

# VANIER COLLEGE TEACHERS' ASSOCIATION

FEDERATION  
AUTONOME  
DU COLLEGIAT

*"I've met more people this morning  
than I have the whole semester!"*

**Vanier Teachers on the Picket Line: Nov. 25, 2004**

# NEWSLETTER

January 2005

Vol. 22

No. 4

# From the Guest Co-Editor:

I would like to begin by thanking Shirley Pettifer for giving me the opportunity to work on the Newsletter one more time. Anyone who has ever worked with Shirley can tell you what a pleasure it is.

In looking over the articles, I have been impressed by the breadth of coverage of matters concerning life at Vanier. We have an article about the Math club, about working for Student government, several poems and the usual mix of heavier things about negotiations and the question of "e-learning." I hope that you will all enjoy this issue as much as I did in helping (in my very small way) to put it together.

Charles Levine



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## Deadline

For next Issue

**Thurs. Feb. 24**

All contributions welcome!

Send to Shirley Pettifer:  
pettifers@vaniercollege.qc.ca  
or call Ext. 7784

### VCTA Executive H-05

President: Sylvie Tardif  
Vice Presidents: Eric Durling  
Dave Oram  
Secretary Treasurer: TBA

### Executive Office Hours H05....TBA

### Office Assistants' Hours: C101

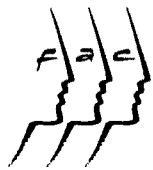
Susan: Mon. Tues. Wed.  
Pat: Thurs. Fri.  
8:30 am to 4:30 pm  
Closed for lunch 12:00-1:00

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**Shirley Pettifer** is the Editor.

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# V.C.T.A.

VANIER COLLEGE TEACHERS' ASSOCIATION



## Message from the President: SYLVIE TARDIF

Welcome back and Happy New year! In the last issue of the Newsletter (Nov. 2004, Vol. 22, No. 3) and at the last General Assembly (December 8, 2004), I informed you that we were still awaiting Education Minister Reid's Green Paper on the future orientation for Cegeps. He publicly promised the entire college community that before the end of the fall semester, he would make his position known.

The last day of the fall semester was December 21. On the next day, to my great surprise, he was skating at Place d'Youville in Quebec City with six other ministers. (See *Le Devoir*, Wed. Dec. 22, 2004, p. A4.) This clearly meant that he was already on holiday, and we wondered if we were ever going to hear from him.

The answer is yes! Reid's document, the Ministerial Guidelines for the Future of College Education in Quebec was released on January 17, 2005. The document defines a new framework for sharing responsibilities and establishing new ways of college governance in order to increase the autonomy of individual colleges. The main goal is to provide colleges with tools to pursue their education mission effectively.

Three areas are clearly identified: development of programs, graduation rates and student success, and recognition of student's prior learning activities.

Proposed measures include the responsibilities of the different official bodies (government, Quebec Ministry of Education (MEQ), Commission d'évaluation de l'enseignement collégiale du Québec (CEEC), and the colleges); the expected benefits of these measures are clearly outlined.

Some of the proposed measures include:

- maintaining pre-university and technical programs, as well as the general studies component in both;
- maintaining the MEQ's program approval, funding, and standards by having the MEQ awarding DEC's (Diplôme d'études collégiales) based on the college's recommendation;
- increasing the number of Board members from two to four teachers, for a total of 21 Board members (ten from the college and eleven from outside);
- making explicit in the General and Vocational Colleges Act the importance of Academic Council in managing educational affairs and in advising the Board of Directors.

The document concludes with the announcement of an investment of \$5 million towards student services and the recognition of student effort, abilities and talent for the benefit of the community.

The document seems to be a commitment for the preservation of the Cegep network with guarantees of training quality and compatibility. However, the section on college flexibility and adaptability means a different work organization that will need discussion with both employer and union partners.

An English translation of the full document is available to you via Vanier's Home Page.

### Negotiations:

The following is a brief overview of some ongoing negotiation issues, our Federation's position, and upcoming meetings.

### Recognition of Working Hours (173 hours)/New Salary Structure (RWH/NSS)

At the FAC Intersyndical Council of December 9 and 10, 2004 our Nego Committee reported on their 25<sup>th</sup> meeting with the CPNC. M<sup>e</sup> D'Amours, the spokesperson for the CPNC, stated that our agreement would have to reflect the importance of the Academic Dean's office in the entire process of approving departmental activities; that these activities would have to be directly linked to the College's Strategic Management Plan.

This meeting ended quickly and the December 17 meeting with the CPNC was cancelled. It is understood that there will be a political meeting in January between the Government (CPNC-Conseil Patronal de Négociation des Cégeps) and the FAC Executive Committee, before any further meetings with the FAC Nego Committee.

Our conditions to reach an agreement have been:

- No individual accountability;
- No increase in workload;
- No loss in professional autonomy or academic freedom;
- A satisfactory and equitable salary scale for all teachers.

The RWH (173 hours) was first understood to mean voluntary pedagogical activities, chosen by teachers, and recognized by the college. Now the definition of the RWH (173 hours) is linked to the formalities and objectives of each college's Strategic Management Plan—with, I suspect, mandatory activities, endless loops of evaluation, and a workload addition to our present teaching load (Section 8-4-01 of our Collective Agreement describes our present teaching load).

Our FAC Nego Committee strategy has always been to negotiate the RWH (173 hours) within the framework of our workload Nego demands. The latest from the government is that our workload has never increased but evolved

# Union 101:

## Grievances and Arbitration

by Charles F. Levine

In a previous **Newsletter** (Vol. 22, #2, Oct. 2004), we observed that one of the functions of the CRT is to hear grievances. (The CRT is the French acronym for Labour Relations Committee.)

Grievances arise from a dispute between one or more VCTA members and the College (individual grievance) or the VCTA as a whole and the College (collective grievance). So you cannot take a grievance against your office mate who plays loud music on the radio.

Once a grievance is filed, the CRT will be convoked to discuss it. If the two sides come to an agreement about the issue, the matter is settled. If not, the aggrieved party has the right to proceed to arbitration. Grievances and arbitration are covered in Chapter 9 of our Collective Agreement. Arbitration (in all but some special cases) is normally performed by a single arbitrator chosen from a list which appears in Chapter 9-2.07.

You may recall a moment last year when many colleagues (mostly now nearing retirement) had wry smiles on their faces because they received money from the settlement of a grievance-arbitration that began in 1982-83! This stemmed from a huge collective grievance involving a back-to-work law.

While the twenty year time span involved in that case may seem excessive, what is most frustrating to some people is the fact that many individual arbitrations are never heard. The reason for this is that our union federation has a limited number of "arbitration days" available each year. Once the arbitration documents have been filed, the Federation controls which cases will be heard. As you would expect, the most urgent cases get priority—firings, non-reengagements and long suspensions, for example. Even relatively simple cases may require several days of hearings, so "lesser" problems—small pay cuts, illegal schedules—get short shrift in the scheduling of arbitrations.

At one time, in the "golden age" of union-management conflict at Vanier, we had over 150 cases on the arbitration roles—all but a handful were eventually wiped off the roles (with the agreement of the individuals who had filed them) on the grounds of lack of relevance or importance.

You can fight City Hall, but patience is required.

**Charles F. Levine** is a dinosaur who spent many years on the CRT, the VCTA Executive, and the Executive of FAC, our Provincial Federation. He also teaches Political Science, and is Co-Editor of this issue of the **VCTA Newsletter**.

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### *Message from the President continued from page 3*

over time. What about all the other responsibilities that we take on, on top of our teaching responsibilities?

#### **FAC-FEC (CSQ) Nego Cartel\***

An overwhelming majority (about 95%) of members ratified the agreement establishing a negotiation cartel of the unions affiliated with FAC and FEC (CSQ). The double majority was reached.

#### **Meetings to Come**

- FAC conference call on January 18, 2005 with agenda items RWH (173 hours) /NSS and Minister Reid's declarations.
- A FAC Extraordinary Intersyndical Council will be held on the morning of January 27th to decide on the timing and activities of the one-day strike to follow up the analysis of Minister Reid's announcements of January 17, 2005.
- The first FAC-FEC Cartel Council will be held on the afternoon of January 27th and all day January 28th.

#### **Reminder: Group Insurance Coverage for less than \$12,000 Income (Semester) ended Jan. 1, 2005**

I conclude with a reminder to VCTA members whose semester contract is for less than \$12,000: Your group in-

surance coverage ended on January 1<sup>st</sup> 2005. (See FAC Announcement, Insurance, Vol. 5, no. 6, Dec. 2004 and FAC Release attached). You should join the group insurance plan offered by your spouse's employer, if applicable. If your spouse is not eligible for any group insurance plan, you must register yourself and any dependent(s) with the Régie de l'assurance maladie du Québec (RAMQ) in accordance with the prescription drug insurance plan. You can do this by calling any of these numbers:

**Quebec (418) 646-4636**

**Montreal (514) 864-3411**

**or toll free 1-800-561-9749**

*Best wishes for an exciting winter semester,  
Sylvie*

\* This Negotiation Cartel consists of our federation, FAC, Fédération Autonome du Collégial, (17 Cegeps) and FEC, Fédération des enseignantes et enseignants de Cégep, (7 Cegeps), which is affiliated with the CSQ—Centrale Syndicale du Québec—a federation representing workers in education, health, social services and daycare centres.



# My Job as Executive Director of the Vanier College Students' Association

by Olga Gazdovic

For those of you who are not familiar with the VCSA, let me give you a quick overview. The Vanier College Students' Association is the elected representative of the student body of Vanier College. The Association deals with political, cultural, educational as well as social matters.

My official title is Executive Director, but I wear many hats in a day. There are days that I am a mother, teacher, counselor, advisor, friend, secretary, security guard, peace keeper, music, film, television & sports critic, banker, yellow pages director, post master general, restaurant menu keeper, and the only living soul in the office who knows how to use the fax, photocopier & coffee machine... Did I forget to mention this was all before noon?

The young men and women who have been involved in the Students' Association are (for the most part) amazing. When these students come into our office at the beginning of the semester, (for those of you who have never visited we are located in C214), each has an agenda for joining: some are looking to get involved and making a difference for student life on campus, while some are thinking what a great asset this is to their CV. Others are just looking for a place to hang out, and still others just stumble in because we're beside the washroom...

But one thing for sure, whatever their reasons for joining, they are welcomed and encouraged to stay and make a difference. Any way they can. I have had the honour of working for the Students' Association for 7 years. (Why does it feel like 10 some days?) We (Oh no—I'm one of them now!) have welcomed new students as well as returning students with

BBQ's, outdoor inflatable games, car shows & controversial t-shirts. During my stay at C-214, we have sent students to New York to shop, Stratford to enjoy a little Shakespeare, to Mont St. Anne to ski, & Daytona for a Spring Break to ....well, we all know what College kids do on Spring Break.

In the past 7 years, the VCSA has supported the Red Cross/Hema Quebec Blood Drives and assisted in collecting more than 1000 pints of blood. The Quebec Breast Cancer Foundation is \$13,000 richer because of the drive of the VCSA—and that's only what they did in 2 years...so just imagine what's ahead.

We have showcased feature films on a regular basis. The VCSA has financially supported over 50 cultural, religious, & social clubs, and yes—it's our fault when the music is too loud (we fund CKVR—the radio station too). If you've ever walked past the Main Mall



(better known as Jake's) during a Universal Break, and witnessed anything and everything from Fear Factor, a male Miss Vanier College Pageant, Free style rapping, comedy afternoon, break dancers, or my favorite, The Fashion Show—yes, that was us....again.

When those February blues kicked in and your classes were interrupted by little Cupids delivering helium filled heart balloons—guilty as charged.

Please don't think that the VCSA only sponsors mindless, fun activities. Without hesitation, the VCSA financially sponsors Social Science Week, Women's Week every March, Music Students, Athletic Council, and fields requests weekly from teachers for funds for everything from speakers to films.

When asked what I do for a living and I tell people that I work at Vanier College, the first question I am always asked—"Are you a teacher?" To be honest, some days I feel like a student, and that I am the one learning life's new lessons from these students.

I believe that I have the best job on Campus. You know the old saying—"You never step in the same river twice,"—well every day at the VCSA is an adventure. Some days are more turbulent than others, but a learning experience for all—especially me.

I have had the pleasure of working with students who have moved on to medicine, law, teaching, web designing and a host of other careers. As hectic and insane as this job is, there is no other place (well maybe on CJAD fulltime) I would rather be. I feel fortunate to be employed by the VCSA—break out in song—it makes me feel so young.

Let me leave you with a thought: A hundred years from now it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove. But the world may be different because I was important in the life of a student.

**Olga Gazdovic** can be found in C214 and heard on CJAD from 11:00 to 12:00 with the Travel Show, and from 13:00 to 16:00 on Saturdays, on the Olga & Laurie/Laurie and Olga Show. She is the mother of two girls and three cats.

# CEGEP Teachers' Salaries

by Christian Roy

We hear a lot of grumbling concerning CEGEP teachers' salaries. The wry looks that pass among teachers about their remuneration are quite descriptive of their unease. On the other hand, this unease is rather diffuse, and that's a large part of the problem. Are teachers well or badly paid? Is it normal or even moral to complain about pay? Is there a real or merely apparent loss of purchasing power in the evolution of salaries?

The aim of this article is to put teachers' remuneration in context with respect to global expenditures in education, to compare salaries and to look at the evolution of the situation.

## Principal Elements of Education in Quebec

In 2001-2002 in Quebec, global expenditures for education represented 17 Billion dollars, \$2,291 per inhabitant, more than a quarter of the total expenditures of the Quebec government:

Overall Education Expenditures for Quebec: 2001-2002	
\$17 Billion	overall expenditures
25.8%	of government spending
7.4%	of Gross Provincial Product
\$2,291	per inhabitant
15.4	median scholarship

Source: Indicateurs de l'éducation, MEQ, 2003.

College teaching represents 12% of the global cost of education compared to 53% for primary and secondary education and 23% for university teaching (and 12% for "Other").

The following table presents the principal statistics for the college system for 2001-2002.

## Summary of the College System, 2001-2002

164,732 Number of Students enrolled in regular education	36,920 Graduates (2001)
\$12,384 Overall expenditure per student	68.6% Graduation rate, Pre-University Programs
\$8,057 Per student expenditure, Cegeps	57.3% Graduation rate, Technical Programs
\$4,339 cost of teacher/per student	2.4 years Duration of Pre-University Studies (with diploma)
\$54,611 Average teacher's salary	3.8 years Duration of Technical Studies (with diploma)
\$1.3 Billion Total expenses for Cegeps	48 Number of public colleges

Source: Indicateurs de l'éducation, MEQ, 2003.

In 2001-2002, 164,732 students were enrolled in regular (day) programs. The global expenditure per student, including ministerial spending and employee pension funds was \$12,384. Direct expenses for CEGEP functions amounted to \$8057 per student. Teachers' salaries represent about 60% of direct CEGEP function expenses, with an average salary of \$54,611 per year.

## Comparative Analysis of Expenses and Salaries

The table which follows shows the evolution of expenditures for the functioning of CEGEPs beginning in 1981. **It is important to note that expenditures for the CEGEP functions (in constant dollars) have gone down over the twenty years shown in the table, from \$8,296 per student in 1981-82 to \$8057 per student in 2001-2002.**

DÉPENSE DE FONCTIONNEMENT<sup>1</sup> DES CÉGÉPS

	1981-1982	1989-1990	1993-1994	1999-2000	2000-2001	2001-2002 <sup>e</sup>
Dépense totale en dollars courants (en millions de dollars)	596,0	830,7	1 074,9	1 082,6	1 134,6	1 174,3
Dépense par élève en dollars courants	4 831	6 370	6 876	7 095	7 632	8 057
Dépense par élève en dollars constants de 2001-2002 <sup>e</sup>	8 296	8 130	7 895	7 556	7 867	8 057

e : Estimations.

Note : La dépense de fonctionnement exclut le service de la dette (à long terme) et les immobilisations financées à même les revenus courants. Source : Indicateurs de l'éducation, MEQ, 2003.

## Comparison of Salaries

In Quebec in 2001-2002, the average salary for primary and secondary teachers was \$48,358, compared to \$54,611 for CEGEP teachers and \$77,925 for university teachers.

In Ontario, the average salary for university teachers was \$83,234.

In Quebec, the average salary for unionized professional in all categories taken together was similar to that for CEGEP teachers. On the other hand, teachers receive very little indirect remuneration and cannot work overtime at a higher rate of pay as policemen can do, for example. A full time teacher who works extra at night (in continuing education) earns about half as much as s/he does teaching in the day!

Compared to big city municipal employees, the \$54,611 average salary of CEGEP teachers is

- About equal to that of policemen (\$54,388)
- Higher than that of blue collar workers (\$46,675) and
- Lower than that of professionals (\$65,727)

Continued on next page

### Comparison of Annual Salaries (\$)

	Unionized Private Sector Quebec, 2003	Montreal Urban Community 2004	FAC 2001- 2002
Professionals	\$54,301	\$65,727	
Technicians	\$50,509		
White Collar		\$34,374	
Office Employees	\$38,563		
Blue Collar		\$46,675	
Police		\$54,388	
Teachers			\$54,611

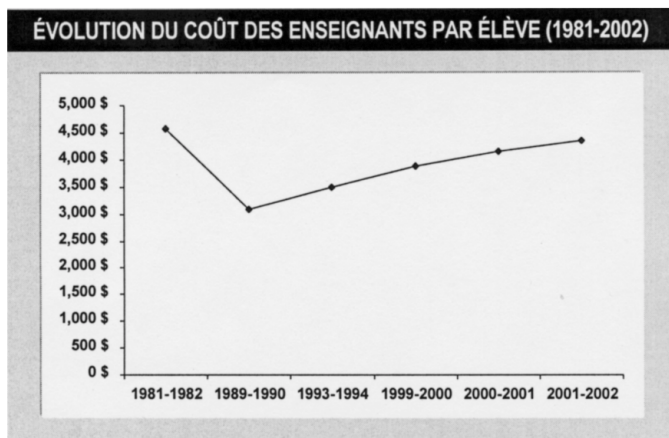
Source: Institut de la Statistique du Québec. Rapport de  
L'enquête sur la rémunération globale de 2003-2004

### Impact of the Reduction of Costs of the System

In constant 2001-2002 dollars, the cost of teachers per student has gone from \$4573 in 1981-1982 to \$4,339 in 2001-2002, that is, **a reduction of 5.1% over 20 years, while the consumer price index has jumped by 55.2% during that period.**

Measures to reduce the cost of manpower contributed to this result. In particular, we must remember the 1983 decree and the voluntary retirement program of the '90s.

In fact, the period in which the greatest reduction of the cost of teaching took place (from 1981-1991) was a period of very high inflation (Consumer price index rose 40.2%). This reduction in the cost of teachers has never been made up since that time. This means that **over a period of 20 years, taking inflation into account, teachers have been subjected to a severe economic shock relative to the rationalization and the strategy of cost reduction in the CEGEP system.**



Source : Indicateurs de l'éducation, éd. 2003, gouvernement du Québec.



## 571 Days in Sanctuary!

**The Vega Family:** Marcela, the daughter, Mireya, the mother, and Alvaro, the father—and Colombian teacher who was tortured and had his life threatened after speaking publicly about one of his *disappeared* students—have been in sanctuary since July 17, 2003.

The resignation of the Minister of Immigration, Judy Sgro, has raised strong concerns that the promised response to their Humanitarian and Compassionate Application, expected by Jan. 30, will be delayed again.

Alvaro offers Spanish conversation courses. Marcela loves to sing and play the guitar and very much enjoys accompaniment. She also appreciates the opportunity to practice her English conversation skills.

The whole family welcomes visits from teachers and students: St. Andrew's-Norwood United Church, 1600 de l'Eglise, just 2 blocks west of Decarie—a ten minute walk from Vanier. Call Marcela at 748-6572 to arrange your visit. You can also get involved with the Vanier Vega Support Committee at

**[vvsc@fclass.vaniercollege.qc.ca](mailto:vvsc@fclass.vaniercollege.qc.ca)**





# A Brief History of Time at Vanier<sup>1</sup>

by Mark Prentice

- Order in council No. 758 of February 24<sup>th</sup> 1970 issued the Letter Patent authorizing the creation of Vanier College<sup>2</sup>
- On April 28<sup>th</sup> 1970, Vanier College acquired most of the property which it presently owns.
- In September 1970, Vanier greeted its first students as the second established Anglophone College. Dawson opened the previous year.<sup>3</sup>
- In 1970, St-Lawrence College in Quebec City and the MEQ asked Vanier to give St-Lawrence associate status as a step towards having St-Lawrence become a full fledged constituent of Vanier. After much hesitation on the part of Vanier and opposition from Faculty, it was resolved that "Vanier college agrees to co-operate with the government of Quebec and St-Lawrence College by granting St-Lawrence College associate status with Vanier College for the school year 1971-1972, terminating on June 30<sup>th</sup> 1972..."<sup>4</sup>
- In October 1974, an additional parcel of land was purchased which included the current H building. The actual sports complex was completed in 1986.
- On April 11<sup>th</sup>, 1973, a government order in council stripped the Vanier Board of Directors of all its powers and froze its Bank accounts, naming an official trustee to carry out college business. Trusteeship lasted 6 months, until October 11<sup>th</sup>, 1973.<sup>5</sup>
- In September 1973, Vanier's second campus, the Snowdon campus opened on Decarie Blvd., near Queen Mary where it stayed until 1986 when it was closed and the staff and students were moved to the present N building.
- In 1974 the College was actively lobbying the government to open a third campus in the East end of the city, at the corner of Christophe-Colomb and Jarry Streets.

- Since its opening, enrollment at Vanier steadily increased until an all-time high of 6414 in 1986-1987. Following this high, our lowest numbers were in 2000-2001 at 4756. As a point of comparison, this fall we had about 5600 students registered.

<sup>1</sup> The information contained in this article is taken from Maurice Scarpaleggia's **History of Vanier College 1970-1991** and the Humanities paper written by Vanier student, Michael Ford, in September 1977: **Man and His Institution: The History of the Expansion of Vanier College**. Thanks to Hanns Wernecke for giving me a copy of the latter.

<sup>2</sup> "It is a little known fact that consideration was being given to making College St-Laurent a bilingual CEGEP. Subtle resistance to the idea was no doubt evident. The City of St-Laurent was a close knit community where ancestry was all important. Though not as obvious today, you can still hear reference to the settlers of the area as "les dos blancs". This description seems to have originated from the fact that early farmers would often be seen working on their land while clad in white shirts. Their presence would be clearly highlighted on bright sunny days."

<sup>3</sup> 1484 students enrolled in the fall of 1970.

<sup>4</sup> The association was not renewed since Champlain College was interested in purchasing St-Lawrence, which it did.

<sup>5</sup> The college was put in trusteeship after it refused to follow a government order to reclassify downwards most of its faculty.



A recovering cynic with regular relapses, **Mark Prentice** has studied Anthropology and Law at Laval and McGill Universities, where he has also taught. He started teaching part time at Vanier College in the winter of the ice storm (which definitely should have been taken as a sign...).

Since the year 2000 he has been teaching full time at Vanier in Anthropology, Methodology and Explorations. He has also sat on Joint Coordinators and Academic Council and presently sits on Association Council and is a faculty representative on the Board of Directors. A voracious reader, he has been known to occupy the corner stool of the Rio while pathetically struggling with crossword puzzles.

# Web-Based (or Blended) Courses

by **George Archer**

Some of us can remember the last great technological advance in education: audio-visuals, an early example of the use of multi-media. Driven by visions of massive savings in the cost of education, this was technology in search of a project: an application of technology to disseminating information with insufficient concern for its relevance, efficacy or impact.

Now with the growing popularity of the Internet, interest in web-based education has grown rapidly as a solution to a dispersed student pool—the result of increased labour mobility, the need to upgrade one's skills, and to resolve time constraints as more students are forced to work during their academic years.

For example, Algonquin College in Ottawa, offers 300 sections of web-based instruction. Educational establish-



ments that had used surface mail for their correspondence courses have switched to the Internet as a means of delivery. Web-based courses have

progressed from the “textbook and workbook on line” of a few years past to sophisticated courses combining classroom time with online work, student/teacher interaction and chat lines, supplemented with interactive group projects and seminars and even short videos and multiple choice questions.

But this spurt in web-based instruction has many educators asking questions about the relative advantages and disadvantages of using the Internet to disseminate course information. The key issue is the quality of the educational experience. Do online courses compare well with traditional face-to-face classroom teaching in the areas of student comprehension, breadth of material, development of oral skills and of the critical interactive skills that only group interaction can promote? Do they generate excessive workloads for the students? How many students complete them and what is the level of their accomplishment compared to a classroom based course? Do they contribute to the increasing personal isolation of students already driven by the widespread use of computers, cell phones and the Internet in general?

The instructional models used by the Internet based courses in the late 1990's generated results that seemed to support the more extravagant claims of failure of web-based instruction. Recently, institutions have recognized that such courses are not suitable for all students, and researchers have found that there seems to be no significant difference in student achievement, with regard to the instructional delivery method, as measured by overall final grade. Fairly typical are the results of an opinion survey of 399 randomly selected students who had taken one or more online courses at a community college in Michigan: 79% took the course with the goal of satisfying program requirements as opposed to personal enrichment or upgrading their skills; 34% gave flexibility of hours as the primary reason for taking the course online; 24% felt that it was more difficult than they had expected; 91% felt that they had adequate opportunity to interact online with the instructor.

One researcher identified the following indicators of student persistence and success in online courses: realistic expectations of the time online learning would demand; organization and ability to manage the demands of the classes, work and home; confidence in using a computer; ability to keep pace with the course work and assignments; frequency of logging in; active participation in online class discussions.

The consensus seems to be that if the students are well chosen, the content properly structured, teaching styles adjusted to the medium and adequate technical backup provided, web based instruction is a viable educational tool and has its place in the modern educational institution.



**George Archer**, Vanier's Dean of Applied Technologies, trained as an economist. He has an MA in economics from McGill, an MBA from McMaster University. He started teaching at Marianopolis in 1975 where he coordinated the Social Science Dept. on three different occasions. For four years, George

was Associate Editor of the *Emerging Markets Analyst*, published by the Bank Credit Analysis Research Group, an internationally renowned firm that publishes macroeconomic research.

# E-Learning

by **Stephen Block, Ph.D.**

I have no objection to e-learning in principle; in fact I have expressed interest in teaching such courses. The problem is to be able to understand their effects, both on students and on faculty.

Until now, as far as I know, there has been no discussion with the union on this or any other aspect of e-learning, and I have raised this as an issue with those who wish to set up such a program. There was mention in our Humanities' departmental meeting with Dean George Archer of how this works elsewhere, how it may affect the hiring process and how exactly it can be managed in terms of workload and C.I. issues.

The administration seems willing to deal with workload and C.I. issues in a reasonable way. The Dean was also kind enough to reassure us at our departmental meeting that we would own the course afterward.

But that does not settle the issue of who will own the process. Will it always be something the union and administration will be able to work on in tandem, or will it be the case that once the system is up and running the administration will be free to do as it pleases with it? And if that is the case, then what are its intentions?

I think a frank discussion on this subject would be useful and assuming the administration would be forthcoming and the union could get reassurances of long-term involvement in such matters as the union would find an interest, then I do not see why the system cannot be set up collaboratively.

I assume that the union would be concerned that the system may be an end-run around the union's ability to have some say in matters of staffing and hiring. And I would not know if the administration intends, privately, to have this new set up enable "flexibility" in hiring and pay that they do not presently have.

Right now the courses are targeted for only about 60 students, who, the Dean explained, may benefit from a flextime schedule that e-learning can provide. But this is meant to be a pilot project for more general application. And so it would be useful to know how this would affect teachers, curriculum and pedagogy more generally in the longer run.

Those are the union issues so far as I can see them at this point.



Dr. Stephen Block teaches Humanities courses in media, history of ideas and in business ethics. This issue is of particular interest because of his concern for curriculum and pedagogical issues (he participated in the recent discussion concerning Minister Reid's plans to revamp the CEGEP system). But in addition Stephen has a background in labour relations. The issue of e-learning seemed to bring all these questions together.

## **cégep@distance**

The FAC publication, *Contact*, Vol. 8, No.3, Dec. 2004, page 3, "Mouse You Worry Me!" addresses e-learning issues, based on the *cégep@distance* as it is managed by Collège de Rosemont. Here is a small excerpt from that article: "There are no real teachers at *cégep@distance*. Instead there are authors, revisers and tutors. These resources are hired on a contractual basis, for variable lengths and under specific conditions according to the tasks they are required to accomplish...Is there such a thing as an academic dean at *cégep@distance*? One speaks rather about assistant customer service managers. There are no teachers among the permanent employees of *cégep@distance* .

## **VCRTA Parking Threatened!**

Members of the Vanier College Retired Teachers Association (which includes all retired Vanier employees who wish to become members) currently enjoy free parking privileges at the College. The Management Committee has decided to withdraw

that parking privilege as of September—when retirees would normally get their parking card, upon paying their VCTRA membership.

One of the reasons given is that the retirees are using too many parking spaces. The VCRTA Executive does not believe that this is true. They are undertaking a survey of retirees' actual use of parking at Vanier in the hope of convincing the Management Committee to reconsider. *The Editors*



# Making Old Muscles Young Again: the health column

by Karen Runnels

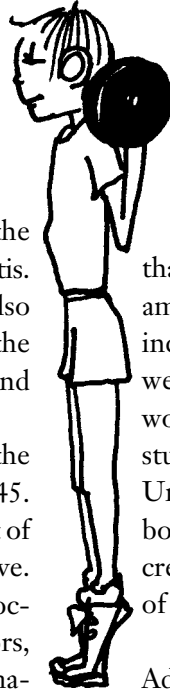
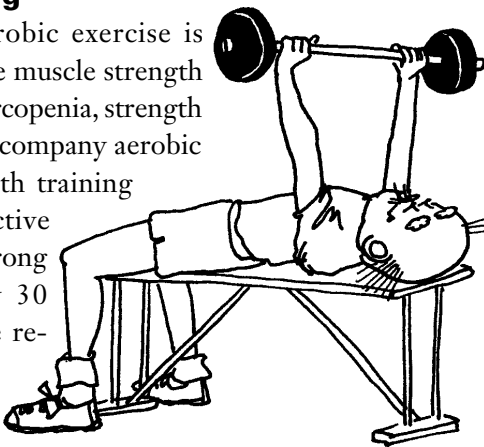
As the body ages we encounter many ailments, the most prevalent of which are osteoporosis and arthritis. There is a more insidious physical condition which also creeps up on us, unnoticed. It's called sarcopenia, the slow age related loss of muscle mass (vanishing flesh) and the accompanying loss of strength and function.

Research indicates that we begin to lose muscle at the rate of between 3 and 5 % per decade after the age of 45. It begins at the age of 30 if you are among the three out of four North American adults who are physically inactive. Depletion of muscle mass is part of a natural aging process that is certainly accelerated by a number of factors, including a sedentary lifestyle, chronic illness, inflammation, poor diet and hormonal changes.

Your personal health and quality of life are determined by physical function and adaptability not by your biological age. The loss of strength as we age results in loss of balance and coordination, decreased mobility and increased frailty, all of which affects our independence and daily functional capabilities. We shouldn't have to fight to get out of the car, struggle to get up a flight of stairs or grapple with grocery bags. We want to be able to play with our grandchildren, do heavy gardening or housework, and not fear falling with resulting bone fractures.

## Strength Training: The Primary Weapon Against Aging

Regular aerobic exercise is great to preserve muscle strength but to reverse sarcopenia, strength training must accompany aerobic exercise. Strength training can make an active 60 year old as strong as a sedentary 30 year old. Muscle remains quite responsive to resistance exercise training well into late old age. This has been documented in hundreds of studies.



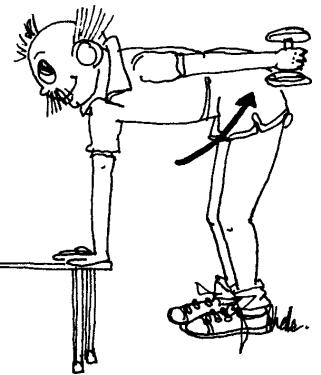
Researchers at Tufts University exercise lab say that strength training is a potent age eraser. For example, Charette et al. (*J Appl Physio* 1991) reported increases in strength of 28% to 115% following 12 weeks of lower body resistance training in elderly women (mean age = 70 years). Another 12-month study conducted on postmenopausal women at Tufts University demonstrated 1% gains in hip and spine bone density, 75% increases in strength and 13% increases in dynamic balance with just two days per week of progressive strength training.

Additional benefits of strength training include:

- decreased back pain,
- reduced arthritic discomfort,
- decreased blood pressure,
- decreased body fat,
- increased glucose tolerance,
- increase and maintenance of bone density,
- increased energy levels

## Use it or lose

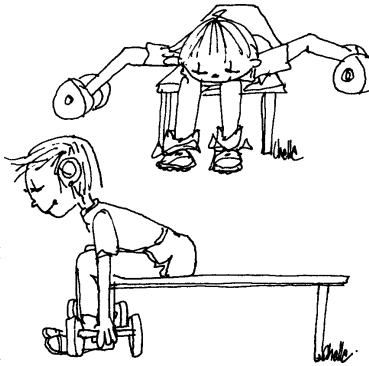
A combination of using free weights and weight machines are advisable for the beginner, though muscular resistance training can also be accomplished doing floor exercises, using rubber bands, the resistance ball, or other equipment. Joining a programmed fitness class is probably the easiest option for the majority of people. When people pay money they tend to adhere to regular exercise. Most fitness clubs offer the services of a personal trainer at an average fee of \$50-60 an hour.



## Some Basic Weight Training Guidelines:

- Resistance training sessions should consist of two 45-minute sessions per week, with two days recovery time between sessions. Practice at least one set of 10-15 repetitions per major muscle group at 60 to 70 percent of their maximum capacity. Complete eight to 10 exercises for all the major muscle groups.

- Major muscle groups include the arms, shoulders, chest, abdomen, back, hips and legs.
- Exercises should include both single and multiple-joint movements, with an emphasis on multiple-joint exercises. A squat is an example of a multi-joint exercise that works both the knee and hip joints as well as targetting the quadriceps, hamstrings and gluteal muscles. If an exerciser performs a squat using free weights, he also challenges the body's core stabilizer muscles to maintain neutral postural alignment.
- If you cannot do at least eight repetitions then the weight you are using is too heavy and you need to scale back.
- Exercise through the full range of joint movement.
- Practice proper posture.
- Breathe continuously throughout every exercise repetition.
- Warm up with 3-5 minutes of light aerobic activity before each session.
- Stretch all muscle groups used after each session.



- In addition, practice Tai Chi and Yoga for muscular balance and overall muscular strength and flexibility.

### What you can do at Vanier

Exercising on one's own involves personal motivation and discipline. Why not consider joining Vanier's noon time Employee Fitness Program? There are classes on Monday, Tuesday and Thursday which have a solid strength training component. Do not dismiss Aquatic Fitness on Tuesday as classes include both aerobic and strength training. Monday, Wednesday, Thursday and Friday offer Yoga, Tai Chi and Pilates. It is not a problem to join part way through the semester for the majority of these classes.

For more information contact me at [runnlsk@vaniercollege.qc.ca](mailto:runnlsk@vaniercollege.qc.ca) or ext. 7651.

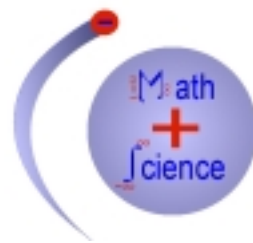
**Karen Runnels** runs the Employee Fitness Program. She has taught Physical Education at Vanier since 1974 and is a natural Health Consultant and Chartered Herbalist.

## Christmas Spirit:

Members of the Vanier Community contributed generously so that students in need could have a hearty dinner.



# The Vanier Math Club



by Marleigh Greaney

The Math Club is back in full force! Twenty members signed up in the fall semester, and this enthusiastic and energetic group of students has already medaled in a nation-wide competition.

Over the years, Vanier has had a very active Math Club. Recently, however, interest waned and the Club slowly disbanded. You might think that few students would miss the Club, but you would be mistaken. True, there were no mass demonstrations or petitions to revive the Club, but slowly and quietly students expressed their disappointment.

By last summer, Stephen Newbigging of the Mathematics Department and I could no longer ignore this quiet state of discontent, and so we agreed to collaborate on reviving the Math Club: he would coach the students for competitions and I could tend to all the administrative details! We had a deal, and so it was that the Math Club slowly emerged from hibernation...

Club meetings ranged from student presentations to teacher presentations to open problem-solving sessions. Many thanks to Ivan Ivanov, Stephen Newbigging, Farid Sandoghdar and Tim Shen of the Mathematics Department for participating in club activities. They spoke on advanced topics such as combinatorics, number theory, fractals and the world of numbers (yes, numbers, not numbers!)

Some of the ideas were difficult but the students were not intimidated; they always wanted to know more. After club meetings, students would hurry over to the Library to fight over the one copy of Polya's *How to Solve It* or Conway's *On Numbers and Games*. Clearly, these are eager students, always keen to learn more!

In his evaluation of club activities, one student wrote "I would love to do more...more geometry and probability, more series and sequences, more abstract math, discrete math, game theory.... but unfortunately time always passes so quickly." If you would like to suggest a topic for an upcoming club meeting, please let us know – new presenters are always welcome!

In the fall, Math Club students also spent many grueling hours preparing for mathematics competitions. Alongside 5784 students nation-wide, 17 Vanier students participated in the *Canadian Open Mathematics Challenge* in November.

Congratulations to Ruiqing (Cindy) Wang for winning one of the Gold Medals awarded to students in Quebec and for placing among the top 2% of all participants. Nine other club members were awarded *Certificates of Distinction* for placing in the top 25% of all participants. Please consult the Mathematics & Science Centre website for more details (VC Homepage ‡ Learning Commons ‡ Math & Science Centre.)

Students are now gearing up to write several more competitions this spring: Euclid, AMQ, AMC-12 and the Canadian Computing Competition. Some even have plans to attend Math camps this summer to hone up on their problem solving skills. Watch out for these zealous mathletes!

The success of the Math Club has been due in large part to the wonderful collaboration that has evolved between the Mathematics Department and the Mathematics & Science Centre. Of course, the Math Club caters especially to students who enjoy math and physics.

We would love to collaborate with other departments to set up a club that would cater to students with a special interest in biology or chemistry – perhaps a Pre Med Club? If you have any ideas, please come see us!



**Marleigh Greaney**

has been working at the College since the fall of 2002. She supervises the Mathematics & Science Centre and is also working on a PAREA-funded research project with The Learning Centre. She graduated from Concordia University in 2001 with a joint degree in Economics and Mathematics and is still pondering what to do next in

terms of graduate work. She can be reached at local 7501; greaneym@vaniercollege.qc.ca



## *Meetings with Remarkable People Faculty Praising Staff*

*by Anonymous\**

I ask you dear friends.

Who rarely misses an opportunity to greet you warmly as you enter his domain?

Who chats you up with a genuine interest in your affairs?

Who cocks his head, exposes a wry grin and amuses you with a ribald joke or an interesting anecdote?

Who knows who your favourite team is or what music you listen to?

Who is at your beckon call, when you push the wrong button or stack inside out instead of outside in?

Who is committed to getting your job done Pronto! Chop-chop! Maintenant! ASAP!

Without needing an explanation, without a hint of annoyance. Without question?

Who has the patience of a saint, the lucid mind of a philosopher, and the demeanor of an Ambassador?

Who does not have a condescending hair on his body?

Who is over 50 and still a Rocker. A musician par excellence? An undeniable presence on stage?

Whose quality of service is impeccable?

Who is the consummate professional?

Who has contributed to our welfare over the years? Who welcomes the newbies with grace and respect?

Whose middle name is 'Helpful?' Who is just plain nice, descent and accommodating?

Who has reached a stage in his development that is an inspiration to students, teachers, staff, and administration alike?

Isn't it crystal clear?

Isn't it obvious?



Isn't it lucky for us that **Kevin Roch** at the Print Shop seems to like, understand and respect us?

Aren't we fortunate to have him here amongst us mortals?

I think so!

**Hail Kevin of the Presses!**

\*The intention of this new column is for faculty to 'sing' praises for our brothers and sisters outside our field. It is by Anonymous so that any and all faculty members can take up the cause whenever they are inspired to commit their praises to print. Send your submissions to Shirley at [pettifes@vaniercollege.qc.ca](mailto:pettifes@vaniercollege.qc.ca)



### **World Wide Web Inventor Knighted**

Associated Press

LONDON — The father of the World Wide Web was knighted by the queen and said his revolutionary invention was the result of being in the right place at the right time. "I suppose it's amazing when you think how many things people get involved in that don't work. It's very heartening that this one actually did," said Tim Berners-Lee, who was accompanied to the Buckingham Palace investiture by his wife and two children Friday. But he added: "I'm very aware I was in the right place at the right time!" While working at CERN, the European Particle Physics Laboratory near Geneva in the late 1980s, Berners-Lee developed the architecture of the Internet — the Web system of servers and browsers — which he distributed free of charge.

He has worked ever since to ensure the Web remains in the public domain.

The Gazette, Montreal, July 18, 2004. p. IN-4

# Are you on this table?

## Find out online if you're OK to retire

### Tool lets Quebecers calculate future income

Kevin Dougherty  
Gazette Quebec Bureau

QUEBEC - Quebecers can now find out online how much more money they need to top off benefits from their government pension and their employer's pension plan.

SimulRetraite, or retirement pension online, is a tool to calculate how much a retiring employee will get from the federal Old Age Security pension and the Quebec Pension Plan.

It also calculates what your company pension will pay and the value of your other investments, such as Registered Retirement Savings Plan contributions. Employment Minister Claude Béchard said yesterday the new computerized service is intended to offer the estimated 81 per cent of Quebecers who have not done financial planning for their retirement a chance to see why they need to put more money aside.

"Everyone has to take care of their own retirement," Bchard told reporters.

SimulRetraite will raise their awareness government and company pensions alone are not enough to ensure a comfortable retirement.

"It is a very concrete example of government online," the minister added.

The Régie des rentes du Québec, which administers the Quebec Pension Plan, spent two years developing SimulRetraite, as part of a \$13-million, two-year effort to offer Quebecers online Information and services called Régienet.

Marc Landry, director of the project, explained securing the privacy of personal information available from the Régie was a prime concern. He said soon people will be able to apply for their Quebec pension over the Internet. Access to the personal files will require a CAP or code d'accès personnel.

Landry said the federal government also offers this type of online service, but the Régie des rentes has taken the lead in Quebec. Premier Jean Charest sees online government as a way to bring down the size of the public sector.

[www.rrq.gouv.qc.ca/an/services/15\\_09\\_09.htm](http://www.rrq.gouv.qc.ca/an/services/15_09_09.htm)

kdougherty@thegazette.canwest.com  
The Gazette, Montreal, Feb. 4, 2004

## Retirement Projections for Vanier College Staff 2003-2008

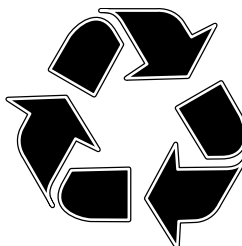
Category	Total Employees	Projected Retirements	%
Cadres/Gérants	25	10	40%
Non-Teaching Professionals	23	8	35%
Support Staff	130	19	15%
Teachers	345	184	53%
TOTAL	523	221	42%

From: Vanier College Strategic Management Plan 2004-2009, page 8.

## Recycling paper = Helping the Trip for Tolerance!

### What is the Trip for Tolerance?

The Trip for Tolerance is an educational student trip to New York and Washington D.C. lasting 5 days and scheduled for March 20-25, 2005. It invites students of all departments to learn about tolerance and respect for cultural diversity. Last year's trip was an unforgettable experience for both students and teachers. Please contact M. Sossoyan for more info (local. 7354).



### How will recycling help?

Our goal is to reduce the cost for each student to 300\$, including bus, accommodations and other fees. This would allow us to attract students of all walks of life. All the paper that is recycled in the College will be sold to recycling services. The money that is made from this will help finance our trip, and preserve the environment. And so, the time has finally come to clean up your filing cabinets and throw away those old newspapers, assignments, and photocopies.

**Please note: If you are concerned about sensitive documents being seen by students, just call local 7536 and the wonderful staff and volunteers of the West Island Rehabilitation Center (who have been involved in recycling throughout the college for over 15 years) will pick up what you no longer desire and shred it themselves.**

Thank you,  
Matthieu Sossoyan

**Vanier College & the Trip for Tolerance 2005 Committee**  
proudly present

# Beatles Night

featuring



Stunningly real Beatle look-a-likes and sound-a-likes, **replay** has the mannerisms and gestures of the Fab Four on stage, capturing their spirit and persona. All this, plus custom-designed costumes, and orchestral backing tracks for the authentic album sound.

**replay** is a one-of-a-kind experience right out of the sixties!!!



**Thursday, February 10, 2005**

**Vanier College Auditorium**

821 Ste-Croix Ave., St-Laurent ☎ Côte-Vertu

**8:00pm** ☮ **Tickets: \$20**

Available at the Printshop B121

- Silent Auction & Refreshments at 7:00pm
- Patron ticket (box seat): \$100
- Tickets on sale at the Printshop (B-121)

**Proceeds will support the Trip for Tolerance 2005**



# DOES PERFORMA WORK?

## Dawson teacher describes a paradigm shift

Excerpts from an essay by **Ray Van Dusen**

I am now in my third year of the new Performa courses, my 31st year of teaching. I've consciously worked hard at developing many of the usual teaching elements — challenging and entertaining lectures, being inspiring and informing, demystifying the complexities of procedures and strategies in my field and so on.

When I entered the Performa program I expected to learn some new tricks and refine my old ones. I didn't expect to be making a paradigm shift but that has been the inevitable conclusion to all that Performa has exposed me to.

Sure there have been a number of new (to me) techniques and yet most of the elements are actually very familiar.

What's really changed for me is the orientation from a teacher-centered one to a student-learning one. Instead of considering what I'm going to do, what knowledge I can pass on to them, I think more now about what the students are going to be doing and experiencing and how that's going to lead them closer to learning, understanding and owning.

One of the first older canons I've turned around on is the primacy of "chalk and talk". I've now reached the conclusion that the more I talk and tell, the more I demonstrate (both of which are still essential though to a much lesser degree), the less students will actually learn. The more that students practice, write about and/or debate with peers, the greater the likelihood that they will acquire the skills and strategies enough that they'll actually use them and own them.

So like many of my hard won epiphanies, the underlying principle is hardly new — "people learn best by doing" (duh!) — but how I apply it and am trying to make it the core of my teaching, is.

Another early (or would that be "late" in my case?) wake up lesson for me has been the importance of group work, the rich potential of peer learning, something that was previously largely absent from my classroom. It's still something that I am struggling to include more often in the mix of my classroom experiences and I regret to say that too often the basic necessities of assessment task details trump this other equally important aspect.

Then there's the big cahuna of ephiphanies for me which has been about assignments, or assessments as they are more formally called: that assessments can and should be formative learning opportunities first and evaluation opportunities (a distant) second. So simple a concept, so profound and wide reaching in its expression. I promise to bite my pen (keyboard? big mouth?) about the ramifications this has in my weekly work level these days.

The final insight is almost literally a shift, the same direction but a real shifting to a higher gear: the overriding necessity of clarity and what that actually means in the details. It's all about details in fact, anticipating which ones will confuse, figuring out what's missing, learning from what was confusing after the fact and cleaning up any resultant messes.

**Ray Van Dusen** teaches in the Professional Photography program at Dawson College where he specializes in digital imaging, the creative process and learning to see. He also teaches in summer at the Maine Photo Workshops and conducts workshops with other departments about both teaching and digital imaging. Ray has also been the recipient of numerous grants (Canada Council) for his photography, has exhibited widely and has work represented in a number of museum and corporate collections.

## Open Door Network News

The Open Door Network, a project with the mandate to help create a campus that is free of discrimination on the basis of sexual orientation and sexual identity, will be holding a **Launch Party** during **Universal Break** on **February 16** in the **Theatre Room, B325**. We will be unveiling our logo at this time. Refreshments will be available. All faculty, staff and students are welcome!

**Nancy Leclerc**, Anthropology

# Random Acts

by Marcia Goldberg

A tough broad in maybe granddad's khakis, open leather jacket,  
draws aboard the train a kid of ten or more, not hers, I'm thinking,  
big boy with bowl-cut hair, puts his hand on the pole, spots  
the one last chair, by me, and points: "Think ya can sit there

without bothering anybody?" He sits. And I, primly coiffed,  
gripping a briefcase with my left hand, the handle of a travel cart in my right,  
note the big boy staring at me, and again, primly,  
redirect my gaze. A Muslim lady in her sixties sits right in front of us,

returns the boy's inquiring glance (I have to imagine it,  
too prim to look) with a smile. We ride past Villa-Maria Metro  
to Namur when suddenly, the woman in the kerchief  
and silver raincoat summons the aboriginal boy to her lap,

checks with the butch mother-escort, lifts the boy nearly her size  
to her knees, and now, because it's happening right in front of me,  
I see, kisses the fellow warmly, right on the cheek.  
Both strangers smile at the mother, at me, at each other

and the boy then reaches over, sets his soft hand on mine on the travel cart  
touching my rings and the back of my knuckles, softly,

linking the four of us from de la Savane to du Collège in smiles.

**Marcia Goldberg** teaches English, coordinates the Jewish Studies Program  
and is a member of the Women's Studies Program.

## Lecture Practices:

### Effective ways to present new information orally to fit differences in learners.

At times information must be transmitted orally to a passive listening audience. But research has shown that after 10 to 20 minutes of continuous lecture, assimilation falls off rapidly. If the teacher must rely on the oral presentation of material, these techniques enhance learner retention:

- **Lecture/Rhetorical Questioning**

Talk in 7 to 10 minute segments, pause, ask pre-planned rhetorical questions; learners record their answers in their notes

- **Surveys with exemplifier**

Pause, ask directly for a show of hands: "Raise your hand if you agree... disagree...etc." Ask for a volunteer to speak for each response group.

- **Turn To Your Partner And...**

Pause, ask each to turn to the person next to them and share examples of the point just made or complete a given phrase or sentence.

- **Explication de Texte**

By reading and analyzing passages from the text aloud, learners

can see higher-order thinking skills and that "criticism" is a legitimate intellectual exercise.

- **Guided Lecture**

Students listen to 15-20 minutes of lecture without taking notes. At the end, they spend five minutes recording all they can recall. The next step involves learners in small discussion groups reconstructing the lecture conceptually with supporting data, preparing complete lecture notes, using the instructor to resolve questions that arise.

- **Immediate Mastery Quiz**

When a regular immediate mastery test is included in the last few minutes of the period, learners retain almost twice as much material, both factual and conceptual.

- **Story Telling**

Stories, metaphor and myth catch people deeply within, so no longer are listeners functioning as tape recorders subject to the above information overload limits. What human beings have in common is revealed in myth; stories allow the listener to seek an experience of being alive in them and find clues to answers within themselves. The 10 to 20 minute limit no longer applies.

From: A Brief Summary of the Best Practices in Teaching Compiled by Tom Drummond, North Seattle Community College, <http://northonline.seed.etc.edu/eceprog/bestprac.htm>

# WE ARE MANY

by Pablo Neruda

Of the many men who I am, who we are,  
I can't find a single one:  
they disappear among my clothes,  
they've left for another city.

When everything seems to be set  
to show me off as intelligent,  
the fool I always keep hidden  
takes over all that I say.

At other times, I'm asleep  
among distinguished people,  
and when I look for my brave self,  
a coward unknown to me  
rushes to cover my skeleton  
with a thousand fine excuses.

When a decent house catches fire,  
instead of the fireman I summon,  
an arsonist bursts on the scene,  
and that's me. What can I do?  
What can I do to distinguish myself?  
How can I pull myself together?

All the books I read  
are full of dazzling heroes,  
always sure of themselves.  
I die with envy of them;  
And in films full of wind and bullets,  
I goggle at the cowboys,  
I even admire the horses.

But when I call for a hero,  
out comes my lazy old self;  
so I never know who I am,  
nor how many I am or will be.  
I'd love to be able to touch a bell  
and summon the real me,  
because if I really need myself,  
I mustn't disappear  
While I am writing, I'm far away;  
and when I come back, I've gone.  
I would like to know if others  
go through the same things that I do,  
have as many selves as I have,  
and see themselves similarly;  
and when I've exhausted this problem,  
I'm going to study so hard  
that when I explain myself,  
I'll be talking geography.

Pablo Neruda. (1974). *Extravagaria*. translated by Alastair Reid.  
Farrar, Straus and Giroux: New York.

BIOGRAPHY: Chilean poet, and diplomat, was awarded the Nobel Prize for Literature in 1971. His original name was Neftali Ricardo Reyes Basoalto, but he used the pen name Pablo Neruda for over 20 years before adopting it legally in 1946. Neruda is the most widely read of the Spanish American poets. From the 1940s on, his works reflected the political struggle of the left and the socio-historical developments in South America. (Taken from <http://www.kirjasto.sci.fi/neruda.htm>)

Thanks to Mark Prentice, Anthropology, for this submission.

# FAIT DIVERS

by Gaston Miron

Il n'a pas fait vieux os  
ses os ont blanchi la nuit

il n'avait que sa folie  
vous lui avez tiré dessus

il s'est mis à s'tasser  
il s'est mis à s'manger  
on n'à jamais vu ça  
un homme qui se mange  
un homme debout qui s'insère  
dans la fêlure de sa vie

hors du vivant, vivant  
un homme que le monde enferme

il a compté, s'amenuisant  
les coups de pieds de son sang  
s'est vu descendre  
le nœud coulant glissait bien

adieu la visite  
salut les caves

dispersez-vous, rentrez chez vous

From : L'homme rapaillé, Presses de l'université de Montréal, 1970

Québécois poet and publisher, Gaston Miron (b. 1926- d.1996) spent the period 1947-53 discovering through everyday events the values of his province - its landscapes, people, heritage, social conditions and politics. In 1953 he and a few friends founded the Montréal publishing house L'Hexagone, and he continued his explorations of contemporary society. His poetry, for a long time oral, has been published in *L'Homme rapaillé* (1970) and *Contrepointes* (1975) and has captured an international audience. His poems are rooted in the here and now, but they remain faithful to Québec's ancestral language, customs and usages, crystallizing isolated images: the man we meet on the street and whom we find in ourselves; the man committed to a political struggle; the collective and social individual caught up in a common destiny; and the land. Through these themes, his writing exalts and reconciles opposing elements in a time frame that is repetitive but that tends towards an ultimate transcendence. The poetry is dense and measured. (Bio from the Canadian Encyclopedia)

Thanks to Mark Prentice, Anthropology, for this submission.



# SRAM UPDATE

The recommendations of the **Report to the Joint Coordinators Committee on the Proposed Implementation of the SRAM Admissions System at Vanier College**, prepared by Silke Lach, Jacqui Paull and Nadia Turbide (Nov.15, 2004) were discussed at the Wed. Jan. 19, 2005 meeting of Joint Coordinators.

The following 3 motions were passed:

- We recommend that the College look into immediately replacing the computers in the Registrar's Office.
- For purposes of comparison, we recommend that the College get a realistic estimate of the cost of developing our own in-house, web-based system, by the March 30, 2005 meeting (of Joint Coordinators).
- We recommend that admissions ensure that they have enough staff to handle both the pre-university and technology applications within a reasonable timeframe.

According to the **Report...**, the College expects to make a decision about joining SRAM in June 2005. Now is the time for Departments to assess the impact of the SRAM system on their Programs and to be part of the decision making process.

*The Editors*

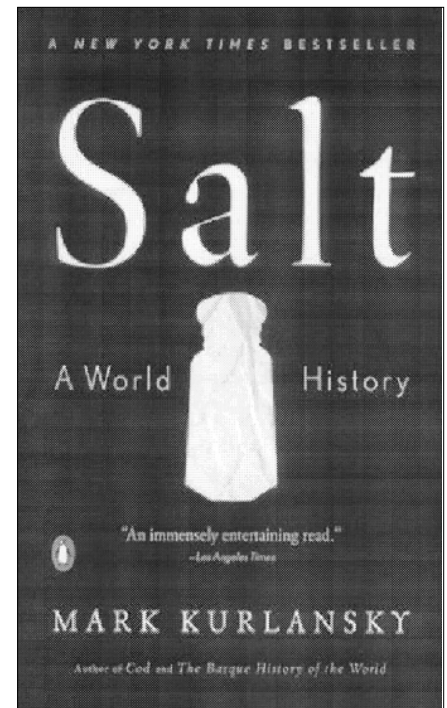
## Centre for Teaching Excellence Advisory Committee

**The following people have agreed to sit on the Advisory Committee of the Centre for Teaching Excellence:**

Julie Plante	Louise Gauthier	Matthieu Sossoyan
Caroline Hanrahan	Marleigh Greaney	Pam Berlow
Sarah Tooher	Farid Sandoghdar	Valerie Broege
Sophie Jacmin	Patrick Bouwman	Sue Harrison
Rose de Souza	Fred Mayer	Ron Curtis
Jock Mackay	Wissam Chaya	Wanda Kalina
Hilda Schwartz	Judy MacDonald	

Agenda items have included setting up a web site and a bulletin board, organizing workshops on pedagogy and IT, and other activities such as mentoring, discussion groups, a French conversation group. People can still join (not everyone shows up at one time) and guests are always welcome.

Contact Judy MacDonald at 7903 or [macdonaj@vaniercollege.qc.ca](mailto:macdonaj@vaniercollege.qc.ca)



The only rock we eat, salt has shaped civilization from the very beginning, and its story is a glittering, often surprising part of the history of humankind. A substance so valuable it served as currency, salt has influenced the establishment of trade routes and cities, provoked and financed wars, secured empires, and inspired revolutions. Populated by colorful characters and filled with an unending series of fascinating details, Kurlansky's kaleidoscopic history is a supremely entertaining, multi-layered masterpiece. (Amazon.ca)

Kurlansky is a wonderful author, writing in an entertaining manner on a fairly serious subject. The tidbits of historical, chemical and sociological information are fascinating. This book will certainly bring about a new outlook on this item that we use on a daily basis—and you will most likely have great little anecdotes to add to your lectures, whatever your discipline. Enjoy!

**Lyne Marie Larocque,**  
Sociology and Explorations.

# INTERNATIONAL WOMEN'S WEEK: MARCH 7 TO 11

## Women Crossing Boundaries



From **Mon. Mar. 7 to Fri. Mar. 11, 2005**, Vanier College will celebrate International Women's Week. The theme this year is **Women Crossing Boundaries**. The following two events—of many activities scheduled for the week—are excellent examples of women crossing boundaries:

### **Yolande James, Liberal MNA for Nelligan: Monday, March 7, 2004, 11 :30 am**

Ms. James, a graduate of the Liberal Arts Program at Vanier College, was elected as MNA for Nelligan in a by-election on Sept. 20, 2004. She has been a member of the Social Affairs Committee since October 19, 2004 and a member of the Labour and Economy Committee since October 20, 2004. Yolande is the youngest female Liberal and the first African Canadian woman to be elected to the National Assembly of Quebec.

### **The Lea Roback Memorial Lecture: Monday, March 7, 2:30**

Three Fellows from the McGill Middle East Program in Civil Society and Peace Building\* will share their Program experiences and discuss its relationship to their communities:

**Ms. Abeer Moghrabi**, a Palestinian woman from Al-Quds (East Jerusalem), holds a BA in English Literature from Al-Quds University. Since 1995, she has been Director of the Deputy Head Office for the Palestinian Water Authority. She has also worked in public relations with the Palestinian Broadcasting Corporation, as well as with the YMCA and Seeds for Peace.

**Ms. Amaya Galili**, is an Israeli woman who holds a BA in Sociology from Hebrew University. Since graduating in 2003, she has been a project co-ordinator with the Mahapach Movement's Kiryat-Yovel learning community in Jerusalem.

**Ms. Samar Ata Al-Shahwan**, a Jordanian woman, holds a law degree from University of Jordan and a Masters in Public Law from Amman Arab University for Graduate Studies. Since 2002, she has been Director of the Rural Development and Gender Extension Service Project for the Jordanian Hashemite Fund for Human Development. She has worked extensively with NGOs in Jordan, including UNICEF and the World Food Program.

### **\* The McGill Middle East Program in Civil Society and Peace Building**

began in 1997 with four people from the Middle East. Since then, the program has grown and the most recent cohort has 11 Fellows, of which 8 are women. The Program provides advanced interdisciplinary training to Israeli, Palestinian and Jordanian social workers. The general aim is to have Fellows share and learn about social policy, housing, inequality and peace building, regional development and most recent social service strategies—and their applications to their respective communities. Once they have completed their year at McGill, they use their knowledge to empower the region's most disadvantaged populations through the program's five storefront centres in Israel, Jordan and Palestinian Territories. These storefront centres are similar to Project Genesis in Montreal.



**Marilyn Bicher** is a sociologist who has coordinated the Dept of Social and Cultural Sciences, Women's Studies and the Social Science and Commerce Honours Program. She is a recent past-president of Jewish Family Services and still sits on its Board. Marilyn is chair of the committee of the Supportive Housing Projects of Jewish Family Services and is currently President of Auberge Shalom pour femmes.

# Holocaust Symposium:

## Remembering the Holocaust: Moral Choices for Today

April 11 to 15, 2005

The VCTA is proud to co-sponsor the Holocaust Symposium, which earned the **Prix de la FAC 2000** for its Contribution to College Life, and the **Jacob Zipper Education Award, 2004**.

The theme of the 12th Annual Kleinmann Family Foundation's Holocaust Symposium is "**Remembering the Holocaust: Moral Choices for Today**". In the past, the success of the Symposium was largely related to the historical awareness that speakers were able to bring to students by relating Holocaust experiences to the broad issues covered in many Social Science, English and Humanities courses.

Teachers are invited to book one or more of the following speakers into their courses during the week of April 11 to 15, 2005:

- Pastor Ken Godon, Snowdon Baptist Church  
**"Never Again"? - Yes, Again: Darfur**
- Naomi Kramer, Kleinmann Family Foundation  
**Hate on the Net: Making Choices**
- Sydney Itzkowitz, Toronto  
**Tracking Down War Criminals**
- Ross Robins  
**German Justice Shamed**
- Matthieu Sossoyan, Anthropology  
**The Swastika: Origins, Evolution, and Appropriation of a Symbol**
- Sevak Manjikian, Humanities & Religious Studies  
**Genocide in Modern History: Why Can't We Stop the Madness?**
- Martha Bernstein, Humanities Department  
**So Few Among Many: Who Helped French Jews, 1940-1944?**
- Marcia Goldberg & Angelika Maeser-Lemieux, English Department  
**Memoirs and Remembering the Shoah**
- Jack Hirschberg, Psychology Department  
**Moral Thinking and Moral Behaviour**
- Rebbetzin Devorah Shanowitz, Chabad of Westmount  
**Holocaust Education: A Hasidic Perspective**

### **SURVIVORS' TESTIMONY**

- Ira Roth  
**Saved by a Righteous Gentile (Vilna)**
- Yehudi Lindeman  
**Hiding and Rescuing Children (Netherlands)**
- Ann Kazimirski  
**A Few Angels among the Murders (Poland)**
- Herman Gruenwald  
**Memoirs of a Cook in Auschwitz**
- William Donat  
**My Danish Rescuers: Moral Choices Then & Now**

### **PANEL DISCUSSION:**

**Racial Prejudice in Canada Today**  
Myrna Lashley, Shirley Sarna, Rev. Daryll Gray

### **FILMS**

- Malcolm Clarke will show and discuss his award-winning film **Prisoner of Paradise**. The startling true story of Kurt Gerron, a well known and beloved German-Jewish actor, director and cabaret star who was taken to Theresienstadt, where he was ordered to write and direct a pro-Nazi propaganda film.
- **Imaginary Witness: Hollywood and the Holocaust** (sponsored by the VCSA)
- **Rosenstrasse**

**For a look at past Symposium programmes, visit**

<http://www.vaniercollege.qc.ca/events/holocaust03/default.htm>  
and  
<http://www.vaniercollege.qc.ca/events/holocaust04/index.html>

Please address your inquiries to Neil Caplan at ext.7152 or [caplan@fclass.vaniercollege.qc.ca](mailto:caplan@fclass.vaniercollege.qc.ca)



## Recent Library Acquisitions: Videos, DVDs, and Interactive CD Roms

- 1421: the year China discovered America (PBS)
- China: a century of revolution
- Japan: memoirs of a secret empire (PBS)
- The Medici: Godfathers of the Renaissance (PBS)
- The Greeks: crucible of civilization (PBS)
- Fidel Castro: maximum leader
- A history of the Mayans
- José Martí & Cuba libre
- Perilous fight: America's World War II (in colour)
- The people's century (26 parts) (PBS)
- Africa: in defiance of democracy
- His worship, Mr. Montreal (NFB)
- Treasures of the sunken city (Alexandria)
- 100 québécois qui ont fait le XXe siècle
- The industrial revolution (4 parts)
- Reconstruction: the second civil war
- Ice mummies: Siberian ice maiden
- Passion and discipline: Don Quixote's lessons for leadership
- In brands we trust
- Brand marketing: why we eat, drink, and wear brand names
- The persuaders

- Is Walmart good for America?
- Tough Guise: media images and the crisis in masculinity
- Women on patrol
- The selling of innocents  
Children for sale: Dateline with Stone Phillips
- Sexe de rue
- Mariage gai: réalités sociales
- Coca Mama: the war on drugs
- Refugee camp in the city: Doctors without Borders - on assignment
- The value of life: Aids in Africa revisited (Stephen Lewis)
- Urban elder (NFB)
- Park-extension (Zone libre)
- Franz Fanon: black skin, white masks
- Colour blind
- The arch: the triumph of mathematics and architecture
- Hijacking catastrophe 9/11: fear and the selling of the American empire
- Dark side of the moon
- Waco: the rules of engagement
- Military spending: good or bad for business
- The global banquet: the politics of food
- Protectors or polluters
- Radioactive America
- Organic prophecies

- Control Room
- Fahrenheit 9/11
- The fog of war
- Corporation \*\*\* (on order)
- The elegant universe (Nova)
- The legacy of Malthus: people, population, migration
- World in the balance (Nova)
- Images for a peaceful planet
- Sister Wendy: the complete collection
- Leonardo da Vinci: the mind of the Renaissance
- The Arthurian tradition: the myths and realities of the Arthurian legend
- Birth of a language (The adventure of English)
- English gone underground (The adventure of English)
- In search of Shakespeare
- The strange case of Dr. Jekyll and Mr. Hyde

### Feature Films:

Good bye Lenin  
Like Water for Chocolate  
Bhaji on the Beach  
Double Happiness  
Girl with a Pearl Earring  
Smoke Signals  
Mambo Italiano  
Super Size Me  
Bollywood Hollywood  
Lost in Translation  
Monsoon Wedding

Thanks to Carol Anne Inglis for this submission.

## Staff Caf Contest

Spot the much-promised and long-awaited renovations!  
The prize? Why, a meal in the Staff Caf, of course!  
*The Editors*

Photos taken Jan. 24, 2005



# NEW BEGINNINGS

by Valerie Broege

Celebrate a new year and a new semester at Vanier by resolving to complete all of this puzzle! The first person to submit the correct solution of this puzzle to me, Valerie Broege, will be the recipient of a free lunch. Does that whet your appetite and give you food for thought?

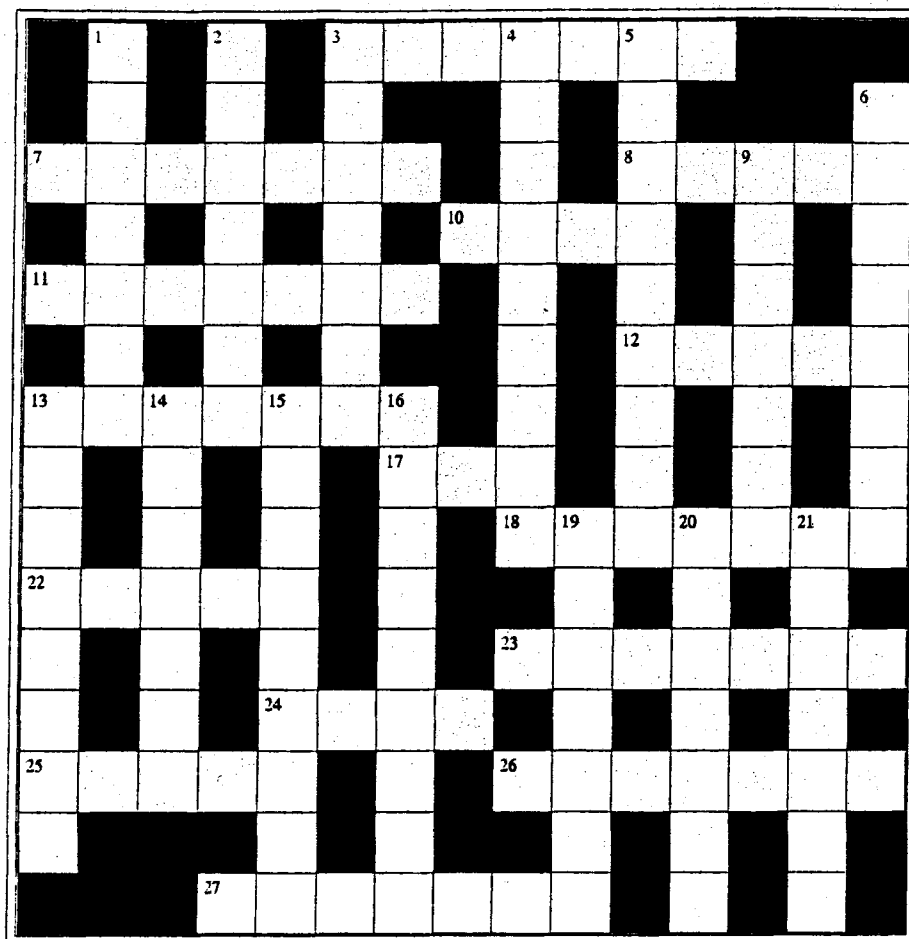
## ACROSS

3. and 16. The bane of every creationist's existence? (7, 9)
7. Swears N. and S. Dakota are the correct responses. ( 7)
8. The first system to which all of us belong. (5)
10. Janet spends some time in Nevada (4)
11. Animal returned to legendary site. (7)
12. On both sides of room vamp hits on men. (5-)
13. Nancy presses herself against the tree. (7)
17. The appropriate response to primal scream therapy? (3)
18. Bird is submerged in stirred drink that is imperishable. (7)
22. and 25. Between these two, everything is enclosed. (5, 5)
24. First, man's son sires ethereal daughter and then demonic twins. (4)
25. See 22.
26. Rock group that was there from the beginning. (7)
27. Play with Samson, losing final directions on his way to being a contestant. (7)

## DOWN

1. The god of beginnings and endings loses a bit of his rear – a "rye" occurrence for the start of a new semester at Vanier! (7)
2. Tire manufacturer exchanges good for new start of the year 2005. (3, 4)
3. First name of Norvus is shaky. (7)
4. Rake tuned his violin as the initial

- step in the seduction stratagem he was about to embark upon. (9)
5. Pass on ancestral investigation in favor of creating poetry with juxtaposition of similar sounds. (9)
6. and 13. DOWN What a good fashion designer seeks to achieve. (8, 8)
9. Canadian poet makes us see the light, man! (7)
13. See 6 DOWN.
14. Ten cent rebate per soup can is recycling center's aim. (7)
15. Green Mountain boy yodelled. (5, 4)
16. See 3 ACROSS.
19. Submarine sandwich is something that one can chew. (7)
20. Barons who appropriate things. (7)
21. Woman next to Rice Krispies cereal box sounds like vampire chronicler. (3, 4)



Crossword solution will appear in the next edition of *The Newsletter*.