fondly on a number of instructors that helped mentor her as an educator.

"There were so many," she recalls. "But, without a doubt, the most important among these was Al Brunger. Many things about Al's teaching inspired me to pursue graduate work, which led ultimately to a career as a geography professor. Al taught to an incredibly high standard and pushed students to engage with his course material in practical ways. He included fieldwork in virtually every course he taught and left me with a sustained appreciation for the importance of the less formal learning that is possible in the field."

Prof. Wurtele's classes have been described as dynamic, involving small-group seminars and alternative assignment structures. In addition to her undergraduate teaching, she is an active

member of the Frost Centre for Canadian Studies and Native Studies, where she is involved with students at both the Master's and Ph.D. levels.

No matter what level she is teaching at, student engagement is always a top priority.

"My classrooms provide an informal and personal learning environment in which students are encouraged to actively engage in two-way communication," she explains. "Students are challenged to experiment with new ideas and skills, and whenever possible, offered opportunities for self-directed learning. Most of all I want my students to see how what they learn in university can be taken outside of the classroom, where it can inform the way they live their lives."

According to Prof. Wurtele, variety is also important.

"I employ a wide range of different learning activities including debates, individual research projects, hands-on workshop activities, field trips (both faculty-led and student-led), and focused seminar discussions. All of these activities are designed to help students understand how they are personally connected to the issues they are studying."

As an urban geographer and an active citizen, Prof. Wurtele takes her students into the community to do meaningful research in the real world. For instance, in a recent project, students prepared an actual transportation plan to ensure the safety of children walking to school.

"I try to model involvement for my students, stressing that we can all be committed citizens. Some students are already there, some leap at what, for them, is a new idea. Others need a nudge. In the end, I hope they all recognize, not just the importance of being engaged, but also how to better engage themselves in our community and our society." – DF



### CHRISTL VERDUYN '71

Not only is award-winning academic and writer, Professor Christl Verduyn, a national treasure —being named a member of the Order of Canada in 2006—but she is also an exceptionally gifted teacher.

Although she currently teaches at Mount Allison University in New Brunswick, Prof. Verduyn is an example of the caliber of teachers drawn to Trent. During her time here, Prof. Verduyn served as chair of the Women's Studies and Canadian Studies programs. She received the Symons Award for Excellence in Teaching in 2006.

Prof. Verduyn brings a Trent attitude to her work at Mount Allison.

"I've been part of instituting the lecture/tutorial model that the Trent community knows so well," she says. "It is a pedagogical approach that I think works for most students. During lectures, you learn to listen, to take in information in a very directed way. Whereas during tutorials, you learn to talk—you are challenged to talk. And you learn, again, in a very different way."

She has also borrowed from Trent's interdisciplinary model, incorporating ideas, speakers, and materials from a wide variety of disciplines into her courses and programs.

*Continued on page 16.*

**CHRISTL VERDUYN** *continued*

"I also stress the importance of a parallel education—the education that happens outside of the classroom."

Recalling extra-curricular lectures and speakers series during her time at Trent, Prof. Verduyn has helped implement similar ones at Mount Allison.

"I believe in the idea of lifelong learning," she says. "I believe in taking the greater world into the classroom, and taking what is learned in the classroom out in the world."

When it comes to literature, for instance, "it isn't just about studying a certain novel or poem, but about being introduced to a lifetime of reading, a lifetime of finding good literature. It is about finding out more about your country—your world—through its literature and language. It is about seeing past the bestsellers to writing that informs and opens up cultures for the reader. These are skills that last a lifetime."

Similarly, critical thinking and academic work are about much more than a mark on an essay or in a course.

"Hopefully, a student learns to think critically about their community, their country. How they fit into their community. How their country relates to the rest of the world. How they fit into all of this. It helps a person grow, helps inform, helps to create a system

***"I believe in taking the greater world into the classroom, and taking what is learned in the classroom out in the world." – Christl Verduyn***

of beliefs and knowledge. Critical study isn't about surviving an exam, it is a ticket to knowing more about yourself and the world you inhabit."

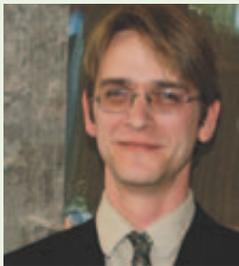
Prof. Verduyn recalls some of the influential professors that helped her become the teacher that she is today.

"Definitely Gordon Roper," she recalls. "With him it was the Socratic method. You had to think. You had to take responsibility for your education."

As a faculty member at Trent, she looked to people such as John Wadland, Jim Struthers, and Robert Campbell for inspiration.

"They were bringing so much to the learning experience," she notes. "Someone like John, who would organize these great field trips—including, but definitely not limited to the Temagami trip (see page 21)—or emphasize and include the francophone aspects of our culture, or bring in these incredible National Film Board films. That can be pretty inspiring."

Prof. Verduyn, it should be noted, is not only an award-winning teacher, but an honoured writer and academic as well, winning the 1996 Gabrielle Roy Book Prize for *Lifelines: Marian Engel's Writings* and the 2006 Governor General's International Award for Canadian Studies. – DF ❖

**OTHER TRENT ALUMNI TEACHING AWARD WINNERS**

Adam Stibbard '89



Brent Woods '05



Marg Hobbs '75



Barry Best '76



Molly Blyth '01

# alumni events



Halifax  
Sybil Nunn (former Trent staff), PSB Wilson.



Halifax  
Chris Glover '01, and Meri Kim Oliver.



Halifax  
Michele Anthony '82, and David Wallbridge '96.



Winnipeg  
James Cook '98 and Jessica Verhoog '97.



Halifax  
Left to right: Robyn Wilson, Neil Harvey, Susan Drain '68 and Gillian Wilson.



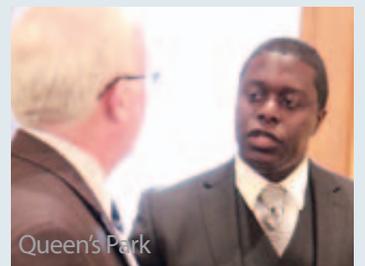
Winnipeg  
Terry Reilly '69, Tom Jackson (Hon.), Shelly Manley-Tannis '91.



Queen's Park  
Dr. Maggie Xenopoulos and Rann Sharma '97.



Queen's Park  
Dr. Steven E. Franklin, Linwood Barclay '73, Jeff Leal '74, Dane Shumack, Charissa Weir, Dr. Maggie Xenopoulos.



Queen's Park  
Bob Taylor-Vaisey '66 (left) and Kevin Modeste '94.

## Thank you for your support!

Allison is a second generation Trent student, majoring in Environmental Science and Biology at our Oshawa Campus:

"Given the high costs of textbooks, on top of all of the other school expenses, it was really nice to know that someone was willing to help me."



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**P**rofessor Blyth '01 navigates the sloping second-floor corridor of Kerr House, balancing an enormous tea-pot in a tea cozy patterned with cherries and a bright-red collar. Like singer Kate Rusby, who lists it among her sources of inspiration, she drinks Yorkshire Gold Tea. She sits at an original circular Trent seminar table designed to accommodate five to seven students, and listens. Visiting Molly Blyth is an occasion—a perfectly informal one—but an event nevertheless: something humane, civilized, and made special for the visitor.

On the bookshelf behind her is a copy of *The History of Mary Prince*, a slave narrative translated by Suzanna Moodie, which Molly is editing for republication. You don't normally think of the author of *Roughing It in the Bush* as being associated with the Bluestocking Movement, the Anti-Slavery Society, and first-wave feminism, but Molly explains these connections. On her desk, ready to send to *Labour/Travail*,

is a review of a book on the Truth and Reconciliation Commission for Canadian Aboriginal Peoples. There are the usual readers' reports—such as one on a manuscript for the University of Ohio Press. And there is her own book currently in the works.

Molly won the Symons Teaching Award in 2009. Now you realize why: the key to exceptional teaching is to have something significant and substantial to teach—in Molly's case, current issues of globalization and identity summoned through the critical theory that has redefined the humanities today.

She took her honours B.A. in English at Trinity College, University of Toronto, then went to York for her M.A. at a time when the Downsview campus was a centre of intellectual energy. She taught Canadian Literature with Frank Davey, one of the first theorists in that field, while taking courses in semiotic, psychoanalytic and post-colonial theory, as well as discourse analysis taught by Barbara Godard at

her kitchen table. During the late 1980s, French Critical Theory was being held to account for a masculinist, celebrity-culture elitism that left its students as well as several important minorities behind, and Molly began looking for a way of teaching and advancing theory that admitted the very voices which theory said were marginalized.

The solution came to her in a unique and personal fusion of decolonizing theory and indigenous Canadian storytelling. She tested, first in Trent's Oral narrative course, then in Indigenous Studies courses, a teaching method that engaged students, especially First Nations students, outside of Western knowledge traditions. Good theory is good storytelling; good storytelling, especially with decolonized students, is good theory. Guided by this axiom, and by the students themselves, she wrote a Ph.D. dissertation on native writing in Canada, while witnessing transformations happening intellectually because they were happening at a personal level in the lives of her students.

How does it happen? Molly encourages first-person testimonial, personal but not confessional ("teaching is not therapy"), bringing already embodied theory into the light of academic theory. She does so in areas such as immigration and multiculturalism, globalization and neoliberalism, and the construction of bodily space in the in-between states of Canadian identity. She has carried this method of drawing theory out of students in courses such as Canadian Studies, Cultural Studies, English Literature, Indigenous Studies, and Women's Studies. Currently, she is teaching Documenting Canada, a three-department cross-listing involving regionalism and identities in film and literature.

All of this seems far away, over tea, and after the quiet occasion is over I come away realizing that I have done all the talking, invisibly encouraged by a gentle act of listening that is a form of secular prayer. ❖

## MOLLY BLYTH



# 22 YEARS at TRENT: REFLECTIONS of a PERPETUAL STUDENT

“We have found that in this age of instant coffee, and even instant tea, there is still no such thing as an instant university or, indeed, instant education.”

– THOMAS H.B. SYMONS

OWEN KANE '08



Instant coffee? No. But why not instant alcohol? An early Trent legend tell of Tom Symons pointing out to the liquor board, much to their dismay, that it was imperative that every room in the new university should be listed for serving alcohol. While this battle was ultimately lost, the vision of education as a social event still endures: one of my classes meets every Tuesday night in the Traill Junior Common Room, to sit in a circle on couches and armchairs, and tell stories for two hours. The class is large for a 4th-year seminar—22 members—but we have all become friends. After the chatter and bantering has hushed, we look to whichever two of us is to lead the topic that night. It is a teaching style peculiar to Trent University, with the onus on the students to teach each other while the professor, in this case Ian McLachlan, leans back on his chair, hands clasped, listening to the conversation. Occasionally he will throw in a question to steer the discussion, or mischievously stir it up, but this is done as if he were just one of the other participants in the circle.

The best classes I have known at Trent have this style: the teacher dissolves his or her authority into a community educating itself. Course enrolments have gotten larger since the Founding President proposed a tutorial system of one tutor to about ten students. Instant coffee is available through Tim Hortons. But it is still possible here for students to

have a close intellectual association with faculty in a class. Even more importantly, with each other after the class is over.

But the best results happen when these two venues are focused together, as in Ian McLachlan's seminars. And Emilia Angelova's. She hosts four Round-table Discussions a year, when students take turns to lead talk about a particular philosopher they are interested in. Emilia becomes invisible; eyes look at each other instead of at books; mouths passionately defend or contest what a peer has said; new ideas are contributed to the conversation.

This experience requires, ideally, spaces within the university where distinct small communities can form—at minimum “two dozen very old elm trees and about 50 acres of wooden ground or lawn,” to quote Governor General Vanier quoting Stephen Leacock. For me, those spaces originally appeared in my youth when I climbed the trees on the front lawn at Peter Robinson, played with the toys on the bookshelves of professors' offices, or crawled under tables in the dining hall, where students in the same Creative Writing class I am taking now met to perform their stories or to dance to Andrew Wenick's Vertigo jazz band (still going strong today). Recalling these events leads me to say that Trent University still continues in many ways as a community of scholars, though I would translate that misty phrase into “community of critical thinkers.” In either

case, it requires a very special kind of teacher, or at least a very ignorant one, as the philosopher Jacques Rancière writes, to step down from a position of authority and listen to the murmur of autonomous thinking.

With each individual passing through Trent's doors, education remains a project. Here, where even a professor is sometimes a student, scholarship is always in process. And so is the project of envisioning the idea of a university. Andrew Wernick, in conversation after class at The Trend, speaks of the possibility of developing a response to the travails of the modern university that does not accept the inevitability of its being ruined: a response that is active, that is institution-building, that comprehends this construction as an ongoing praxis for itself. At the end of A Brief Memoir from the Trenches—an essay which along with the visionary statements of Tom Symons—has influenced my story, Wernick quotes the theorist Walter Benjamin to the effect that every generation “has its own messianic power.” The possibility of redeeming the past exists in the praxis of thinking critically, and telling one's own story and listening to the stories of others. Writing for the Alumni Office I have the opportunity to tell my story, and I thank you for listening. Hopefully you will tell your own story for all who will listen, keeping alive the idea of Trent in its best self. ❖



## ADMIT ONE

founded the L.W. Conolly Theatre Archives at the University of Guelph, sits on the Advisory Boards to Theatre Museum Canada and The Broadview Anthology of British Literature, and has recently been appointed to fellowships at Massey College (Toronto) and Robinson College (Cambridge). But more significantly, he is at the centre of the “Shaw industrial complex”! He is advisor to the Society of Authors for the Estate of Bernard Shaw, a member of the Advisory Council of the International Shaw Society and the Editorial Board of *SHAW: The Annual of Bernard Shaw Studies*, consultant editor for the New Mermaids series of Shaw plays, and—the appointment perhaps closest to his heart—Corresponding Scholar for the Shaw Festival at Niagara-on-the-Lake. He has published 15 books, the most recent being *Shaw and the BBC* (2009) and *The Shaw Festival: The First Fifty Years* (2011).

However, Leonard is above all a teacher—and one who has consistently taught first year as well as courses in his specialized field of modern drama. His students in English 1000 might not know that their professor is a Fellow of the Royal Society, but in the words of Madalyn Howitt, one of his former first-year students, they do know that he “genuinely cares about his students’ success” and hopes that “they enjoy their overall university experience.”

At the other end of the spectrum from first-year undergraduates, in the first few years of the Public Texts MA program, Leonard took on the Research and Professional Development Seminar—mentoring each cohort as they prepared for the annual graduate colloquium.

With his honours and graduate students, he has conducted hands-on apprenticeships in scholarly editing focused “on textual issues, on editing the text, on exploring the meaning of particular words and phrases and what impact that has on the meaning of the play, delving into context, into political and social background, and building an edition through that process—which is what I do myself.” And when the projects are finished, the students “become at that moment the world’s leading expert on that particular play. They know more about it than anyone else!”

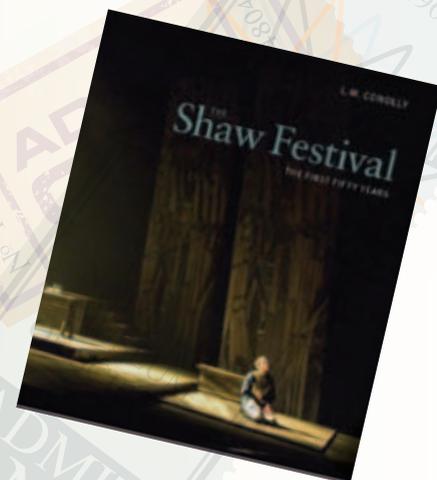
Leonard has been an exemplary mentor to students at all levels, encouraging them to explore opportunities for international experience through TIP or graduate study, to do primary research in libraries and archives, and to propose and present their work by giving papers at scholarly conferences. For this reason, the Department of English Literature is recognizing his retirement with the creation of a fund to support travel by students in the Public Texts MA program for research or to present papers at conferences. ♦

ELIZABETH POPHAM

Leonard Conolly, professor of English Literature, former Trent president (1994-97), interim director of the Trent International Program (2001-03), and interim principal of Peter Gzowski College (2005-06), Lady Eaton College (2006-07) and Catharine Parr Traill College (2004-05, 2010-11), is retiring on July 1, 2012. And those who know him will not be surprised that he and his wife Barbara are off to Niagara-on-the-Lake, to spend even more time with Bernard Shaw!

A Fellow of the Royal Society of Canada (2002), Leonard received Trent’s Distinguished Research Award in 2005 and an honorary degree from the University of Guelph in 2008. He

If you wish to contribute to the **Leonard Conolly Graduate Student Travel Fund**, please see [www.trentu.ca/givingtotrent/donate.php](http://www.trentu.ca/givingtotrent/donate.php).





## 40 YEARS OF TRENT IN TEMAGAMI

In the summer of 1972, Professors John Wadland and Bob Page travelled north to meet with their colleague, Bruce Hodgins, to scout out possibilities for a Canadian Studies field trip at Camp Wanapitei on Lake Temagami. Hodgins was volunteer director of the camp, in addition to being a professor of history at Trent. Apparently, they liked what they saw, because the next fall, in September 1973, 35 students and a small team of faculty made the trip north to canoe, hike, square dance, and carry on academic discussions about environmental, Indigenous and Canadian issues.

Forty years later, what started as the Canadian Studies 200 field trip has evolved into a uniquely Trent tradition. This September, a similar group of students and faculty will set out in a yellow school bus for Temagami. In the intervening years, thousands of people have been drawn to this trip, building a tremendous community of people interested in understanding the land, sustainability, and our human connection to nature.

This legacy is due to the hard work of John Wadland and Bruce Hodgins. Wadland studied under renowned naturalist and environmentalist John Livingston and was keen for

his students to challenge the grand narrative of progress and, perhaps, to reclaim some of their humility toward nature and their understanding of its limits. Hodgins equally shared Wadland's passion for these issues and pursued a lifetime of historical research on Temagami. They made a tremendous team, bringing this trip to life each fall for many decades (although they had a great supporting cast, including Page, Fred Helleiner, Alan Wilson, **Shelagh Grant '76**, Jim Stuthers, and many, many others). Wanapitei and Temagami were an ideal canvas for this,

*"Nature will certainly triumph. Whether it will triumph over us, or in us and through us, remains to be seen." – Wayland Drew, 1973*

with a history of mining, forestry, and cottaging arrayed beside issues of forest sustainability and First Nations rights.

While Hodgins and Wadland continue to be actively involved with the trip, the mantle has been passed to Peter Andree (a Trent alumnus, now a faculty member at Carleton) and me. We're smart enough not to tinker with a time-tested formula, trusting the magic that arises from a dose of physical hardship, paddling, and authentic discussion. We've renamed the weekend the Trent Temagami Colloquium to reflect the multiple disciplinary perspectives we hope will

come out of it, but we remain firmly committed to the original goals of the trip, namely to encourage people to think critically about our relationship to nature and the land.

Each summer, as the work of planning for the trip builds—this is my sixth trip—and combines with course planning, graduate supervision, committee work, and research obligations, there are times that I regret ever having gotten involved with this thing! But that quickly melts away once I arrive in Temagami, where I find my spirits uplifted and renewed by the

energy and ideas of the students, faculty, alumni, and community members that make the time and

find the courage to travel north.

Let me close by issuing a special invitation to all alumni. You are welcome to join us this fall in Temagami, September 20-23. A particular invitation is extended to all those Trent alumni who wish they'd gone on the trip when they were students, but never made it! Here's your chance. ❖

For details at [www.trenttemagami.ca](http://www.trenttemagami.ca) or by emailing [stephenhill@trentu.ca](mailto:stephenhill@trentu.ca)

STEPHEN HILL

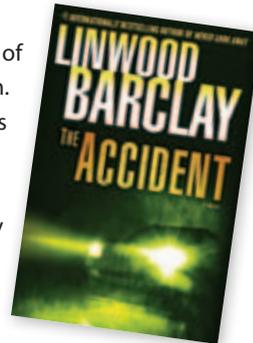
# Alumni Accomplishments



Trent University alumna **DR. KATE EICHHORN '90** was recently short-listed for the Governor General's Award for English-language poetry for *Fieldnotes, a forensic*. In this book she looks at the forensic language that has insinuated itself recently into our day-to-day discourse, presenting the resulting poems in the form of an anthropologist's fieldnotes. The material for these "notes" is made up of lines of "found poetry" in the form of quotes and excerpts from newspaper reports as well as textbooks in forensic science and anthropology and other non-literary sources. Eichhorn's first book of poetry, *Fond* (2008), was shortlisted for the Gerald Lampert Award in 2009. Eichhorn received her B.A. in women's studies and English from Trent, and went on to receive an M.A. in the history and philosophy of education at Simon Fraser and a Ph.D. in language, culture, and teaching at York University's Faculty of Education

Eichhorn is a writer, cultural critic, and assistant professor of culture and media studies at The New School University in New York. She is also co-editor of *Prismatic Publics: Innovative Canadian Women's Poetry and Poetics* (2009) and is working on her first novel, *Felt Lack*, which she describes as a work of experimental prose exploring the political and aesthetic possibilities of failed social transformations.

*The Accident*, by acclaimed Canadian mystery novelist and Trent University graduate **LINWOOD BARCLAY '77** topped the bestseller list for hardcover fiction in the United Kingdom, as announced in the September 18th, 2011, issue of the *Sunday Times*. The novel tells the story of everyday man Glen Barber in orderly Milford, Connecticut. Glen, his construction business hit hard by the recession, is just at the beginning of his troubles when his wife comes up with her own plans for getting them out of their financial jam. Stephen King says in *Entertainment Weekly* that "with this novel, Barclay vaults to the top of the suspense pantheon."



The Alumni Association wishes **LESLIE MCCARTNEY B.SC. '89, M.A. '99** good fortune in her move to Alaska. In December Leslie accepted a post as curator of oral history in the Elmer E. Rasmuson Library at the University of Alaska (Fairbanks).

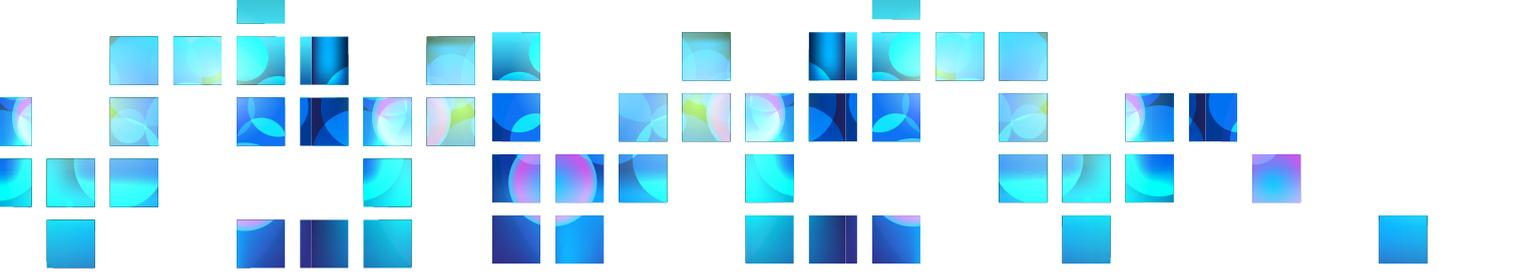


Leslie McCartney

Leslie received a B.Sc. in anthropology and psychology and a Master's degree in anthropology, both from Trent.

**MARY ELIZABETH LUKA '80** was appointed for a two-year term to the first Board of Arts Nova Scotia on March 27, 2012. Mary Elizabeth is a bilingual arts consultant, an award-winning documentary producer, and a television producer. The creation of Arts Nova Scotia is part of the province's five-point plan on arts and culture released in February of last year. It is an independent body that will oversee provincial government funding to artists.

One of Trent University's early students and former MPP of Scarborough for 11 years, **RICHARD JOHNSTON '64** hosted a dinner in Peterborough's downtown at Parkhill Cafe on Hunter Street in honour of the Canadian explorer Samuel de Champlain on March 28, 2012. The event was homage to the feast Champlain threw almost 400 years ago to help colonists survive the winter. Titled "The Order of Good Cheer Feast," the event promised to wow foodies and history buffs alike with a meal based on tradition but with a modern twist. In between courses there were readings from Canadian poets and writers, as well as musical entertainment. Hosting the meal in Peterborough was a natural choice for Johnston, who grew up nearby in Warsaw, as well as attending both PCVS and Adam Scott.



Named head of conservation and research for the Assiniboine Park Zoo in Winnipeg, **DR. STEPHEN PETERSEN '04**, an alumnus of Trent's Environmental & Life Sciences Graduate Program, is overseeing the operations of a one-of-a-kind conservation centre for Polar Bear Conservation. The centre is dedicated to housing and transitioning orphaned polar bear cubs. The project uses genetics and GPS tracking to investigate population structure, behaviour, and ecology of Arctic marine mammals, polar bears in particular, thereby contributing to the conservation of the species.

Stephen Petersen



The Trent community was treated to a homecoming success story when high-profile Ryerson professor **TOMAZ JARDIM '96** returned to give a presentation based on his recent publications, particularly *The Mauthausen Trial: American Military Justice in Germany*, which has been receiving very positive reviews. Dr. Jardim, who received his undergraduate degree in history at Trent in the late 1990s, has garnered plenty of attention and respect for his work on the Third Reich, the Holocaust, and postwar human-rights justice.

His research has earned him several fellowships and awards, including the Diane and Howard

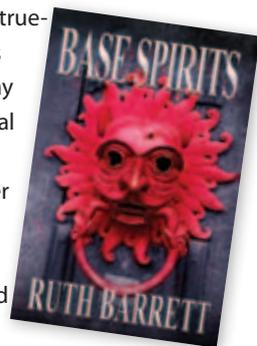


Tomaz Jardim and Professor Carolyn Kay.

Wohl Fellowship from the Centre for Advanced Holocaust Studies, an Ontario Graduate Scholarship, a Language Study Scholarship from the Deutscher Akademischer Austausch Dienst, as well as the Bagnani Award for Excellence in the Field of History that he received from Trent. Before joining the full-time faculty at Ryerson, he held a post-doctoral fellowship at the United States Holocaust Memorial Museum in Washington, DC. In 2009, Dr. Jardim was visiting assistant professor of Modern European and Holocaust History at Pacific Lutheran University. He has also worked as researcher and writer for Holocaust memoirs submitted for publication to the Azrieli Foundation.

**RUTH BARRETT '90** is the author of a new novel, *Base Spirits*. Inspired by the play *A Yorkshire Tragedy*, sometimes attributed to Shakespeare, and by her personal exploration of the Calverley

Old Hall, the novel tells the story of an unhappy couple on vacation at the hall. There, they awaken its darker history, with Ciara, who is a playwright, trapped and sent back in time to witness the events of 1605, when Sir Walter Calverley's murderous rampage left his family shattered. Meanwhile her husband begins to be overtaken by the malevolent echoes of the house's blood-stained past. Inspired by a true-life drama in Shakespeare's day, this novel is itself a play within a play, a supernatural thriller with a historical core, where only one player can survive. Ruth would love to hear from her Trent friends! She can be reached at [spirited\\_words@yahoo.ca](mailto:spirited_words@yahoo.ca).



*Base Spirits* is available in paperback or Kindle e-book from [amazon.com](http://amazon.com).

**DR. MARK WILLIAMSON '80** recently completed the first documented unsupported winter traverse of Algonquin Park. Together with Dr. Jeffrey Harvey of the Netherlands Institute of Ecology, his 23-day expedition covered 160 kilometres of lakes and backcountry on snowshoes and skis as part of a project involving students in both Canada and the Netherlands in issues of environmental advocacy and climate change. ❖



Mark Williamson





# The Many Legacies of Professor Thomas H.B. Symons

MARILYN BURNS '00

## Trent University Launches Legacy Campaign

Aligning with the 50th Anniversary, Trent University is embarking on a Legacy Campaign that will provide a platform for thoughtful discussion of legacy possibilities such as ways to enhance the student experience or enrich research opportunities.

*"The Legacy Campaign provides the opportunity to demonstrate how you value the education Trent University provides its students. For me, as a parent of a Trent alumna, I witnessed the empowerment of my daughter's true potential. I'm forever grateful."*

Eileen Madder  
Chair, Legacy Campaign

LEGACY CAMPAIGN

GOAL:

135

new members of the  
Legacy Society

Not long ago, a student asked Professor Tom Symons, founding president of the University, if he and a few other student leaders could come by for a visit. Well known for welcoming students into his home for tea, Professor Symons said yes without hesitation. "Will you give us dinner?" the student asked. "We'll bring the wine."

As he recalls the evening, 83-year-old Prof. Symons's eyes twinkle at the intrepid zeal of youth. "Twelve of them came—two from every college and the president of the student association," he says. "We had a marvellous evening. We talked long into the night. I was so impressed. They really knew what Trent's original concept was and they cared about it."

An elder statesman of academia in Canada, Vanier Professor Emeritus Thomas H.B. Symons has been awarded the Order of Canada and the Order of Ontario; he received the Award of Merit from the Association for Canadian Studies, the Governor General's International Award for Canadian Studies, and is a member of the Royal Society of Canada. In 2012, he received the Queen Elizabeth II Diamond Jubilee Medal and most recently was made a Knight of the Order of St. Sylvester by the Pope (no mean feat for a Methodist).

Still, some 50 years after Trent's history began to take shape, and many honours later, for Tom Symons it is all about the students: "The centrality of the individual student," a value upon which Trent University was envisioned and built.

When he invites you into his home—a Victorian-era gem that envelops you in the warmth of first-edition books, piles of manuscripts and correspondence, original artwork and personal memorabilia in every nook—Tom Symons invites you into his vision of Trent. The wrought-iron gate is left slightly ajar, as is the vestibule door, painted in a fashion that would have delighted John Ruskin himself. Tea and homemade cookies are kindly served by Christine Symons, Tom's wife.

Tom's commitment to students and to their connection with the professors who make a difference in their lives is an unwavering philosophy that comes of personal experience. "I was very lucky as a student in having some truly wonderful teachers and I'm very conscious of what I owe to them. I'm indebted to them," he says and, smiling, adds: "I was not a desperately good student."



*“A university is a growing, living legacy – and it needs all kinds of support.”*

“They got my mind cranking over and really working—and once you get it going, that’s fine, but so many students don’t have the good fortune of coming to know good teachers to set them on fire. I’m asked periodically: can I identify my greatest teacher—and I can. It’s rather interesting; he taught me nothing and yet he taught me everything. He was a professor of accounting from whom, as a student in history, I took no courses.

“He would invite students and groups of students to come to his room for a chat and a cup of tea. And it was always a great treat, an adventure, to go to Professor Ashley’s room. He was a towering figure in my academic experience. He really mentored students, quietly and unobtrusively, pointing out things that should be of interest: international events, public affairs, books, theatre, and film—even accounting.”

Perhaps the early attention of a special professor is at the root of why, upon retiring from Trent, Tom, together with Christine, established the Symons Teaching Award. “The origins of the teaching award relate to the original spirit and hopes of the founders of Trent, that it would be a place of learning where students would have the benefit of first-rate teaching,” says Tom. “Christine and I thought we would like to do something that would underline our belief in the importance of teaching and concern for students, and this took the form of the teaching award we established.”

The couple established the fund with \$10,000 that Tom had earned from a mediation he had completed at the request of the Premier of Ontario at the time. They have added to it every year since, and it now stands at over \$100,000.

“I hope it helps to underline the fundamental importance of attention to teaching in our universities,” says Tom. “That needs to be emphasized. Our universities, properly and happily, are tremendously engaged in research. While I strongly

support excellence in research and enhancement of research opportunities, I try to advocate equally for a recognition of good teaching. I see research and teaching as two sides of the same coin. Good teaching will develop good researchers. There will not be good research without the preparation provided by good teaching.”

In 1998, Tom made another significant difference to the future of students, teaching, and research at Trent University. He founded the Trent Legacy Society, an honorary society to recognize and thank donors who have made provisions for a future gift to support education and research at Trent University through their Estate. Knowing the importance of funding to the University, Tom made a commitment to remember Trent in his own will. The decision wasn’t a stretch.

“Trent formed my life,” he states simply. As Canada’s youngest university president at the age of 35, he experienced a new world of intellectual

discovery on a global scale. “It was rather wonderful. I traveled a great deal during my 11 years as president. To my astonishment, I was elected chairman of the Universities of the Commonwealth, an association of some 800 universities located in more than 30 countries. I was involved in an immense amount of travel, and it was always helpful to Trent. I would always carry copies of the *Journal of Canadian Studies*, which was then a hallmark of the University.

“A university is a growing, living legacy – and it needs all kinds of support. It’s terribly important to have the whole-hearted support of the university’s home community, and Trent has been very fortunate to have that support from Peterborough and throughout the Valley of the Trent.”

*Continued on page 26.*

*Trent’s founding president recognizes that the most meaningful gifts—regardless of their size—are made significant by their intention.*

## PROFESSOR TOM SYMONS

FOUNDING PRESIDENT OF TRENT UNIVERSITY

EDUCATIONAL STATESMAN

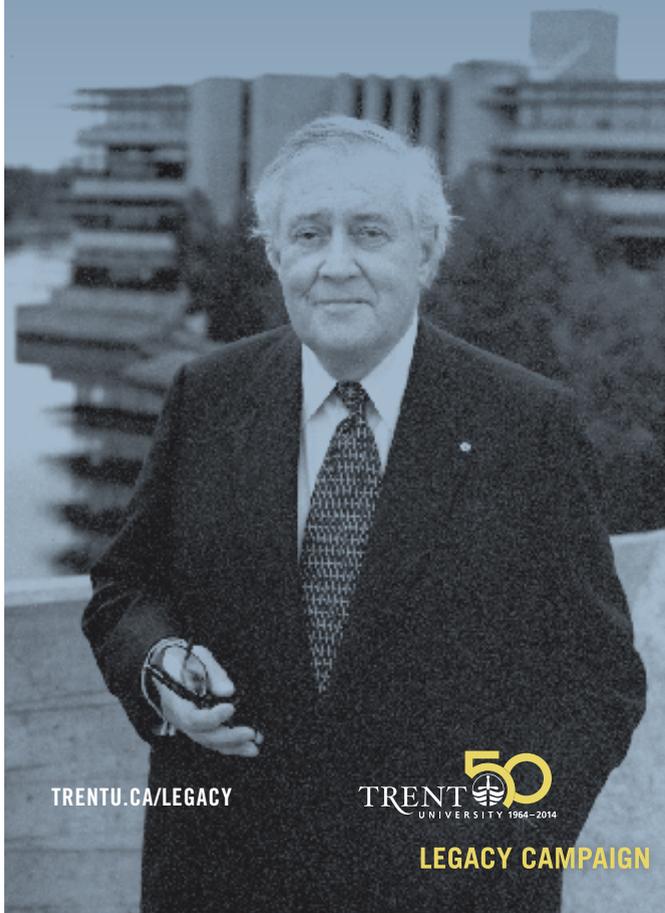
HISTORIAN

CANADIAN

FRIEND

*Remembering Trent in his will, Professor Symons' legacy will support the continued enhancement of the study of Canada.*

### WHAT WILL YOUR LEGACY BE?



TRENTU.CA/LEGACY

TRENT  
UNIVERSITY 1964-2014

LEGACY CAMPAIGN



For Tom, leaving a legacy, as he has done for Trent in so many ways, has been and always will be related to Trent's focus on the individual student.

"Many who might be interested in the legacy route would be interested in things that would enhance the student experience and that they could have the fun and excitement of setting up or planning with some of the current students, faculty, and alumni. The most important thing a university can do is to ensure that its students have a good and worthwhile experience intellectually, socially, and culturally. It is all part of a package—creating opportunities for the quality of the student experience and the quality of student life. I hope that will be the guiding feature of Trent's fiftieth anniversary."

Trent's founding president recognizes that the most meaningful gifts—regardless of their size—are made significant by their intention. He hastens to share a particularly fond recollection of a special gift he received on his first day as Trent University's president and vice-chancellor. He had just settled into Peterborough. "It was the first day I was here," he recalls. "We began in an old abandoned schoolhouse on Rubidge Street. I was in what would become my office at a card table and a folded chair. The janitor, who became a lifelong friend, came up and said there were some people there to see me. I was astonished because I had just arrived. It was the Chief of the Curve Lake Band (Dalton Jacobs) and his Band Council and they'd come to welcome me. I was really touched. They had had a meeting the night before and they had voted that they would come and bring with them \$100 that they wished to give to the University."

It is clear from the catch in his voice that this gesture made a deep and lasting impact on Tom and, ultimately, on Trent itself. "It took nearly a decade," he adds with a smile, "but, in due course, we had the first Native Studies program in Canada. And I made that decision that morning."

It's a moving story that speaks of the deep connections between community, generosity, the past, present and future. What better way to wind up a conversation over tea about the power of giving and the potential in legacy.

To view video footage of Professor Symons' interview with *Trent Magazine*, please visit [www.trentu.ca/trentmagazine](http://www.trentu.ca/trentmagazine). ❖

# New Appointments Announced for Trent University Governance

From the Board of Governors Meeting – April 27, 2012

The Trent University Board of Governors is pleased to announce the vice-chair, new member appointments (internal and external), member reappointments and committee chair assignments approved at the Board of Governors meeting on April 27, 2012. The appointments are as follows:

Bryan Davies has been appointed vice-chair of the Trent University Board of Governors for a one-year term commencing July 1, 2012.

Member reappointments include **Harvey McCue '73** for a one-year term commencing July 1, 2012, and Michael Mackey for a three-year term commencing July 1, 2012.

New internal appointments for faculty, staff and student designated seats for two-year terms commencing July 1, 2012 are Amber Vance (student), Paul Orser, (staff) Liana Brown (faculty).

Appointed to the designated seat for alumni is **Kate Gillespie Ahrens '02**.

New external appointments include Kenneth Armstrong, Ian Lord, Cristina Marques, **Thomas Miller '82** and Andrew Stewart for three-year terms commencing July 1, 2012.

## **Committee Chair Appointments/ Reappointments for 2012-13:**

Advancement: **Harvey McCue '73**

Audit: Rod Taylor

Endowment Lands: Cristina Marques

Executive: Bryan Davies

Finance & Property: David Bignell

Investment & Pension: Michael Mackey

Nominating & Governance:

Pamela Jeffery



*Kate Gillespie Ahrens '02,  
appointed to the alumni seat.*

## **Current Board of Governors**

### **Chair**

B. Anne Wright

### **Vice-Chair**

Robert D. Butterworth

David A. Bignell

Dr. Craig Brunetti

Joan Bush

Bryan Davies

Noranne Flower

Dr. Steven E. Franklin

Robert D. Graham

**Sue Graham Parker '73**

Moira A. Howes

**Tom Jackson (Hon.)**

Pamela Jeffery

Brandon Koebel

Sue Lupton

Michael W. Mackey

Michael I.M. MacMillan

**Harvey McCue '73**

Murray W. Miskin

Rosalind Morrow

**Ha T. Nguyen '04**

**Robin Quantick '78**

**Laura Storey '99**

Rod Taylor

Rosemary Zigrossi

## **2011-2012 Official Senate visitors to the Board of Governors**

Faculty – Professor Gavin Fridell

Student – Braden Freer

## **Secretary to the Board of Governors**

Lon Knox, B.A., LL.B.

## **Honorary Members**

Jalynn H. Bennett

**Erica Cherney (Hon.)**

**John D. de Pencier (Hon.)**

Merritt E. Gordon

**Jon K. Grant (Hon.)**

Ana P. Lopes

John G. McCarney

Lynn McDonald

Mary A. Mogford

**David T.C. Moore (Hon.)**

Reid Morden

**David L. Morton (Hon.)**

Keith C. Pilley

Cecil A. Rabinovitch

**Kate Ramsay '71**

W. J. Saunderson

Larry Seeley

Fred G. Sherratt

James A. Swanston

**Len Vernon '64**

Judith R. Wilder

Tod Willcox

**Gary Wolff '67**

J. Douglas Young

# IN MEMORIAM

**Dr. Alun Rees**, retired chemistry professor, died on January 12, 2012, in Burlington. He joined Trent in the Department of Chemistry as an associate professor on July 1, 1966, and retired on January 1, 1992.

...

**Mrs. Marion Thomas**, a former Trent employee, died in Peterborough at the age of 96. Mrs. Thomas was a sessional/relief housekeeper at Traill College. She began her employment with the University in May 1968 and continued to work at Trent until May 1982. Mrs. Thomas was predeceased by her husband Arthur. Loving mother of Betty O'Toole and Nancy Trolley (Carl).

...

**Mr. Lorne Ellingson** passed away in Toronto on January 15, 2012. He leaves his family, wife Jane Adair Hamilton, daughter Chloe, 26, and son John-Allan, 24.

Mr. Ellingson began his employment in the Indigenous Studies department in 2003 as a course instructor. In his most recent position he served as a lecturer. He authored the text *Conversations that Matter: A Path to Personal and Professional Growth* and contributed to the development of a comprehensive plan on Aboriginal education.

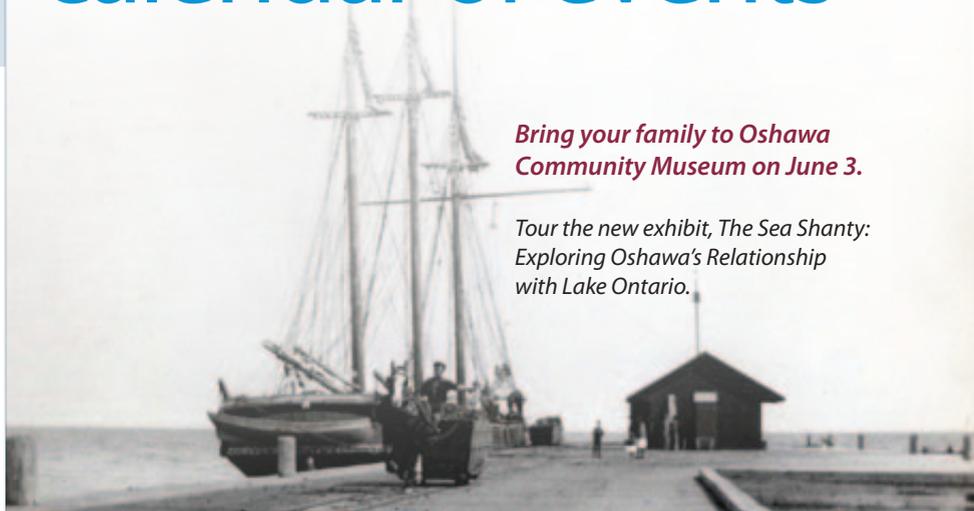
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## Memorial in Recognition of Robert W.F. Stephenson '68



Sunday July 8, 2-4 pm  
at Alumni House,  
Symons Campus,  
Trent University

# calendar of events



**Bring your family to Oshawa Community Museum on June 3.**

Tour the new exhibit, *The Sea Shanty: Exploring Oshawa's Relationship with Lake Ontario.*

## June 3

### Oshawa/Durham Chapter Family Event

at Oshawa Community Museum  
Sunday June 3, 2-4 pm

[www.trentu.ca/alumni/newsandevents.php](http://www.trentu.ca/alumni/newsandevents.php)

## June 24

### Peterborough Chapter Garden Party

Sunday June 24, 2-4 pm

[www.trentu.ca/alumni/newsandevents.php](http://www.trentu.ca/alumni/newsandevents.php)

## PRESIDENT'S EXCALIBUR GOLF TOURNAMENT

June 21, 2012

[www.trentu.ca/athletics/golf.php](http://www.trentu.ca/athletics/golf.php)



## August 15

### Peterborough's Little Lake Musicfest

Featuring Chancellor Tom Jackson  
August 15

[www.littlelakemusicfest.ca](http://www.littlelakemusicfest.ca)

## September 8

### Annual Alumni Awards Ceremony & Dinner

Peter Robinson Dining Hall (Peter Gzowski College).

September 8

Watch for the recipients in the September issue.

## September 28 & 29

### Homecoming and Head of the Trent

September 28 & 29

[www.trentu.ca/hott](http://www.trentu.ca/hott)



For more events and further details please visit  
[www.trentu.ca/newsandevents.php](http://www.trentu.ca/newsandevents.php)

# sunshine sketches



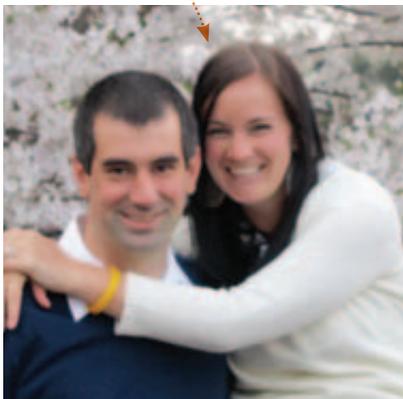
1980

On November 11th, 2011 in Toronto, **Mark Barclay '80** was married to Kelly Richard.

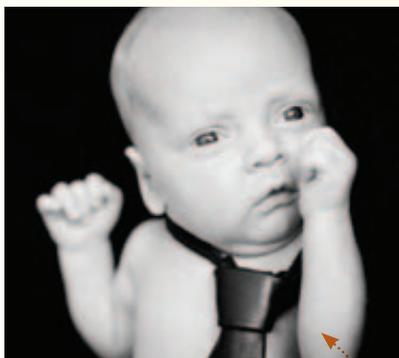
2000

**Elizabeth Villeneuve '00** (Concurrent Education) and **Matthew Gardner '03** (History/Business Administration) announce that they are getting married at Trent in July 2012. Liz and Matt met here back in 2003 where they both played varsity soccer.

Currently they are both living in Seoul, South Korea, where Liz teaches physical education at Korea International School and Matt is studying for his teaching degree from the University of Southern Queensland, Australia.



They are looking forward to coming back to Trent for their wedding in the company of other Trent alumni: **Kevin Read '00**, **Katrina Read (Prodan) '99**, **Lisa Soltermann (Lahey) '02**, **Mike Soltermann '05**, **Nicola Munro (Martin) '02**, **Courtney Henderson '03**, **Leslie Vander Geest '03**, **Alex Bridal '03**, **Tara Madigan '03**, **Matthew Pontin '06**, **BJ Austin '99**, **Sarah Asbreuk '03**, **Trina Gorman '01**, **Melanie Murray '01**, **Tammy Sargeant '03**, **Lindsay Archer '05**, **Jessica Clark '05**, **Crystal Lang '01**, **Andrew Gibson '88**, **Jules Marten-Feldmann '05**, and **Jamie Muckle '03**.



2002

**Kristen Perneel (Beimers) '02** is happy to announce the birth of her son Benjamin Stephen Perneel. Benjamin was born on March 29, 2011, weighing 4 pounds, 2 ounces.

**Sunshine Sketches** are written by alumni for alumni. We'd love to hear your story or the story of an alumnus close to you. Email submissions to [trentmagazine@trentu.ca](mailto:trentmagazine@trentu.ca).



2006

**Alyssa '06 (nee Bedore) Heffernan** and Michael Heffernan are delighted to announce the safe arrival of their first child. Elijah Terrance Michael Heffernan was born on May 5, 2011, weighing 8 pounds 5 ounces. Alyssa is currently on maternity leave and will return at the end of May to the YMCA of Central East Ontario—Peterborough Branch, where she holds the position of aquatic supervisor. Alyssa, Michael, and Elijah are living in Douro. Friends can reach them at [alysaheffernan@gmail.com](mailto:alysaheffernan@gmail.com).

## 36TH ANNUAL TEAM TREND REUNION

Submitted by **David Wright '74**

The 36th annual Team Trend Reunion was held over the weekend of March 24.

Stories about Traill and tales of hockey prowess were rekindled in the Trend following a spirited Friday-night hockey game.

Lady Eaton alumni bolstered the hockey ranks on Saturday as part of the annual intramural challenge.

Later, alumni who came in from all corners of the province mingled and enjoyed a fine meal and drinks in the newly refurbished Trend.

**Jason Sloan '92** was appropriately roasted by his compatriots to the delight of the gathered throng, and he received a memento of his former place of residence—a framed print of Scott House, compliments of the Alumni Association.

Thanks to **Lee Hays '91** and to Sylvia Hennessy for their assistance in making the weekend a terrific success. ❖



## LOOKING BACK

...

A spring breeze blows across the Bata library podium. The winds of change. It carries hints of new growth: seeds on the air, ready to land, to take hold, to grow and to blossom.

And on this breeze is carried the hopes and dreams of our new graduates. Their potential, ready to unfurl— to reach for the sky—offers the promise of flower and fruition.

Congratulations to our newest alumni. Let us celebrate, not just their current success, but also the excitement of their possibilities.

Let us celebrate the future.

For it begins right now...

Shared Mornings. Protected Future.



Together you can accomplish all the things that are important to you. Ensuring your future is protected with Term Life Insurance gives you the confidence to concentrate on those goals.

## Term Life Insurance

**For a personalized quotation or to apply online, please visit us at:**

[www.iapacific.com/trent](http://www.iapacific.com/trent)

1.800.266.5667



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# THE INDOOR GYM FOR PEOPLE WHO LOVE THE OUTDOORS

Membership discount for all Trent alumni. Join today!

## MEMBERSHIP BENEFITS:

- Full access to all state-of-the-art features and facilities, including indoor climbing wall, cardio loft and weight room, squash courts, revitalized pool, gymnasium, indoor rowing/paddling tank and warm therapy pool
- Wide-range of group fitness classes
- Complimentary orientation with a certified personal trainer
- Unparalleled access to outdoor fitness facilities – beach volleyball courts, artificial grass stadium field and 405-metre all-purpose track, canoe centre, hiking trails
- Discounted rates on registered programs, including Trent Summer Sports Camp, swimming lessons, and more
- FREE PARKING!

[www.trentu.ca/athletics](http://www.trentu.ca/athletics)  
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## THE ATHLETICS CENTRE

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