The Dëne Way: Life, history and culture

Anthropology 298 STM

Elder Allan Adam
SUMMER IS IN SESSION

2020 STM Spring and Summer Courses

Registration Now Open!

OFF LAING TIMES AT STM:

SPRING TERM 2020 • SUMMER TERM 2020

SPRING TERM Begins: May 11 • May 27
SUMMER TERM Begins: June 18 • June 24

C1
B1G 221.0 Gary and Janice Humpert History
B1G 455.0 Nurturing the Academic Voice
S12 113.0 Women in Philosophy and Culture - MOB
S12 112.0 Health and Social Policies and Law - SEC
S211 111.0 Carole's - Lecture Series and Social Responsibility - LCK

C2
K16 110.0 Human Civilization - LCK
B234 110.1 Interdisciplinary Maneuvers - LCK
B1G 215.1 Food Ethics - LCK
B1G 215.3 Mental Health - LCK
P18 254.1 Cognitive Psychology - SEC

C3
B1G 387.0 10011.0 Introduction to Catholic Doctrine - MTB
B1G 252.0 Interdisciplinary Maneuvers - SEC
B1G 251.0 Shakespeare Tragedy and Romance - SEC
B1G 252.0 Eastern Philosophies and Religions - SEC

More News

Spring/Summer 2020

President’s Message

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the ancient Greek philosopher

Aristotle famously remarks that we

cannot judge whether a human life

has been happy until it is complete. A change
of fortune could come at any time, even near
the end of a life, and mar the happiness that
had been achieved by disciplined and virtuous
living. This observation is no less true of a year
in our lives. We knew from the beginning that
the past academic year at STM was not going
to be an easy one, but it has turned out to be
a productive one – as you will appreciate from
perusing the pages of this issue of More News.
We spent much of the year confronting our
financial challenges, head-on and diligently
planning for our future, and our efforts were
paying off. A challenging year was shaping up
to be a good year, with achievements well
costing. We reached a new and his-
toric academic and financial agreement with
the University of Saskatchewan and were well
on our way to creating a new strategic plan
for the college.

But in March life changed suddenly for us
and everyone else in Saskatchewan. The new coro-
navirus that was first discovered in China made
its way here, with the first case announced in
Saskatchewan on March 12. With less than four
weeks until the end of the winter term, our year
was dramatically interrupted. For our faculty,
this meant converting all their existing courses
to remote delivery in the span of three days.
For our students, it meant completing the
term without the supports provided by in-per-
son classes. For our staff, it meant moving out
of the building and beginning to work from
home. It is a tribute to their professionalism
and dedication that they did all this not only
in an astonishingly short timeframe, but with
a minimum of disruption. The most persistent
concern in the air was: how we can deliver
high quality instruction to our students when
the mode of delivery has changed so quickly?

Since that time, we have been through six
weeks of constant adaptation to unusual and
unpredictable circumstances. As we are all
discovering, the abnormal can become normal,
or at least normalized, when it is repeated
every day. With the release of the Re-
Open Saskatchewan plan, we can now anticip-
ate a slow return to a life of fuller activity. But
it won’t be a straight line, and the five phases
of the plan do not yet address what will happen
with schools and universities. We will know
soon whether the Fall term will be delivered
remotely, like Spring and Summer sessions, or
whether there will be some limited in-person
classes. But we can already say that it will not
look like Fall term did last year; the virus will
still be with us, and we will be balancing every
day between observing public health restric-
tions and carrying on the work of higher edu-
cation in the STM way. We have learned to teach
online and to deliver courses to students at a
distance, but in-person instruction remains
our paradigm, for the simple reason that
education is fundamentally relational.

This year will long be remembered as the year
when we do, we will discover what previous
generations have: that we are stronger for the
challenges we have gone through. We have
been powerfully reminded not to cling to
what we think of as “normal” when it is taken
away from us. For a Christian community that
has just journeyed from Lent into the Easter
season, that message should resonant espe-
cially with us. Only by going through the trou-
auma of losing Christ to death did the first Chris-
tians experience resurrection. The past is not
erased – Christ still bore the wounds inflicted
on him during his suffering – but a new life
becomes possible by letting go of the com-
fortable existence that once seemed “normal.”
When we come through the pandemic, we
will not be uncuffed, and we will face greater
challenges next year than we did last year. But
we will build on the hard-won achievements
of the unprecedented year we have just lived
through, and we will commit ourselves again
to meeting whatever challenges lie ahead of
us. We will need not only the virtues the
ancient Greeks extolled, like courage and practical
wisdom, but the faith, hope, and self-giving
love that belong to the Christian life. It will be
a tall order, but the communities we serve –
beginning with our students – require no less
of us.

Dr. Carl Still, PhD,
President
St. Thomas More College

Floyd Carper, OSA,
Past President

St. Thomas More College Board of Governors

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Neil Reddekopp • Taylor Spock • Dr. Sharon Wright • Not pictured: Dr. Carl Still (President); Cheryl Yuzwa (College Secretary)
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his is the end of another academic year, and what an extraordinary year this has been! As we approached the middle of March, we were eagerly the finish line to another successful academic year at STM. Our first term ended well, the College was humming along and our enrolment, which had started sluggishly last summer, had picked up considerably and almost made up to 2018-2019 record levels by the second term. Work on our new strategic College Plan began right from the beginning of 2019-2020, and became a key consultative and planning focus of this academic year. The second term, I am sure we still had a sense of a job well done.  As we came to the end of this weird win-dow, Classes, assignments, exams, consultations, consultations was itself a great achievement; the Plan setting teams from the University and the College of Arts, and Science for their unfailing graciousness throughout this process. Retirements We are going to suffer an unusually high num-ber of retirements this year. Mary Ann Beavis of Religion and Culture and Shelley Coggin of Economics are retiring after more than twen-ty years of experience each; Natalia Khane-ko-Friesen of Anthropology has accepted a position at the University of Alberta and is leav-ing us in July, and Donna Brockmeyer, our long-time librarian at Shannon, is retiring this sum-mer. (Donna’s write up will be featured in the Fall More News). We haven’t been able to say goodbye properly to these beloved colleagues of ours in these difficult times, but I promise that once we are able to gather in our building, one of the first things we do will be to celebrate their service to STM. The College won’t be the same without them, and I would like to offer our deep appreciation and gratitude for their dedication to this college and their pro-fession. Finally, I wish you all a pleasant, resful, and pro-ductive summer! These are uncertain times, true, but at least the weather is beautiful and sum-mers are beautiful in Saskatchewan! FALL 2020 PLANS As we move forward toward the 2020-21 aca-demic year, working with USask, STM will con-tinue to consult and collaborate in determin-ing the blend of courses for this fall, ensuring that we maximize the learning ex-perience for all students who take STM cours-es, while also maintaining a safe environment in our college building in this ever-changing environment of the global pandemic through consultation with public health and Saskatch-ewan’s Chief Medical Health Officer. USask’s May 12 announcement https://up-dates.usask.ca indicates a plan for primarily remote delivery. STM adapted quickly and smoothly to such delivery when the pandemic hit us in March, and since then, we have been working on improving our pedagogical and technolog-ical abilities to meet just such a con-tingency. The College is committed to pro-viding students the same high quality of edu-ca-tion that we, and USask, are known for. We emphasize our commitment to our students, our mission, and to liberal arts education for which STM is so well-known. Important highlights of 2019-20: The College Plan 2025 As I said earlier, the College Plan 2025 gained considerable momentum in 2019 and has reached a happy place at this moment in Spring 2020. We moved from Discovery to Planning and are now on the verge of ap-proving the Plan. 2019-20 was characterized by great consultations: Faculty, staff, students, workers and at Saskatchewan Penitentiary working with inmates. This sense of consultation and planning is what we want to thank you for rising to the occasion so well. Because of COVID-19, our ‘normal’ way of life at STM has been seriously disrupted. And even as the world is inching to get back to normal and slowly lifting restrictions, it is likely that remote delivery of classes will continue into this fall and perhaps into 2021. STM doesn’t merely train for knowledge, through our disciplines we are a community and thrive with inperson academic discourse and student engagement. New STM course uses history, culture to teach Déné language by Paul Sinkiewicz In January, a small group of St. Thomas More College (STM) students embarked on a journey into the quiet, dark northern boreal forest to lay traps, also, onto the wider waters of Lake Athabasca to fish for Whitefish and Arctic Grayling, and into caribou-skin teepees on the coldest winter evenings to gather around the fire and hear stories told by elders. No, those things didn’t happen literally, but the students involved were given a chance to experience the Dene way of life, history and culture. Sharing the everyday life of the Dene people of Saskatchewan was the focus for Elder Allan Adam every time he stepped into his classroom to teach one of the newest classes offered at STM - Anthropology 298, Dene Language and Culture: An Introduction. “Probably one of the biggest challenges is to have the class done in an interesting way that engages students,” said Adam. “I have taught this class in the past, and I always try to instill the process of what it feels like to be Dene. I feel that students need to be a part of the class in that way; to better understand who the Dene are, where they come from and how their language sounds.” Adam is originally from the Fond du Lac Reserve Nation, and when he is not busy teaching at STM or serving on the USask Board of Governors, he resides near Prince Albert at Paddockwood. His long, varied ca-reer includes stints as a firefighter in the north, working for the CBC and establishing his own recruitment company to staff joint ventures with Indigenous employees. He has served as chief of his band, and as Dene Vice-Chief of the Federation of Saskatchewan Indian Nations. He now spends time at the Victoria General in Prince Albert as a cultural support worker and at Saskatchewan Penitentiary working with inmates. A few years ago, Adam came to STM to do a workshop on the Dene language, and found there was enough interest to warrant an explo-ration into mounting a new class at the college. Support from Dr. Anu Kumaran, Dean of STM, and others, helped propel it along. An outline was created, and the class was accepted in time for the winter session. “Our goals and objectives were to introduce Dene from an historical perspective and then introduce Dene language as part of it,” said Adam. “We had a few people help with developing the class. Mandy Fehr helped put the class outline together and that was vetted through the system and accepted last August. We had our first class in early January.” In Saskatchewan, like everywhere else in Canada, there has been a loss of knowledge of culture and language about, and among, Indigenous peoples. Adam has spent a large part of his life working to share the knowledge that has been dragged of being lost. “The history of loss has been hard on our communities. Many influences such as residential schools, colonization and many other things have created situations where language was on the decrease over the past century or so. Students need to be taught about these influences and how it affected language, cultural and spiritual loss in the Dene com-munity. “There was a point in my life where I feared Dene would not be spoken anymore,” said Adam. “I made it my life-long effort to ensure that would not happen. Now, we are on a resurgence of sorts. STM and the univer-sity understand this and are helping to do something about it. Recon-ciliation is needed and I support that very much. Things will get better, and Dene is a part of life and must always be.” Check out the complete list of STM course offerings and descriptions for 2020-21 STMCOLLEGE.CA/CLASSES REGISTER THROUGH PAWS or for more information or academic support, call STM Advisors at 306-966-8900 ENGLISH Michael Cichon HISTORY Sharon Wright LANGUAGES, LITERATURES & CULTURAL STUDIES Danie Regnier PHILOSOPHY John Uptay RELIGION & CHIEF Chris Hyrykow ECONOMICS Saeed Moshiri POLITICAL STUDIES Charles Smith PSYCHOLOGY Gerry Faringh SOCIOLOGY Sarah Krudustin (Acting) St. Thomas More College Faculty Department Heads
TEACHING EXCELLENCE AWARD U OF S STUDENTS’ UNION (USU)

The USU Teaching Excellence Awards recognize professors and Teaching Assistants who demonstrate teaching excellence at the University of Saskatchewan. An excellent teacher not only gives us access to knowledge but also gives us the tools with which to turn that knowledge into wisdom. Students evaluate teachers and their environment in a number of ways; three important areas include enthusiasm, organization, and fairness of evaluation. The culmination of these aspects leads to an environment where students feel free to explore, critique, grow, and become leaders.

Selected by students, the Teaching Excellence Award recognizes those who have demonstrated enthusiasm, organization, and fairness in evaluation, providing exceptional commitment and support to their classrooms. The 2019-20 STM faculty recipients included:

Jennifer Briere
Department of Philosophy

John Liptay
Department of Philosophy

Cynthia Wallace
Department of English

MARICARMEN JENKINS
Department of Philosophy

STM FACULTY NEWS

- Dr. Bohdan Kordan - has been contracted to work as a historical consultant to Historica Canada on its newest project - a 60-second vignette on WWI internment that will be produced as ‘Heritage Minute’. The ‘Heritage Minute’ is a nationally syndicated television production series used to promote publicly an understanding of Canada's history. The pre-production phase is almost complete. Filming will commence this summer.

- Dr. Tina Greenfield - several recent media announcements on new research she and her colleagues have been conducting in southern Iraq over the past few field seasons. Archaeology is the premiere journal/magazine for archaeology globally: https://www.archaeology.org/news/8558-200331-iraq-mesopotamia-grnu

- Dr. Lesya Sabada - was the visiting professor in the Department of Peace and Conflict at the United Nations University for Peace (UPEACE) in Costa Rica. The name of the course was Religious Peacebuilding and Critical Perspectives on our Social World. Pearson, 2020.

STM FACULTY RETIREMENTS 2020
by Laura Mitchell

SHELLEY COGGINS
Shelley Coggins received her B.Comm from the University of Saskatchewan in 1984 and her MA in Economics from Queen's University in 1985.

In 1987 Coggins was hired as a sessional lecturer to teach the introductory and intermediate theory courses in the St. Thomas More College (STM) Economics department, and it was at a welcome party that fall hosted by then Dean, Tom Deutscher and his wife Marci, that she met her future husband, Jack Coggins, who was a PhD student in history. The couple was married in 1990 and has three children.

Coggins returned to STM as a term lecturer in 1994 and later received a permanent appointment as a special lecturer. Her research areas focused on international trade, the World Trade Organization, and trade disputes. Her teaching covered introductory and intermediate courses on microeconomics and macroeconomics.

MARY ANN BEAVIS
Dr. Mary Ann Beavis (Ph.D) received a B.Ed and MA from the University of Manitoba before going on to an MA from the University of Notre Dame and a PhD from the Divinity School of Cambridge University in 1987. She held a number of positions at Cambridge University and the University of Winnipeg before joining St. Thomas More College as an Assistant Professor in the Department of Religious Studies in 1998.

Beavis served as the Department Head of Religion and Culture twice and served on numerous committees in the college. She taught undergraduate and graduate courses on topics including Biblical studies, Christian origins, and women in religion. Beavis has published multiple books including most recently, Rediscovering the Marys: Maria, Mariamne, Miriam, edited with Ally Kateusz.

Thank you, Shelley and Mary Ann, for your years of service to STM!
**Keeping the Faith**

By Jacquie Berg

“For where two or three gather in my name, there am I with them.” – Matthew 18:20

This spring, the world is facing a new enemy. COVID-19. The life-threatening pandemic has brought people together with communal resolve, seeking strength and support from family, friends, community, and their faith.

St. Thomas More College (STM), the Catholic college at the University of Saskatchewan (Usask), erected its stone chapel 70 years ago. It has served as a gathering place for students, faculty, staff, and the worshipping community, in prayer, liturgical celebrations, concerts and lectures. But on March 15, in a historic decision; the chapel doors at STM were closed for the first time, ending daily mass, weekly youth group gatherings and access for prayer and reflection, while adhering to provincial guidelines to restrict the spread of the COVID-19 virus, which was quickly taking lives worldwide.

While COVID-19 restrictions resulted in suspending gathering in physical spaces, new doors have opened with creativity and resourcefulness, to redefine the ways the faithful can safely maintain community and facilitate gatherings in a virtual space.

Dr. Gertrude Rompré (EdD), director of mission and ministry for STM, finds hope and positivity have risen from these dark times.

“We’ve come to see each other as community in a new way. The strength of our relationships has been revealed. We also have developed new skills to connect, strengthened our resiliency and been witness to numerous examples of compassionate service to others in need.”

STM’s Campus Ministry Team is adapting their roles to this new normal by providing resources, caring for each other, and checking in – functioning as a community although not physically present.

“We have a sense of still being connected as a community although we’re not in the same space,” said Rompré.

“Our team continues to reflect on new ways to help students, build community and deepen faith, as well as engaging with students in acts of justice, service and charity, while maintaining physical distancing. Physical distancing does not have to mean social or spiritual distancing. Indeed, this is a time to strengthen our social and spiritual connections.”

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“Let us remain united. Let us make our closeness felt toward those persons who are the most lonely and tried.”

Leading up to Easter, STM campus ministers shared videos from within the chapel, reflecting changes in the altar, linens and symbols, along with accompanying recorded reflections and song.

STM’s worshipping community receives an electronic bulletin, and is provided the link to other parishes in the diocese who are live-streaming mass. Providing inspiration and spiritual leadership, the college shared Easter reflections from Fr. Ron Griffin, CSB, Baslian priest, past STM faculty member and current College chaplain.

With a focus on pastoral care, some of the varied initiatives the team has developed to remain engaged and supportive include maintaining jeans for justice Share Lent initiatives; video and meditation techniques for cen-tering prayer to reduce anxiety; sending out weekly inspirational messages; an interfait virtual prayer service, along with prayer and reflections. STM Campus Min-istry also offered an online Lenten retreat which attracted more than 90 participants.

By Jacquie Berg

Pope Francis has called for all Christians to respond to the coronavirus pandemic “with the universality of prayer, of compassion, of tenderness” adding, “Let us remain united. Let us make our closeness felt toward those persons who are the most lonely and tried”.

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Mandated social distancing extends into Easter, Rompré draws some comparison to free-doms lost due to pandemic re-

restrictions to a type of ‘fasting’ from liturgical life – missing it makes it more precious to us.”

“In this moment, in a most profound way, we are living out the mystery that we celebrate each Easter; the darkness of Good Friday that gives way to hope and new life on Easter morning.”

Gertrude Rompré
A Day in the Life

by Dr. Cynthia Wallace (PhD)

I wake up with an alarm at 6:30, maybe push snooze once or twice, relishing two things: one, I’m about to take my first sip of hot, milky black tea, and two, I don’t have to pack any lunches. We are taking our joys where we find them these days.

The house is quiet for a while, but eventually my husband Josh and I hear small feet on the stairs. Pilgrim, who is three, will have found his glasses and come totting his blue blanket for a snuggle. Miniam, at six, often sleeps later because she stays up later, reading by the glow of a light-up unicorn toy she holds like a lantern. I’m an English prof; it’s hard for me to enforce bedtime if it interrupts a good book. So we count sleeping in as another blessing of this season.

Josh has been perfecting his sourdough over the last few years, so breakfast is often peanut butter toast. At some point I walk on the basement treadmill while scrolling social media. I’m a recent exercise convert mostly for its stress-relieving properties. Sometimes Pilgrim finds me downstairs and builds an obstacle course using all the random basement stuff while I walk. These creations take approximately ten times longer to clean up than they take to build.

I try to work in the mornings, when my brain is fresh and caffeinated. I work at the little desk upstairs in our bedroom, where the light is good and the door locks. While I prep lecture slides, answer emails, check message boards, and grade online writing assignments, Josh holds circle time in the living room, complete with themed show and tell, to appease the preschooler’s sorrow at missing class. Miri misses first grade too, mostly her friends and the routine and the spelling tests. We are far from full-on homeschooling—just trying to enrich their minds and honor their curiosity and creativity. We read a lot of books each day. We make a lot of art and tape it to the windows. In the afternoon I often work on the couch with a human building Lego creations next to me. The videos I record for classes have background music of voices debating over Play Doh. There’s a lot of toggling back and forth.

Some days are harder than others: some days I face a wall of overwhelm and spend hours reading a novel, trying to resist the pull to obsessively check the news. It helps to get dressed, to take vitamin D, to chat with friends, to keep normal mealtimes.

I have simplified teaching materials and expectations as much as I can. I extended assignment deadlines, thought very carefully about essential course objectives and let go of the rest. I offered my students an option for partial credit on their final exams if they keep a regular journal. Some of them share these journals with me, or send me emails, and I realize how precious everything feels for them, how my own mental fog is a widely shared experience. They are doing the best they can.

I want my students to feel accompanied throughout this season, unprecedented in all of our experiences. I want the same for my children, my husband, my far-away family, my friends around the world. In the evenings, my children sit on my lap and lean on my shoulder as we read aloud or watch cooking shows. They newly need us to sit upstairs, near them, as they fall asleep, and so we do, a quiet presence in the dark. We can hear each other’s breathing.

Sometimes I sit there with my laptop, reading assignments or answering emails in the screen’s glow. I know that many of my students are also parents, or caregivers for other family members, or home again with younger siblings. Sitting on my son’s floor reading their writing, I feel keenly how much we share.

Some days I feel like my fears need their own storage unit, they’re such a disorderly pile (and let’s not mention the parallel situation of my house). Writing it out helps—I take my own journaling assignment to heart—and talking with friends, creating order where I can. I try to find glimpses of beauty each day, or kindness, or relief. My research is about empathy and attention, and again I try to take my own advice. The philosopher-mystic Simone Weil said that the magic of attention is in asking another person, “What are you going through?” I’m trying to do this, to extend my care beyond my own four walls. Looking for the good each day gives me the grace to hold other people’s fear and sorrow alongside my own.

And still, I miss things: an extremely hot latte; hallway banter; church hugs; all the free-wheeling freedoms we took for granted a month ago. More than anything else, though, I miss the classroom. I miss the communities we create out of conversation. I miss my students’ voices, their faces, the way their comments build on each other in real space, real time. We can approximate these exchanges on the internet, but there’s no replacement for their embodied presence.

My classes are notoriously interactive: I want to tell my students stuff I know about the books we read, yes, but I also want to hear about their experiences of reading, their thoughts, their questions. I want to see their eyes light up with new understanding. I want to overhear their group discussions of a poem. What a gift it is; what a miracle, this understanding we create together with words! The community we forge in a classroom is something set apart, which is another way of saying it is holy.

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I miss it most of all.

I can’t say I’m counting down the days until we can share space together again, because no one knows how many days it will be. What I can say is that I am holding out hope for it. The writer Rebecca Solnit reminds us that while both optimism and pessimism are risky and limited, presuming we can know how things will turn out, hope lives in the space of the unknown. We don’t know what will happen, but we get to hope together.

Cynthia Wallace is an Associate Professor in STM’s department of English.
Remote Learning

by Rowan Hollinger

Taking classes remotely has been a challenge, but something university has us well prepared for: managing our time in a way that works for us and still lets us get everything done.

One of my classes has a group project which has been tricky to do remotely, but using FaceTime is effective and helps with the isolation. Also, when your group members are living alone, they greatly appreciate the distraction of a cat on the screen. Her name is Penny.

The “best” part of doing school remotely is that professors have been (mostly) posting lectures ahead of schedule, so as students we can work at our own pace (and we have more school work to do when we are bored). I’m not entirely looking forward to finals because two of my classes are still having three hour finals (and one had to increase the weight by 30%), but I think it’ll be okay. I’m one of the ones who has lots of time to study!

Rowan Hollinger is a 2nd year STM student.

Executive Assistance from the Home Office

by Gail Morrison

As we work through COVID-19, I have converted my dining room into my office as I continue to work remotely from home. Each day I go into my office and find my dog sitting on my office chair anxiously waiting for the workday to begin. Two weeks ago, the start of my workday would have looked very different.

My day begins as usual with checking the Dean’s calendar and responding to numerous emails. Now instead of faculty and co-workers stopping by my office with questions or conversation, I am now distracted with a barking dog or husband dealing with his clients from his work space in the kitchen.

Much of my time is meeting scheduling. The difference now is that none are held in boardrooms or offices, but rather meeting virtually through Microsoft Teams or Teleconference. While there are a few hiccups, both work well for the most part. I will say that this “old dog” has been (mostly) posting lectures ahead of schedule, so as students we can work at our own pace (and we have more school work to do when we are bored). I’m not entirely looking forward to finals because two of my classes are still having three hour finals (and one had to increase the weight by 30%), but I think it’ll be okay. I’m one of the ones who has lots of time to study!

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Teaching and Learning in the Time of Pandemic

by Dr. Celene Sidloski (PhD)

A sense of panic descended upon the university six weeks ago, a panic generated by a virus primarily, but a panic that generated questions about university learning itself. That we would continue to teach our students was never in doubt, but how and why we would finish the term were open questions. If professors and students were now forbidden to meet to complete their courses, then how would we proceed? What, many asked, do we owe to the students we can no longer see face to face, and how can we fulfill that debt we owe? What do our students now owe to us? What do we owe to the disciplines we teach and their respective works? Is university learning an endeavor of sufficient seriousness that we dare pursue it under a vast shadow of uncertainty—as the invisible threat of illness and its unruly cohort of thuglike privatizations—of employment, income, and even liberty—hang over us?

In his famous sermon “Learning in Wartime,” written in the Autumn of 1939, C. S. Lewis provided, under conditions of uncertainty not so different from our own, a compelling answer to the last question. He proposed that our seemingly unique external crises, these great threats to the fabric of social order and routine, are really nothing new, that they have been played and replayed all throughout history. “The war creates no absolutely new situation; it simply aggravates the permanent human situation so that we can no longer ignore it. Human life has always been ridden with the edge of a precipice—[if] [people] had postponed the search for knowledge and beauty until they were secure, the search would never have begun…Life has never been normal.”

Considering that the shadow of our mortality has been newly cast before us, a reminder of the unfailing truth of human life that was there all along, we must reach even more deliberately for that which is worthy of a human soul: the good, the beautiful, and the true, whether these are manifest in Greek tragedy or Shakespearean comedy, in formal logic or Plato’s dialogues, in the study of Spanish grammar or differential calculus. The human mind has a tendency to attach itself to whatever looms large in our direct field of vision; the more important it is, then, that we continue to provide it with an object that comports with its health rather than its dis-ease. Again, Lewis notes, “The war [we might read “the virus”] will fail to absorb our whole attention because it is a finite object and, therefore, intrinsically unable to support the whole attention of a human soul.” Lewis did not live in the age of the internet and the 24-hour news cycle, but he is right nonetheless. The virus cannot and does not absorb our whole attention, even as our existential space has been cleared of certain daily routines and concerns; if I could so take up all our mental space, binge-watching Netflix would not have become for many a daily ritual. And so we continue to teach, and (hopefully) our students to learn.

Teaching virtually has been for me an imperfect accommodation, a breakage of the single act of teaching and learning that occurs when a professor and students take together that mysterious journey toward knowledge in shared time and space. However, this journey cannot end, even as the hearts and minds of our students do not now fall beneath our eyes. There is one special blessing that may come as an indirect result of this separation from our students, and from our mutual sequesteration from the normal routine of classroom learning: one may discover—or rediscover—the act of contemplation that awakens the soul, giving us more unimpeded access to the written thoughts of others and to our own burgeoning thoughts. If nothing else, we might find ways to encourage each other in contemplation, in private thought and reflection. In The Wind in the Willows, Mole, in deep sympathy for the existential suffering of the depressed Rat, brings his friend back to life first by poetically describing the homely routines of nature and daily autumn life in the fields outside his hole, then by nudging Rat into his own poetic world.

“it’s quite a long time since you did any poetry,” he remarked. “You might have a try at it this evening, instead of—well, brooding over things so much. I’ve an idea that you’ll feel a lot better when you’ve got something jotted down—if it’s only just the rhymes.”

The Rat pushed the paper away from him wearily, but the discreet Mole took occasion to leave the room, and when he peeped in again some time later, the Rat was absorbed and dead to the world, alternately scribbling and sucking the top of his pencil… it was joy to the Mole to know that the cure had at least begun.

It is possible that our encounter with this virus will initiate just such a cure. God willing.

Celene Sidloski is a sessional lecturer in STM’s department of English.
NEWMAN RETREAT CELEBRATES SAINTS
by Michael MacLean

For over 40 years, STM students, staff, and faculty, as well as Newman members from across the University of Saskatchewan campus have gathered at St. Peter’s Abbey for the Annual Newman Retreat. This year, the retreat was held on Jan. 31st-Feb. 2nd with the theme, “Celebrating Saints.”

This year’s theme was incredibly apt, as the patron of Newman Centres all around the world, John Henry Cardinal Newman was canonized on Jan. 13th. To keep up with the Newman exec, please follow their Facebook page, found here: https://www.facebook.com/NewmanCentreUOfS/

A highlight of the weekend for many was the pilgrimage walk to St. Peter’s Cathedral in Muertner, where Fr. Paul Paproski, OSB, and Fr. Demetrius Wasylnyuk, OSB, talked about all the saints and the act in the church by Count Berthold von Imhoff, an artist known for his religious murals and paintings. The Newman Exec is responsible for planning the retreat with the guidance of their STM Staff Mentor Michael MacLean. Michael made sure to include a remembrance of long-time Newman Retreat attendee and well-loved STM faculty member Dr. Alan Reese, who passed away in June of 2019.

The weekend wrapped up with Sunday mass with the monks of St. Peter’s, Abbot Peter Novoselsky, OSB, presided, and spoke in his homily of the saints and those in the world that inspire us by their perseverance and dedication. There was a positive spirit amongst the retreatants, and they commented on their evaluations expressing gratitude for this special weekend away.

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PSY 207 DEATH CAFÉ EVENT
March 11, 2020 two death cafe facilitators were brought in to coordinate an open-ended, group-based forum for discussing experiences and questions around death and dying for students in STM’s Psychology 207, by Dr. Chad Hammond, PhD.

I realize there was more to this event than I had intended, coming as it did just prior to the sweeping public health responses to COVID-19 in Saskatchewan and Canada. These types of events always take on a life of their own that you can’t premeditate, but more so when pressing current events enter into the conversations. I heard the phrase “existential dread” more than once during the cafe. That said, it was in-part the uncertain outcomes of a death cafe that can make it so transformative for people. Having open conversations about death and dying goes against so many taboos and assumptions around how we (should) die and how we (should) grieve; and their skills development in critical thinking and personal reflection on death and dying presented 1 of 4 quadrants in my matrix of learning objectives. The other three were related to students’ personal emotional responses to death and dying, their valuations and assumptions around how we (should) die and how we (should) grieve; and their skills development in critical thinking and personal reflection on death and dying within their own lives. The event was meant to be an opportunity to tap into those other three quadrants, in a safe and respectful setting, where students get to share a bit of themselves as well as learn from the experiences of others. In my prior work promoting advance care planning with the Canadian Hospice Palliative Care Association, I learned a lot about death cafes as an effective strategy for rolling back the stigma of speaking about death. I was determined to create an opportunity for students to experience—in an interactive, participatory way—what happens when we sit down for two hours and speak through the stigma. As I’m grading the students’ reflective essays inspired by their conversations at the death cafe – I’m starting to see some of the positive impacts both acute and hopefully long-term that the event had on their course experience. But the death cafe was just a spark, a brief flash of light when hard truth rubs against rigid norms. I am hopeful that this event will make it easier for the students to reenter that space of humility and openness as they encounter loss in the future, including the losses we are collectively living under the cloud of COVID-19.

ALPHONSE GERWING
A Life of Service, continuing to give back.
by Steve Buttering


Reminiscing about STM, Al would recall how Fr. Joe McGahen taught him a love of literature and Fr. Robert Finn taught him how to think. It was together with Fr. Finn that Al started the STM chorus. Al always spoke of STM in reverential terms and had the fondest memories of the time he spent there.

Al Gerwing grew up on a farm near Lake Lenore and, for a few years, in Nebraska, USA. From early on, Al showed an aptitude for learning and for music. He became a teacher and taught for close to 50 years. In the early 1960’s, Al volunteered to become a monk at St. Peter’s College in order to free a priest to go to the Brazil missions. When Al finally retired from teaching, he decided to go to Brazil to see the mission for himself. He immediately fell in love with the Brazilian people, especially the “poorest of the poor” in northeast Brazil.

For the last third of his life Al worked feverishly to raise money for projects he agreed to support in the impoverished sertao in Brazil. He organized countless concerts and musicals throughout western Canada and even in Germany, with all proceeds sent to Brazil. He donated his teacher’s pension as well and was able to improve the lives of many youth and women.

How appropriate it is that The Alphonse Gerwing Foundation, a foundation begun by Al’s nieces and nephews in order to continue Al’s work with the poor is now able to make a contribution to STM in support of scholarships for foreign students. Al (who passed away in 2007) would be proud.

If you would like to find out more about the Alphonse Gerwing Foundation, you can visit http://thealgerwingfoundation.com/. The website includes information on ordering copies of Al’s biography, mentioned earlier, as well as how to support the projects that Al began by donating to the Foundation named for him.

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Hello, STM-Newman Alumni

Just a couple of months ago, this message would have been full of congratulatory notes, notes about conversation and final examinations. However, to this day, the world is not the same as it was. We all have to adapt and find new ways to live, work and learn. Many of us have had to adjust our plans and even our career paths. We have had to find alternative ways to connect with our families, friends and colleagues. This has been a challenging time, but one where we have learned a lot about ourselves and the resilience of our community.

As we move into the new year, we hope that you are staying healthy and safe. We encourage you to make time for reflection and to find ways to stay connected through photo sharing, stories about how you spent the winter, how are the children, the grandchildren, the pets? We can still connect with each other through positive messaging, social media notes, notes about convocations, engagements, and life changes.

The STMNAA is now inviting nominations for the 2020 Distinguished Alumni awards.

**STM Distinguished Alumni**

The STM Distinguished Alumni Award is awarded each year to a female and a male graduate of St. Thomas More College whose lifetime accomplishments and achievements have been outstanding, who have made remarkable contributions to their community, and who are currently having their relationship with STM.

This award recognizes truly outstanding STMs graduates whose endeavors have distinguished them in their chosen profession and community.

We encourage you to nominate an STM Alumni today!

Nomination information and form available at the back of the magazine.

Thank you for your continued support!

We’d love to hear from you. What have you been up to since your graduation? Please be in touch to share your story.

Have you moved or changed your name? Would you prefer to use a different name? Please let us know.

St. Thomas More College would like to thank the St. Thomas More Lawyers’ Guild of Saskatoon and our community of donors.

The St. Thomas More Lawyers’ Guild of Saskatoon hosted a Red Mass celebration on Thursday, November 28, 2019 at St. Thomas More College. Red Mass is an annual celebration to invoke the inspiration of the Holy Spirit on those of all faiths involved in the legal profession and to offer a special blessing for judges, court officials and all members of the legal profession.

We would like to express our sincere appreciation to all the donors who have supported STM Scholarship and Bursaries in response to the request at our 2019 Red Mass dinner reception gift from St. Thomas More Lawyers’ Guild of Saskatoon. More than $3,000 was raised by friends of College at the 2019 St. Thomas More Lawyers’ Guild of Saskatoon’s Red Mass.

As our world changes at a rapid pace, the value of the Catholic intellectual tradition becomes increasingly important. It is our goal to provide an educational experience that inspires, challenges and transforms our students. Thanks to the generosity of donors like yourselves, our students are well-equipped to address both ethical and personal and professional aspirations, engage in their communities, contribute to a more just and inclusive society, and to reach the full measure of their humanity.

The St. Thomas More scholarly community is grateful for this dedicated support.

**STM gratefully acknowledges Alumna Elizabeth Doktor for her thoughtful generosity in creating this award.**

By Karen Massett

**ELIZABETH DOKTOR ENGAGED LEARNING AWARD**

Thank you for making a difference Elizabeth!

Project, and the Panama Field Study.

The awardee must be participating in the STM Engaged Learning and Study Abroad Program, Preference will be given to students majoring in any subject offered by STM and the award will be presented for the first time in the 2020-21 academic year.

STM offers a variety of experiential learning opportunities for students to engage with the larger community both locally and internationally.

The Elizabeth Doktor Engaged Learning Award will provide substantial support for students participating in programs such as Community Service-Learning, the Service and Justice Project, and the Panama Field Study.

Elizabeth began her studies in the STM “White House” and has many fond memories of the Basilan Fathers as well as the Newman Club, during the 1950s and 60s. In 1963, she decided to come back to the College for the 2019 Christmas Reception where she enjoyed a wonderful evening of fellowship with the STM community, while reconnecting with fellow alumna, and her cherished friends Rita Gillies and Sister Phyllis Kapuscinski.

STM is so grateful to have Elizabeth’s continued dedication and support. It is a heart-warming testament to this alumna’s kind and generous spirit, her deep appreciation of the Basilan education experience, and her faithful commitment to the College and the well-being of students who attend STM.

Thank you for making a difference Elizabeth!
Thanks to our generous donors $200,000 in STM student awards available annually!

18

Anna Wolitzki

Maia Gibb

First Year Student Scholarship

Cruz, Chelsey Torres

Terryn Bateman, Abbi Cross, Zandra Nicole

STM College First Year Scholarships

Kajsa Felstrom, Jocelyn Lalach, Julia Visentini

First Year Scholarships

Knights of Columbus

(Kim) Ma

Kane, Tessa Koeberlin, Hao Tian Luo, Yen

Saman Chughtai, Joi Nicole Ines, Nicholas

Elisabeth Bauman, Hannah Berezitzky,

First Year Scholarships

Sisters of Our Lady of the Cross

Jenna Roesch

Entrance Scholarship

Reverend Edwin Kline CSB

SCHOLARSHIPS

ENTERING STUDENT SCHOLARSHIPS

R reverend Edwin Kline CSB

Entrance Scholarship

Jenna Roesch

Sisters of Our Lady of the Cross

First Year Scholarships

Elisabeth Bauman, Hannah Berezitzky, Saman Chughtai, Joci Nicole Ines, Nicholas Kane, Tessa Koeberlin, Hao Tian Luo, Yen (Kim) Ma

Knights of Columbus

First Year Scholarships

Kaja Felstrom, Jocelyn Lalach, Julia Visentini

STM College First Year Scholarships

Terryn Bateman, Abbi Cross, Zandra Nicole Cruz, Chelsey Torres

Maia Gibb First Year Student Scholarship

Anna Wolitzki

CONTINUING STUDENT SCHOLARSHIPS

Wolfe Family General Achievement Scholarship (1st Renewal)

Liam Kerr

Hinz/Teunisse Memorial Scholarship

Michelle Kent

Henry and Agnes Brockman Scholarship

Temi Akinola

Rose Semko Hrynych Scholarship

Tiana Kirstein

Doug and Irene Schmeiser Memorial Scholarship

Emily Sinkewicz

Jeanette Tetreault Scholarship

Sophie Chatlain

Evelyn Burkitt Scholarship

Rachel Kay

Council 1517 George Mackey Foundation Scholarship

Shawn Vereschagin

Batten Scholarship

Arielle McKay

Christopher Dawson Scholarships

Brittany Penner

Taylor Zimmerman

Thomas Deis ‘38 Pioneers of Saskatchewan Scholarship

Alyssa McCullough

Diel Schneider Aboriginal Scholarship

Calista Fendelet

Terrence and Margaret Downey Scholarship

Paul Jones

Founding Fathers Scholarship

Brittany Marche-Shears

Wilfrid and Sylvia Hinz Family Award

Jennifer Lamach

Sister Irene Poelzer Scholarship

Bailee Brewster

St. Peter’s College Continuing Student Scholarship

Joel Zimroz

STM College Creative Writing Scholarship

Brandon Wick

STM College Leadership Award

Rowan Hollinger, Veronica Lucas, Alyssa McCullough, Emily Roberts, Mylan Zipko

STM Faculty Union Scholarship

Stephanie Siemens

Cronelius and Rosalie Woloschuk Scholarship

Antoine Labrecque

Maureen Haynes Catholic Studies Scholarships

Celine Beaulieu, Noel Durand, Philip George

John and Elizabeth Kaufmann Scholarship

Emile Moellenbeck, Stephanie Siemens

Roy E. Lloyd Scholarship

Aja Alam

Ukrainian Self-Reliance Association/TYC – Steppe Branch Ukrainian Language Awards

Marta Krueger – 114, Jennifer Krets – 114

Natalya Shevchuk – 117, Kaitlyn Bletsky – 117

Azaria Antosh – 214, Azaria Antosh – 217

SCHOLARSHIPS

ENTERING STUDENT BURSARIES

STM Student Bursary

Louis J. Vizer Bursary

STM Aboriginal Entering Student Bursary

Jenny Korolewich Bursary

Nasser Family Award

Margaret C. Dutil Award

Christine Hudek Bursary

CONTINUING STUDENT BURSARIES

Henry Remias Aboriginal Student Bursary

Robert and Florence Cowan Bursary

GSU (Grażyna & General Services Union) Bursary

STM Aboriginal Continuing Student Bursary

McNeill/Hunt Bursary

Aula Arsenault Bursary

Anne Phelan Decoteau Bursary

STM College Creative Writing Scholarship

Saskatchewan R & C Charitable Foundation

Adrianne & Mersyn Walter Endowment Bursary

Mary and Nicholas Lucyszyn Bursary

St. Thomas More College Leadership Award at the November 23, 2019 ceremonies award

ENGAGED LEARNING SCHOLARSHIPS AND AWARDS

Les and Irene Dubé Service & Justice Scholarships

Erin Baril, Marian Angeline De Los Reyes, Madison DeCorby, Joc Nicole Ines, Court- ney Johnson, Nicholas Kane, Jocelyn Lalach, Yen (Kim) Ma, Kennedy Topott

St. Thomas More College Service & Justice Award

Robyn Beatty, Zandra Nicole Cruz, Jayden Bisitsky, Jessica Collins, Jenna Daly, Madalyn Kanak, Marta Krueger, Emanuel Lado, Veronica Lucas, Katherine Luneng, Elizabeth McKay, Shalom Ogoh, Jocelyn Serke, Sierra Tondevold

STM St. Thomas More College Awards for Excellence in CSL Writing

Rachel Cey (100 level), Mikael Steponchev (Senior level)

2019/2020 BURSARIES

St. Thomas More College depends on the generosity of our alumni and friends to help us in our mission. Through our teaching we are devoted to a partnership of learning and growth with our students which addresses the synthesis of faith and reason in all aspects of the human condition. The following bursaries provided to STM students are instrumental in helping them pursue their course of studies. THANK YOU DONORS!

ENTERING STUDENT BURSARIES

Matt and Beth Herz Bursary

STM Aboriginal Entering Student Bursary

Jenny Korolewich Bursary

Nasser Family Award

Margaret C. Dutil Award

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STM College Creative Writing Scholarship

Saskatchewan R & C Charitable Foundation

Adrianne & Mersyn Walter Endowment Bursary

Mary and Nicholas Lucyszyn Bursary

Nasser Family Award

Northern Indigenous Student Access Bursary

Lorne and Elizabeth Parker Bursary

Peter Harold Richlark Bursary

Hermon and Myma Rolles Bursary

STM Faculty Union Bursary

Knights of Columbus Bursary

Louis J. Vizer Bursary

STM Student Bursary

STUDENTS - Scholarships and bursary applications available online at stmcollege.ca/student-awards
Fast-forward nearly a decade, and the
and want to work hard, “ she added.
how to get everyone to work together
in this choir and I just had to figure out
rehearsal wanting to cry. But I was de -
very rehearsal nervous and left every
languages but not without some
growing pains.
Dedicated trio leaves
legacy of success
with resurrected
Newman Sounds
By Richard Medernach
We have all suffered some form of loss or at
least disruption at the hands of the Coronavirus
pandemic. For the Newman Sounds Glee Club,
that loss included their concert planned for
March 27 and 28. After two a and a half
months of hard work on vocals and choreography, the
cancelled concert was a heavy dose of disap-
pointment for all involved. The sting was made
all the greater because the concert was no or-
dinary show; it was supposed to mark the end
of an era for Newman Sounds Glee Club.
The production was to be the last show directed
by Kristen Raney, accompanied by Ian Elliott,
and choreographed by Shana Yates.
Kristen Raney, a talented pianist, has been di-
recting the Newman Sounds Glee Club since
its resurrection in 2011. Having returned to
Saskatoon from London, Ont., where she had
just completed her master’s degree in music,
she was struggling to rebuild her studio and
find students.
“When I had left Saskatoon, I had a busy stu-
dio with 40 students. Now I was struggling to
catch even five students...” Everything seemed pretty hopeless. But slowly, I found more students by travelling and networking, and I got a job at STM filling in for the lady at the front desk. (Dorothy Bitten). That’s when Richard asked me if I’d like to re-start the Glee Club,” recalled Raney in an email to the glee club.
The rebirth of the glee club was an ex-
citing adventure but not without some
growing pains.
“...The first year was tough. I felt like I didn’t know what I was doing and that the kids didn’t respect me. I went to every rehearsal nervous and left every
rehearsal wanting to cry. But I was de-
termined. I knew I had something good in this choir and I just had to figure out how to get everyone to work together and want to work hard,” she added.
Future Newman Sounds Glee Club as
a highlight of their university experience is truly impressive. That is in
large part due to Kristen’s talent and dedication to the group. A few years ago, Kristen was seriously ill and could not attend the concert so she had the students set a cell phone on a music stand in her
usual place in front of the stage so she could watch and give notes by video conference.
Her dedication was not only evident to the club members but also to audiences as Kris-
ten has more than once directed a show with her baby strapped to her in a snuggli!
It is in fact, her growing family that has
brought Raney to her retirement from the
glee club. Kristen and her husband Michael
are expecting their third child this year.
Dedicated trio leaves legacy of success
with resurrected Newman Sounds
Ian Elliott at the keyboard
The newest little Raney will no doubt
be in the audience for the next show.
It will quite surely be a bit weird and
emotional, but hopefully deeply
satisfying for Kristen to simply enjoy
future Newman Sounds’ concerts as a
member of the audience. She may do so in full confidence that she has
laid an excellent foundation for years,
to come. It has been my pleasure to
work with Kristen and watch her
grow as a person and a professional.
Mr. Ian Elliott (B.A., M.A., B.Ed.) is also retiring as the long-serving ac-
companist for Newman Sounds. Ian
is a remarkable talent who also
has the rare gift of moving between genres of
music with ease. It was commonplace for Ian to play jazz broadway show-
tunes, pop and rock hits, and orchestral pieces, even within a single show. As a
middle-years teacher who lives in Humboldt, he will not likely miss the drive
every Wednesday night for the entire club will certainly miss his calm demeanor,
fast fingers, and invisible smile. I am truly grateful for Ian’s talent and com-
mittment and I am glad that we will continue to work together on Newman Players projects.
I would also like to take an opportunity to express my gratitude to Shana Yates who is retiring as the choreographer for Newman Sounds. Having spent five years as a student in the glee club, Shana transitioned to the choreographer role after graduating with her Bachelor of Science in Kinesiology in 2016. Her years as a member of the glee club helped her easily relate to the students and her love of music and dance shines through in every performance.
The show must go on, and it will one day when public health officials tell us it is safe to do so. From modest beginnings, the newest version of glee club has become a mainstay at the College. It is a home and safe space for many students, and it keeps alive the decades old tradition of choral clubs at STM. I am truly grateful for Ian’s talent and com-
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mittment and I am glad that we will continue to work together on Newman Players projects.
Extending the Invitation: STM Recruitment

Thinking back to the beginning of the school year, it feels as though it happened longer than 8 months ago. Almost another lifetime. The campus was full of students and I was busy traveling across the province, interacting face to face with thousands of high school students, present at over 80 recruit- ment events over the fall season alone.

Now, as I work remotely from home reflecting on the work of the past year, I think of the positives: a productive fall, the growth of the professor presenta- tion initiative with two new professors, Dr. Charles Smith and Dr. Kylee-Anne Hingston, joining my roster, and the numerous opportunities I had to introduce students to the College. I’m also glad to still be supporting students, in my role as Academic Advisor, helping them to prepare for university, albeit through a screen.

With both the university and high school academic year cut short, many of our plans must remain undone. In particular, I will miss our annual GSSC Student Art Exhibit, the grade 12 retreats hosted by STM, and the canceled student events that so many looked forward to. For the province’s grade 12 students, I empa- thize with their disappointment in missing graduation, a chance to wrap up this chapter of their lives and celebrate an important milestone.

It is not all disappointment, though. I am continually inspired by the resilience of the young adults I work with as their lives are disrupted in this unprecedented way. I also believe that the College’s growing use of technology will help us to reach and support students like never before. Seeing the College come together in this strange time, I am reaffirmed in my belief that the work we do is fundamentally important.

ST. THOMAS MORE COLLEGE UNIVERSITY OF SASKATCHEWAN

Admissions Office

Community Partnerships: growing and working together

By Caitlin Ward

Students arrived early on one Monday morning of the term to participate in St. Mary’s weekly school assembly. STM students mingled with St. Mary’s staff and students, and Principal Owen Fortosky then took students on a tour of the building. STM students saw firsthand how St. Mary’s integrates Catholic education and Indigenous ways of knowing into their K-to-8 curriculum, while also offering opportunities for continuing education and upgrading for adults. Most significantly, St. Mary’s Wellness & Education Centre brings consistent health care access to the community, with a medical clinic integrated right into the building, and partnerships from the health region and the university in serving those health care provid- ers to this underserved community. The school was built in consultation with the wider com- munity in order to serve that wider communi- ty, as well as the majority-Indigenous student population who attend St. Mary’s.

Both Dr. Briere and members of the Engaged Education Office, Caitlin Ward and Cooper Mur- head wanted to show their appreciation to St. Mary’s students and staff for the work they put into the tour, and so they invited St. Mary’s stu- dents to come on to campus to have a tour of their own. Reaching out to the Western College of Veterinary Medicine, the Geology Department at the University of Saskatchewan, the College of Kinesiology, and STM’s own English Department, Dr. Briere, Ward and Murhead spearheaded a December campus tour for St. Mary’s Grades 3-4 and 7-8 classes.

St. Mary’s students met with Indigenous stu- dents and professors at Vet Med and Geology, learned about animals both alive and ancient, and ate a Christmas dinner specially prepared for them by STM’s Choices. Dr. Michael Cohon (Department of English) taught the students about Viking armour and practices, and even dressed up the St. Mary’s principal in chairmail.

At the end of the day, St. Mary’s students went to the Physical Activity Complex, older students climbed the rock wall, and younger stu- dents learned how to do gymnastics from volunteer kinesiology students.

In bringing STM students to St. Mary’s, the aim was not only to help our students un- derstand the challenges that some elementary-age students face, but also to learn about the students’ resilience and the work that can be done to foster that resil- ience. As Principal Fortosky said, “I tell new teachers when they get here if you come here to feel sorry for these kids, we don’t need you. If you came to support them, we want you to stay.”

The aim of the university tour was both to thank St. Mary’s students and staff for the welcome they showed STM students, and also to try to be some small part of the incredible work that goes on at St. Mary’s Wellness and Education Centre.

STM students honourd at Indigenous Students Achievement Awards

by Paul Sinkewicz

A group of exceptional Indigenous students from across the University of Saskatchewan were honoured on February 6, 2020 at a ceremony to recognize their academic excellence, leadership, research endeavours or community engagement.

It was the fourth annual incarnation of the awards, and drew the largest crowd yet, with friends and family packed into the Gordon Oakes Red Bear Student Centre to celebrate their achievements.

Dr. Tammy Marche, Associate Dean of St. Thomas More College, presented awards to two exemplary STM students.

Sarah Blom received a Leadership Award in the Métis student category. She is a fifth-year history honour student who plans to pursue an education degree. She is involved with the Newman Sounds Glee Club and the Newman Centre executive. Her citation notes that her leadership has noticeably enriched the life of the St. Thomas More College community.

Baillee Beverley received an Academic Excellence Award, also in the Métis student category. The third-year Arts and Science student has plans to pursue a law degree after completing her degree in psychology. Baillee excels academically, having obtained the highest average among the St. Thomas More College Indigenous student body.

“Sarah and Baillee are both very deserving of the recognition they received this afternoon and we are very proud that they are part of our STM community,” said Marche.

In Medias Res 25

by Linda Huard

This year, In Medias Res (IMR) chose the theme of revival for the liberal arts journal’s next issue. An appropriate theme as the only returning member of the board, editor-in-chief Chelaine Kirsch, had to stoke embers to get the club back up to an operational size. Through her indomi- nable passion and the support of a new editorial board, the group hosted two events, attended a concert, and will be publishing an issue later in the year. The first event was a well-attended specialty coffee night hosted in the stu- dent lounge, featuring special guests Write Out Loud—a Saskatoon based group that celebrates and promotes spoken word. Further supporting local creatives, the group’s annual cultural event this year was attending a Pistolwhips concert at Amigos.

The final event was a writing salon, giving the writing community a chance to share their work in a supportive environment. Although now faced with the challenge of bringing the publication to life during the most unusual ending to a semester, IMR will continue past its 25th fall 2020.
The Honorable Justice Peter Dielschneider

A man of integrity, justice, and kindness.

The STM College community mourns the loss of Justice Peter Dielschneider. He will be missed.

As a student, Peter Dielschneider was involved early on with the STM College community, serving as president of the Newman Centre, and assisting with the student food cooperative. Dielschneider obtained his Bachelor of Arts through STM and law degree in 1953 from the University of Saskatchewan. Dielschneider returned to the College serving on St. Thomas More College Corporation, College Council, and the STM Board of Governors, from 1969 – 1972. He also served on STM Corporation as a Member-at-large in January of 1978, followed by various committee positions in the years to follow.

A great friend of St. Thomas More College and student advocate, in 2011, the College recognized Justice Dielschneider’s outstanding achievements, exemplary service and community contributions, in naming him STM Distinguished Alumnus. In addition to years of community service, and a committed focus on faith and family, his professional achievements post-graduation were also lauded. Deilschneider practiced law and became Mayor of Melville and was later appointed to the Court of Queen’s Bench where he served as a judge of that court until his 75th birthday.

Justice Dielschneider’s legacy at STM continues through the Dielschneider Aboriginal Scholarship and Bursary awards established in 2007, supporting Catholic Aboriginal students, celebrating their academic endeavours and achievement. Reflecting his commitment to youth and education, he was enthusiastic in celebration and always took time to engage with the student recipients at the award events at the College.

Peter Zakreski attended St. Paul’s High School in Saskatoon and graduated with the STM class of ’61 with a Bachelor of Arts. He was both a prominent member of the community, well known for his love of “serving the world” and a life-long friend of STM. He and his wife Elaine founded Hope for Malawi Foundation Inc., a non-profit charity whose hope is to “make a difference in the lives of those who live in the challenging lands and times that is today’s Africa.” Hope for Malawi Foundation Inc. The foundation support has enabled schools to be built, a medical clinic, bridges, wells and two churches in Malawi.

Remaining engaged with STM’s mission as a Catholic college, Peter served on STM Corporation as an Alumni representative from 2012 to 2014. In 2006, Peter was recognized with the STM Distinguished Alumnus award. This award recognizes the truly outstanding achievements of an STM graduate whose endeavours have distinguished them in their chosen profession or community. Peter Zakresky most certainly met and exceeded that criteria.

Recognizing his level of philanthropy and community involvement, Zakresky received the Order of Canada in 2002. Other notable achievements include being named Saskatoon’s CFQC Citizen of the Year, chosen profession or community. Peter Zakresky most certainly met and exceeded that criteria.

“...we are grateful for the exemplary service that Peter modelled throughout his life, very much in the spirit of St. Thomas More.”

Dr. Gertrude Rompré

“We are grateful for the exemplary service that Peter modelled throughout his life, very much in the spirit of St. Thomas More,” noted St. Thomas More College (STM) Director of Mission and Ministry, Dr. Gertrude Rompré, in sharing the news of his passing with the College.

Dr. Gertrude Rompré, in sharing the news of his passing with the College.

Thursday, December 5, 2019

St. Thomas More College Christmas Reception

A celebration of your kindness of heart and generosity of spirit

The holiday season is a wonderful time to reconnect with cherished friends and loved ones. That blissful feeling was in the air on Dec. 5, when the STM Development office hosted a Christmas Reception for friends of the College. More than 60 special friends gathered in the Shannon Library including many loyal alumni, donors and community friends, as well as staff, faculty and students. Everyone enjoyed the delicious fare prepared by Chef Chris Daniels, Jones and the Choices staff, and the enchanting music provided by harpist Chris Lindgren.

Our good friends Patty and John Thompson joined the celebration and commented, “A wonderful spirit of fellowship filled the room and it was a joy to see two friends, students and our STM family.” Thanks to all our cherished friends who joined in celebrating the joy of the Christmas season on this special evening!
STM Distinguished Alumni Award Nomination Form


Required Nomination Documentation and Information:
1. A completed nomination form signed by the nominator
2. A curriculum vitae, resume or summary of the nominator’s achievements that includes the following career path, titles, awards, public presentations, honours, accomplishments and contributions. Fee free to include newspaper/magazine articles: 3. Supporting letter(s) of reference and other relevant supporting documentation
4. Your reasons for nominating this alumna/us

Personal Information of Nominator:
Name of nominator: ________________________________

Year of graduation: ______ Degree: _____________________________

Nominee’s current position/occupation: _____________________________

Address: _______________________________________________________

City: ____________________________________________________________

Province: _______________ Postal Code: ________________

Phone number (Daytime): ____________________________ (Evening): __________________

Email: __________________________________________________________

Does the nominee know that he or she has been nominated for this award?

Name: __________________________________________________________

Address: _______________________________________________________

City: ____________________________________________________________

Province: _______________ Postal Code: ________________

Phone number (Daytime): ____________________________ (Evening): __________________

Phone: _________________________________________________________

Email: __________________________________________________________

I would like to donate by:

- [ ] Cheque enclosed
- [ ] Please make payable to: St. Thomas More College
- [ ] Monthly or Pre-Authorized Debit
- [ ] Please contact: Kari Sinkiewicz (306) 262-6818 or ksinkiewicz@stmcollege.ca
- [ ] By Credit card
  - [ ] Visa
  - [ ] MasterCard
  - [ ] American Express

Card Expires Date: ____/____ (month/year)

Name as shown on card: ________________________________

Signature: ______________________________________________________

I do not wish to have my name published regarding this gift.

This nomination is hereby submitted by this individual.

Date: ____________________________

For more information please phone: (306) 262-6818

Emergency financial support for STM students

The COVID-19 pandemic has created additional financial strain for many students.

If you are a St. Thomas More College (STM) student who is in financial need, you may be eligible to access some emergency support.

Please email STM’s Manager of Student Experience & Enrolment, Richard Medemach, medemach@stmcollege.ca with a brief description of your needs as impacted by the crisis, and he will help you through the application process.

STM STUDENTS NEED YOUR HELP TODAY!

Dear St. Thomas More College community,

it was in the grip of drought and severe economic depression in 1936 - a seemingly impossible time - that St. Thomas More College (STM), the Catholic college at the University of Saskatchewan, became a reality. The Basilian Fathers were dedicated to the spiritual and academically forming of their students but also to their pastoral care.

After almost 85 years, their founding vision of providing a home away from home for students continues to live on. Today more than 5,000 students enrol in courses offered through STM. Now under the guidance of our Campus Ministry team, STM faculty and staff actively foster an environment where our students feel a sense of being cared for and belonging.

The extreme challenges we now face with the COVID-19 pandemic fall for us to adapt to a new reality. As we take steps to protect the future of the College, we cannot afford to lose sight of our commitment to pastoral care. Our immediate priority is to support our students in completing the winter term successfully, but we also must consider the challenging months that lie ahead for them.

STM students need your help. It is a very difficult time for many families have been reduced, summer job opportunities eliminated, and many students will be faced with hard questions as to whether they can return to class this fall, as they struggle with the financial demands to support their university education.

Thanks to the support of generous donors like you, STM has been offering bursaries over the years for students with financial needs to ensure their ability to pursue their studies. In addition, we have created a small fund for emergency student requests, but our ability to support our students through this crisis is limited.

Your donation towards the STM Student Emergency Bursary Fund will help the College remain true to our pastoral mission - caring for our students experiencing financial and personal crises, as many now are because of the COVID-19 pandemic. If you would like to support this initiative, please go to our website at stmcollege.ca and click on the Donate now link. If you would like to mail your donation, please make cheques payable to “St. Thomas More College”.

Thanks to your dedication to STM, our College has weathered many storms in its history. With your continuing support and encouragement, we will come through this present crisis and keep our students on track to complete their studies and begin their professional careers.

Thank you for your continued support of STM students; they need your kind generosity now more than ever.

With gratitude,

Carl N Stil, Ph.D.
President, St. Thomas More College
St. Thomas More College -
“Courageously exploring the riches of Revelation and of nature so that the united endeavour of intelligence and faith will enable people to come to the full measure of their humanity” Ex corde ecclesiae, 5

As you continue on your journey, embrace new challenges with intelligence and creativity, attention to justice and respect for the inherent dignity of each and every person. Never underestimate your ability to make the world a better place.

If you would prefer to receive an electronic version of the newsletter please contact ksinkewicz@stmcollege.ca

STM Student QUICK LINKS
Classes and Programs: stmcollege.ca/classes
STM Scholarships and Bursaries: stmcollege.ca/awards
Academic Advising: stmcollege.ca/advising
New Students: stmcollege.ca/new
Self-Declare: stmcollege.ca/selfdeclare
Community Service Learning: stmcollege.ca/csl

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