

Queen's

ALUMNI REVIEW


Issue 4, 2019

THE MAGAZINE OF
QUEEN'S UNIVERSITY
SINCE 1927

The new rules
of language

Learning from
your mistakes

Rebuilding
a language



The language issue



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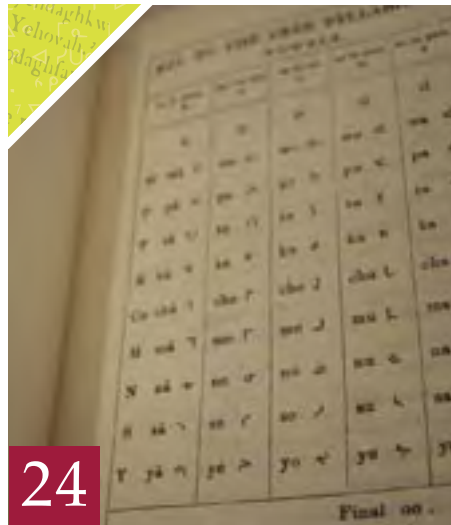


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ON THE COVER

Rays of linguistic expression emanate from a Queen's-branded megaphone in this work by Belleville, Ont., illustrator Carl Wiens. Carl's clients include *The New York Times*, *The Wall Street Journal*, and NPR. His last cover for the *Alumni Review* was for our 2016 physics issue. © Carl Wiens, iziart.com

Change is good

Our readership survey this summer gave us some really valuable feedback. We got positive reviews, both on our themed issues and on our research stories.

Of course, there were some wildly divergent views – some readers *never* read the Keeping in touch section, while for others, it's the first thing they turn to. Many of you are diehard print magazine readers, and others are strictly online-only.

But there were three themes that kept coming up again and again, and we're going to be acting on them.

First of all, a number of readers said that the magazine needs an update. We agree. So, we're going to be pursuing a redesign this summer, one that gives the magazine a bit more polish.

A second recommendation was to have bolder content and stories that address big global issues and concerns that affect us all. This recommendation overlaps with both the first recommendation for updated design and the third, which was, *"Tell stories about everyday alumni like me."*

This request came through over and over again. Readers want to hear about – and from – other alumni, who may not be the most famous people in the world – or even in their field – but who have important stories to tell.

These are all wonderful ideas, and we're going to act on them. You'll see some changes in this issue, with more to come.

And to address some of those divergent survey responses: we're absolutely committed to keeping the print version of the magazine (but offer online and app alternatives to those readers who prefer them.) We hope the redesign and new content will satisfy all our readers, whether you only read "Keeping in touch" or read everything but.



Andrea Gunn, Editor
review@queensu.ca 613.533.6000 ext. 77016

Looking for documents

In 1954, the Museum of Near-Eastern Archaeology was opened at Queen's by theology professor A.D. Tushington. The museum, housed in the Old Arts Building (now Theological Hall), was opened during the 62nd annual conference of the Theological Alumni Association at Queen's.

Elyse Richardson, a fourth-year student in Classics and Art History, is working on a research project on the museum. She is trying to track down both the conference program and the museum program written by Professor Tushington and distributed at the conference. The museum was only open from October 1954 to November 1955. Access to these documents could help Elyse confirm the provenance of certain archaeological items. If you can assist, email review@queensu.ca.



Volume 93, No. 4, 2019
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queensu.ca/alumnireview
@queensureview

Queen's Alumni Review
(circ. 130,000)

The *Queen's Alumni Review* is published by the Queen's Office of Advancement. Queen's is a member of the Council for the Advancement and Support of Education and the Canadian Council for the Advancement of Education. Subscriptions are free to alumni, \$25 CDN/year for others. Opinions expressed in the *Review* are not necessarily those of Queen's University.

ISSN #0843-8048

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mail permit #41089017

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Queen's University is situated on traditional Anishinaabe and Haudenosaunee Territory.



letters

TO THE EDITOR

Young chemist identified

I believe that the young chemist in the photo that appeared in Issue 3 is Catherine Depew (née Manning) BA'72, PhD'76 (Chemistry). If the photo was taken in 1969, she was probably in her first year.

Cathy and I were classmates in Dr. Breck's very popular marine chemistry course. I came to Queen's in the fall of 1973 to pursue a PhD in Chemistry under Dr. Breck's supervision. In fact, I had met Cathy a few years prior to 1973, when we both attended the Ontario Youth Music Camp in Beaverton, Ont. (She played the oboe, I the trumpet.)

After completing my PhD in 1976, I joined the National Research Council, where I had a 35-year career as a research scientist and manager before retiring in 2012. One of my post-doctoral fellows was Dr. Diane Beauchemin [now professor in the Queen's Department of Chemistry].

James W. McLaren, PhD'76 (Chemistry)

*The identity of the chemistry student, **Mary Catherine Manning**, BA'72, PhD'76, was verified by her husband, **William Depew**, Sc'69, Meds'73, who also let us know that Cathy completed her PhD at*



QUEEN'S UNIVERSITY ARCHIVES 2210 3-AA-010

Queen's with Walter Szarek. She joined the Department of Chemistry as an adjunct professor, working with Jeff Wan, in the 1970s. She died in 2011.

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Queen's–Rotary ties

The Rotary Club of Kingston, including many Queen's alumni, was particularly gratified to see two items in Issue 2 of the *Alumni Review*. Page 24 featured the 1962 opening of the first International House which was donated by the late Rotarian Ed Churchill. Also seen in the photo is Queen's Chaplain and Rotarian Padre Marsh Laverty. This was the beginning of a long Rotary history with International House and international students. The second item was the memorial to Rotarian Bob Burnside, BSc'56. Bob was a valued member of our club for many years and continued to attend meetings until a few weeks before his death. He would come to meetings by wheelchair with his Queen's cap on. All three were longtime members of our Rotary club: Ed for 40 years, Padre Marsh for over 50 years, and Bob for 27 years.

Recently Kingston Rotary celebrated 56 years of collaboration with Queen's Engineering frosh selling nuts in the "Go Nuts" campaign, one of our major fundraisers, helping us finance local

and international service. The Queen's Rotaract Club is a vibrant service club consisting entirely of Queen's students. And Dr. Daniel Woolf, at one of his last events as principal, spoke to our club on June 13. That memorable meeting concluded with Principal Woolf and Rotarians doing a spirited Oil Thigh.

As Rotary prepares to celebrate 100 years of service to the Kingston and international communities in 2020–21, we invite local alumni to join us in our motto of "Service Above Self." Rotary continues to do great work in the world, including our campaign to end polio in the world...almost complete. Queen's alumni, staff, and students can help.

Bob Mallette, Sc'61
Past President and Secretary of the
Rotary Club of Kingston

Trevor Dagilis, Sc'92
Past President



Our flashback photo in issue 2 featured Ed Churchill (second from the left), a member of the Kingston Rotary Club who helped to create International House, a gathering place for international students at Queen's, in 1962.

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Support the Queen's Alumni Review:
givetoqueens.ca/magazine

Queen's
ALUMNI REVIEW

The language issue



Call for Nominations

UNIVERSITY COUNCIL

The closing date
for nominations
is April 6, 2020.

For information please
see the next issue of the
Queen's Alumni Review
(Issue #1, 2020)
and check our website at
[queensu.ca/secretariat/
elections/university-council](http://queensu.ca/secretariat/elections/university-council)

Inspired by Rembrandt

part 2

In our last issue, we asked our readers to share their creative endeavours inspired by the works in The Bader Collection in the Agnes Etherington Art Centre. Digital artist/photographer **Jy Chiperzak, Arts'70,** shared some of his work.

"The Rembrandt series came about after seeing his *Portrait of a Man with Arms Akimbo* in the *Alumni Review*. It was an effort to recreate, in some fashion, the impact of his use of light and the presence of his subject. Though Photoshop is my work tool, the processes I use hearken back to my years in the darkroom: the use of over- and under-exposures, sandwiching negatives, burning and dodging, then printing on appropriate papers, hard or soft, for the final picture.



Above:
Chantelle
Left:
Nate

"My portraits are an experiment in the peripheral. They capture not just the individual but the everyman/woman as embodied within their pose; attitude, emotion, mood... The images evoke a visceral contact with the subject and their moment of self-reflection. Often the image blur creates a detachment, allowing you to look deeper into their mood or feelings as expressed by their body language."

An open letter to the Queen's community

BY PRINCIPAL PATRICK DEANE

The following is a reprint of a September 24th letter sent by Principal Deane to the Queen's community.

I am delighted to be back at Queen's and looking forward to the coming years and the many challenges and achievements that undoubtedly lie ahead of us. To feel the excitement of this moment, one doesn't have to believe that exponentially accelerating change is moving the world towards some sort of technological singularity. Higher education—not only in Ontario, but more broadly around the world—is in the midst of a very significant transformation. Internationalization, experiential learning, equity, inclusion and reconciliation, new teaching methods facilitated or stimulated by technological innovation, as well as a new generation's insistence on the obligations that both educators and the educated owe to humanity and the planet: all of this infuses our work with urgency and excitement.

A more immediate and urgent consideration is the revision to post-secondary funding presently being implemented in Ontario. One consequence of this will be a focus on certain fixed employment and economic outcomes—results not antithetical to universities' larger mission, certainly, but also nowhere near a full accounting of that mission as we understand it. The challenge we will face in negotiating these changes is to ensure that while we address public expectations as articulated by the present government, we do not lose sight of our larger and more profound goal. That is, to foster human talent through cultivation of the mind and the creative spirit, and through research to

advance what we know about ourselves and the world we inhabit.

We are also at the end of Queen's most recent planning initiative, the *Strategic Framework 2014–2019*. That document was intended, in former principal Woolf's words, "to strengthen the university and make it more resilient in the turbulent times ahead," and in the context of the challenging circumstances I have just described, we can be grateful for that preparation. As we enter this new and profoundly challenging phase, we are solidly positioned, academically and financially, which is certainly a necessity if we are to be resilient. Yet we will need to be much more than that. We also need to be bold, determined, and ambitious for Queen's.

"Both universities and people within them have accepted the application of an industrial model to an activity that is fundamentally about nurturing humanity rather than producing commodities."

What we need to be and what we need to do are two different things. The latter is secondary to the former: strategic planning—the usual way in which organizations decide what they are going to do—is useful in organizing day-to-day activities around identified goals; but, in the



absence of a clearly-articulated, far-reaching, and aspirational vision for the university, conventional planning will yield only predictable and mundane outcomes. We need to be self-excelling, to be led daily more by our values and conception of what Queen's University is and what it exists to do, and less by the demands and imperatives of our day-to-day transactions.

Universities are out of the habit of talking about such things. Our funders in government have adopted an instrumental view of universities that can have the effect of constraining any conversation that looks beyond our immediate economic or social impact. On campuses, I would observe that in this era of mass higher education, process frequently trumps principle, conformity outweighs individual need, and a culture of measurement has taken hold that dismisses or trivializes anything that cannot be quantified. Most within our institutions would vehemently assert that education is not industry, but the truth is that over the last decade both universities and people within them have accepted the application of an industrial model to an activity that is fundamentally about nurturing humanity rather than producing commodities.

All of this is to say that before Queen's can decide on what will follow the *Strategic Framework 2014–2019*, we need to have a broader conversation about what matters to this institution, what it exists to do, beyond teaching, research and service, and how it can excel itself according to those criteria. While I said at the start that we

need to be ambitious, ambition itself is not enough. We need to be excited and compelled by goals and aspirations that confer a higher value on our day-to-day activities and speak to our passion and convictions.

"I will use every opportunity to advance the conversation..."

The purpose of this letter is to let you know that I am initiating a conversation with the entire university community about the issues I have outlined here. In fact, the conversation will not be confined to campus, but will draw in the Bader International Study Centre, Queen's alumni and friends, as well as our immediate and broader communities. I will use every possible opportunity to advance the conversation when I meet with individuals and groups throughout the year.

I hope very much that you will seek out opportunities to participate and advance the discussions. Next spring, I intend to report to you on the conversation, to articulate the highest aspirations of our university community as they have been expressed or emerged through the process, and to indicate in broad terms a possible strategy for achieving them.

I look forward to the conversation. ■

Submit your contribution to the conversation online: queensu.ca/principal/join-conversation

Queen's honours Doug Hargreaves



IAN MACALPINE/KINGSTON WHIG-STANDARD

The main thoroughfare on West Campus has been renamed Hargreaves Way to honour the late Doug Hargreaves, BA'60, LLD'12, former head football coach (1976–1994). Mr. Hargreaves, who was also an associate professor in Physical Health and Education, led the Gaels

to the playoffs 16 times and won the Vanier Cup twice (in 1978 and 1992). He died in July 2016.

"Coach Hargreaves was a very special part of life at Queen's during his time with the university and he had a positive influence on many within the Queen's community, particularly his players," says Tom Harris, Interim Provost and Vice-Principal (Academic). "His legacy of competitiveness and integrity live on today with the Gaels program and now is recognized on campus with the naming of Hargreaves Way."

Doug Hargreaves also was instrumental in the formation of the Queen's Football Club, an organization for football alumni, and the catalyst behind the Queen's Football Hall of Fame. A tribute video to Mr. Hargreaves was played at the Oct. 19 Homecoming football game at Richardson Stadium.

Hargreaves Way, formerly West Campus Lane, runs north-south through West Campus from Johnson Street to Union Street. Richardson Stadium and John Orr Tower are on Hargreaves Way, as is Miklas-McCarney Field (named for former assistant football coaches Bill Miklas, Sr., BA'63, MBA'65, and Hal McCarney).

The Doug Hargreaves Memorial Athletic Award was established to honour Mr. Hargreaves' life and work. The award is now given annually to a varsity student-athlete on the basis of academic achievement and athletic excellence. The first recipient, in 2018, was Chris Osei-Kusi, Artsci'19 (Football). This year's recipient is Julia Wiercigroch, Sc'21 (Volleyball). **You can support the award fund online (givetoqueens.ca/Hargreaves)** or by contacting Allison Slopack at 613-533-6000 ext. 75084. ■

A new student life centre: accessible and sustainable

To tackle the current and future needs of the Queen's student population, the AMS has spearheaded a campaign to build an accessible, sustainable, collaborative student life centre within the footprint of the current John Deutsch University Centre (JDUC).

The project prioritizes the preservation of the historic features of the 1947 Students' Memorial Union building, while refreshing the concrete modernist additions from 1960 and 1974. The latter addition was built when the Queen's student population was 10,000. Today it

is 20,000. The new building will accommodate more than 100 student clubs. It will also feature dedicated space for graduate students, and more study space for all students.

Accessibility is a key feature of the project. Currently, there is only one ramped entrance to the building, on University Avenue. The revitalization plan calls for more elevators and at-grade entrances at every point of entry. For the first time, some spaces in the historic section will be made fully accessible for both students and visitors.

Sustainability is also integral to the new JDUC's design, which includes advanced energy modelling and careful use of glass on exterior walls. The design plans utilize natural light and natural materials. The centre will be built "renewables ready" for the integration of photovoltaic cells and other green technologies.

Learn more about the JDUC revitalization campaign: queensu.ca/jduc-revitalization ■



HDR ARCHITECTURE ASSOCIATES/IMA

Artist's rendering of the revitalized JDUC seen from University Ave.

Stauffer Library celebrates 25 years

The Joseph S. Stauffer Library marks its 25th anniversary this year. The five-storey building opened in 1994, becoming Queen's largest library with room for approximately 1.5 million volumes, six kilometres of book stacks, and study and research space for more than 1,200 students. Its construction was supported by a \$10-million contribution from the Stauffer Foundation, and its design went on to win the Governor General's Award for Architecture in 1997 for its outstanding contribution to Canadian architecture.

To celebrate the library's 25th year, the Stauffer Foundation has contributed a new gift of \$500,000 to further raise the presence of Indigenous voices and culture in the space. The funding will be used for the creation of an Indigenous Learning Space in Stauffer's lower level, slated to open in spring 2020. The space is envisioned as being welcoming to Indigenous students and faculty, while at the same time enriching the learning of non-Indigenous library patrons.

The funding will also go toward creating additional Indigenous-named study rooms in other library locations on campus, and toward supporting a speaker

series during the anniversary year. Upcoming speakers include David Sharpe, Law'95, and Ali Velshi, Artsci'94.

Learn more: <https://virtual-exhibits.library.queensu.ca/stauffer25/> ■

Who was Joseph Stauffer?

Joseph Stauffer, BSc 1920, was an engineer and entrepreneur. During his lifetime, he made a number of anonymous donations to Queen's, most notably providing pensions to widows of Queen's professors. When he died in 1978, he left provisions for his estate to create the Stauffer Foundation.



BERNARD CLARK

Calling all Outlookers!

Camp Outlook's 50th anniversary is coming up in 2020. Join fellow Outlookers for the 50th reunion on Aug. 29–30, 2020 in Kingston. **For more information, email reunion@campoutlook.ca** or go to facebook.com/campoutlook. The *Review* will have a story on the history of Camp Outlook in the next issue. ■

Honorary degrees

The Senate Committee on Honorary degrees invites nominations for the awarding of honorary degrees at the 2021 convocations. **Nomination forms are available at queensu.ca/secretariat/senate/honorary-degrees** or upon request from 613-533-6095. Nominations must reach the University Secretariat by Monday, March 2, 2020. ■

THE NEW RULES OF LANGUAGE

Do you ever feel worried that the online world of gifs, memes, and emojis is dumbing down our collective discourse – and our language?

Relax.



Internet linguist **Gretchen McCulloch** (Artsci'11) is here to reassure you: this is all part of the natural evolution of language. And the gestures, acronyms, punctuation, and images of the internet not only have real meaning and purpose, they can help us be better communicators.

BY ANDREA GUNN





inguist Gretchen McCulloch's approach to language is an analytic, not a prescriptive one. She has little patience for outdated grammar rules that don't work in the modern world.

"There's a tendency," she says, "among people who like language, or consider themselves language enthusiasts, to think that they have to express that liking by being the most persnickety or being the most angry about language. But you can like language – and you can *appreciate* language – as a way to connect with people. And a way to appreciate people on their own terms.

"We study how the world is actually working," she says of her research as an internet linguist. "If you study birds, you don't go to a bird and say, 'Excuse me, you're not tweeting correctly.' No, you're analyzing the birds for how they are."

In McCulloch's new book, *Because Internet: Understanding the New Rules of Language*, she combines her scientific approach to studying the effect of technology on language (right down to the minutiae of punctuation in texts) with an unabashed excitement at the potential for language to change.



Language is a network, not a straight line

When you think of language, do you think of a book? When Gretchen McCulloch searched for the term "English language" in Google Images and other websites, what she found were pictures of books. There's a reason for that:

The late 1700s and early 1800s saw the beginnings of a massive trend in publishing dictionaries and grammars and books about "the English language." On the one hand, this period brought us the first incredibly cool dialect maps... On the other, this detailed record-making was a way of constructing what it meant to be the English language, or even a language at all. And what it meant to be a language was to be a book. As late as 1977, a Merriam-Webster ad campaign proclaimed, "Webster's New Collegiate Dictionary: it's where the words live."

But, says McCulloch, the metaphor of language as a book has run its course. "Language is *living*; it lives in the minds of humans. There was a time when there were no books in English, and yet there were speakers of English. The inverse is not the case. So, language lives first and foremost in the minds of the people who speak it. And when you think of how living beings create something, it is through contact with each other. And when you have something that's created through living beings, it's not linear; it's not static. It is always changing.

"A more interesting and accurate way of thinking about language is in terms of a network, one that exists in the minds of people, and exists in the space between us," she says. "Let's say you are with a group of friends having a conversation and you go into the bathroom. When you come back, you don't expect the conversation to be exactly where you left off. And the same thing is true of the English language writ large. It doesn't stay exactly the same, even if you think you've stayed the same. Because it exists in the minds of people.

"People are constantly being born and dying and coming in contact with each other and adopting new words or using old ones less often. And this is very exciting."



Everything old is new again

Our bodies are a big part of the way we communicate, McCulloch points out. As she writes in *Because Internet*,

If someone stamps into a room with a furrowed brow, slams the door, and proclaims, "I'M NOT ANGRY," you believe their body, not their words.

The notion that written text should be composed solely of words is a fairly modern concept, she says. "There are historic examples of written texts that consists of letters and pictures together, whether these are handwritten letters in which people drew doodles in the margins or illuminated medieval manuscripts. And in the era of the printing presses, the typewriter, these technologies made it very easy to type letters, but harder to type other types of things."

Even so, gestures found their way into text, thanks to the human need to emphasize emotion or important information. Take, for example, the manicule, or printer's fist.

It was used from the 12th century well into the 19th century, pointing, from the margins of manuscripts or texts, to call attention to a particular passage or note a correction or addition to the text.

The modern emoji isn't so different from the manicule.

"Emojis," McCulloch says, "are like gestures. And people have often lamented how, in writing, it can be hard to tell whether someone's being ironic or being sarcastic or joking, because you don't have the gestures and the vocal inflections that you do in a face-to-face contact. So these gestures help us convey our intentions more clearly in writing."

It's hard to convey sarcasm or irony just in text. Well before the creation of the rolling eye emoji,



#sarcasm, or mock </sarcasm> code, other characters were proposed, from mirrored question marks



to upside-down exclamation points.



But as McCulloch writes,

The problem with adopting new irony punctuation is that if the people reading you don't understand it, you're no better off than without it. Pointing out after the fact that you're using a new sarcasm punctuation mark is about as much fun as explaining the joke.





The democratization of language

"I've often compared language to an open source project or a participatory democracy," says McCulloch. "Every time you pick one word or another word, you're casting a type of vote for that word.

"And over a long period of time, maybe that word that you choose will be picked up by people in your social circle, and then it may become more widely used. But just like you got to vote, everyone else also gets to vote. If your word appeals to them, they may cast your vote with you."

But what about the feeling that the new language of the internet is an ever-more exclusive one, its memes and slang leaving older folks feeling left out of the conversation? After all, there are a lot of linguistic changes going on, whether they are happening in texts, on Twitter, or through online chat. You probably know by now that LOL means "Laugh out loud" and not "Lots of love," but there are other subtle shifts in language going on, shifts that can project moods and motivation in just a few characters.

Take for instance, the ellipsis. Used formally in written English to show the omission of words in a sentence, the dot dot dot of an ellipsis also has a long history in informal writing, from scribbled postcards to jotted-down recipes.

McCulloch delves into the generation gap of the ellipsis:

For people whose linguistic norms are oriented towards the offline world, the most neutral way of separating one utterance from the next is with a dash or string of dots.

If you're writing informally and you don't want to bother deciding whether your string of words is a full sentence or merely a causal fragment, one way to split the difference is to punctuate ambiguously – to use an ellipsis or a dash.

But, as she says, "[f]or people whose linguistic norms are oriented to the internet, the most neutral ways of indicating an utterance is with a new line or message break. Each text of chat message in a conversation automatically indicates a separate utterance."

So, this innocuous message from a boomer employer to a millennial employee may be interpreted by the recipient as passive-aggressive.

**hey. how's it going...
just wondered if you wanted to chat sometime
this week.....maybe Tuesday....?**

When different personal preferences in punctuation become public, the actual message can be open to misinterpretation.

So how do we bridge those gaps in communication? McCulloch has some reassuring words:

[I]f conversational norms are always in flux, and different at the same time among different people, let's not be over-hasty to judge. Let's ask clarifying questions about what other people mean, rather than jumping to conclusions. Let's assume that communicative practices which baffle us do have genuine, important meaning for the people who use them. We don't create truly successful communication by "winning" at conversational norms, whether that's by convincing someone to omit all periods in text messages for fear of being taken as angry, or to answer all landline telephones after precisely two rings. We create successful communication when all parties help each other win. ■

*Having a
wonderful
time...
wish you
were here*

DROP LEVEL
TABLESPOONS
OF DOUGH ONTO
GREASED
BAKING SHEETS...

BAKE IN MODERATE
OVEN (350°F)...

Gretchen McCulloch has a BA in linguistics from Queen's and an MA in linguistics from McGill. She is the co-host of the podcast *Lingthusiasm* (lingthusiasm.com).

Follow her on Twitter: [@GretchenAMcC](https://twitter.com/GretchenAMcC)

Her book *Because Internet: Understanding the New Rules of Language* is published by Riverhead Books, an imprint of Penguin Random House LLC.

LEARNING

Researchers at the Language and Cognition Lab study how we learn language. What they've discovered may surprise you.

BY JORDAN WHITEHOUSE

from your mistakes

Kat Snelling, Artsci '18, is a master's student in psychology studying how children learn language.



Kat Snelling played a lot of sports as a kid, and one mantra she heard over and over was, “Perfect practice makes perfect.” It makes sense: you don’t practise the wrong way, you practise the right way, right? Well, maybe not. As she would later see, when working as a swimming instructor, embracing errors may be a lot more important to the learning process than we think. In the pool, sometimes swimmers need to make the mistake to see that it’s wrong – to *feel* that it’s wrong – to be able to correct it.

It was a fascinating realization, and one that’s now at the heart of Snelling’s own research as a master’s student at the Language and Cognition Lab in the Department of Psychology. Her focus now, though, isn’t on the front crawl but on how kids and adults learn language. And this is research that could have wide implications. Sure, an error might slow you down temporarily, but in the long term, says Snelling, it could be beneficial to you. “We’re finding that English speakers with greater vocabularies are the ones who can quickly recognize when they make a mistake.”

No doubt Snelling’s thesis supervisor Stanka Fitneva, the director of the Language and Cognition Lab, learned a lot from language errors growing up in Bulgaria. Her first language was Bulgarian, but by grade three, she was learning Russian, and in high school, she studied English, French, and German. It makes sense, then, that language is still fundamental to how Dr. Fitneva views the world and why she started the lab in the first place. It’s a hub for studying how we use and learn language

It’s a weighty research focus, and at the Language and Cognition Lab it connects to concerns from developmental, cognitive, and social psychology, as well as linguistics, philosophy, and sociology. And while there are many factors that contribute to how we learn language, the main focus at the lab is on statistical learning.

Statistical learning is the ability to extract patterns from what we hear and what we see. It is easy to show it at work: everybody recognizes that the letter “e” is more frequent than “t.” And tracking what words and objects occur together may clue us to the meanings of words. Our brains try to find patterns so that we can predict our environment and act appropriately.

Predicting the error of our ways

Researchers believe statistical learning involves making predictions, some of which may be wrong. This is because at any one point, information may be incomplete or ambiguous. “The broader problem that’s been framed in children’s language acquisition,” says Snelling, “is this: if you’re talking to a kid and you say, ‘Look at the bottle,’ how do they know if you’re referring to the bottle or the juice in the bottle, or the table that the bottle is on?” Over time, with more information, learners resolve these problems and correct any errors they have made.

Snelling’s research examines how exactly errors might affect kids and adults learning. For adults, errors may not be a problem, since most of us can take in a lot of information and process it quite quickly. But kids have more limited cognitive abilities than adults. And yet, kids are generally able to pick up a language more easily than adults. So, what’s going on here? That’s partly what Snelling is trying to figure out.

One way she is doing that is by having kids and adults come into the lab to learn an artificial language. Part one of this task is a familiarization phase where she randomly matches made-up words with objects for the participants. In part two, participants are tasked with learning the meaning of the words. They are presented with multiple word-object associations, some of which are the same and some different from the familiarization phase. “We expect that both children and adults will be able to detect whether the evidence in front of them matches – or does not match – their prediction based on the familiarization.” This might be followed by eliminating the incorrect associations and making a new association. “Our theory is that the faster a learner processes an error, the better their language is.” Snelling is trying to figure out if this is true by tracking her participants’ eye movements to see how quickly they are able to process errors and by measuring their vocabulary.

The results aren’t in for kids yet, but for adults she found that there was a unique association between error processing speed and their language ability. It remains to be seen whether rapid detection of error is associated with better vocabularies for children.

Psycholinguists create special “artificial languages” that can be precisely controlled. These languages are usually quite small – from four to 12 words – and usually the words are paired with objects or ideas that are novel for the learners.



Dr. Stanka
Fitneva,
Director,
Language and
Cognition Lab

Rising to the challenge

A somewhat related phenomenon to Snelling's research being explored at the Language and Cognition Lab is called "desirable difficulty." This basically means that if a task is made a little bit hard, but not impossible, then it seems that learners have better retention of information. In one study, for example, Dr. Fitneva found that in a language-learning task, adults who made more wrong initial associations between words and their meanings were actually better at learning the language than adults who made fewer of those initial errors.

In a follow-up, Dr. Fitneva studied adults, 10-year-olds, and four-year-olds to see if the same result would hold true across different age groups. As in Snelling's study, participants were tasked with learning an artificial language. To begin, participants saw all of the objects that they were going to learn labels for, and they heard all of the words, but sometimes what they saw and heard did not correspond to what they actually had to learn later on. For adults, the result was similar to Dr. Fitneva's previous study – greater accuracy of initial object-label pairing was associated with poorer learning outcomes. But for 10-year-olds, they learned equally well, no matter how accurate the initial pairing was. And for four-year-olds, they actually performed *better* when the initial object-label pairing was more accurate.

That is, they did not derive benefit from difficulty.

It was a fascinating result because it threw into question a traditional notion in psycholinguistics that assumes the same learning mechanisms are available to people from different age groups. Dr. Fitneva's research is not the only one to question this assumption, but it gives her and her colleagues a new avenue of exploration, as it hints at different learning strategies at different points in development. "Preschoolers obviously have more limited memory and weaker attention than adults, so making the task more difficult may actually make it impossible. In our culture, adults also often label things, leaving little opportunity for error. They also often figure new words from the context. Their greater vocabulary, memory capacity, and attention likely allow them to allocate more resources to the learning task once they remark that it's difficult. The addition of these resources is how they may be ending better off when difficulty is greater. And then, as children transition to elementary school, they begin to see language as an object of study, a collection of nouns and verbs, sounds and letters and lots of rules beyond 'Say thank you when you receive a gift.' This may affect how they approach learning new words. So there are many new questions we would like to explore."



Rahul Patel,
Artsci'21,
studied how
two-year-olds
learn nouns
and verbs.

Which come first: nouns or verbs?

Third-year psychology undergrad Rahul Patel helped explore one of these avenues last year in the lab – namely, how two-year-olds learn nouns and verbs. The study was driven by the observation that English-speaking kids tend to develop noun vocabulary much faster and earlier than verb vocabulary. Using a similar set-up to the studies already mentioned by Snelling and Fitneva, Patel used eye-tracking data to determine if toddlers would more easily learn nouns or verbs. Although the data still needs to be analyzed more rigorously, the results so far are surprising: the kids actually appear to have learned the verbs more easily than the nouns. “Which is contrary to prior research,” says Patel, “English-speaking children have more nouns in their vocabulary compared to verbs, and presumably should learn nouns – object labels – more easily.”

Beyond the lab

Patel may participate in the analysis of all of that data he helped collect, but even if he doesn't, he says the year he spent in the Language and Cognition Lab was a big benefit to him academically. Not only did he get experience recruiting participants, communicating with parents, and making kids feel comfortable in the lab – key skills in the developmental psychology research world – but he also ran some of the kids through the learning task. “I have learned more about the developmental field of psychology,” he says, “plus how to better interact with children, and basic research methodologies.”

Likewise, Kat Snelling's work at the lab has

been “huge” to her ongoing academic career in psychology, she says. While she has, for example, received lots of help from Dr. Fitneva and others to improve her writing and rethink her research, one of her most significant takeaways has been how to figure things out on her own. “I've learned so much just by doing and by being independent and accountable for the research. I'm used to being in class where you have a syllabus and it's really structured and you know where to go if you don't know how to do something. Whereas doing research is not like that. You just have to figure out how to get things to work on your own.”

Snelling says it's also been fascinating to think about the applications of her research, such as the positive role that those errors could play in different learning environments. She got to do some of that thinking at a couple of conferences this past year where she shared her work with researchers working in a wide variety of fields, including artificial intelligence. “It was a really cool experience to talk to people outside of the Queen's community and see what other people are doing around the world and how my work fits into the broader, more global picture of cognitive development.”

Back on campus, Dr. Fitneva says that global picture is something that they all have to think about every day in the Language and Cognition Lab. “Statistical learning is a basic cognitive process that's important not just for language learning. The better we understand it, the better we're going to understand other aspects of how the mind works.” ■

Language learning is something that happens inside our brains, of course, so how do researchers at the Language and Cognition Lab figure out what's going on in there?

One way is by studying where participants focus their attention when listening to an artificial language. And as you might guess, that's a lot easier with adults than with kids. Adults can, not only answer a question directly, but also click on a mouse, press a button, or point to indicate what a word means. Then, researchers can examine the accuracy, as well as the speed, of their responses. "Little kids, though, are not really enamoured with keyboards, and we recently discovered that they don't really know what a mouse is," says Stanka Fitneva with a laugh.

So, they use an eye tracker to see where kids look on a computer screen, how quickly they look, and whether they prefer one thing over another. Like something out of an optometrist's office, the eye tracker is integrated into the bottom of the computer screen.

Even snug in a parent's lap, however, little kids will still wiggle and fidget, so the task is shorter for them versus adults. "You try to make the task as interesting as possible, part of a story," says Kat Snelling. "So you might say, 'Okay, we're going up to space, look at the blue planets moving across the screen!'"

Bottom line: when you work with kids, things are driven by them a lot more than with adults. "If they don't want to do it, then they won't and that's totally fine," says Snelling. "You just have to be flexible in accommodating the individual child while still making sure that the data are not affected."

Learn more about the Language and Cognition Lab: queensu.ca/psychology/language-and-cognition-lab



Kat Snelling introduces four-year-old participant Maya to the spaceship exercise.

Delving into language

What can local languages tell us about the universal human story? Emily Townshend talks with Anastasia Riehl, director of the Strathy Language Unit at Queen's.

The Strathy Language Unit is a research unit dedicated to the study of the English language in Canada. The unit was founded in 1981 by a bequest from J.R. Strathy, BA'44, a Queen's alumnus with a lifelong passion for the English language.

Researchers at the Strathy Language Unit are interested in many aspects of spoken and written English in Canada, including issues such as standardization, dialectal variety, historical change, language and identity, and the relationship between English and Canada's other languages — Canadian varieties of French, Indigenous languages, and the heritage languages of immigrant communities.


One of the unit's current projects is its Wolfe Island English Corpus.

Q: What exactly is an English corpus?

A: A linguistic corpus – of English or any language – is simply a collection of language samples used to study language. Some corpora are quite broad, covering many decades, different varieties of a language, and/or a range

of types of materials. Some corpora are quite narrow, for example, all of the editorial columns from a particular newspaper. Typically, the people who create a corpus do so with particular research questions in mind, and they structure the corpus to meet their needs.

At the Strathy Language Unit, we have two corpora of Canadian English that illustrate different ends of this spectrum. The Strathy Corpus of Canadian English includes texts from over 30 years that represent many types of written language, from popular fiction to academic journal articles to gardening magazines. The Wolfe Island English Corpus is much narrower, containing only transcribed interviews with residents of Wolfe Island collected over a five-year period.



*Anastasia Riehl in the
Strathy Language Unit
office in Kingston Hall*

Q: Why did you choose Wolfe Island to study?

A: I should start by saying that any community could be a valuable focus for a corpus. As for why we chose Wolfe Island, there are a few reasons it seemed interesting.

Wolfe Island has a fascinating history of different groups of people passing through, from seasonal camps of Indigenous people, to a French settlement, to a Loyalist population, to immigration from Europe, to summer residents and tourists, as well as a great deal of cross-border traffic throughout. Alongside this, there are many families who have been on the island for multiple generations, and this, combined with the relative isolation of island life, means that there is a somewhat consistent population with minimal outside influences. Both of these aspects of the island's character make it an interesting place to study language.

We were not just interested in language when we set out to make the corpus, though. We wanted to collect personal histories about life on the island, to contribute to the documentation of local history for both the community and historians. Stories of growing up during the Depression, the smuggling operations that took place during Prohibition, traveling over the frozen lake during the winter, the local social scene, and many others, provide rich and moving illustrations of island life, especially in the mid-20th century.

Another reason for focusing on Wolfe Island, and an important one, is that we had support from the Wolfe Island Historical Society. Several members of the community were a great help to us in locating speakers and assisting with interviews. The residents also had an independent interest in recording stories about the island, so this made for a great mutually beneficial relationship.

Q: What are the influences on the language of Wolfe Island?

A: Languages are, in part, a product of place. The English spoken on Wolfe Island, due to its relative isolation, exhibits characteristics of rural Ontario dialects, in terms of grammar and pronunciation,

despite its proximity to Kingston. The ways of life on the island, particular to the geography and climate, have also had an impact on the vocabulary. There are many words in the corpus that relate to industries on the island – farming and dairy production; to the lake – ferries, fishing, and ice – and to unique aspects of the lifestyle – like the educational system and social customs.

These words are not unique to the island, but they are not ones that many of us encounter in our daily lives, either because they are older terms falling out of use or because they are particular to activities or a lifestyle that we have not experienced.

We are in the process of creating an online lexicon of these words, so that we can share them with the Wolfe Island community and general public. It will have around 900 words from the corpus, along with definitions and examples of the words in context. We hope to have it completed by summer 2020.

Q: In what ways are corpora used? How do they further the study of linguistics?

A: A corpus is one of a number of ways in which linguists collect and analyze data. Other methods include recording lists of words or phrases for phonetic analysis, or asking participants to judge the acceptability of different sentence structures. It depends, of

course, on the research question. What is unique and valuable about a corpus is that the language samples are “real,” in that they are not the result of laboratory study but rather have been collected from pre-existing texts or recorded interviews aimed at capturing natural speech. Another advantage of a corpus is that it typically contains a very large body of data, often millions of words, so there is a great deal of material to work with.

As for how they are used, one popular use of corpora in Canada is to study social aspects of language. For example, if you have a corpus of transcribed recordings, with the speakers coded for variables like age, gender, ethnicity, education, and a number of others, then you can study how these factors affect speech or how language changes over time.

Wolfe Island is the largest of the Thousand Islands.

Wolfe Island has a resident population of about 1,400, and is a popular destination for summer visitors from both Canada and the U.S. The island is accessible by ferry from both Kingston and Cape Vincent, N.Y.



Q: What do you think is the biggest misconception out there about linguistics?

A: One misconception is that linguists are grammarians who proclaim what is correct or proper, versus what is wrong or inappropriate. However, linguists are more interested in what people actually say and do, and in what this tells us about how language is structured and learned. Another misconception is that linguists learn to speak many languages and that they focus their studies on one or perhaps several languages. While certainly some linguists are polyglots and while many do specialize in a particular language or language family, the overarching goal is to understand how languages (all languages) work more generally, and in what this tells us about cognition or human history. Most linguists work with data from dozens of different languages over their careers, and typically they do not speak most, if any, of those languages.

Q: You have also written about endangered languages and the impact climate change has on those languages. Can you tell us a little bit more about that?

A: As we now well know, climate change is impacting many aspects of our lives. People may be surprised to hear that this includes language. Climate change threatens languages because it threatens the stability of communities, and many communities are struggling to maintain their languages even under the best of circumstances. As lands and livelihoods become less habitable and sustainable, communities are forced to move or dramatically alter traditional ways of life, and this makes it more challenging to maintain Indigenous languages. To make matters worse, endangered language communities are disproportionately located in parts of the world at greatest threat by climate change.

Q: I believe losing any language is a huge blow to society, but some would say I'm just sentimental. Are there any "practical" purposes for preserving an endangered language?

A: Yes, many! Languages are closely linked to culture and identity. Studies have shown that when the Indigenous language in a community is widely

spoken, people are healthier and safer. Languages also encode the knowledge and history of a community. As many endangered languages are unwritten and unrecorded, oral transmission ensures the survival of this information. Also, in a broader sense, each language on Earth gives us important insight into the human story. Understanding how languages work helps us understand how the mind works, and understanding how languages have changed and how they relate to one another helps us understand human history and migration.

Words from the Wolfe Island English Corpus

Farming

farmerette – *a female farmer*
windrow – *a line of hay sheaves laid out for drying*

Frozen lake

slush hole – *a patch of rotten ice on the lake*
ice cake – *a slab of floating ice*

Boating

binnacle – *housing for a ship compass*
jolly boat – *a type of small boat towed behind a schooner*

Social

box social – *a fundraising auction where the purchaser shares a lunch with the person who prepared it*
hay bee – *a community gathering to harvest hay (also 'wood bee' and 'thrashing bee')*

Historical

bootlegger's vest – *a vest used for smuggling alcohol across the border during Prohibition*
cutter – *a light horse-drawn sleigh*

Two more questions for Anastasia Riehl

The most interesting story I heard on Wolfe Island was...

"There are many interesting stories related to transportation. Over land, travelling around the island by horse and carriage was relatively slow, and this helped to define distinct communities with little interaction between them – fascinating to consider today as the island seems small when you are travelling by car. Over water, there are exciting tales of commandeering ferries in the middle of the night to rush pregnant women to the hospital in Kingston to give birth, as well as harrowing stories of journeys across the frozen lake, and the heroic efforts to rescue horses and people who had fallen through the ice."

If I could do a corpus on any community from any period in history in any language, I would choose...

"That's an intriguing question! Many languages, especially small endangered languages, have never been recorded, so in terms of which community, I would pick one of those. As for time period, it would be amazing to have corpora from a single community created every 100 years or so, so that we could see how the language has changed over time." ■

[Learn more about the SLU: queensu.ca/Strathy](http://queensu.ca/Strathy)

Emily Townshend is a 2019 graduate from the Computing and Creative Arts program. They like to write about the people on the fringes, and their favourite word is "chaotic."

Rebuilding a Language

An unlikely source could be a tool for revitalizing vulnerable and endangered Indigenous languages in Canada.

BY PHIL GAUDREAU

*Above:
A page from
a 1908 Bible
shows the Cree
syllabic system.
W.D. Jordan
Rare Books
and Special
Collections*

In the beginning was the word...

How do you go about rebuilding a language?

That's a question that's been on the minds of many educators and members of Indigenous communities across Canada since the 2015 release of the Truth and Reconciliation Commission final report, which contained five calls to action around the preservation of Indigenous languages.

Three-quarters of the Indigenous languages in Canada are classified by the United Nations Educational, Scientific and Cultural Organization (UNESCO) as "endangered." None of the 90 different living Indigenous languages in Canada falls under the UNESCO definition of "safe."

There are existing community organizations and training programs to help educate those who want to learn the more common Indigenous languages – Queen's offers courses in Mohawk, Inuktitut, and Anishinaabemowin, for example. But creating these training resources requires either the help of native speakers or existing material to work from.

So, in the search for existing material, some Indigenous groups are discovering an unlikely ally in their efforts to revive their languages: the Christian church.

The connection between the Judeo-Christian faith and Indigenous Peoples in Canada can be fraught. Many associate the church in Canada with residential schools and the government's efforts to suppress or supplant Indigenous culture.

Yet for hundreds of years there have been Christian groups dedicated to translating the Bible and religious songs into Indigenous languages. The Book of Common Prayer, a Christian book most commonly associated with the Anglican Church, has translations dating back to 1715, while the first Gospel translation – from the Book of St. Mark – was completed by the Society for Promoting Christian Knowledge in 1774.

Several examples of these translated Bibles and hymnals have been preserved within the W.D. Jordan Rare Books and Special Collections housed within the Douglas Library, including one Gospel translation dating back to 1813. The collection's Bibles represent six Indigenous languages, including Mohawk, Ojibway, and Cree.

Some of these texts would have been used by missionaries trying to reach Indigenous communities in order to preach the gospel. Others would have been used in church services – particularly the bilingual Bibles that featured both English and Indigenous text. Still others were used in a ceremonial function. One such

Bible in the Queen's collection, written in Plains Cree, was a gift from the British and Foreign Bible Society to then Governor General John Buchan, Lord Tweedsmuir, in 1938.

In addition to serving as examples of Indigenous languages in use, the books also tend to feature some tools to help the reader learn or better understand the language. Take, for instance, the Cree Bible given to Lord Tweedsmuir: the opening pages feature an explanation of how to pronounce each symbol in the Cree syllabics. While the Latin alphabet features 26 characters, the Cree alphabet features symbols that could individually represent a vowel or a consonant followed by a vowel. There are also symbols to represent consonants at the ends of syllables. Additionally, there are marks used to denote emphasis or pre-aspiration – breathing out before pronouncing a consonant – to help form the words and structure.

"We haven't spent enough time thinking about if it is possible, and indeed profitable, to turn these religious documents into teaching resources, and what you could do with them," says Nathan Brinklow (Thanyehténhas), a Queen's lecturer who teaches the Mohawk language. "Many

Indigenous people have bad feelings towards the church, but this is a lot of text and I don't think we're at the point where we can be choosy. We can't ignore it, so let's do something good with it."

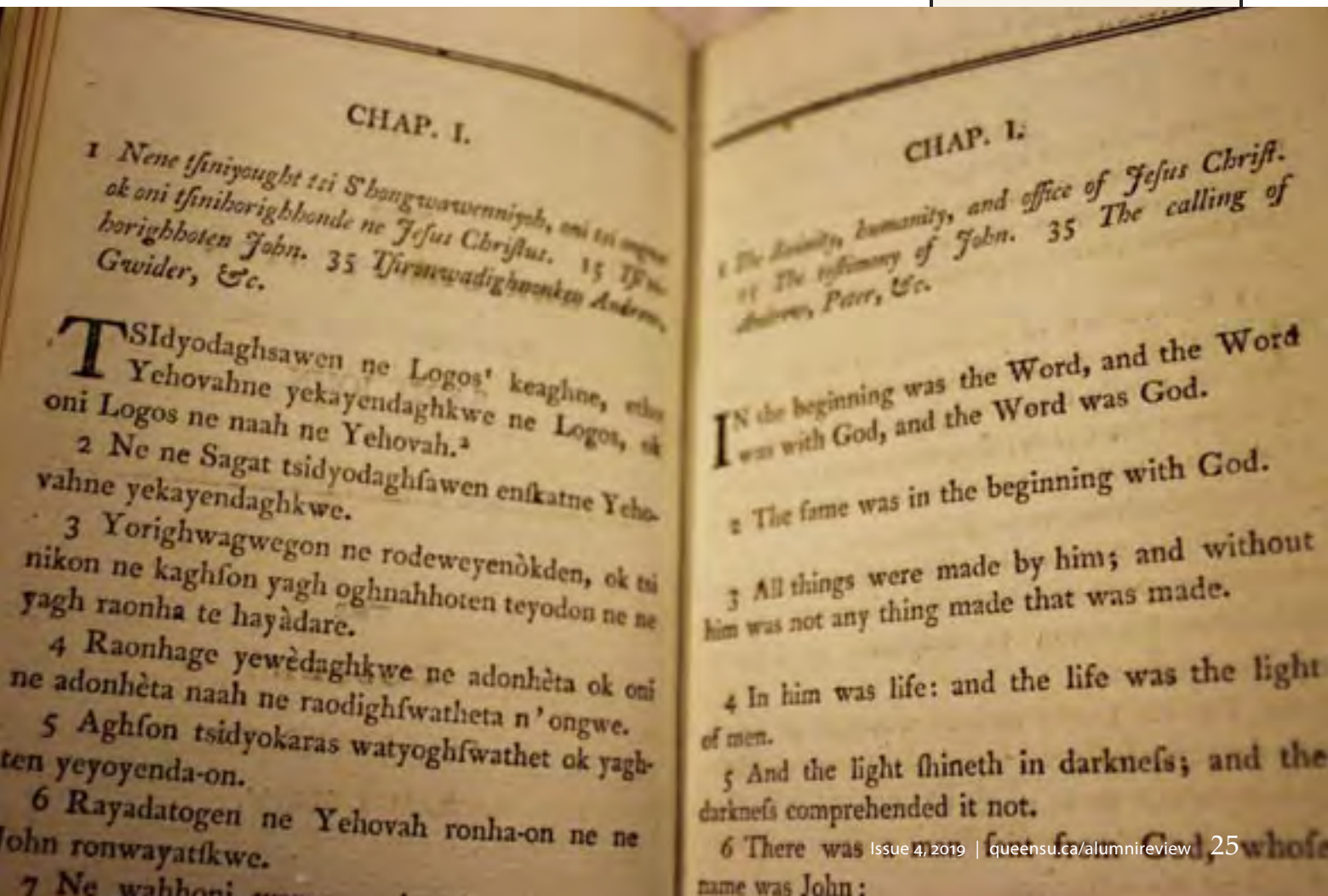
Mr. Brinklow is currently working on an automatic speech recognition project for the Mohawk language. His project is funded by the Indigenous language technology group of the National Research Council.

In Mr. Brinklow's experience, the majority of old texts available in Mohawk today are religious

Below: Pages from Nene karighwiyoston tsinihorighhoten ne Saint John/The Gospel According to Saint John printed in Mohawk and English. W.D. Jordan Rare Books and Special Collections

Though you may occasionally see Indigenous words written out using the familiar 26-character Latin alphabet, many Indigenous languages feature their own syllabic system. However, particularly on websites and digital documents, you will often see Indigenous words written out using the Latin alphabet since it is more readily supported by most websites and computer keyboards.

There is some debate as to the exact origin of Indigenous written language like Cree, with some believing it was created by missionary John Evans (1801–1846) while others claiming he merely adapted it from existing work by Indigenous Peoples.





in origin. So, to start his project, he reached out to the Canadian Bible Society and asked for everything they had.

"Across all of the translated Scripture, we were given 63,000 total words with 17,000 unique words," he says. "Eight or nine thousand of those words only occur once. The society also found a whole lot of other draft material waiting for someone to take over and proof."

Accepting and using this material led to a challenge: do you recognize the existence of these materials as an unexpected blessing and use them, or do you reject them because of their origin?

Mr. Brinklow believes keeping and using the material is essential, though he notes communities that have a hostile relationship with the church may feel differently.

"Literacy and orthography may not have been the end goals of the efforts to Christianize the Indigenous Peoples, but these are also not bad things," he says.

His inquiries helped reinvigorate efforts at the society to complete and publish their existing Mohawk materials on one of the world's most popular Bible smartphone applications.

Still, 63,000 biblical words are not enough to rebuild a whole language just yet. Many of the words in the collection are Bible-specific – not useful in a casual conversation – and nearly half of the words appear very regularly, so the variety is limited.

As a further challenge, some common English phrases – like "sorry" and "please" – simply don't exist in Mohawk, so there can be many different interpretations of how to represent these ideas.

To supplement his biblical collection, Mr.

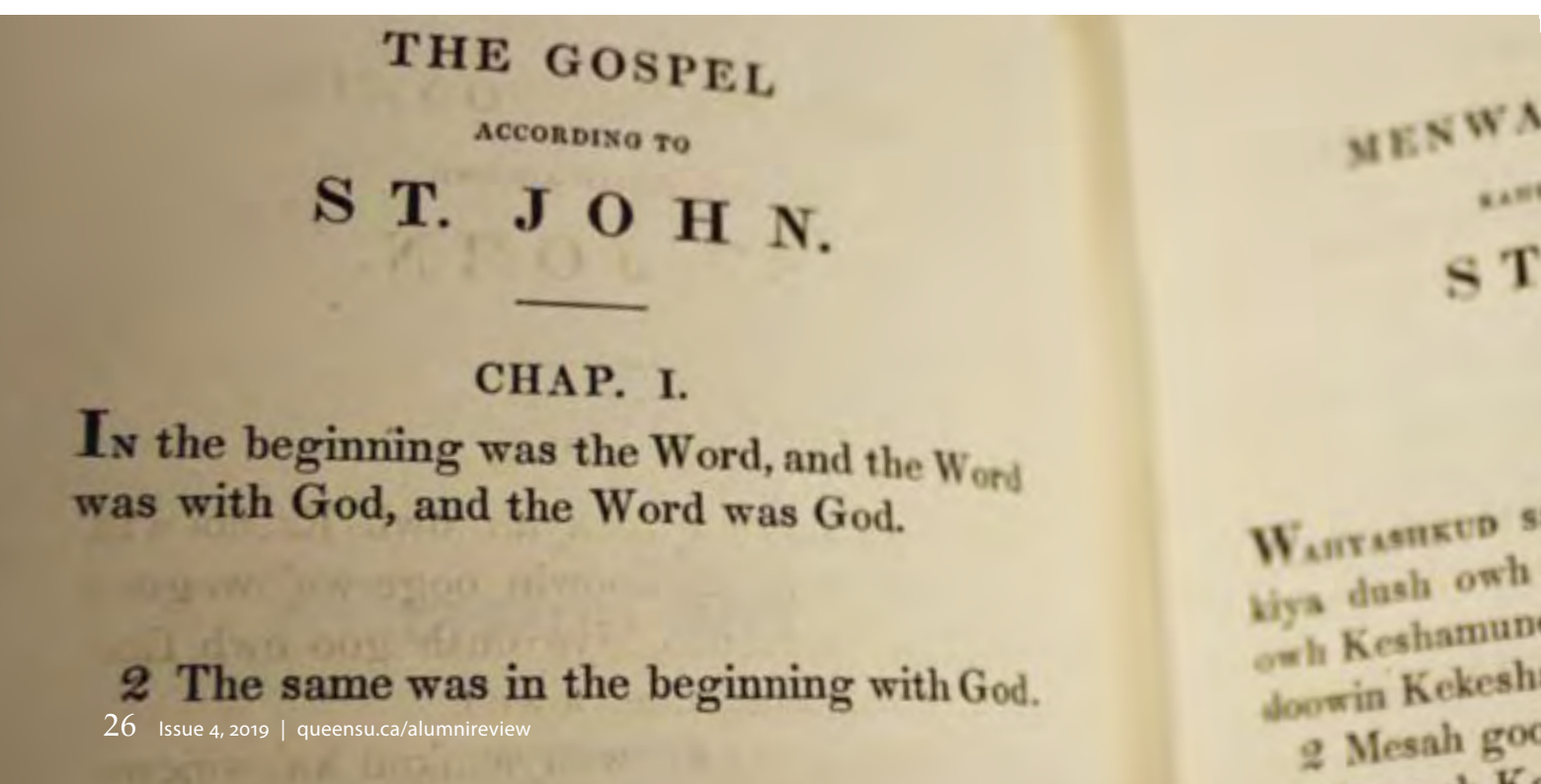
Brinklow recently acquired the scripts and audio from some Mohawk media productions through the National Film Board. These texts will help fill out some of the more casual conversation needs for his database. He believes getting to a point of having a functional automatic speech recognition program would require, at minimum, 1,000 commonly used words.

But, for Mohawk speakers out there, don't assume the success of this effort will mean your smart device will soon begin recognizing your Mohawk phrases. At the conclusion of Mr. Brinklow's project next year, he hopes to build a database of speech audio files and text transcriptions known as a "speech corpus." Using this database, Mr. Brinklow intends to create a gamified smartphone app to help record more audio and continue to test the data the team has collected.

"Maybe at the end of this we can expect to have broad coverage on local language, Bible language, kids' language, and resistance language [used by protesters and activists]," he says. "Then we can identify the gaps – for example, we might not have any kitchen language, and we have no coverage on making appointments or days of the week."

Anyone with Mohawk language materials who wishes to contribute to Mr. Brinklow's speech recognition project may contact him at nb81@queensu.ca.

Below: Pages from Menwahjemoowin Kahezhebeegaid owh St. John/The Gospel according to St. John printed in Ojibway and English. W.D. Jordan Rare Books and Special Collections



THE GOSPEL
ACCORDING TO
S T. J O H N.

CHAP. I.

In the beginning was the Word, and the Word was with God, and the Word was God.

2 The same was in the beginning with God.

Using smartphone apps and databases is one method of spreading language awareness but for Lindsay Morcom, the training must start in the community and with young learners.

Dr. Morcom, the recently appointed Canada Research Chair in Language Revitalization and Decolonizing Education at Queen's, is practising what she preaches.

Dr. Morcom, who is Algonquin Métis and belongs to the Bear Clan, is brushing up on her own Anishinaabemowin, the language of the Anishinaabe nation, while her young son learns both Anishinaabemowin and Mohawk.

"My son being able to speak Anishinaabemowin better than I could would be the dream. That would be awesome," she laughs.

Dr. Morcom's interest in language began while she was quite young, starting with Danish – "I tried to teach myself when I was quite young because I found a book in the library" – and moving onto Spanish, French, German, and Italian. It wasn't until she attended First Nations University that she became more interested in her Indigenous heritage.

"It was a really formative experience because that was where, through my studies and later my teaching experience at First Nations University, I started thinking about what it meant to have Indigenous heritage and to see that as a wonderful, positive thing," she says.

Her time at First Nations University also shaped Dr. Morcom's research agenda, which features three interconnected strands: decolonizing education, language revitalization, and ally building. She is currently examining what impact immersion is having on Anishinaabe children from a language, self-esteem, and academic achievement perspective. Increasingly, her focus is turning to language revitalization within urban communities.

"About 70 per cent of Indigenous people live in urban centres so we can't just leave language on the reserves," she says.

Dr. Morcom recognizes there aren't necessarily the same employment motivations to learn Indigenous languages as for English and French, but she says there are many intangible benefits to her Anishinaabemowin studies.

"When I go into ceremony and I speak the language that my ancestors conducted that ceremony in, I'm able to communicate with them and understand them in a way that just isn't present when we speak English," she says. "For instance, when we think about climate change, our language reflects the knowledge we have gained living on this land for tens of thousands of years. But most of all, language really influences the way my ancestors understood the world. When I speak that language, it gives me a stronger, clear Anishinaabe understanding of the life I'm living and the land in which I live."

"I hope to keep working with the school boards in the Kingston area to ensure these children are going to be able to see themselves in school," she says. "And I love that this is a possibility. When I was a kid, that just was not the case. The local school boards are doing their best, and there is a lot we can do together when the school board has that mentality. It's great to know that Indigenous children are going to be able to self-identify and have that be greeted with esteem and pride."

One of the ways Dr. Morcom is improving her own language abilities is through a community language program offered by Kingston Indigenous Language Nest, a grassroots organization that brings together fluent speakers of Indigenous languages with people interesting in learning their languages. ■ Learn more about the Kingston Indigenous Language Nest: kingstonindigenoulanguage.ca



Queen's Department of Languages, Literatures and Cultures now offers a certificate program in Mohawk Language and Culture, in partnership with Tsi Tyónnheht Onkwawén:na (TTO), an organization based in Tyendinaga Mohawk Territory. The two-year Kanyen'kéha certificate program is delivered in the TTO Language and Cultural Centre in Tyendinaga. Learn more: queensu.ca/artsci/mohawk



Dr. Roula Salam leads a classroom discussion on intercultural dialogue.

The power of intercultural dialogue

*Roula Salam takes us inside her Edmonton classroom
for international students*

Graduate and post-graduate international students have to contend with several obvious challenges here in Edmonton and Canada as a whole: the weather (“But it’s a dry cold” doesn’t cut it), food (you know your mom would throw a fit if she saw you reaching for that powdered falafel in a bag), homesickness (maybe you’re not that hungry after all, after it hits you like a hundred dumplings before bedtime), accommodation (you found a decent apartment close enough to campus for you to walk, but your roommate is a bully), and generally feeling at times like Melville’s Pip in *Moby Dick*, a speck of loneliness under a vast blue prairie sky. And if weather, accommodation, homesickness, food, bills, and tuition weren’t enough, there is the groaning burden of juggling coursework and assignments, trying to land a decent TA-ship, practicum, or internship, racking your brain to write that “sexy” (whatever that looks like) proposal or grant letter you are required to write, but wondering what your chances are of landing a job in your field if your name is Ravneet, Jihad (God forbid), or Pedro. And yet, our differences are our greatest source of empowerment.

Using an intercultural approach as a tool for teaching and empowering students is not a new concept. A number of scholars have discussed the benefits of adopting an inquiry-based, open approach in interactions between individuals from different cultures in academic contexts. Such interactions generate positive communication, help to approximate different socio-cultural viewpoints, and generally create a learning environment more conducive to setting and attaining common goals among the student body. Teaching communication skills through intercultural dialogue brings to the fore the heterogeneous capacity of the English language, its marvellous ability to take on a fluid, polymorphous quality that allows it to both absorb and depict subtle cultural and subcultural similarities and differences in communication. Just as in translation, for example, when the translator must convey, not just the meaning and message of the source text, but also its cultural nuances, references, and attitudes, intercultural dialogue (in this case in English) juxtaposes those cultural differences against each other through the medium of language. And it is when the language begins to stretch and strain, or when it comes across as strange or different, heavy with the cultural particularities of the non-native speaker, that the listener begins to recognize these differences and reciprocates by responding with his/her own.

“Teaching communication skills through intercultural dialogue brings to the fore the heterogeneous capacity of the English language, its marvellous ability to take on a fluid, polymorphous quality that allows it to absorb and depict subtle cultural and subcultural similarities and differences in communication.”

To give an example, some non-native students in the class conversing in English with their peers may communicate their experiences in dealing with native speakers in academic or workplace settings, where the job of the student is to provide care, consultation, or a certain service. The student may express some concerns to their classmate, using a rapid-fire, excited tone when, for instance, describing how a client chose not to follow the student's recommendation. The student may interpret the client's desire to consider other

"It is when the language begins to stretch and strain, or when it comes across as strange or different, heavy with the cultural particularities of the non-native speaker, that the listener begins to recognize these differences and reciprocates by responding with his/her own."

options as non-compliance or even a form of discrimination. However, their classmate may recognize the frustration in the student's tone and choice of words, and juxtapose it against their own experiences and cultural perspective in an effort to help find alternative ways of communication that would resolve some of these issues with minimal or zero escalation. And with the instructor's guidance, the student may also recognize that the strain in communication with the client may indicate both their own and the client's cross-cultural challenges.

The courses and workshops I teach focus on facilitating appropriate verbal and non-verbal communication skills as they are used in cross-cultural exchanges in academic and workplace settings. A broad range of intertwining topics presented through different scenarios cover various cultural and subcultural differences in norms, behaviours, beliefs, and values, where avoiding cultural misunderstanding

would ensure stronger relationships. Topics range from questions such as "What would make this person regularly miss important meetings with me?" and "Why do I feel this person does not respect me or listen to me?" to other various matters of dietary, racial, ethnic, gender-based, or personal differences. The workshops also examine situations calling for communication strategies needed to address sensitive topics, where the right communication ensures safety in the workplace and academic environment. Some of the classes also address issues of bullying, harassment, and intimidation, and how to respond in such situations.

Using intercultural dialogue in teaching these classes has been rewarding. Speaking from the perspective of a visibly Muslim woman, a mother, a military wife, and an educator, I find that when participants share experiences in a safe place like a classroom, they gradually build trust and self-confidence. I may give my students a list of

potential speaker profiles where the speakers are from different cultures, or second generation, or mixed, or [European] white. I may throw in different socio-economic backgrounds, genders, and marital statuses. I may add some peculiarities, stereotypical, authentic, or an uneasy mix of the two, and ask the students to rank these people based on how "cooperative" or easy to talk to they may perceive the people to be. Rather than give them any right or wrong explanation (there is no "right" answer), I'd then ask students to share with a partner the one profile they disagreed on the most. These interactions bring about precious moments of self-awareness and generate an important understanding of different cultural perspectives that help students shape goals with one another and work towards those goals.

"The students feel safe and heard, and this empowers them, as they learn to view differences as tools of change."

Most importantly, however, is that the students feel safe and heard, and this empowers them, as they learn how to view differences as tools of change. The Chinese client who says yes, they understand, when you are explaining a solution option, may not have understood you. The Indian man who comes to a meeting to interpret for his mother may not be your choice interpreter. And when you, the international student, feel uncomfortable if someone is making jokes because it seems disrespectful, then you may have to come up with your own terrible jokes to share with the person at the next meeting. At the same time, if a client pretends she doesn't understand you (although your accent does not appear to affect your comprehensibility), perhaps you should gently ask her whether she has a hearing issue.

Our international and minority students share campuses where they don't always feel safe or confident, and where learning continues to be shaped by an authoritarian culture, despite the good intentions and the push for change. Adopting interculturalism in teaching and through learning not only strengthens two-way dialogue and empowers students, but hopefully will continue to erode walls of discrimination as students work together towards common goals. ■

Roula Salam, PhD'11 (English), is a lecturer at the English Language School at the University of Alberta and the VP North of the Association of Translators and Interpreters of Alberta.

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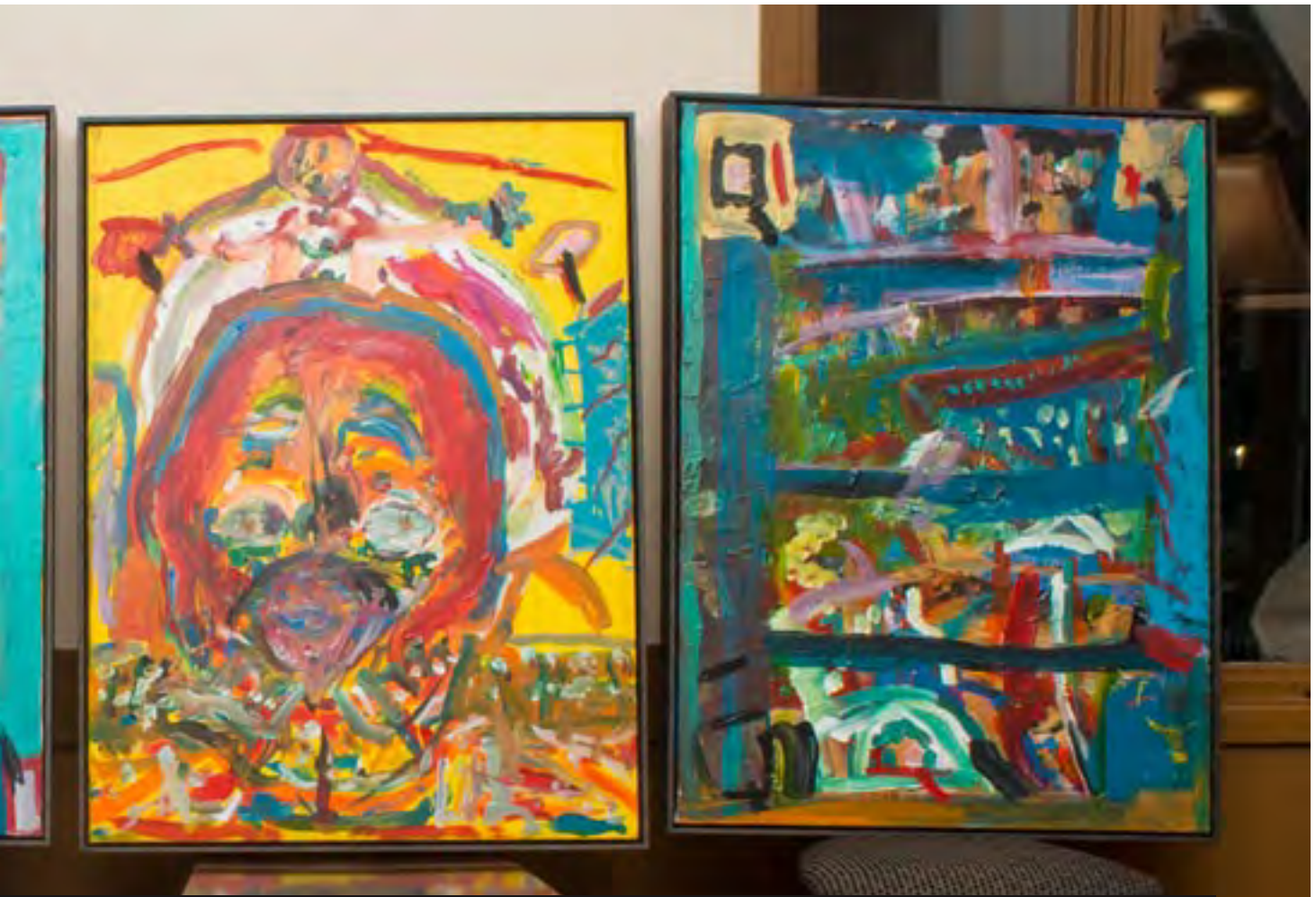
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Before:
Youth transcending

A personal journey

*At the PHE'79
Homecoming reunion in
October, Kevin Whitaker
unveiled a triptych
entitled "Queen's:
before, during, and after."*



During:
Discovery, delight, challenges

After:
Equipped with a cornerstone to pursue any path

In his artist's statement, he writes,

"This triptych represents a 'moment' in the life of a Queen's student – each moment includes the entirety of the student's life experience, merging 'everything' with 'now.'

"The triptych also represents my personal journey as the first person in my family to attend university. The paintings seek to capture the energy and dynamic tension of life before, during, and after Queen's. The panels are doors that open to reveal life choices that may be made."

"I was diagnosed, in 2015, with Parkinson's with Lewy Body Dementia. From the outset, the lessons learned from my PHE studies have served me well. As I have navigated this disease, I have learned the value of stress management to improve physiological health. In my case, the stress management has been primarily through daily exercise, a practice I cultivated at Queen's and have maintained since, and more recently, daily painting."

He later studied law at Osgoode Hall and practised labour law for several years. In 2010, he was appointed as a judge of the Superior Court of Justice, where he served until 2016, stepping down for health reasons.

"I returned to painting as a way to manage the depression and anxiety of being uprooted from my career and life plans by a disease which is robbing me of physical and cognitive skills."

The three panels will be hung in the School of Kinesiology and Health Studies building where, Kevin Whitaker hopes, they will inspire students undergoing their own journeys at Queen's.

Kevin Whitaker donates all proceeds from the sale of his paintings to research into Parkinson's with Lewy Body Dementia. If you are interested in buying a painting, please email him at kevin.whitaker@sympatico.ca and cc his spouse, Marie Moliner (Artsci'80) at mariemoliner88@gmail.com.

Upcoming events queensu.ca/alumni/events

Boston

Curling on the Cape

The tradition returns to the Cape Cod Curling Club on March 7. Curlers of all ages and abilities are welcome, as are family and friends.

Ottawa

QMP alumni reception

All alumni are invited to attend this annual tradition on Jan. 14. Network with current students participating in the annual Queen's Model Parliament.

Toronto

Gael Force Dinner

Join us at the Fairmont Royal York on March 28 for Queen's football's biggest event of the year. All proceeds from the dinner support athletic financial awards for the football program.

SmithConnect Live @ Steam Whistle

Smith MBA and master's students and alumni are invited to the historic Steam Whistle Brewery for an evening of networking and reminiscing over refreshments at this sixth annual event on June 23. Register in the new year on SmithConnect.com.

Branch event updates

Germany

The Germany Branch enjoyed its annual meeting in Aachen, Sept. 20–22. Again, we were spoiled with unbelievably sunny and warm weather. Our host **Sebastian Gocht**, MSc'86, led us to an original Printenbakery, where we learned everything about the distinctive character of Printen (not to be confused with the well-known Christmas Lebkuchen). After a guided walking tour we were ready for a break in a cozy tearoom. It was so warm that on Saturday night we could even have our dinner outside! We decided to meet for our 2020 get-together in Celle, a small town just north of Hanover in Northern Germany on Sept. 18–20. All details will be mailed to alumni in Germany later this year.

*Members of
the Germany
Branch in
Aachen*



Welcome new branch presidents

The Queen's University Alumni Association would like to extend a warm welcome to our new branch leaders:

Sebastian Escagues, Sc'09 – Paris Branch

John Hindess, Artsci'05 – Bermuda Branch

Jennifer Speer, Artsci'95 – Okanagan Branch

Rich Wall, Com'15 – Kingston Branch

Queen's alumni are active in regional branches around the world. Find contact information for a branch or chapter near you: queensu.ca/alumni.

Branch awards

Call for nominations

Nominations are now open for both the Toronto Branch Award and the Vancouver Branch Kathleen Beaumont Hill Award.

The Toronto Branch Award is presented to Toronto-area alumni who have distinguished themselves in their careers, in their volunteer work, in the arts, or in other ways they have contributed to society.

The Kathleen Beaumont Hill Award is presented to an individual in British Columbia who best exemplifies Katie's outstanding service, passionate advocacy, dedicated support, and contributions to the betterment of our university and our country.

Submit your nominations online by Feb. 21 at queensu.ca/alumni/awards.

Correction

We misidentified one of the alumni volunteers with the Queen's Black Alumni Chapter in the last issue. Our apologies to Elorm Vowotor.

In the photo are **Yinka Adegbusi**, Artsci'13 (Chapter co-president); **Sophia Solomon**, OT'18 (Chapter communications manager); **Elorm Vowotor**, Artsci'18, **Abas Ibekwe**, Artsci'13; **Osasuyi Omorogbe**, MBA'19; **Asha Gordon**, Artsci'18 (Chapter co-president); and **Hazel Claxton**, Com'83 (Chapter mentor).

Queen's Connects online mentors

Queen's Connects Career Network is a LinkedIn group that connects Queen's students, staff, faculty, and alumni to start conversations, ask questions, and provide encouragement about career development. Through Queen's Connects, Queen's students, new grads, or alumni thinking about switching careers can get advice from other members of the Queen's community.

To get those connections started, young alumni mentors lead the online discussions, talking about their career paths, networking tips, and answering questions. Here are the mentors for the next six months.

December: **Rebecca Rolfe**, Artsci'15, MA'16 (Development Studies). Rebecca is the student success facilitator at First Nations Technical Institute in Deseronto.

January: **Graeme Matichuk**, Artsci'16 (Life Sciences). Graeme is an architectural technologist in Edmonton.

February: **Max Garcia**, Comp'18. Max is a computer consultant in Toronto.

March: **Alex Laidlaw**, Artsci'13 (Economics). Alex is a fundraiser for the Centre for Affordable Water and Sanitation in Calgary.

April: **Zoe St. John**, Com'02, and Ashley Kelleher, Artsci'12 (Art History), CINTS'12. Zoe is a buyer for T.J. Maxx and Ashley is the digital lead for the British Museum. Both are in London, U.K.

May: **Jasmit Kaur De Saffel**, Artsci'17 (Politics), CINTS'17. Jasmit is in law school in Toronto.

If you're not yet a member of Queen's Connects yet, you can ask to join this Queen's-only community.

<http://LinkedIn.com/groups/8154377>



KIAH O'FLANAGAN-TASSE, ARTSCI'19

KEEPING in touch

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QUEEN'S UNIVERSITY ARCHIVES



Stauffer Library celebrates 25 years On Oct. 28, 1994, Stauffer Library officially opened. The library, on the corner of Union St. and University Ave., was built on the former site of several heritage buildings. Those of you who were in Kingston in 1992 may remember the extraordinary sight of these buildings being moved by truck to their new locations.

Explore the history of Stauffer Library online and share your memories of the library. <https://virtual-exhibits.library.queensu.ca/stauffer25/>

Unless otherwise indicated, dates in these notes refer to 2019.

Up to 1959

Deaths

Kenneth Charles Binks, BA'48, died peacefully on Sept. 14, 2018 at the age of 93. A proud graduate of Queen's, Ken was forced to leave his high school studies in grade 10 and began working for the Department of Munitions and Supply, the Department of External Affairs, and the Library of Parliament. While working, he obtained his senior matriculation and completed his first year at Queen's via correspondence. Ken proudly served as leader of the Progressive Conservative Party at the first Queen's Model Parliament in 1947. That same year he was an organizer of the Progressive Conservative Student Federation. While working at the Parliamentary Library, Ken met his future wife, Jean: they were married in the Queen's University chapel in 1949. Ken went on to study modern history and law at St. Catherine's College, Cambridge University, and obtained his law degree from the University of Saskatchewan. He practised law with Binks, Chilcott and Simpson for 30 years and was appointed Queen's Counsel in 1965. He appeared in all the courts, including the Supreme Court of Canada on a number of occasions. The deep sense of justice that motivated his legal career led him to help the less fortunate free of charge. In 1959, he was named national secretary of the Progressive Conservative Party. In 1979, Ken was elected the member of Parliament for Ottawa West. Ken was appointed to the Ontario Court of Justice 1991–1999 and the Superior Court of Justice 1999–2000. He returned to practising law in 2000, acting as counsel first with Beament Green and then Low Murchison. Ken retired in 2013. Predeceased by Jean and his brothers James and Jack, Ken is survived by his sister Mary Jane, Law'69; and his children Georgina, Artsci'75, Charles, Artsci'79, Andrew, Artsci'82, and Martha, Artsci'82; and his grandchildren Julie Stewart-Binks, Artsci'09, Ian, Leverett Binks-Collier, Sc'15, Max, Sam, Emily, and Alexander. Until his death, Ken remained an avid reader, a patron of the arts, and a

A DOUBLE CELEBRATION



SUPPLIED PHOTO

Dorothy Parnell, Arts'40, celebrated her 100th birthday in August, surrounded by family and friends, including **Shirley Purkis**, Arts'41, who celebrates her 100th birthday this November. Thanks to Dorothy's daughter Anne Richards, Artsci'93, for sending us this photo. ■

loyal Queen's graduate. Ken is seen here on the right at the inaugural QMP in 1947.



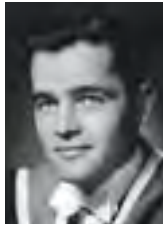
Colin Ross Blyth, BA'44 (MA, U of T, PhD, University of California at Berkeley), died Aug. 22. Colin was a professor of mathematics at University of Illinois in Urbana-Champaign, 1950–1974, and at Queen's University, 1974–1987. During sabbatical leaves, he was a visiting professor at Stanford University, Oxford University, University of New Mexico in Albuquerque, and LaTrobe University in Melbourne. Colin is survived by his wife, Valerie; and children Mary Alice Snetsinger, Artsci'81, MSc'92, Georgina Blythe-Roche, Artsci'82, Colin, Artsci'84, MBA'87; Heather, Artsci'85, Alec, Artsci'89, and Don, Artsci'90, MBA'93; and nine grandchildren, including Megan Snetsinger, Artsci'14, MSc'17.



Robert Crandall, BCom'51 (MBA, PhD, UC Berkeley) and Professor Emeritus (Business), died April 4 in Kingston, aged 89. Predeceased by

his wife, Fran, in 2017, Bob is survived by his children Rob, Artsci'78, Ian, Artsci'81, MSc'83, Heather, Com'83, and Peter Sc'88; grandchildren Vanessa, Artsci'13, Samantha, Kathryn, Alex, Jess, Erica, Elizabeth, Artsci'17, Tom, Sophie, and Max; and great-grandchildren Molly and Naomi. After graduating from Queen's, Bob studied at the London School of Economics, then worked as a chartered accountant and management consultant in Toronto. He returned to Queen's to take the position of university bursar. He worked closely with Principal John Deutsch and was instrumental in transforming the institution's financial planning and control systems at a time of rapid expansion. Following a chance opportunity to teach, Bob switched to academia. He completed his MBA and PhD at UC Berkeley within three years and returned to Kingston as a tenured professor in the newly formed Queen's School of Business. For nearly 30 years, Bob taught accounting and organizational behaviour for both undergraduate and graduate programs. He was genuinely interested in the lives of his students; he and Fran welcomed many into their home for home-cooked meals and conversation, and Bob kept in touch with a number of students after their graduation. Bob retired from academia in 1992. He was inducted into the Smith School of Business Hall of Fame in 2016. The "Dr. Robert Crandall Prize," created by

former student Jeff Mitz, Com'74, is given each year to a third-year Commerce student voted by peers to have "supported others through teamwork, motivation, and example" and demonstrated leadership in the school and community. Bob is greatly missed.



Gerald Peter Cranston, MD'54, died Sept. 4. Predeceased by his wife, June, Peter is survived by their children Christine, Peter, Robert, Artsci/PHE'82, and Michael; his brother Bob, Meds'59; and extended family. At Queen's, Peter was a quarterback with the Queen's Golden Gaels, coached by Frank Tindall. Peter became a family physician, and practised medicine until the age of 75. He also worked as a coroner for 20 years.



Wencil "Hub" Hubcheck, BSc'45, died March 9 in Oakville, Ont. Hub is survived by his wife, Bette, children Peter and Lynn, and extended family. Hub came to Queen's as part of a recruitment drive for an engineering officer's training course. After graduating from Geology in 1945, he served in the Canadian Armed Forces. He went on to have a long and productive career in the mining industry, working first as a shift boss, then becoming a mine builder, exploration manager, and chief geologist for a number of Canadian gold mines. He also founded a mining consulting practice with his classmate Ron Hafliidson, BSc'44. Hub played a key role in assembling the management team developing the flagship La Ronde and Goldex Mines for Agnico Eagle. He loved his chosen profession and was grateful for the opportunities that his education opened up for him. He and Bette attended many Sc'45 reunions. They had a happy life together with their children and grandchildren. Hub was a gentle giant; his mentorship and guidance are greatly missed.



Mary Anne (Dembroski) Marling, BNSc'59, died June 28 in Georgetown, Ont. Mary Anne is survived by her husband of 57 years, John Marling, Sc'59, MBA'62, son Chris (Debbie), two grandchildren, and extended family.

Dalton Richard Mercer, BA/BPHE'56, died on June 27. Immediately after graduating from Queen's, Dalton started teaching phys. ed. at Sutton District High School in Sutton, Ont. and he retired from the same school 30 years later. His connection to his community did not stop there but broadened to include displaying his collection of Indigenous art and involvement in many local organizations and philanthropic interests including Queen's. Dalton always felt that his experience at Queen's University had shown him the path to carry out his vision of caring for others. He will be sadly missed by his community, former colleagues, and friends but most of all by his children: Gordon, Meds'85, Denise, Artsci'84, and Michele, Artsci'86.

Howard Parliament, BA'57, died Jan. 23, 2018 in Kitchener, Ont. Predeceased by his first wife, Ilda (Ketcheson), BA'64, Howard is survived by his second wife, Marjorie Rosekat, children Jeffrey and Jane, and extended family. Howard worked for many years at the Waterloo County Board of Education, retiring in 1987 as a superintendent of schools.

William Patterson, BSc'57, died June 10, 2019. He is survived by his wife, Nancy, children Kenneth, Robert, and David, and extended family.

J. Douglas Sanderson, BSc'58, died March 2 in Georgetown, Ont., in his 84th year. Douglas is survived by Vida Winegarden, his partner of 57 years, his brother Donald, and extended family. Doug greatly enjoyed his time at Queen's, where he studied chemical engineering. He was also on the Queen's wrestling team as a student. Doug was a much-respected teacher and head of the science department at Erin District High School in Erin, Ont. He taught there

for 32 years and also coached the school's curling team. A talented cook, Doug loved to entertain friends at elaborate dinner parties. After he and Vida retired, they organized weekly seniors' lunches at the Erin United Church, where Doug would serve up his famous apple-squash soup. Doug kept in touch with his Queen's friends over the years and attended a number of homecoming events. Doug also chose to include Queen's in his estate plans.



Elinor Mary (née Lee) (Oaks) Sisson, BA'53, died April 9 in Belleville Ont. She is survived by her husband, Jack Sisson, Arts/PHE'53; children Susan Merritt, Artsci/PHE'77, Ed'78 (Stacey, Artsci/PHE'77, Ed'78), Anne Blaser, Artsci/PHE'78, PT'82 (Martin, Artsci/PHE'79, PT'83), Scott Sisson (Liz Garieri), and Carol Wiggins (the late Jim); 11 grandchildren, including Amy Blaser, MSc'16; and nine great-grandchildren. Elinor was predeceased by her mother Gertrude, her birth father Jack Lee, BCom'27, her adoptive father, Dick Oaks, LLB'60, her sister Catherine Robinson, KGH Nursing'56 (Moe Robinson, Meds'60), and her infant half-sister Elizabeth Anne. Elinor met Jack at Queen's and they were married soon after graduating. They subsequently moved to Belleville where they raised their family and remained together for the next 65 years. Elinor was intelligent, incredibly creative, and actively involved in the community. She never blinked at a challenge, riding with Jack on their bicycles from Victoria to Belleville the summer he retired and from Belleville to Nova Scotia the next summer. She was a big genealogy buff, creating an extensive family tree and keeping in touch with many of her cousins, including George Thomson, Arts'63, Law'65, and Rick Jackson, MBA'71 (Associate Professor, Smith School of Business). Elinor was a terrific

mother, a wonderful Nanny, and a supportive and loving wife. Jack is often heard saying, "I'm missing my girl."



David Skene, BA'59, MD'63, died July 20. He is survived by his wife, Joan (Carr-Harris), Arts'62, children John-David, Jeffrey, Artsci'90, MSc'96 (Michelle [Thompson], Artsci'09, Ed'92), and Allison Adshade, Artsci'94 (David), and five grandchildren. For most of his student years, David lived at Collins House and worked at Old Fort Henry. An athlete to his core, he was a proud member of the Golden Gaels football and hockey teams. Named the football team's MVP in 1960, the following year, as team captain, he led the Gaels to a Yates Cup victory. In 1963, David received the coveted Jenkins Trophy, awarded to a Queen's student athlete who best displays the qualities of scholastic achievement, competitiveness, leadership, sportsmanship, dedication and exceptional contributions to his team. He was inducted into the Queen's Football Hall of Fame in 1991. He remained a fervent Gaels supporter for the rest of his life. David practised family medicine in Thunder Bay before returning to Kingston to begin his training in anesthesia, which he completed at Columbia Presbyterian Medical Centre. He went on to enjoy a wonderful career at the Ottawa General Hospital. He served as an associate professor at the University of Ottawa, as head of the Department of Anesthesia, and chief of staff at the Ottawa General Hospital, among other roles. In lieu of flowers, his family asks that contributions be made to the Meds'63 Bursary Fund at Queen's (givetoqueens.ca).

1960s

Correction: In our last issue, in a note about his daughter (Andrea Bunt, Comp'99), **Rick Bunt** was erroneously identified as a member of Sc'68. Rick is, in fact, a proud member of Arts'68.

Honours

In July, **William F. Bates**, Meds'64, received a framed certificate from the Office of the Chief Coroner for Ontario in recognition of 49 years of service as a coroner. William still practises family medicine in the Belleville, Ont., region, but retired as coroner in 2017. He was interviewed about his award and work in *The Belleville Intelligencer* newspaper. Read the story online at intelligencer.ca.

In June, **Allan Symons**, Sc'65, PhD'69, accepted the prestigious Ontario Historical Society's 2018 President's Award on behalf of the Canadian Clock Museum. This unique, volunteer-operated museum in Deep River, Ont., is Allan's ongoing "retirement" project. The museum is now celebrating its 20th year. The Canadian Clock Museum holds almost 3,000 horological items, some of which date back to the 1800s. The Ontario Historical Society award recognized Allan's outstanding contributions to the preservation and promotion of Ontario's history. Explore the museum's collection online: canclockmuseum.ca.

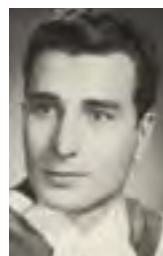
Deaths

Robin James Bolton, MD'61, died April 4 in Sudbury, Ont. He is survived by his wife, Barbara, their four children; sister Margaret (Bolton) McAvity, Arts'61; niece Patricia McAvity, Artsci'86, Meds'87, and extended family. Robin practised as a paediatrician before joining the Sudbury Health Unit,



where he was the medical officer of health until his retirement in 2000. He had worked in a hospital in Uganda early in his career and always maintained his commitment to health care in that country, returning twice to practise medicine.

In 1984, he spent four months as a professor in the Canadian International Development Agency project in maternal and child Health. In 2003, he taught public health with the International Christian Medical Institute. A lifelong Anglican, Robin was an active member of Church of the Epiphany. He was also the founding chair of the Downtown Churches Association. A music lover, he also sang with the Bel Canto Chorus and the Sudbury Chamber Singers. He was a campaign chair and board member of the Health Sector of the United Way, a founding member of the AIDS Committee of Sudbury, and a member of several committees of the Ontario Medical Association.



Ralph Norman Hodd, MD'61, died Aug. 3. After graduating from Queen's Medicine, Ralph did his fellowship in obstetrics and gynecology, then set up practice in Scarborough, Ont. He practised medicine until 2000,



SUPPLIED PHOTO

These Com'64 alumni took the opportunity to practise the Oil Thigh during a pre-55th reunion celebration this summer in Nice. Seen here, **Jim Symington, Wayne Ashford, Sandy (Pattison) Reynolds, Dave Garth, and Glen Davison**. They were on a cruise on the Rhone with their spouses. ■

then retired to Victoria, B.C., to pursue his passion for sailing. He was an active member of the Sidney Power and Sail Squadron. He joined the Saanich Men's Newcomer's Club and for many years was responsible for procuring their monthly speakers. He was an avid and accurate billiard player, never missing the Tuesday and Friday morning games at the Legion. Ralph is survived by his wife, Joyce, and extended family.



Margaret Ann (Paterson) Krull, BA'65, died Aug. 8 in Georgian Bay, Ont. Margaret is survived by David, Sc'66, her husband of 50 years; children Karen, Artsci'95 (Richard Dibb), and Andy (Sandy Kisilevsky, Artsci'96); four grandchildren; and sister Helen Larson, Arts'69 (Edwin, Arts'67). After graduating from Queen's, Margaret

went on to teach in Canada and Australia. She had a wonderful passion for teaching English as a Second Language. Margaret was very involved with the paddling and hiking community, as well as the sewing and quilting clubs in Tiny Township. She is remembered for her generosity, hospitality, spirit for adventure, and deep appreciation of her community.



William Burley Lane, LLB'60, died Feb. 19, 2017, aged 82, in Belleville, Ont. He is survived by his wife, Doris, and son Bryan Carman Lane. Bill was a justice of the Ontario Superior Court from 1980 to 1998.

J. Duncan MacDougall, BPHE'63, died June 25 at home in Westport, Ont. Dunc was the son of Major Robert MacDougall, BA'38, who was



killed in action in the Battle of the Arielli in 1944. Dunc is survived by his beloved wife, Betty Jo (Greenaway), Arts'64, MA'66, four children, including Beth, Artsci'92,

MSc'94, Rob, Artsci'95, and Amy, PHE'99, Artsci'00, MSc'03, Meds'07, and extended family. Dunc met Betty Jo in Grant Hall in 1960, on her first day at Queen's; they were married in 1965. Dunc went on to get a doctorate in exercise physiology. He became a professor of kinesiology and medicine at McMaster University, where he mentored several generations of future academics, coached hockey and football, and conducted groundbreaking research in gravitational, neuromuscular, and thermoregulatory physiology; cardiovascular control; muscle ultrastructure; and bone density in the Human Performance Laboratory he founded there. He published hundreds of scientific papers and a number of books, including the textbook *The Physiology of Training for High Performance*. Dunc served as president of the Canadian Association of Sports Sciences and provided training consultation to elite athletes including rowers, alpine and cross-country skiers, soccer players, judokas, gymnasts, and cyclists, as well as the Detroit Red Wings, Buffalo Sabres, Vancouver Canucks, and NASA. Dunc's lifelong commitment to conservation and the environment is reflected in his work with the Friends of Foley Mountain and the Wolfe Lake Association, and in the conservation easement currently being finalized on the 500 acres of wilderness on Wolfe Lake that he and Betty Jo bought in the 1970s because he had loved it since childhood. It will remain undeveloped green space, wild and beautiful, for the next 999 years as his legacy to Wolfe Lake and to the world.

Maxine (Wray) Youngman, BA'69, died March 19 in Peterborough, Ont., at the age of 71. She is survived by her husband, Allan Youngman, Arts'68, three children, and seven grandchildren. Allan has moved to Kingston in order to be closer to family.

RUGBY REUNION

In August, members of the Queen's University Old Boys Rugby Football Club and family members reunited in Kingston to celebrate the 40th anniversary of their South Pacific tour. In

1979, the club played in Hawaii, Fiji, Australia, and New Zealand. Alumni came back to Kingston from as far away as Wales. Thanks to Peter Taylor, Com'70, for the reunion photo. ■



SUPPLIED PHOTO



SUPPLIED PHOTO

1970S

Honours

Mark Sirett, Mus'75 (MA, DMA, Iowa), recently received the 2018 Outstanding Choral Composition award from Choral Canada for his work *Words, Stories, Truth – a Trilogy in Honour of Canada's Indigenous Peoples*, which was based on text by Vera Wabegijig, a Nishnaabe (Ojibwe) poet. Learn more about Mark's work at marksirett.ca.

Job news



In July, **Wendy Rheault**, PT'78 (MA, PhD, University of Chicago), was appointed president and CEO of Ros-

alind Franklin University of Medicine and Science. She is the first female president in the Chicago institution's 107-year history. Wendy has been at RFU for 38 years in a number of academic and administrative roles, most recently serving as interim president and CEO. Throughout her career, she has worked to redefine health care as a team-based effort to improve the well-being of people and their communities. She has led numerous curricular innovations at RFU aimed at producing professionals trained to practise in highly collaborative, interprofessional teams.

Notes



Marg Latham, Sc'74, moved to Vancouver Island in July 2018, where she and her spouse, Robert Armstrong, are building a new home. Marg

continues to consult in professional practice and quality management to clients in B.C. Queen's friends and new clients can connect with her on LinkedIn. In June, Marg became chair of the Canadian Centre for Women in Science, Engineering, Trades and Technology.



Miriam McDonald, MSc'75 (Pharmacology), is a director on the board of MediPharm Labs, a global leader in specialized research-driven cannabis extraction,

purification, and cannabinoid isolation. In this role, Miriam is using her pharmacology and pharmacy background to underpin her engagement in the expanding cannabis sector. She is the director of pharmacy at Health Sciences North in Sudbury. Previously, she was the executive director of community development at the Northern Ontario School of Medicine, and CEO of the Northeastern Ontario Medical Education Corporation.



John Tulett, Sc'77, recently attended a special event at the Embassy of Canada in Tokyo, a talk by 2015 Nobel Prize in Physics recipients Art McDonald (Queen's Professor Emeritus) and Takaaki Kajita (Professor, University of Tokyo). "It was a great event," says John. "Who knew neutrinos could be so interesting?" At the reception, John met a fellow Queen's grad, **Bob Gei**, MBA'89. Bob and John both work in Japan, Bob with Bank of America Merrill Lynch, and John with Schlumberger. Seen here, Bob Gei, Art McDonald, and John Tulett.

Deaths

Ann (Brothers) Brown, MEd'76, MSc'90, PhD'01, died July 29. Predeceased in 2016 by her husband, Hugh Brown, MEd'96 (MD, McGill), Ann is survived by their daughters Jennifer, Artsci'96, MPA'99 (Ian Joiner, PT'93, MPA'00), and Angela, Artsci'96, and four grandchildren. Ann served as a faculty member in the Queen's School of Nursing from 1976 until her retirement, in 2013, as associate professor. Ann's contributions to the

body of knowledge on heart rate variability focused specifically on the mechanisms of adaptation of regular exercise on cardiovascular health. Ann's research, and that of her graduate students, examined the cardiovascular effects of low-intensity aerobic exercise in pregnant and healthy women, and people living with cardiovascular disease. Ann appreciated the contribution of longtime family friend Peter Fenwick (Sc'93), who secured key equipment that enabled this research. Ann was devoted to and loved by her family. All were grateful for the wonderful support of Ann's friends and medical professionals.

Joyce (Antoni) Cutler, LLB'73, died Sept. 14 in Grosse Pointe, Mich. As a solo practitioner, Joyce practised family law and served as a court-approved mediator for the Superior Court of California and for the Supreme Court of New Jersey, before becoming an administrative law judge in Brooklyn, N.Y. She is survived by her husband, Hugh, two children, and extended family.

Donald Nash, MDiv'73, died Sept. 1. Donald was a minister with the United Church of Canada, most recently with the High Country United Church in Camilla, Ont. He is survived by his wife, Marilyn, and children Lisa, Andrea, and Trevor.



Glen Penwarden, BA'70, died peacefully in Abbotsford, B.C., on July 1, aged 74, after living with prostate cancer for more than 20 years. After graduating from

Sociology at Queen's, Glen went on to post-graduate studies at the University of Toronto and the University of Guelph. He had a long and extremely successful career in hospital administration at locations across Canada (Scarborough, Guelph, Prince George, Calgary, North Bay, and Orillia). Under his leadership, Orillia Soldiers' Memorial Hospital was awarded the prestigious Canada Award for Excellence in Quality (Health Care) by the National Quality Institute in 1997. The following year

he was named Citizen of the Year in Orillia. He retired in 2004 and moved to Abbotsford with his wife, Brenda, in 2007 to be close to family. Despite increasing health problems, Glen continued to pursue his love of music, art, dancing, home renovations, and landscaping, all with a wonderful sense of humour. During his final year, "Penny" gained much joy from reconnecting with teammates from his Queen's Golden Gaels football team, who won the Vanier Cup in 1968. He was a proud member of that team, and his teammates join with his family in paying tribute to a fine athlete, student, professional, and good friend.

1980s

Births



Allan Shaw, Artsci/PHE'88, Ed'89, and his wife, Susan, are thrilled to announce the birth of their second child, Catherine Elizabeth, born

March 25 in Sarnia, Ont., a little sister to seven-year-old James. Proud uncle is Andrew Shaw, Artsci/PHE'88.

Job news

Allan Shaw, Artsci/PHE'88, Ed'89, has recently retired from his position as the head of guidance, co-op, and library at Lambton Central Collegiate Vocational Institute in Petrolia, Ont. Al will continue teaching in the Guidance and Career Education Additional Qualifications program for the Faculty of Education at Western University, a position he has held since 2001. Recently, Al was named the winner of the Russ Seltzer Award for Contribution to Counsellor Education in Ontario by the Ontario School Counsellors' Association. He was also the recipient of the Award of Teaching Excellence for the UWO AQ Instructors for the spring/summer term, 2013. Friends and classmates can contact Al at ashaw18@hotmail.ca or join the Queen's PHE '88 Facebook group.

Mark Hoddenbagh, Artsci'82, Artsci'84, PhD'89 (Chemistry), was appointed president and CEO of both Cumberland College and Parkland College in Saskatchewan. The two colleges are embarking on a pilot coalition, in which they will share a region, CEO, and governance structure. In his new role, Mark will be responsible for setting the colleges' strategic direction and representing their mission, vision, and values. He will work to expand partnerships with business, industry, and communities.



Robert Yalden, Artsci'84, was appointed last autumn as the inaugural holder of the Stephen Sigurdson Professorship in Corporate Law and Finance. He joined the Faculty of Law at Queen's after 25 years in practice with Osler, Hoskin & Harcourt LLP (starting in their Toronto office and moving to Montreal in 2001 as part of the team that established Osler's Montreal office). He is pleased to report that he survived his first year as a full-time academic and that Queen's Law is a thriving beehive of activity, full of very impressive students, staff, and faculty members. Being back at Queen's 35 years after graduating is proving an exceptionally rewarding journey. Rob can be reached at robert.yalden@queensu.ca.

Family news

Siblings **Larry McKeown**, MA'86 (Geography), and **Anna Kelly**, Artsci'81, Ed'81, recently donated land to the Cataraqui Region Conservation Area (CRCA) in memory of their grandmother, **Kathleen (Ralph) McKeown**, BA 1916. The donated land is a 16-hectare portion of a west Kingston wetland area known as the "Bayview Bog." A partnership between the CRCA and Queen's University allows students and researchers access to the newly named McKeown Tract as a "living lab" to study its flora and fauna.

Notes

Susan Beaubien, Law'84, has been appointed as a member of the Canadian International Trade Tribunal for

a five-year term. The tribunal is an independent quasi-judicial body reporting to Parliament through the Minister of Finance. Among their other duties, the tribunal's members conduct inquiries into dumping and subsidy complaints and provide advice to the federal government on economic, trade, and tariff issues. Susan has more than 30 years of experience in intellectual property litigation, administrative law and federal regulatory law, particularly for the pharmaceutical industry. She is a registered patent and trademark agent, a trained mediator and arbitrator, and an experienced corporate director of non-profit entities.

Deaths

Jessie V. Deslauriers, BA'87, BSc'91, died July 9 in Kingston. Jessie earned her two biology degrees by taking one course a year while working full-time at the Department of Microbiology and Immunology. She was also the first Queen's staff member to serve on University Council. Passionate about the natural world, Jessie was well-known in the Kingston area for, among other work, her column "Nature Notebook" in the *Kingston This Week* newspaper. She also served on University Council from 1993 to 2000. Jessie's favourite place in the world was the Queen's University Biological Station (QUBS) near Lake Opinicon. In 2013, she donated \$1 million to QUBS to create a new research and teaching facility. The Jessie V. Deslauriers Centre for Biology opened in 2015. The building includes four laboratory classrooms and a library named in honour of Jessie's father Jack Hambleton, a journalist, author, and nature lover. It is also home to the Fowler Herbarium, which contains more than 140,000 plant specimens. Predeceased by her husband Andre and son John Alderic, Jessie is survived by her friend and companion Janet Wotten. In lieu of flowers, memorial contributions may be made through Queen's University to the QUBS Community Outreach Fund in memory of Jessie. Make your cheque payable to Queen's University with the QUBS Community Outreach Fund listed on the memo line. If you'd like Queen's

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Kathryn Aleong created a fund to support bursaries for geography students. "I wanted to do something that would help some students make ends meet and thus be able to complete their degrees. My degree was the start of my adventures and led to my career in Canada's Foreign Service." That's why she plans to top up her bursary fund with a gift in her will. Through her legacy gift, Kathryn will ensure that financial circumstances won't prohibit students from having a place at Queen's.

Kathryn Aleong (Artsci'81)
Queen's alumna and
legacy donor



planning
makes a
difference

queensu.ca/alumni/giftplanning

to notify Jessie's family of your gift, please include the following note: "Notify the family." Send to Queen's University, Attn: Michelle Pruefer, Old Medical Building Room 303, Kingston, ON K7L 3N6. You may also donate online at givetoqueens.ca.

1990S

Job news

In May, **Jennifer Breithaupt Smith**, Artsci'99 (JD, Western University), was appointed a judge of the Superior Court of Justice of Ontario, a member of the Family Court branch, and a judge *ex officio* of the Court of Appeal for Ontario.



Burke Paterson, BFA'92, writes, "After 18 years of teaching Visual Arts at Havergal College 2000–2018 (where I taught hundreds of students who would become Queen's students, even a few in the BFA program), I am now

the gallery director at United Contemporary in Toronto's West End gallery district. United Contemporary is dedicated to the exhibition of contemporary art and is inspired and guided by the ethos behind the creation of United Artists, the film studio that was premised on allowing artists to better control their own creative work." Explore the gallery online at unitedcontemporary.com, on Instagram (@unitedcontemporary), and on Facebook (United Contemporary).

Family news

Jodie Player Delgado, Artsci'95, (MSLIS, Florida State University) recently received her certificate in Advanced Public Library Leadership. Jodie is the CEO of her hometown library, Springwater Township Public Library, in Elmvale, Ont. She loves living back in Ontario after almost 20 years in Florida. Her husband, Gabriel, is a "reverse snowbird." He still works for the Florida Fish and Wildlife Conservation Commission. Their two children are thriving in Ontario and loved learning how to skate.

Notes

Jennifer Roche, Artsci'93, became the partner and second wife of Professor Norman Brown (formerly of the philosophy department) in 2003 until his death in 2014. Norman had been the organist and choir director of St. Mary's Roman Catholic Cathedral in Kingston, which is where he and Jennifer met. They had a very happy marriage and Jennifer misses him deeply. She added his name to hers; her surname continues to be Roche-Brown. In 2016, she became the partner and spouse of Ron Hartling, Arts'72, Sc'80, MSc'82. She and Norman met Ron in 2009 while they were volunteering for the Liberal Party. Jennifer and Ron live happily in Kingston and enjoy summers on nearby Amherst Island. After graduating from Art History in 1993, Jennifer practised as a visual artist. She was awarded a Canada Council Development Grant that supported travel to Flanders and Brussels. While in Belgium, she was able to continue her research on Fernand Khnopff and Paula Modersohn-Becker, which she had begun as an undergraduate

under Dr. Wojtech Jirat-Wasiutynski. Jennifer also worked as a freelance editor for many years and currently edits a website that promotes organ music.

Deaths



Andrew Kitchener Calder, BCom'99, died July 23 after battling cancer with grace and dignity for just under two years. Andrew is survived by his wife, Susan

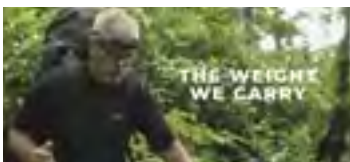
(MacDonnell), Artsci'96, children Campbell, Quinn and Fiona, and extended family. At Queen's, Andrew was captain of the men's varsity volleyball team for two years; he is still remembered by his teammates and coaches as a leader and a dedicated team player. In lieu of flowers, donations in Andrew's memory can be made to the Andrew Calder Men's Volleyball Athletic Award at Queen's: givetoqueens.ca/calder.

2000S

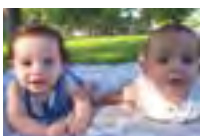


Heather Mosher, Artsci'09, is an adventure documentary filmmaker based in Squamish, B.C.

Her work focuses on the intersection of outdoor and adventure stories with broader social and environmental themes. Heather's film *The Weight We Carry* follows four men working their way out of poverty and homelessness who embark on a summer-long adventure on B.C.'s wild trails. You can watch the film online (bitly.com/QARnov4) on CBC Gem.



Births



Dunja Lukić, ConEd'09, and **Aaron Haddad**, Artsci'08, welcomed

IF THESE WALLS COULD TALK

In the fall of 1989, 18-year-old Karen Sue-Ho (ConEd'93) waved goodbye to her parents as they dropped her off at Waldron Tower to start her first year in ConEd. She was excited to have her own space away from home, and having a sink in her room was a pleasant surprise, even if the countertop was a glaring shade of yellow. This was the first year that Waldron Tower – “Wally World,” as it was affectionately known – was open to all students instead of just nurses at KGH, so Karen was the first ConEd student ever to occupy room 623.

Thirty years later, it was time to drop off her son, Alex, as he started his first year of ConEd. Entirely by chance, he was assigned a room in Waldron Tower on the sixth floor.

“I had to dig through some old photographs to remember my old room number,” Karen said. When she found it, she had to laugh. Alex was assigned to her old room, number 623.

“It's just such a funny coincidence,” she said, noting that the counter is still the same garish yellow.

As for Alex, he finds it “cool, but weird.”

“You don't often think about

your mom as ever having been the same age as you,” he said.

And if these walls could talk?

“I wouldn't want to know,” Alex said.

Alex is the fifth in the family to attend Queen's, following in the footsteps of his mother Karen, his father Brian Li (Artsci'90), sister Jena Li (Artsci'19), and brother Gavin Li (Sc'21). Youngest brother Derek has a few more years before deciding whether he'll become the sixth. ■

By **Sara Beck**, Artsci'93 (*who, in 1989, lived across the hall from Karen at “Wally World.”*)



SUPPLIED PHOTO

twin boys Léo and Milan Haddad on Feb. 28. The family lives in Guelph, Ont.

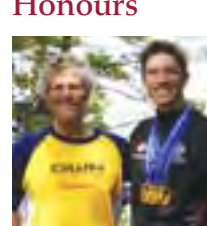
Commitments



In May, **Amanda Morgan Pulling**, Mus'10, ConEd'11, and **Patrick Tye**, Artsci'08, ConEd'09, were married at the Morgan Memorial Chapel in Theological Hall on campus. The ceremony was officiated by Queen's chaplain Kate Johnson. It was a small family affair on a beautiful day, and the stained-glass windows in the chapel shone that day. In attendance were Queen's alumni in the immediate families, including Cheryl Pulling, Artsci'81, NSc'82, mother of the bride and a faculty member in the Queen's

School of Nursing. Patrick and Amanda just bought their first house in Kingston, where they both work as teachers.

Honours



Tyler Minty, Artsci'00, earned his way onto the National Senior A Dragon Boat Team representing Canada at the 2019 World Dragon Boat Championships in Payette, Thailand. The event featured 3,000 paddlers from 30 different countries. Tyler paddled on all four men's teams that went undefeated winning the 200 m, 500 m, 1,000 m, and 2,000 m races. The team's time in the 200 m was a new World's Senior A record. Tyler is a former coach of the Ottawa Queen's alumni dragon boat team. He's seen here with his proud dad, Len Minty, Sc'69, Ed'69.

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Toronto-based local food distributor 100km Foods, Inc., which was co-founded by **Paul Sawtell**, Artsci'02, has been recognized (for the fourth year in a row) as a "Best for the world" B Corp. The company ranked in the top 10 per cent of the 3,000 B Corps around the world for its exemplary supplier relations and the significant impact it has made on its community. 100km Foods connects local farmers with restaurants, retailers, and food businesses in the GTA. 100kmfoods.com

Job news

Justin Au, Artsci'03, (DM, Tufts, MD, University of Buffalo), is now practising dentistry with the Inspire Dental Group, which has offices in the Amherst, Buffalo, and West Seneca, N.Y., areas. Justin is also the residency program director and attending oral and maxillofacial surgeon for the University at Buffalo's Department of Oral & Maxillofacial Surgery. He lives in Clarence, N.Y.

John Cappucci, MA'07 (Political Studies), (PhD, Carleton University), has been named interim principal at Assumption University in Windsor. Jordan holds the Stephen A. Jarislowsky Chair in Religion and Conflict at the university. His research interests include religion and politics, world religions, diasporas, and multi-cultural theory.

Kerrie Hansler, Ed'00, MA'02, started a business with her partner Mark McLean. Sweet Reads Box is a Canadian subscription box service that delivers a novel, tea/coffee, a decadent sweet, and three to four curated items inspired by the book choice. Find out more at sweetreadsbox.com.



Kyle Lauersen, Artsci'08, Ed'09, MSc'11 (Biology), is now an assistant professor at King Abdullah University of Science and Technology in

Thuwal, Saudi Arabia. There, he continues his work in sustainable and synthetic biotechnology. Kyle completed his PhD and a post-doctoral fellowship at Universität Bielefeld in

Germany. He was recently interviewed on his career path for the European Synthetic Biology Society. Read the interview online: bitly.com/QARnov2.



Louis Lim, MEd'02, has been appointed term adjunct assistant professor with Queen's Faculty of Education Professional Master of

Education program. Louis enjoys helping students bridge theory and professional practice. Since earning his Master of Education degree from Queen's, Louis has furthered his formal education with a Master of Arts (York), Advanced Bachelor of Education (Nipissing), and Doctor of Education (Western), along with additional specialist qualifications in special education and guidance. Prior to becoming a secondary school vice-principal, he spent 15 years as a secondary mathematics teacher and subject head.



Alex MacDonald, Artsci'04, has been appointed as the first-ever chief economist for NASA. Alex followed up his economics degree at Queen's with an

MA at UBC and a DPhil at Oxford. He has been working in the U.S. space sector for the past ten years, including at NASA's Ames Research Center in Silicon Valley and the Jet Propulsion Lab at CalTech, near Los Angeles. Now based at NASA HQ in Washington, D.C., he has been particularly active in the field of public-private partnerships for space exploration. His book *The Long Space Age* was published by Yale University Press in 2017. Alex can be contacted via LinkedIn. Alex is the son of Tom and Susan (Chase) MacDonald, both Arts'72.

Notes

Michel Beaulieu, PhD'08 (History), was elected president of the Ontario Historical Society in June. Michel is a professor and chair of the Department of History at Lakehead University and an associate of the L.R.



Wilson Institute of Canadian History. "I look forward to working with the Government of Ontario on behalf of our more than 850 affiliated societies, member organizations, and member institutions that have played a key role in the cultural sector's \$25 billion contribution to the economy, a growth of 23 per cent since 2010, and one which has outpaced the growth of some of Ontario's largest sectors," said Michel.

Jason Burk, NSc'03, has been appointed to the Transportation Appeal Tribunal of Canada as a member. Tribunal members conduct hearings in a quasi-judicial capacity in the aviation division of the federal transportation sector. Jason is uniquely qualified for this role; in addition to being a paramedic, he also has a pilot's license and is a captain at a Canadian airline. With his aviation and medical experience, he is able to hear aviation and medical cases at the tribunal across all sectors.

2010S

Honours



Aditi Sivakumar, Artsci'17, received a 2019 Diana Award in recognition of her work as a volunteer and humanitarian. Aditi

volunteers at eight different social service communities, working to empower young adults, women, and senior citizens. She currently serves as a peer mentor to adolescents who have disabilities, as well as those who are facing violence and abuse. Aditi is also the founder of "My Empowerment Packs," which provides wellness kits for homeless youth in Ottawa. Earlier this year, Aditi was also selected by the United Nations Association in Canada to serve as a youth delegate for the 63rd Commission on the Status of Women. The Diana Awards program was established in memory of Diana, Princess of Wales. The awards are given out annually to

recognize young changemakers in the U.K. and around the world.

Joelle Thorgrimson, Artsci'11, was honoured by the Northern Lights Aero Foundation with an Elsie Award, given to a select group of Canadian women who have made outstanding contributions to aviation and aerospace. In addition to her BSc from Queen's in astrophysics, Joelle has an MSc from McGill in quantum computing and an MD from the Northern Ontario School of Medicine. She also holds a private pilot's license. Upon completion of her medical residency, she will be posted in Cold Lake, Alta., where she will complete her flight surgeon training and work as a medical officer with the goal of pursuing aerospace medicine. The Elsie Award is named after aviation pioneer and human rights advocate Elsie Gregory MacGill.

Notes

Rico Garcia, Artsci'14, caught up with **Edmond Chan**, Comp'97, in Hong Kong recently. Rico was travelling from Manila back to Toronto on business. Rico and Edmond are both Queen's alumni volunteers: Rico is on the alumni association board of directors and Edmond is co-president of the Hong Kong alumni branch.



Job news

In April, **Pascal Levesque**, PhD'16 (Law), began a new role, as *Protecteur universitaire* (university ombudsman) at Université du Québec à Chicoutimi (UQAC). He has also served as the chair of Barreau du Québec advisory committee on criminal law since 2017. Next fall, Pascal's book, *Frontline*

Ellen Hyslop, **Roslyn McLarty**, and **Jacie deHoop**, all Com'14, are the founders of The GIST, a sports news outlet with content created by women, for women. The GIST covers sports through a female perspective with its twice-weekly e-newsletter and daily social media posts, as well as pools, brackets, and viewing parties. After growing the GIST community in Toronto and Ottawa, the trio have now expanded into the U.S., with a dedicated American newsletter and social media presence. "Sports fandom is an important part of our culture and we want to build an empowered and connected community of female fans across North America," says Jacie. Join the community at thegistsports.com.



KITTY HOLLAND

Commitments

Andrew McVicar, Sc'13, and **Elizabeth Philp**, Sc'12, were married April 27 in Oakville, surrounded by family and friends, including Queen's grads

from the class of 1978 to the class of 2020. Andrew and Elizabeth met after graduation, when they were both working in Calgary. They now call Toronto home.



Justice: the Evolution and Reform of Summary Trials in the Canadian Armed Forces will be published by McGill-Queen's University Press.

Deaths



Paul Hicks, BSc'15, died Sept. 15 with his family by his side. Paul is survived by his parents, Barb and David, and siblings Greg, Artsci'13,

MSc'17, Shannon, and Kevin. After graduation from Queen's Life Sciences, Paul began his studies in optometry at the New England College of Optometry in Boston. Following his glioblastoma multiforme diagnosis two years ago, Paul diligently pursued both conventional and alternative treatments in Boston, Ottawa, and Germany; nearly completed his third year of studies; and travelled to many locations, including Korea, Europe, the Yukon, and Newfoundland.



BERNARD CLARK

Walking among bears

*Biologist Barrie Gilbert, Arts'62,
writes about his lifelong study of,
and respect for, grizzly bears*

**"I don't really know bears at all," begins
Barrie Gilbert's book. "But then, does anyone?"**

*My first up-close grizzly encounter took place by
surprise on a mountain ridge in northwest
Yellowstone National Park, and it left me nearly dead
ten miles from the nearest road. The bear so resented
my intrusion that she tore half my face off with one
bite. I was rescued, hospitalized, reconstructed,
recovered, and given a chance to spend the rest of my
career spying on other grizzlies, who were much more
accommodating."*

An experienced researcher and observer of bears, Dr. Gilbert had assumed that he had chosen a safe point from which to observe grizzlies, 9,200 feet below. But one mother bear had ventured onto that same ridge. And her instinct was to protect her cubs from this intruder.

EX LIBRIS

That devastating encounter was in 1977. Dr. Gilbert recovered, returned to fieldwork, and devoted the rest of his career to understanding and protecting grizzly bears. He has spent thousands of hours among wild grizzlies in Canada and the U.S., studying how bears respond to people and to each other, with the ultimate goal of learning how to keep both humans and bears safe. He writes in *One of Us: A Biologist's Walk Among Bears*:

After surviving my devastating accident in Yellowstone, I wanted to champion grizzlies. My commitment to maintain the wild in national parks was deep. I was at home in the outdoors, seeing large, wild mammals as they were seen in Paleolithic times. Doing field science with enthusiastic students buttressed my enduring optimism that rationality could overcome mythology and the greed and ignorance that threatens natural systems. In many ways, grizzly bears cluster with wolves, dolphins, apes, and elephants as cultures, highly social civilizations that we barely understand. We treat them as consumable resources instead of recognizing them as challenges to our humanity and degree of civility.

While Dr. Gilbert professes not to really know bears at all, his years of observation and research have led to many insights about these intelligent creatures, which he lays out in his book. He has seen bears “bluff charge” other bears, demonstrating aggression in an initial encounter which then switches off, once the perceived threat is seen to be benign. He has observed bears “self-medicate,” eating specific types of soil, presumably for its trace nutrients. Bears also may eat coarse, undigestible grass, in order to rid themselves of worms. And when it comes to food, bears are fast learners.

As Dr. Gilbert writes, “Bears are hardwired for overeating.” Oily food sources like salmon enable bears to pack on body fat in order to survive winter hibernation. But deprived of their preferred foods, they will find alternatives out of necessity. And they only need one food reward and their behaviour is re-routed. This is referred to as “single-trial learning.”

The stamping into memory of a food type, season, and location seems like imprinting. Cubs observe their mothers closely, share her food, and learn food locations and so develop a tradition. This contributes to individual specialization. Visualize this as a postal route in reverse in which the bears memorize every place to locate food. When they find our food supplies, that same memory kicks in – we start the bear on a life of crime.

He also elaborates on the vital role that bears – and their food – play in the ecosystem.

Salmon are keystone species here, the superstars in the ecological theatre, vital for all living things, green and otherwise. Grizzly bears have been the prime transporters of large quantities of salmon tissue, fertilizing vegetation wherever they go. The bears also create vegetation by distributing enormous numbers of berry seeds. Johnny Appleseed has some competition!

The specialization of bears on salmon was foundational for high survival and reproduction of bear populations...Because fish concentrate at one place and time, grizzlies need protection from harassment or disturbance by people. Any serious decline of salmon, destruction of spawning habitat, or warming of streams (from climate change) will damage this cornucopia for bears and its enjoyment by people...When fish populations collapse, large carnivores, like bears, abandon traditional areas and begin to range widely, often drawn into coastal villages by food odours. When the land can no longer support the same density of animals, they come to our supplies or starve. Both outcomes lead to dead bears and decimated local populations.

Dr. Gilbert makes a strong case for humans to accept responsibility for our mistreatment of bears, by polluting their habitats, destroying their food sources, and then punishing them when they are quick to adapt for their own survival.

Although he carries the scars from his own early unlucky encounter with a grizzly bear, Barrie Gilbert never gave up on the animals. Because he continued his research with them, he was able to walk among bears that were both well fed and unthreatened by humans. And he saw the reciprocal relationship that can exist between human and animal. “Most of the time,” he writes, “they not only don’t want to hurt us, they even watch us and take cues about how secure a situation may be for them. We can live in harmony with bears if we choose.” ■ AG



One of Us: A Biologist's Walk Among Bears is published by Friesen Press. Barrie Gilbert can be contacted at barrie.gilbert36@gmail.com.

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The name Manet evokes the provocative, heroically scaled pictures he painted in the 1860s for the Salon, but in later years, the artist produced quite a different body of work: stylish portraits of actresses and demimondaines, and impressionistic scenes of suburban gardens and Parisian cafés. Often dismissed as too pretty and superficial by critics, these later works reflect Manet's elegant social world, propose a radical new alignment of modern art with fashionable femininity, and record the artist's unapologetic embrace of beauty and visual pleasure in the face of death. **Scott Allan**, Artsci'97 (PhD, Princeton), is co-editor of *Manet and Modern Beauty: The Artist's Last Years*. Featuring nearly 300 illustrations and nine essays by established and emerging Manet specialists, a technical analysis of the late Salon painting *Jeanne (Spring)*, a selection of the artist's correspondence, a chronology, and more, *Manet and Modern Beauty* brings a diverse range of approaches to bear on a little-studied area of this major artist's oeuvre. Dr. Allan is associate curator of paintings at the J. Paul Getty Museum.



Sadegh Vaez-Zadeh, MSc'93, PhD'97 (Electrical Engineering), is the author of *Control of Permanent Magnet Synchronous Motors* (Oxford University Press). Permanent magnet synchronous motors stand at the forefront of electric motor development due to their energy-saving capabilities and performance potential. The motors, developed in response to mounting environmental crises and growing electricity prices, have enabled the emergence of motor drive applications like those found in electric and hybrid vehicles, fly-by-wire, and drones. This book provides a comprehensive examination of design, implementation, and performance evaluation of major motor control methods. Dr. Vaez-Zadeh is a professor and director of the Advanced Motion Systems Research Laboratory in the School of Electrical and Computer Engineering, University of Tehran.

Ted Waring, Meds'69, and former professor and department head, Queen's Psychiatry, has a new book: *Why Men Depress Women*. This book discusses how men in relationships can depress women, and how couples can evaluate their own level of intimacy and explore marital therapy. Dr. Waring is known academically for his work in marital intimacy therapy and the Waring Intimacy Questionnaire.

Ryan Hayward, Artsci'81, MSc'82 (Math and Stats), (PhD, McGill), is the author of *Hex: the Full Story*. The board game Hex is both simple and complex. Since its invention in the 1940s, it has been the object of study by mathematicians and game theorists. Dr. Hayward examines the history of the game as well as strategy for the contemporary player. Dr. Hayward is a professor of computing science at the University of Alberta.



Elizabeth Muir, Arts'56, has a new book out, *Women's History of the Christian Church: Two Thousand Years of Female Leadership* (University of Toronto Press). It tells the story of women in the Christian Church from the beginning of Christianity until today, in both Protestant and Roman Catholic traditions around the world.

There are chapters on women in the early church; stories of Mary Magdalene, rival to St. Peter, and the Virgin Mary; Joan of Arc, and a possible Pope Joan; women in movements including the Cathars and the Lollards; and in numerous churches co-founded or founded by women. The emphasis is on the evidence of women's leadership – and their fate.



Marc Roussel, Artsci'88 (PhD, U of T) is the author of *Nonlinear Dynamics: A Hands-On Introductory Survey*. This textbook, published by the Institute of Physics in its Concise Physics series, walks students through the theory and practice of nonlinear dynamics using commonly available software. A wide variety of dynamical systems are covered, including some not typically seen in an introductory survey, such as singularly perturbed systems, delay-differential equations, and reaction-diffusion systems. Numerical computation and linear stability analysis are used as unifying themes throughout the book. Despite the emphasis on computer calculations, theory is not neglected, and fundamental concepts from the field of nonlinear dynamics such as solution maps and invariant manifolds are presented. Dr. Roussel is a professor at the Alberta RNA Research and Training Institute in the Department of Chemistry and Biochemistry at the University of Lethbridge.



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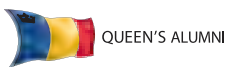
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