

VANIER COLLEGE TEACHERS' ASSOCIATION
NEWSLETTER

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MAY 2005

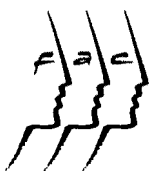
Thanks to all our Contributors

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From Fred Andrews, Guest Co-Editor

It has been a treat to work as assistant guest co-editor with Shirley and the other assistant guest co-editor, Alanna.

I had made arrangements for two breathtaking pieces about Jazz, one by an unnamed member of the college, who by now is likely in a witness protection program, but he will be flushed out for the Fall.

The other piece promised for the Fall will be contributed by the sender of the following voice mail. He is a tall music teacher, a talented trombonist, a stick-wielding conductor, raconteur, humorist and general bon vivant.

Let this be his invitation to salvation:

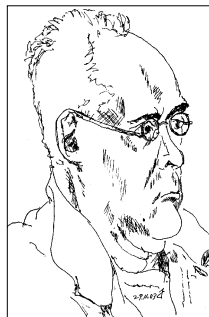
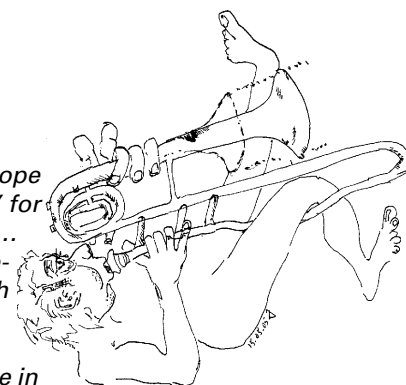
"Hi Fred this is Christopher Smith. ... uh I am not in on Fridays normally so I only got it [your message] uh ... today after my class.

Fred, ... I'm thinking that I've got a hell of a week ahead of me. It's gonna be really tough for me to ... even ... scratch myself and bathe and uh not to mention I might be able to get a little sleep in there at some point, but I'm not going to be able to get an article done in that time, uhm, I'm very sorry 'cause I got, got your hopes up and everything, but it's uh just the way things are at the end of the semester and everything. I'm just going to be run off my feet, I don't

think it's possible. I hope you guys aren't hurtin' for space or anything. ... Maybe I can get somebody else to ah, to ah write something,

But I do have this article in mind and I do want to do it, but I don't think it's going to be this year, I'm very sorry.

Ok, bye, oh my God! Am I ever gonna see you again? Bye, bye, sorry, don't hate me. Bye, bye, bye."



After farming, Fred Andrews has taught Computer Science for a long time. He has tried other tasks too: Department Coordination, Academic Council Vice-Chairpersonship, special projects, etc. Students continue to be marvelous and vital. Now that he has wandered into art, newsletter co-editing and general laziness, he seems much happier.

In This Issue

From the Co-Editor	2	Vanier Oasis: A Student's Experience	17
Message from the President	3	Faculty Praising Staff	18
Open Letter to the Director General.....	4	Sport-Etudes Program at Vanier	19
From Marcela Vega	6	Life in a Box of Chocolates	20
New Generation of Teachers Need Opportunity to Debate ..	7	Nominee for Cheating Hall of Fame	22
Union 101: Strike Vote, Rally Vote	8	Poem: Be My Model Student ..	23
An Intercultural Encounter	9	Poem: It's not About the Menu	24
SPECIAL SRAM SUPPLEMENT:		Book Corner	24
• Questions to Ask	11	Cryptic Crossword	25
• Did it work for Science?	13	Professionals On Strike Photo Collage	26
• SRAM Motions College-wide	14	Teachers on the Picket Line	27
How do you know when it's time to go?	16		

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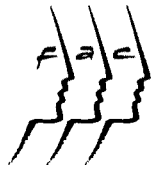
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V.C.T.A.

VANIER COLLEGE TEACHERS' ASSOCIATION



Message from the President: SYLVIE TARDIF

A big thanks to all the contributors to the Newsletter, and to all those who made the 12th Annual Holocaust Symposium a success. Here's to a world with fewer victimizers and fewer victims, where freedom includes respect and equity and where we remember and learn from the past!

A New Contract This Spring for the FAC-FEC Cartel*

The great mobilization of May 6, 2005 in Quebec City, led Mme Monique Jérôme-Forget, President of the Treasury Board, to reiterate publicly that the government negotiators had the mandates they needed to reach settlements in the Education sector before the end of June.

One wonders what settlement she is referring to, given that the CPNC** insists there has been no increase in teachers' workloads, but rather "...an evolution of workload towards a new professionalism, including new responsibilities".

It is no secret that Cegep teachers' workloads have increased steadily since 1994. We have had additional duties related to the development, implementation and evaluation of programs. We have had an increasing number of students per class, an increasing number of course preparations and we have had to spend more time on grading, program activities and student support.

This is why we demand

- that CI*** (*charge individuelle*) be limited to 50 units per semester and that 82 CI units be the maximum for a teacher over the year;
- that CI parameters be revised to take workload increases into account (course preparation, number of students, guidance);
- that resources be added for department and program coordination.

Teachers are responsible professionals. The new reality of college education, support for student success, an understanding of societal needs and the desire for program equity throughout Quebec underlie our demands

for adequate financing of the Cegep system. Workload cannot be negotiated at zero cost.

Furthermore, in order to "optimize resources", the CPNC* wants to re-examine the methods, procedures and time frame for granting hiring priorities. They suggest that currently, hiring priority is granted too quickly. They want to abolish income security sections of our Collective Agreement. They also want to impose selection committee guidelines—insinuating that at present, selection committee members are not competent to evaluate the teaching skills of potential candidates.

Special Focus on Non-Tenured Teachers

It is well documented that non-tenured teachers, who represent 40% of Cegep teachers, all too often end up with very heavy workloads, often at the last minute, and often in more than one college at a time. These are not conditions that favour participation in pedagogical activities or college life—i.e. conditions that facilitate the professional integration of new teachers.

In order to rectify the present situation—to deal with the realities of retirements, massive hiring and the need for teacher retention strategies—we are demanding:

- that college administrations show just and sufficient cause for refusing to grant hiring priority;
- that they replace the general offer of services (GOS) by a recall list;
- that specific resources be allocated to departments in order to provide professional assistance to new teachers;
- that the maximum CI for new teachers be 50 units for a single semester;
- that the full-time workload for a new teacher be based on a minimum of 75 CI units and a maximum of 82 CI units rather than 88, as it currently is.

It is crucial that we make the teaching profession appealing to the next generation of teachers and that the relationship between stable teaching jobs and student suc-

Continued on page 6

May 16, 2005

Open Letter to the Director General on the Eve of his Retirement...

Dear Michael,

Over the course of many years, I have had the opportunity to establish a personal and privileged working relationship with you. I was on the VCTA Executive when you proposed the idea of informal liaison meetings with the local unions. We resolved many problems informally by simply calling on each other.

As Director General, you significantly improved the Vanier College environment, its culture and values. You brought collegiality, transparency and accountability in an open, consultative and pro-active management style. Your leadership has welcomed and valued diversity and individual opinion, helped to develop leaders within our community and given us a sense of ownership. You have promoted academic excellence and a collective social conscience. This is your legacy at Vanier. This is how we will remember you—how we want to remember you.

However, during this past year, some disturbing local issues have developed. In the spirit of our past relationship, I am writing this open letter to ask that you resolve these issues, and in so doing, keep your proud legacy intact.

Retirees' Parking

The management style of an institution is best understood by looking at how administration treats its human resources—employees, past and present. At Vanier, many retirees maintain contact with the College: some volunteer at the Learning Centre or as “practice patients” in the Nursing Program; some give workshops or participate in panel discussions (two weeks ago I had the pleasure of being on a panel chaired by our retired colleague, Fran Davis); others attend employee fitness or choir practice.

At a liaison meeting a few years ago, you agreed to a VCTA request to provide free employee fitness and free parking to our retirees. This was a generous and important symbolic gesture. The message was: “Vanier cares.”

Sadly, this wise and generous decision was overturned. The president of the VCRTA was informed that Management Council decided to unilaterally discontinue this agreement at the end of the summer of 2005. (See the *VCTA Newsletter*, April 2005, p. 12, article jointly written by Hanns Wernecke, Martin Byers and Ilsedore Jeremie). How unfortunate! I cannot imagine this College ever charging you for parking fees when you come for a visit or to participate in an activity.

Even sadder is the fact that the income lost (or generated) by retiree parking is a pittance.* Great loss of good will for insignificant financial gain! That is not in keeping with your legacy and I appeal to you to maintain the original agreement.

***Retirees parking survey data:** “At most, one parking spot was taken up 12:00-13:00 every day; one spot Tuesdays 13:00 – 14:00, two spots Thursdays 13:00-14:00 and one spot on Wednesdays 16:00-18:00. The “heaviest” use was 7-8 members parking Tuesdays from 16:00 to 18:00 for choir practice, hardly a peak period.” (*Wernecke et al. VCTA Newsletter*, April 2005)

Discrimination and Harassment Prevention Policy (DHPP)

Under your leadership, one of the outstanding college policies has been the DHPP. A few years ago, when I attended a FAC workshop on psychological harassment, (psychological harassment was not in the legislation then) it was clear that we had one of the best DHPP policies within our Federation (including a well-trained, competent and committed coordinator, with many years of experience).

As you may recall, the policy had one big shortcoming in the investigation process for complaints against administrators. If there was a complaint against an administrator, the investigation was to be done by three other administrators, all belonging to the Association of Vanier College Administrators. We questioned this. How could members of the same association recommend sanctions against one of their own members and have these sanctions implemented by the Director of Human Resources, who is also a member of this association?

For the last year, many members of the community have worked diligently to complete an improved policy which includes psychological harassment. One of the features of the new policy is that it has an external investigator – a must, if the policy is to have credibility. Both, yourself and the coordinator of this policy have already agreed on the importance of an external investigator.

However, as I understand, at the last committee meeting, the College administration balked at the cost, estimated at around \$7,500 per investigation. It does not make sense that the College is considering giving up \$150,000 in admissions revenue to SRAM, but is apparently not willing

to invest in the credibility of this important college policy.

Without an external investigator, who would consider filing a complaint against an administrator? What a circus that would be!

You have always supported a credible policy and an internal environment free of bullies and harassers. Please keep that legacy alive.

Summative Evaluation versus Formative Assessment

For many years, we have enjoyed an excellent Formative Assessment Policy, the envy of our Federation. As a post-secondary institution the emphasis has been on professional development. Departments and teachers—old and new—have been very satisfied.

In fact, in many forums, the VCTA has urged the Academic Dean and the Director of Human Resources to implement the College's Formative Assessment Policy universally across the College. Instead, for the past year, the Academic Dean and the Director of Human Resources have become obsessed with a Summative Evaluation Policy—seemingly at any cost.

Our present formative assessment policy is well made, useful and seen by both teachers and students as such. Unfortunately, the College's Summative Evaluation Policy does not meet any of these criteria.

Furthermore, it is poorly written, to say the least. The College policy on Student Proficiency in the Language of Instruction, Article 7, states: "*The College will maintain high standards in the quality of language used in all College publications and documents.*" I can't help but think that some of the Academic Administrators need formative assessment very badly—or should we give them summative evaluation instead?

To quote a new teacher:

"I believe the Vanier College Physics Department formative evaluations are great. The questions are thorough and logical, whereas here I find that some questions are foolish and others don't necessarily apply to Physics or the way sciences may be taught.

I have been evaluated a number of times at Vanier College. I find that the Physics Department at Vanier has developed a productive and informative way of evaluating new teachers without pressuring the new teachers. The first few years, a new teacher is finding him/herself, experimenting with and learning from his/her students. These evaluations should be informative, motivating, and rewarding as opposed to stressful and scary."

There are better performance appraisal models, where the focus is on professional development, as it must be for a post-secondary institution. The policy at College Francois-Xavier-Garneau may be worth exploring, for example.

Frankly, I was disappointed in your memo to all faculty, dated May 3, 2005, titled "Summative Evaluation v. Formative Assessment". At the end of your memo, you informed the community that "*the College has submitted a grievance under the Quebec Labour Code against the VCTA*" citing article 2-2.08, of our Collective Agreement.

This article states: "*The Union recognizes the right of the College to exercise its executive, administrative and management functions under terms compatible with the provisions of the Collective Agreement*" (my underlining).

In return, the VCTA has filed a grievance under the Quebec Labour Code against the College, citing article 2-2.07, which states: "*For the purposes of negotiation, application and interpretation of the Collective Agreement, the College recognizes the Union as the exclusive representative of the professors covered by the certificate of accreditation*" (my underlining). Furthermore, at the last CRT, the Director of Human Resources deposited a document, from which I quote: "*Faculty Deans have been advised that as managers and the hierarchical supervisors of teachers, they have a perfect right to ask any teacher to a meeting in order to discuss whatever matter they deem pertinent. The presence of a union representative at any such meeting is at the discretion of the Faculty Dean. No where in the collective agreement is there reference to the right of presence of a union representative when a supervisor has to meet with a teacher in the normal course of the working relationship*" (my underlining). Please read this statement against article 2-2.07 cited above.

This is the first time in the history of Vanier, that the College has filed a grievance under the Labour Code against the VCTA, even though we have had issues more worthy of disagreement under the previous Director General. This is the second time that the VCTA has filed a complaint under the Labour Code against the College. You will remember the first one was a few years ago, and it was withdrawn as a result of your personal appeal to the VCTA.

At this point, I am appealing to both you and the VCTA Executive to consider withdrawing your grievances.

Surely, the role of the administration must be to **support** front line learning and teaching activities and to provide all new teachers with pedagogical **resources** that enable them to excel in their new careers. Let us teach our students in a positive academic environment and prepare them for the challenges they face in our knowledge-based global economy.

SRAM

In 2004, the College hired a retired registrar from Rosemont College as a consultant to assess and make recommendations to improve Vanier's admissions system. He recommended a number of changes. Switching to SRAM was **not** one of them. Nevertheless, the Academic Dean, on behalf of the College, decided to sign a service con-

tract with SRAM for A05 at a cost over \$100,000. (This service contract was not approved by the Board Executive Committee nor, as yet, has it been reported to the Board.)

We are very concerned that the Academic Dean is considering making the decision to switch to SRAM by June 2005, without a proper, program-wide, evaluation of the SRAM A05 trial run and without exploring other viable options—such as improving the in-house system, or purchasing a ready admissions package and customizing it to Vanier's needs.

The concerns are serious and multiple: complete lack of a proper consultation process; no assessment of potentially negative consequences—including the loss of students and the ensuing loss of many excellent non-tenured teachers, the loss of hundreds of thousands of College dollars, the possible elimination of whole programs and serious errors in student placement. Regarding the latter, admissions criteria and proper screening to ensure that students are placed where they should be, is the first step in student success.

Considering the wide-range of potentially negative consequences of switching to SRAM, it is peculiar that the Academic Dean is in such an apparent rush to implement it.

Basically, the Community is asking for a delay of any decision to switch to SRAM (or to any other system) until the spring of 2006, to allow for proper consultation at Academic Council, the Board and Coordinators' meetings.

In conclusion, in the spirit of fulfilling and honouring your legacy, I am appealing to you to resolve these four issues before you retire.

Thank you for all that you have accomplished for this Community. I wish you and your family a very happy, healthy and rewarding retirement.

Collegially yours,

Hode Erdogan

Message from the President

Continued from page 3

cess be recognized.

Education has not been a priority for Quebec governments since the early 80s. We have faced massive budget cuts. In the last ten years, Quebec governments have only raised education budgets by 12%, well below the cost of inflation, while Ontario has raised education budgets by 57%, to reach a sum of \$15.4 billion for that period (Institut de la Statistique, 2004, cited in the *VCTA Newsletter* Vol.22, No.4, Jan. 2005).

In 1982/83, the PQ government decreed a 20% pay cut for teachers (along with a workload increase). Those monies have never been recuperated. While the consumer price index went up by 55.2% between 1981 and 2002, the cost of teacher/per student was reduced by 5.1%. How can they ask us to settle for a salary increase of 12.6% over six years?

The Cegep system needs a real injection of resources: more teachers; adequate financing to support student success, the ongoing development of a College education that responds to societal needs, diversified and high quality programs throughout Quebec. We need to restore respect and value for our profession.

Syndically yours,
Sylvie

* In the Cartel for the present nego: the FAC-FEC Cartel consists of our federation FAC, Fédération Autonome du Collégial (17 Cegeps) and FEC, Fédération des enseignantes et enseignants de Cégep (7 Cegeps). FEC is affiliated with the larger CSQ, Centrale des Syndicats du Québec, which represents 120,000 members in education, health, social service, and daycare centres of the Quebec public sector.

**CPNC Comité patronal de négociations des collèges, represents the government at the bargaining table.

***CI Charge Individuelle, is the result of a formula that includes the following parameters: HP, hours of preparation per week (counted only once for a given course if more than one section of the course is taught); HC, hours in class/lab per week; SCH, student contact hours (e.g. for a class of 40 seen 3 h/wk, SCH = 120). The total CI = (0.900 _ HP) + (1.200 _ HC) + (0.400 _ SCH). The fractional full-time equivalent, FTE, load is given by total CI/80.

From Marcela Vega for the Vega Family

It is with great joy that we celebrate, today, our freedom and at the same time we celebrate the love, the help and the solidarity that Vanier College has given us with such generosity, because all teachers have demonstrated their restless love and sweetness, received us as one member more of their families. Giving us the necessary support to be able to continue our long pilgrimage during 567 days, in which we lived sad moments but at the same time we lived wonderful ones because you have always been there for us, and through your never ending will to help us, through your visits you became the best instruments to help us never forget that God was always with us. You always filled our hearts with light, with peace and with love, making our heavy load much lighter, giving us with the great understanding of knowing that we were always surrounded by wonderful beings, sharing their valuable time, their knowledge and with all you have done for us. Also we want to thank the students that accompanied us, and who have left us with wonderful memories of their kind entrance to our lives. We will never reach days of our lives to thank you eternally all the wonderful experiences that we have lived in company of wonderful beings such as all of you Thank you very much *Dios les bendiga. Mil gracias.*

New Generation of Vanier Teachers Need Opportunity to Debate the Issues

by John Tromp

I came to Vanier about four years ago, and soon became aware of and involved in the VCTA, serving on the VCTA Association Council from Fall 2003 to Winter 2005.

There are several issues that I would like to present as items for discussion. There are many teachers who have been part of the VCTA for years and have argued these issues in the past.

But there is a new generation of teachers, and if we don't have the same opportunity for discussions, the future of the VCTA will be based on some myths from a dimly remembered past. It is possible that after discussion, we decide that the way things are done now is the best way. But I think such conclusions would have more force if the new generation had the opportunity to debate and understand the issues.

Referendum vs General Assembly for Strike Votes

One point of view argues that it is more democratic if more members can participate in important decisions, such as going on strike. From that point of view, to have a referendum for all who want to vote is the most democratic path.

Another point of view argues participatory democracy: that decisions require some knowledge and understanding; that participation at general assemblies, where these things are discussed openly, is necessary to insure that votes are based on informed understanding of the relevant issues.

The VCTA has the Association Council to take care of the routine governance. General Assembly motions may come from Association Council *or* from our Federation, FAC (consisting of 17 colleges), and temporarily, the FAC-FEC Cartel (24 colleges, 7 from FEC). Most matters of importance to the union are best dealt with at general assemblies.

However, on certain issues such as strikes, where everyone is involved, and potentially can lose pay or career prospects, it is perhaps more democratic to have a forum that involves as many members as possible in decision making. The problem or fear of uninformed participation could be handled through discussion of the issues in a newsletter that all members could access.



If the newsletter promotes internal debate and is read by many members, then the community of voters in a referendum

could be as fully informed as those who participate at a general assembly—perhaps more fully so, since they could actually read about the issues. Participants at a general assembly sometimes have no idea of what is going on, and often can't even hear what is being said.

Independent Federation vs Affiliation with a Larger Central Union

When I first came to Vanier, I found out that we are members of an independent federation (FAC); that this federation runs from the grass roots up, as opposed to the larger central unions such as CSN which supposedly controls FNEEQ, or the CSQ which controls FEC. However, whenever we contemplate some job action, we want to unify with as many other CEGEP teachers as possible; we want to join forces with the other unions.

As a member of the VCTA, I don't get a sense of our grass roots power. It seems like things I have never heard about are brought from the federation to us for ratification. FAC recently celebrated its fifteen years of existence, and supposedly had a reflection about its history, which was also supposed to involve the local unions.

I think it is time we had such a reflection locally. This could result in the continuation of the status quo, informal arrangements, formal arrangements, or a re-affiliation.

Summative vs Formative Assessment

The VCTA has taken the position that summative evaluation should be rejected, and that we should only support formative assessment. The administration proposes summative evaluation of teachers in their second and fourth terms as a way of having a trial period in case hiring committees have made bad choices.

The VCTA says teachers should not be responsible for firing other teachers, and yet in the past, hiring priorities have been lifted, largely at the request of involved departments.

It is not talked about much, but if teachers are not the best judges of their colleagues, who is? It is argued

that summative evaluation for new teachers will lead to summative evaluation of all teachers, which should be resisted. This may be true, but it is a different argument than being opposed to summative evaluation of new teachers in principle.

To Strike or Not to Strike

A union wishes to accomplish something and has various tools at its disposal. One tool is the withdrawal of services, also known as a strike. When workers at GM go on strike, GM makes no cars, and until the workers return, there is a halt in production. No GM worker would go on strike if they had to work for free to make up strike days.

In our situation, when we withdraw services by going on strike, we lose pay, but then have to make up the classes that we missed since we are on ‘availability’ until mid-June. The VCTA and FAC are trying to challenge this interpretation, but if it is upheld, then the utility of the strike as a weapon must be questioned, at least in our particular situation.

Elementary and secondary teachers actually withdraw a valuable service to the community when they go on strike in that parents have to worry about what to do with their kids for the day. Even though the teachers still lose pay, and have to make it up, their action has an impact, and

some tangible service is withdrawn. CEGEP teachers have less of a daycare role, since our students are older. And we do not actually withdraw a service—we become volunteers, providing that service at a later time for free.

I would say that as a tactic, our strike strategy is somewhat analogous to beating our heads against the wall, and if that doesn’t work, we propose to beat our heads harder. I think we have creativity and imagination among our members. At previous general assemblies other strategies, such as the working strike, were proposed. Perhaps we cannot come up with something better, but if that is the case, our best strategy might be to do nothing. Not beating your head against a wall is better than beating your head against a wall.

John Tromp came to Vanier in the summer of 2001 to teach a Cont. Ed. course in Chemistry and started full-time in Chemistry in H02. He is currently also teaching the History and Methodology of Science in the Liberal Arts Program. Before coming to Vanier, he got a BSc in Chemistry at Waterloo, and a PhD in Chemistry from Berkeley, did a post-doc at Berkeley where he spilled a drink on Francis Crick and then moved on to the Université de Montréal and McGill. He was a candidate for the Green Party in Montreal in 1993, running against Gilles Duceppe. He married Nobuko last summer and visited Japan for the first time this past winter.

UNION 101: STRIKE VOTE, RALLY VOTE

Charles F. Levine



During the General Assembly of May 9th, confusion arose about what is called a “Rally Vote.” Here’s a brief explanation about how the VCTA deals with strike votes.

First, we must understand that no strike can take place without a secret ballot (Labor Law requires this). On the evening in question, the negative attitude towards the proposed four day strike was so evident that a show of hands sufficed (only one person voted in favor). If the VCTA General Assembly votes in favor of a strike action, the exact results are carried forward to our federation, FAC.

At FAC, votes are counted in two ways—by College and by individual member votes. For a FAC strike to take place, there must be a double majority—that is, a majority of the Colleges and a majority of those who vote.

Suppose Vanier votes against a strike, as we did May 9th. The next step should be to hold a “Rally Vote.” The rally vote says the following: “We have voted against a strike, but if the double majority is obtained in the federation as a whole, we agree to rally to that majority and to take strike action with our colleagues.”

Once again, on this particular evening, with such overwhelming sentiment against the proposal, the likelihood of a rally vote succeeding was virtually nil. Nevertheless, there should have been such a vote.

Charles F. Levine, a self-confessed dinosaur, has spent many years on the CRT, the VCTA Executive and the Executive of FAC, our provincial federation. He teaches Humanities and Political Science and volunteers his proof-reading skills for the *VCTA Newsletter*.

An Intercultural Encounter

Nancy Leclerc

The following is an account of an intercultural encounter that occurred in Montreal on April 10, 2005. This encounter left me perplexed, sad and yet, hopeful. This was written that very same evening and though I have had other thoughts since, I have chosen to preserve the integrity of the original text.

Too often, we forget what we initially felt during and immediately after a particular experience. In academia this is exacerbated by the imposition of theoretical frameworks and analyses on our observations of the world around us. I didn't want this to become an academic piece. Instead, I wanted to preserve its quality as an honest and revealing reaction to an issue that touches me deeply.

An Inuit friend named Jimmy* was in town for medical reasons. I had met him during my M.A. fieldwork in Chisasibi, a Cree community on the eastern coast of James Bay. However, he now lives on the coast of Hudson Bay, specifically in the town with 4 names: Kujuarapik/ Whapmagoostui/Great Whale/Poste de la Grande Baleine.

We agreed to meet downtown near the Atwater Metro around 1PM. Although I already knew that there is a substantial Native population in that area, and although I frequently go through this area on my way to other places, I had never really grasped the extent to which a Native sub-culture exists in that particular neighbourhood.

As my son, Jacob, and I hung out with Jimmy in a familiar neighbourhood in my own town in the middle of the afternoon, I relived the "cultural dissonance" that I had felt during my fieldwork when I would hang around with a Cree or Inuit

friend and other people would come and talk to (usually) him but not to me. I was once again periodically ignored as small groups of Jimmy's acquaintances would approach him and converse in a mix of English and Inuktitut, with an occasional sidelong glance or slight nod in my direction. I was once again in inner turmoil as I witnessed young Native people caught in the grips of excessive booze and drugs.

One particular young man with a beige jacket and a blue baseball cap sat in a haze by the statue in Atwater Park. Jimmy approached him with a "Hi!" but the young man did not notice until Jimmy tapped him on the shoulder. He looked up and appeared to make an attempt at a smile and I recognized the distant, cynical and yet empty gaze of a young Native person who has fled his home community only to find more despair in the city.

A young man in a black T-shirt and jeans who had arrived on his bicycle minutes earlier and had briefly conversed with Jimmy yelled out to someone who was invisible to me: "I don't care, go ahead and report me. I'll just get back out and do it again!" As he laughed unevenly, I shivered in a familiar way. I remembered, suddenly, some of the young people I had met in Chisasibi. In particular, I remember a young bootlegger who I had met on my first Sunday in town as I foolishly got into a van with about 7 strangers. "We're surrounded," she had said to me, looking morose as she tried to justify what she was doing.



"They surround us and we have nothing to do." I also remembered the slobbering drunken uncle of a group of young men who had befriended me against his will; how he had finally convinced them that it was not a good idea for them to hang out with me because I was white. On all of these occasions, there was a common gaze, a common heart-wrenching undertone of resigned powerlessness mixed with overt distrust and underscored with despair.

As we walked to a bench at the other end of the park, I asked Jimmy how long he had known these young men. He replied that he had met them in this park a few days earlier. I realised then that Jimmy, although he lives about 1,000 miles away, is easily able to enter a relatively hidden community in Montreal, a community that I believe would be inaccessible to me while unaccompanied by him no matter how much time I would spend in Atwater Park. This reminded me of how I had managed to enter social groups in Chisasibi that were inaccessible to my Cree hosts by virtue of my openness to "hanging around with drunks" and my willingness to take what drunks had to say seriously.

Later, as we sat chatting and watching Jacob play with the badminton rackets I had brought along, Jimmy's friend Bob, who had

parted ways with us inside the mall about 30 minutes earlier, appeared. Bob lives in Jimmy's town and was in Montreal accompanying his sick grandmother. Bob was pleasant, coherent and sober. I felt the familiar wave of relief that I had felt up north when I encountered pleasant, coherent and sober youths. "There is hope; some young people are making it."

Two more people showed up to share our bench: a wife and husband pair. They were older; in their 40s or 50s. They were jovial; perhaps slightly drunk but not carelessly so. It turned out that the husband is a musician. He handed his tape to Jimmy who gave it to me. "This is Inuit music. You can play this when you're lonely," he said. (I just finished listening to it; it's quite good and I fully intend to listen to it when I'm lonely.)

They eventually all left and Jimmy, Jacob and I were left alone. I broached the topic of drug and alcohol abuse because I knew that I could. Jimmy and I have been friends ever since I did my fieldwork in 1998 and, although we sporadically keep in touch and I have only seen him twice since my fieldwork, our friendship has a strength that surpasses that of many of my other friendships.

I expressed my sadness at the situation in which many of these youths find themselves. He agreed and stated that they should go back up north where they were born to find peace with themselves and their people. I asked him why he thought these youths flee their homes. "They run away from abusive situations," he said. Centuries of oppression of Native peoples flashed before my eyes: invasion, manipulation, slavery, genocide, ethnocide, broken promises, conversion, theft of resources, flooding, exploitation, residential schools . . . and in the end, much cultural confusion in which the young and the old in Native communities all across the

country are now left to wallow.

But the cultural confusion is not an end as much as it is a source: a source of social ills such as domestic violence, suicide and substance abuse that plague these Native communities and that lead so many non-Natives to think that there is something inherently wrong with Native peoples.

Yes, all this flashed before my eyes and I replied to Jimmy that I honestly feel that the larger society has its share of responsibility for the plight of young Native people. I do not pity them, for I am fairly sure that they do not want or need my pity. I am angry, though: angry at the disregard with which they and their peoples are treated. Angry with the ignorance about Native issues that is propagated in Canada. Angry at myself for ever having whined about relatively trivial matters and minor inconveniences.

Re-reading myself, I feel that I am unjustly portraying Native youths as a lost cause or merely as a group of victims. This is far from how I perceive them and I do not wish this piece of writing to add to the negative propaganda that is circulated about Natives in Canada. As mentioned above, I realise that there are many youths who are breaking out of the vicious cycle and who are contributing positive things to their communities. I think that more attention ought to be paid to them and that more assistance ought to be given to them.

Furthermore, I also respect those youths who are caught in webs of intoxication, self-hatred and despair. In all the instances in which I have found myself faced with intoxicated Native people either in Chisasibi, Waswanipi or here in Montreal, I have felt something that I have never felt with drunken non-Natives: a sense of spirit that, although buried under a crust of internalized racism and self-defeat,

remains nearly unscathed.

A sub-culture that is populated by these youths exists in Montreal. Like any culture or sub-culture, it contains elements of shared belief and patterns of behaviour; there is continual interaction between the subculture and its members who create, maintain and re-create it and by these very acts show that they are active agents rather than passive victims.

Without stigmatising young Native people in both urban and community settings with the idea of "the victim", what can non-Native Canadians do as a society to help enhance their quality of life? I only have a partial answer at this time and a hazy one at that, still being clouded with the emotion of my afternoon spent at Atwater Park. It involves working with Native communities to find out what kind of assistance they require. This is an essential step that has all too often been bypassed by well-meaning agencies. It is now time to go back to the basics of communication.

Music is a form of communication. I will therefore now go and listen to my new tape again, not because I am lonely but because I seek inspiration for a way to contribute to something that I feel strongly about. In the end, it's not enough to talk about issues that destroy people's lives. We must act. I'm not sure exactly how yet; I will keep you posted.

*Pseudonym

Nancy Leclerc started teaching Anthropology at Vanier in 2003. She conducted ethnographic research in Chisasibi among the Cree and Inuit for her Master's research project. She is the proud mother of a 5-year old boy named Jacob. For further anthropological discussion about various social issues, use Google to get to savgeminds.org.

Questions to ask about SRAM

Hode Erdogan and Shirley Pettifer

For a brief moment, we thought we would have the opportunity to interview the Registrar about the impact of SRAM—the new student application and admission system currently under consideration by the College, spearheaded by the Academic Dean. Excited by the prospect, we asked several of our colleagues to help us articulate the relevant questions. These are synthesized below.

We did not get to do the interview. But we offer up these questions with the hope that they will help teachers understand the concerns about SRAM. Perhaps they will stir our readers to come up with more questions that need to be asked and answered before the fateful decision is made.

We invite the Academic Dean to respond to these questions and concerns BEFORE any decision is made.

1. Re: An In-House Admissions System
 - a. In 2004, the College hired Mr. Paul Duperron, retired registrar from Rosemont College (a SRAM college!), to assess and make recommendations to improve Vanier's admissions system. Switching to SRAM was NOT one of the recommendations. Why did the College decide to switch to SRAM rather than to implement the recommendations in this report?
 - b. The Report to the Joint Coordinators Committee on the Proposed Implementation of the SRAM Admissions System at Vanier College recommended that the College *look into immediately replacing the computers in the Registrar's Office and that the College get a realistic estimate of the cost of developing our own Admissions system.* These recommendations were

later passed as motions at Joint Coordinators. Why were these recommendations not considered BEFORE proceeding with the SRAM trial?

- c. Why has Vanier not taken advantage of the offer to have a (no-cost) expert in the field do a consultation regarding Vanier's in-house system?
 - d. Has anyone looked into the costs and advantages of purchasing a ready admissions package and customizing it to Vanier needs? If yes, what have you found out? If no, why not?
 - e. How do Dawson, Champlain and Marianopolis handle their admissions systems? Why did Dawson choose to improve their in-house system instead of going to SRAM? Why has it not been "extremely difficult" for Dawson and Champlain to set up their own in-house systems?
2. Concerns about loss of students:
 - a. The Admissions Staff usually find between 400 and 500 students with missing documents—that SRAM would automatically reject and process only in Round Two. Will SRAM make Vanier Admissions aware of those students with incomplete files? Will Vanier call them as we have traditionally done? Or, will we lose these students?
 - b. We received the completed student files from SRAM on March 10th. The deadline for admissions for the First Round was March 29th. We understand that by April 1st, SRAM had accepted only 1127 students out of a total potential of about 2,700 students—about 42%. If we were actually with SRAM, 58% of our applicants would have been left to the Second Round. Does this

not imply a loss of students to other Cegeps during the second round of admissions?

- c. At the Joint Coordinators meeting of April 20th, you (Dianne Tessier) reported that 95% of the student files were analysed to the satisfaction of College criteria. However, in Sciences alone, using the SRAM criteria, 37% and 30% of the admitted students in Pure and Applied and Health Sciences, respectively, did not meet the Science Program criteria. Even if we could assume that all other program admissions were 100% accurate (Social Sciences, the Technologies, Liberal Arts, etc.), the satisfaction rate would have been less than 95%. (It would have been 91%.) How can you justify the 95% figure? Do you agree that wrong admissions criteria would have deprived our students from needed support systems and set them up for failure?
 - d. In the SRAM trial run, how will we know how many students we are NOT getting through referral from Dawson?
 - e. There will be an estimated loss of 1000 French-side applicants if we switch to SRAM. If a quarter of these were to register, that means a loss of 250 students. How will we recover these students?
 - f. How will SRAM handle the approximately 40% of our applicants who DO NOT come from Quebec high schools?
 - g. If we switch to SRAM will we have "projection headaches": students who apply to Vanier through SRAM and to Dawson through CAS and then don't make up their minds for several weeks?
 - h. Is the "automation" we get by working with SRAM worth it if Vanier ends up with fewer students accepted during Round One than we usually accept by early April with our current system?
3. Re Continued Need for Manual Verification of Files
 - a. SRAM uses different averages and different courses for their ac-

ceptance criteria; How many files will have to be verified manually?

- b. How will applications to the special programs—Explorations, Science Access, Liberal Arts, etc. be handled?
 - c. How could we let SRAM know if we want to accept a student into the Liberal Arts Program who has high marks, high CFS, but is missing an element in his/her file—such as the letter of intent?
 - d. Can SRAM pull out specialized lists of students who will need English testing, or will our Admissions Staff have to manually determine this?
4. Full, accurate and open information:
- a. The College signed a service contract with SRAM for the A05 semester, for about \$100K. Why was this service contract never presented to the Executive Committee of the Board nor to the Board?
 - b. Why have the required routes of consultation—Academic Council, the Executive Committee of the Board, the Board of Directors—not been taken?
 - c. In November 2004, “Peter Ross

and Dianne Tessier impressed upon us that...the final decision will depend on...: 1. How well the A05 admissions process goes: (a) SRAM has to clearly benefit the College; (b) the admissions staff have to be comfortable with it; (c) we must not lose students as a result. (Report to the Joint Coordinators Committee on the Proposed Implementation of the SRAM Admissions System at Vanier College). How can the College consider making the decision to join SRAM in June 2005 considering all the unanswered questions and concerns from the Vanier Community?

- d. Will we have a full written report evaluating the autumn 2005 trial period, and if yes, why can the decision not be delayed until after this report is carefully considered by all concerned?
- e. Why was the trial run not done on the files of the cohort that was admitted in A04? Would this not have been a better option? (It could have been done rapidly as all files are complete; it could have been undertaken at any time without any deadlines; it would have allowed for a more comprehensive and objective comparison between SRAM and our current system.

- f. What exactly does it cost to join SRAM as a “start up fee”? Would this money be refundable if Vanier were to pull out?
- g. The College sent about 3,500 files to SRAM for the A05 trial run, along with the student application fee (\$30 each), a total of \$105,000—monies which would otherwise have stayed at Vanier. The yearly number of applicants to Vanier is about 5,000, representing about \$150,000 in revenue generated by the application fee. If we switch to SRAM, will Vanier lose this revenue? If yes, how will the College make up for the loss of \$150,000?
- h. Who would “own” the admissions data? SRAM? Vanier? Would we have full access to this data for research purposes?
- i. Do you foresee cuts in Admissions Staff at Vanier to help “pay” for the high annual cost or our joining SRAM?
- j. So far, as working with SRAM actually speeded up the admissions process?

Conclusion:

Are there any other comments you wish to make?

PLEASE!

Clean up after yourself in the lounges. It's just plain wrong to leave garbage and leftovers for others—usually Susan or Pat—to clean up after you.

On the subject of CLEAN-UP: It would be much appreciated if you cleared your own tables after a VCTA General Assembly where a meal and beverage has been provided.

Answer to Crossword on page 25

G	N	I	E	R	U	S		E	L	I	R	Y	M
N		F	E		E			U		U			U
I	E	L	E	K	A	T		G	R				I
X		A		A		A		N	A	L	A		D
A		M		M		G		R		S			E
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G				S		T		O		E			E
R			A	I	A	G	O	R	E	G	H		B
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How Well did the A05 SRAM Trial Work ...or Not Work for the Science Program?

Hode Erdogan

As the Coordinator of the Physics Department and the Science Access/Modified Science Programs, as well as the liaison person for science admissions, I work regularly with the Admissions Officers in charge of science student admissions. Let me share with you what I have experienced so far with the A05 SRAM trial. I start with a brief explanation of how the Science Program has handled admissions before SRAM.

Science Admissions Criteria – CAS*—Before SRAM (*CAS is the Common Application System which Vanier has used prior to considering switching to SRAM)

Regular Science Program:

There are two sets of admissions criteria: a minimum overall average of 70% and a minimum average in their science courses of 72%. (Math 436, Math 536, Physical Science 436, Physics 534, and Chemistry 534). We also look closely at the marks for Math 436, since this is a good success indicator.

For placement purposes, we check the individual marks for Math 536, Physics 534 and Chemistry 534. If the mark is 72% or more, the student is placed in our regular course: NYA. (For example, MNYA is Calculus I.) However, if the mark is below 72%, we place the student in a bridging course, identified as HSG. These students need extra support to succeed in the Science Program

Modified Science Program:

Students with an overall science average between 69% and 71% are placed in the Modified Science Program. They will typically take a combination of NYA and HSG courses (usually, two NYAs and one HSG). Further, students placed in Math HSG will not be given Physics NYA. To support these students, we schedule extra one-hour tutorials for each of their Math, Physics, and Chemistry courses. In addition, these students are given workshops on College Resources, Exam Preparation, Goal Setting, Perseverance, Time Management, Stress Management, Career Choices, and Academic Advising.

Teachers of Math, Physics and Chemistry courses, and the Program Coordinator meet regularly during the semester to discuss student needs and strategies. At the end of the semester, to continue in the regular science program, MS students must have passed all their math, physics, and chemistry courses. Otherwise, they are transferred to another program of their choice.

Science Access Program:

Students with an overall science average of 68% or less, are considered for the Science Access Program. This is a one semester transitional program. To support such students, they are placed as a group in three bridging HSG courses (Math, Physics and Chemistry). They are given a Study Skills course and all of the workshops that we give to Modified Science Students. At the end of the semester, if students get 70% or more in each of their Math, Physics, Chemistry and Study Skills courses, they are placed in the regular Science Program. Otherwise, they are put into their second choice, which is usually Commerce. Throughout the semester, students are encouraged to assess their choice of program as objectively as possible.

These programs are very successful, in that almost 100% of students stay in the college, with about 55% of the students in Science Access Program and 65% of those in the Modified Science Program ending up in the regular Science Program.

In our view, Student Success starts with the admissions screening. A student placed in the wrong program is set up to fail.

How Did SRAM Work?

SRAM uses an average called CFS. At our meeting with the SRAM Research Coordinator, with other coordinators and Admissions staff in attendance, I was assured that CFS of 80 or more is a guarantee that students will have above 72% in their math/science courses. Therefore, nothing to worry about.

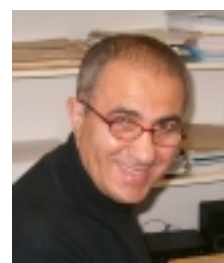
SRAM sent admissions notices to 287 science student applicants with a CFS of 80 and above, accepting them in the regular Science Program and into all the NYA courses. Manual verification by the Admissions Officers found errors in 37% of the Pure and Applied Science student admissions and in 30% of the Health Sciences admissions. These students had at least one Math/Science course below 72% (in some cases as low as 62%). If their files had not been verified manually, these students would not have received the appropriate support to succeed.

Furthermore, by the March 29th deadline for the first round of admissions, out of the roughly 750 science places, we had admitted only 287. Moreover, unless the intention is to close these programs, our Modified Science and Science Access students all have to be verified manually.

In addition to the above, we have some students from adult education, as well as from other provinces and countries. These students cannot be processed by SRAM. They all need to be treated manually. There are many students with a low grade in one of their math/science courses. In March/April, we send these students conditional acceptances. Those who might be failing one of their math/science courses, are advised individually to consider taking a summer makeup course. We will be losing all this human contact that we have under CAS. This may lead to potential loss of students.

The A05 SRAM trial was not satisfactory for the Science Program. All the files had to be verified and errors corrected manually. A waste of over \$100,000!

Hode Erdogan has served many terms on the VCTA Executive, currently sits on the CRT, Association Council and the Board of Directors. He is also the Coordinator of the Physics Dept. and the SA/MS Program.



SRAM MOTIONS

As we go to press, the following motions have been passed by departments, programs, faculties and the VCTA General Assembly—most of them unanimously.

Department of Social and Cultural Sciences

“Given the perceived negative consequences of the SRAM application system on Vanier enrollment – including the Majors Programs, a mainstay of the Social Science Program – the Anthropology, History, Geography, Philosophy, Religious Studies and Sociology disciplines of the Department of Social and Cultural Sciences demand

- that the final decision regarding Vanier’s student application system not be made before June 2006;
- that the cost/feasibility of improving Vanier’s own in-house system be thoroughly investigated;
- that a full assessment of the so-called SRAM trial run be made available to all programs and departments in the fall of 2005;
- that the Academic Administration follow the decision making and consultation procedures specified in the (i) General and Vocational Colleges Act: Article 17.0.2, Item e., (ii) Vanier College By-Laws: No. 3 on the Academic Council, and Article 5-10, Consultation with the Board; The Executive Committee Powers, (iii) Collective Agreement: Article 4-5.02, Consultation at Academic Council.” (Apr. 15, 2005)

Science Program and Physics Department

“Whereas the current SRAM trial run for A05 indicates problems with the admissions criteria used for Science Program, and if not verified individually, would have resulted in the misplacement of some students in different science programs without proper support to these students

Whereas switching to SRAM would result in a loss of about \$200,000 annually, which could otherwise be used to improve our current in-house admissions system

The Science Program Specific Curriculum Committee move that:

- the final decision regarding Vanier’s student application system be based on the cost efficiency of various systems as well as the principle of maintaining enrolment numbers, and not be made before a final report is approved by the Academic Council and Board of Directors;
- a full assessment of the so-called SRAM trial run be made available to all programs and departments in the fall of 2005, including the problems identified by all programs and departments;
- the Academic Administration follow the decision making and consultation procedures specified in the (i) General and Vocational Colleges Act: Article 17.0.2, Item e., (ii) Vanier College By-Laws: No. 3 on the Academic Council, and Article 5-10, Consultation with the Board; The Executive Committee Powers, (iii) Collective Agreement: Article 4-5.02, Consultation at Academic Council.”

SRAM MOTIONS

Humanities Department

During our meeting on Thursday, May 5, the Humanities Dept. unanimously passed the following motion:

“It is the opinion of the Humanities Department that the consequences of SRAM have not been adequately studied, nor has there been sufficient consultation. Therefore, any final decision regarding SRAM should be postponed until sometime after the fall semester of 2005.”

General Studies Curriculum Coordinators

At the General Studies Curriculum Coordinators meeting on Wednesday, May 4, a motion almost identical to the Humanities Dept. motion was passed.

Modern Languages Department and French Department

Motion passed unanimously by the Modern Languages Department at its meeting on Wednesday, May 4, 2005.

The members of the Modern Languages Department are concerned that any changes to the present application system could be financially prohibitive, could affect student numbers both in the Modern Languages Program and at Vanier College, and could transfer the decision process to a body not attuned to the specificity of our student population, our College, and our programs.

For these reasons, the members of the Modern Languages Department move that:

- any decision regarding Vanier’s student application system should ensure that student numbers not be negatively affected by the change to a new system.
- the application system Vanier adopts should reflect the specificity of our programs and should allow for decisions on admittances to be made at the local college level where necessary.
- the application system Vanier adopts should preserve the personal contact the Admissions office has traditionally had with applicants to our college.
- a full assessment of the present SRAM trial run be made available to all programs and departments. This assessment should also address the questions raised by all programs and departments in the College.
- no decision should be made by the College before a comprehensive and final report is approved by Academic Council and the Board of Governors.

Liberal Arts Program

The Liberal Arts Program is of the opinion that the S.R.A.M. would be detrimental to Vanier College enrollment in general and to the Liberal Arts Program enrollment in particular.

SRAM MOTIONS

Faculty of Social Science, Commerce, Music, Arts and Letters

It was moved by Charles Levine and seconded by Matthieu Sossoyan:

“that a delegation be sent to the new Director General (Gilbert Heroux) as soon as possible to explain that all admissions processing options should be considered and therefore a decision on SRAM should not be made until the Spring of 2006.”

Passed unanimously, May 11, 2005.

Communications Department

The members of the Communications Department are concerned that any changes to the present application system could be financially prohibitive, could affect student numbers both in the Communications Program and at Vanier College, and could transfer the decision process to a body not attuned to the specificity of our student population, our College, and our programs.

For these reasons, the members of the Communications Department move that:

- any decision regarding Vanier’s student application system should ensure that student numbers not be negatively affected by the change to a new system;
- the application system Vanier adopts should reflect the specificity of our programs and should allow for decisions on admittances to be made at the local college level where necessary;
- the application system Vanier adopts should preserve the personal contact the Admissions office has traditionally had with applicants to our college;
- full assessment of the present SRAM trial run be made available to all programs and departments. This assessment should also address the questions raised by all programs and departments in the College;
- no decision should be made by the College before a comprehensive and final report is approved by Academic Council and the Board of Governors.

Passed unanimously, May 13, 2005

Joint Coordinators

It was moved by Charles Levine and seconded by Hode Erdogan:

“that a delegation be sent to the new Director General (Gilbert Heroux) as soon as possible to explain that all admissions processing options should be considered and therefore a decision on SRAM should not be made until the Spring of 2006.”

May 11, 2005.

SRAM MOTIONS

English Department

Given the possibly significant consequences of the SRAM application system on Vanier enrollment, the English Department requests:

That the final decision regarding Vanier’s student application system not be made before June, 2006;

That the cost/feasibility of improving Vanier’s own in-house system be thoroughly investigated;

That a full assessment of the so-called SRAM trial be made available to all programs and departments in the fall of 2005 that the Academic Administration follow the decision making and consultation procedures specified in the (i) General and Vocational Colleges Act: Article 17.0.2, Item e., (ii) Vanier College By-Laws: No. 3 on the Academic Council, and Article 5-10, Consultation with the Board; The Executive Committee Powers, (iii) Collective Agreement: Article 4-5.02, Consultation at Academic Council.

VCTA GENERAL ASSEMBLY

Association Council and the General Assembly are asking all departments to pass a motion regarding SRAM and to endorse the motion from the Department of Social and Cultural Sciences.

Given the perceived negative consequences of the SRAM application system on Vanier enrollment – including the Majors Programs, a mainstay of the Social Science Program – the Anthropology, History, Geography, Philosophy, Religious Studies and Sociology disciplines of the Department of Social and Cultural Science demand

- that the final decision regarding Vanier’s student application system not be made before June 2006;
- that the cost/feasibility of improving Vanier’s own in-house system be thoroughly investigated;
- that a full assessment of the so-called SRAM trial run be made available to all programs and departments in the fall of 2005;
- that the Academic Administration follow the decision making and consultation procedures specified in the (i) General and Vocational Colleges Act: Article 17.0.2, Item e., (ii) Vanier College By-Laws: No. 3 on the Academic Council, and Article 5-10, Consultation with the Board; The Executive Committee Powers, (iii) Collective Agreement: Article 4-5.02, Consultation at Academic Council.”

How Do You Know When It's Time To Go?

Jim Fraser

One of the dilemmas that all of us have to face is when to retire. This is not an easy question to answer and so I would like to share some thoughts, a few indicators that perhaps it is time.

When your net pension income is greater than your present net pay.

When your age is double the average age of your colleagues.

When your students' starting salary is double your present income.

When half your colleagues were students of yours.

When your students tell you that their grandparents found you to be a good teacher.

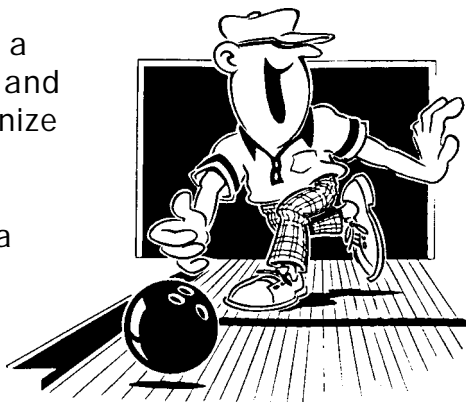
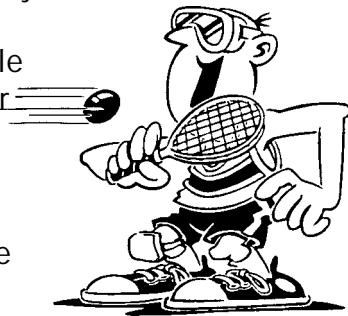
When you don't know half the people on the annual retirement list.

When you go to a faculty meeting and you don't recognize anyone.

When it seems a longer distance to work than it is home.

When you find that the new textbook that you have selected for your course is out of print.

When you haven't memorized your schedule by mid-term or you forget it after a mid-term break.



When you wish it were Friday on Tuesday.

When you have to ask Kevin or Nicky for your printing code more than twice during a term.

When you are looking forward to a break at Christmas in September.

When you take a short leave to renew yourself and you don't want to come back.

When you start taking a break during a 1-hour class.

When you are part way through a lecture and wonder if you have already given it twice to this class already.

When you pick up your outline from printing and it does not look familiar except for your name.

When you wake up from a nap and your students are also asleep.

Happy Retirement!

Jim Fraser teaches Psychology



The Vanier Oasis: A Student's Experience

By Nick Cotter

When I was sixteen years old, the only thing I wanted to do was spend time in the woods. The spirit of the wild and natural land flowed through me. There, I would find a state of peace not many get the chance to experience in their busy lives.

Growing up on Ile Perrot, a small Island just off Montreal, I had just what I needed: instant access to a large forest, mostly untouched by society in the way that city parks are. I understood the fun in getting lost, immersing myself in



Nick is on the left.

the woods for hours at a time, building forts, snowshoeing and absorbing a sunset. I guess you could say it allowed me to be somewhat oblivious to the things going on outside my world.

Then came the time to choose a career path. Though this is often a difficult choice, I had more than a career goal: I had a dream. I knew that one day I wanted to work in the National Parks, living within and protecting the last of our wild places. It didn't matter how long it would take or what obstacles would stand in my path, I was driven by a fire in my belly that let me know I was on the right track! I would have accepted a parks job right there and then, when I was sixteen, but, I was going to have to get an education first.

While shopping around for Cegeps, determined to find the one best suited to my goals, I discovered just what I needed. Like an oasis in a desert, there was Vanier College, and a small program called Ecological Technologies—a secret even to most of Vanier's own students.

The second lure that made coming to the city easier was Vanier's Outdoor Physical Education Program—which I am convinced is the finest of all the Cegeps. I found myself hiking up mountains, canoeing across wilderness lakes, sleeping in snow igloos and learning the ways of native

survival. The staff have become friends and have taught me more than I could ever have expected.

But before I make things seem a little too easy, I have to tell you that they weren't. I could not apply to the Ecological Technologies Program because I did not have the prerequisites. But Vanier came to the rescue: the Explorations Program would give me a chance to get the courses I needed and provide some support when the kid fresh from the woods was suddenly bombarded with math, chemistry and physics—courses that seemed like obstacles to overcome on the way to the dream.

In order to survive, I had to adapt from the easygoing ways of high school, study hard and study smart. Weekends became catching up time. Whenever I got discouraged and wondered if it was worth continuing, I'd picture myself in the Rockies, slowly making my way through a valley bottom on a horse, surrounded by wilderness and mountains. It would never fail to get me to sit up straight and go back to it.

It's amazing how fast the days go by when you're busy. With three years of Cegep under my belt, it was finally time for



the long awaited Field Station experience. I had already put in a lot of hard work and I thought this might let me get back to my "Huckleberry Finn" days of fishing and canoeing, lazing the day away.

My Eco-Tech instructors had other plans. I embarked on one of the biggest challenges I had ever faced: what felt like around-the-clock learning about environmental management, conservation and biology—both hands-on and theory, with not a moment to waste. During "field-station" I did everything from testing the water quality of a lake in a canoe to determining a fish's age using a microscope and a tiny ear bone the size of your pinky nail. We worked on scientific report writing skills and learned to identify ducks by their wings. There was no shortage of new material to learn and I found myself once again having to become more efficient in my studies. *Continued on next page*



Meetings with Remarkable People Faculty Praising Staff

By *Anonymous**

Ode to Frances*, Lady of all Answers

Are you questioning, confused or missing
An important piece of information?

Does your information need to be
confirmed, approved, updated?

Have you missed
A deadline?

Does that student need to hear
A tough truth?
A parent just need
To know?

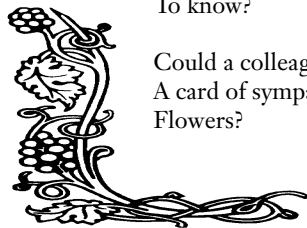
Could a colleague use
A card of sympathy?
Flowers?

Need someone who is patient
As she trains
People in high places?
Quick to forgive
Your foibles?

And do it all with such energy
Enjoyment,
Humour,
Sparkle,
Warmth?

Then you need to see Dear Frances,
Our lady of all answers.

*Frances Feehan works her magic in the Faculty of
Science and General Studies Office.



A Student's Experience

Continued from page 17

Half the Field Station experience involved learning the skill of living with a group—and I do emphasize that it is a skill! Our small group of eight, worked, ate, studied, slept, fought and laughed—all under the same roof for six months. A great way to learn about yourself, as well as others!

It is a major goal of the Field Station staff to turn out highly independent, confident and professional workers. Though I worked harder than ever before, I did take plenty of opportunities to fill my eyes, ears and nose with as much natural beauty as I could. The adventure was phenomenal. In the company of everything from mosquitoes, to frost, to snow, I would close my eyes to the stars and open them to the sun's warming rays. I swam through a beaver pond, saw many deer and took on armies of black flies.

I would get away whenever I could to relax and think in a way that only solitude allows. However, there were many occasions when I'd run back to the Field Station to grab whoever I could find to come and experience a firefly show or the beauty of a full moon, appreciated from a wetland free from all light but the stars!

One of my fondest memories was when a couple of students and I stayed late into a chilly autumn night in a meadow, wrapped in blankets, waiting patiently for the

Northern Lights show to begin. Near midnight, it exploded through the sky and bands of lights danced over our heads, forming what looked like a Superman "S". We jumped up screaming and hollering in excitement. Memories such as these and many more could only have been found in a program such as this and I'm grateful to have lived them.

As I write this, I find myself on the last step of the Cegep journey. I've learned through my experiences that what you pick up along the way is more important than where you end up. With a growing thirst for knowledge and the desire to be the best National Park Ranger ever, I'll be heading to Lakehead University to study Outdoor Recreation and Parks Management. Should my dreams ever change, the one thing I know is that there is a whole world hidden in nature for all to discover, and there's no better life I can see for myself than getting as close to it as possible.

Nick Cotter is 21 years old and still dreaming of living close to the wild. With university in sight, he is first taking a year off to spend some time exploring the castles and highlands of Scotland. The Explorations Program, the Outdoor Physical Education Program and his beloved Ecological Technologies Program, have all been enriched by his thoughtful, enthusiastic participation.

The *SPORT-ÉTUDES* Program at Vanier

Bonnie Russell, Academic Advising

The *Sport-Études* Program at Vanier College has outstanding student-athletes who combine a rigorous training and competition schedule along with their academic program. The results are exceptional and often inspiring.

Training schedules vary from sport to sport. Some sports require a regimen of 2 hours per day while at least one currently requires 7 hours per day, 6 days per week. One student on the Canadian Senior Synchronized Swimming Team trains from 7 am to 2 pm, Monday through Saturday. She is on the Dean's Honour Roll—a truly amazing achievement.

Many of these athletes compete at an international level and travel world wide—to Australia, France, Prague, South America and elsewhere. They must compete in Canadian competitions across the country and the timing of these competitions varies from sport to sport.

The following data attest to the academic excellence and determination of these students.

- Total number of *Sport-Études* students in A04: 23
- Number of *Sport-Études* students who passed ALL their courses in A04 20

Other interesting statistics:

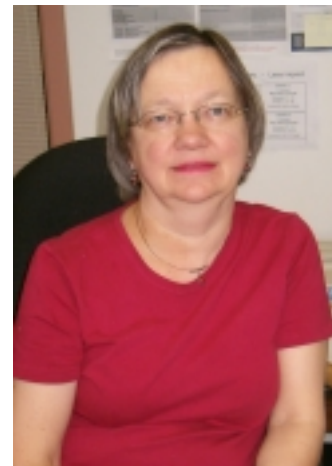
- 10 *Sport-Études* students carried a course load of at least 6 courses.
- 7 *Sport-Études* students carried a course load of 5 courses.
- 4 *Sport-Études* students graduated in A04.
- 4 *Sport-Études* students have R scores over 30: 34.8; 34.7; 31.4; 33.9.
- 8 *Sport-Études* students have academic averages over 80%.

Sports Represented in *Sport-Études*:

This is for A04, and varies from year to year.

Diving
Equestrian
Fencing
Figure Skating – singles
Figure Skating – synchro
Golf

Handball
Hockey
– Junior, Midget AAA
Rowing
Soccer
Snowboarding
Swimming – individual
Swimming – synchro
Taekwondo
Tennis
Track & Field
Wrestling



Academic Programs of

Sport-Études Students in A04:

Science 6 Commerce 5 Social Science 12

Over the years, *Sport-Études* students have enrolled in many programs, including the Technology Programs.

How does the *Sport-Études* Program work?

There is a provincial umbrella organization, *École Sport-Études*. This is not a school at all, but rather an administrative organization that sanctions *Sport-Études* athletes. It works with the various provincial sports federations and determines the eligibility of students for *Sport-Études*. Students must be elite carded athletes, affiliated with one of the official Quebec sports federations or ABC (Baseball) Canada or the Quebec Major Junior Hockey League.

In addition to the above, I include the Vanier College Wrestling Team, Junior/Midget AAA Hockey and, at times, a few others whom I consider to have the same needs but who are not accepted by *École Sport-Études*.

Students then choose to attend one of many Cegeps affiliated with *École Sport-Études*. Vanier College is the only English language Cegep that is part of *Sport-Études*. Students must meet Vanier's admissions entry requirements for whatever program they apply to. At Vanier, students follow their academic program, usually on a reduced course load. Students get academic advising for their course selection and preferential scheduling of their courses to accommodate their training schedules. I have been the contact person for many years. Once registered, time off from school for competitions must be arranged with teachers individually. The athletic competing and training with individual coaches or teams carries on apart from Vanier College.

Continued on page 21

There *IS* Life in a Box of Chocolates

By Karen Runnels

Chocolate is yummy and good medicine. Chocolate is actually a powerful rainforest herb used for thousands of years as a healing agent by the indigenous tribes of South and Central America to combat parasites, to counteract the effects of snakebites and as a general antiseptic.

It is made from the seeds (cocoa bean) of the *Theobroma cacao* tree. These seeds contain four times the catechins (antioxidants) as tea. A 1.4 ounce piece of milk chocolate typically contains 400 milligrams of antioxidants—as much as a glass of red wine. Dark chocolate has twice as many whereas white chocolate contains none.

Scientists have established that there are important benefits to be gained from red wine, so why not chocolates as well? The high quality polyphenol antioxidants in chocolate are the same beneficial compounds found in fruits and vegetables that research says may reduce the risk of developing heart disease, cancer and other medical conditions.

Antioxidants in the blood stream basically mop up substances called free radicals, small reactive molecules that cause damage to the body. Scientists believe they may be the trigger for serious diseases such as cancer, heart disease and may also be related to cognitive deterioration that comes with aging. The flavanoids in chocolate help block oxidative changes in bad LDL cholesterol that lead to clogged arteries. In addition, dark chocolate and/or cocoa powder raises the good HDL cholesterol which is associated with decreased risk of heart disease.

Chocolate antioxidants also act like aspirin to reduce blood platelet stickiness that stabilizes arterial plaque—reducing the risk of stroke and heart attack. The procyanidins antioxidants in chocolate relax blood vessels by increasing the chemical nitric oxide which helps keep arteries flexible and increases blood flow which is important for blood pressure control.

Chocolate is loaded with the mineral magnesium. This probably explains why women crave chocolate during the time leading up to their menstrual period, when magnesium levels fall dramatically. For some, this triggers a chemical imbalance that causes mood swings and feelings of irritability. There is evidence suggesting that eating chocolate can override the body's chemical imbalance.

The *Journal of the American Diet Association* reports that 15% of men and 40% of women crave chocolate as their number one food choice. Eating chocolate when you are feeling low can lift your spirits because it stimulates the levels of those “feel good” neurotransmitters, serotonin and endorphins, in the brain.

However, before you reach for those left over Easter bunnies and chocolate eggs keep in mind that most commercial chocolate is highly processed—mostly sugar, saturated fat and powdered milk—containing little of chocolate's redeeming qualities.

High quality chocolate should contain at least 70% cocoa content which has the most magnesium, manganese,



vitamin A, calcium, phosphorous, with traces of zinc, copper, and iron. Read the label for cocoa content and be ready to pay more for the superior taste and health benefits.

So, considering chocolate's beneficial effects on the cardiovascular system and its ability to elevate and enhance mood, not to mention its fabulous taste, how does one include it as part of a healthy diet. Unfortunately, the research is not clear on just

how much per day would be beneficial.

Your guiltless enjoyment of eating chocolate will be further enhanced if you choose chocolate that is ethically grown and produced. The US State Department reports that as of the year 2000, up to 15,000 children ages 9-12 have been sold into forced labour on cotton, coffee and cocoa plantations, where they are often beaten and forced into hazardous tasks such as applying pesticides.

Additionally, cocoa farmers are not paid enough for their cocoa to adequately support themselves and their families. Luckily “Fair Trade” chocolate provides a viable option. Fair Trade is an international system of monitoring and certification to guarantee that poor farmers are paid a fair price for their harvest. It also prohibits abusive child labour. Choose chocolate that is labeled both “certified organic” and “Fair Trade”. Check out your local health food store and moderately indulge yourself.

CHOCOLATE TORTE

Ingredients

- 6 egg whites
- 1 cup/200g caster sugar
- 200g/6½ oz dark chocolate grated
- 160/5oz pitted dates
- 2 cups/280g chopped hazelnuts
- 1½ cups/375ml thickened cream, whipped

Topping

- 100g./3½ oz dark chocolate melted

Method

1. Beat eggs whites until soft peaks form. Gradually add sugar and beat until dissolved. Fold in chocolate, dates and hazelnuts.
2. Spoon mixture into two greased and lined springform pans. Bake at 160 degrees C (325 F) for 40 minutes or until firm. Remove from oven and allow to cool in pans.
3. Spread one torte layer with whipped cream and top with remaining torte layer. Decorate with drizzled, melted chocolate.

TIP: To make the cake even more chocolatey, fill with a mixture of fluffy whipped cream and 2 tablespoons cocoa powder.

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

■ THE "NEWSLETTER MOTION"
Passed at the VCTA General
Assembly

May 9, 2005

That a pilot project be set up for Fall 2005 with a .250/year release time to a Newsletter Editor attending Executive meetings when necessary, with the provision that in January 2006 this pilot project will be reviewed to examine it as a full-fledged Executive position.

■ CELEBRATING A COLLEAGUE'S
RETIREMENT?-

If you are having a party for or giving a gift to a retiring colleague, the VCTA will contribute \$100. You must put your request in writing.

■ AGREEMENT IN PRINCIPLE
REACHED!

Agreement in principle on the recognition of working hours/new salary structure (173 hours): to be presented at the Wed. June 1, 2005 (2:00 PM) VCTA General Assembly.

SPORT-ÉTUDES

Continued from page 19

École Sport-Études, through various sponsorships, has a program of scholarships and training bursaries. Each Cegep awards an annual \$500 scholarship to its most deserving Sport-Études student-athlete. As well, there is a competition for provincial scholarships worth \$1000 to \$2500. Additionally, students may apply for funding to attend special training camps.

In 2004, Vanier's Sport-Études students were very successful. Andrea Petrucci was awarded the Vanier Sport-Études Scholarship and Megan Poss was named the Quebec Sport-Études Female Athlete of the Year. Andrea is in Medicine at McGill this year; Megan will graduate from Vanier this year.

These students are incredibly focused and their time management skills are excellent. They manage to do it all. Vanier's Sport-Études students inspire as students as well as athletes.

Bizarro by Dan Piraro



Doggone it!

Don't accept your dog's admiration as conclusive evidence that you are wonderful. *Ann Landers*

If your dog is fat, you aren't getting enough exercise.
Unknown

A dog teaches a boy fidelity, perseverance, and to turn around three times before lying down. *Robert Benchley*

Originally from the true north (Kirkland Lake, Ontario), via a circuitous route to Montreal—London ON, North Bay, Boston—Bonnie Russell was the first Academic Advisor hired at Vanier. Thirty-three years later, she is still going strong.

Aside from her many contributions to the Academic Advising department (coordinator for 29 years), Bonnie has served on every Vanier committee imaginable—from President of the Vanier Daycare Centre Parents' Committee to the Vanier College Board of Directors. She was the founding president of the Association of Vanier College Professionals.

Bonnie has always balanced her working life with many artistic endeavours, which have included duck-decoy carving, stained glass, quilting and furniture making. Currently, she is making funky finger puppets for the Montreal Children's Hospital.

A T-shirt of Bonnie's describes her approach to both work and fun: "Woodworkers do it with a fine finish".

A Nominee for the Cheating Hall of Fame

Miles DeNora

Ah, cheaters: the bane of every teacher's existence. Sure, we hope that we never have to confront it, but cheating does happen—more often in some semesters than others. Catching a student cheating can be stress inducing, uncomfortable and a real pain in the butt. It can also be amusing.

I would like to officially nominate someone to the Cheating Hall of Fame. I will not reveal the student's name, nor will I even reveal the student's gender. To keep this anonymous I will give the student an alias; the one that I have chosen is Rosie Ruiz (for those of you who think this is inferring the gender of the student, you may use Milli Vanilli). I personally think that induction into the Cheating Hall is a sure thing for this student but in actual fact the voting process is somewhat pointless since all those who are nominated make it into the Hall, for obvious reasons.

Incidentally, the Cheating Hall of Fame is down the street from the Complaining Hall of Fame and around the corner from the Excuses Hall of Fame. The Excuses Hall of Fame has not opened yet (there are an untold number of reasons for this) and the Complaining Hall of Fame, while open, does not draw very well because of the din from all the whining and moaning. The Cheating Hall of Fame is thriving, so much so that they are constantly opening new wings to house all of the new exhibits and inductee plaques. There is also the Clueless Hall of Fame. Unfortunately, nobody knows where it is or what time it opens.

Let's talk about Rosie. It was immediately apparent to me that Rosie was cheating. She was doing what all cheaters do; she was fidgeting about and nervously looking in my direction every six or seven seconds. Now, not all students who do this are cheating. However, I began to look carefully at Rosie to see if I could conclusively determine if she was pulling a fast one or not. Rosie had also done something else that most cheaters do; she had chosen a seat at the back of the class, therefore it was quite a challenge for me to figure out if she was engaged in this student pastime. Luckily for me, Rosie's behaviour made it absolutely apparent that cheating of some sort was occurring.

At this point I began to look at Rosie whenever I could. I pointed my body away from Rosie but kept my eyes on



her, glancing away whenever she would look up at me. I noticed two things; Rosie kept reaching into the pouch of her sweat top and she was staring at her pen, much like a philosopher stares at a leaf on a sunny day. However, I was pretty much convinced that Rosie was not engaged in quiet contemplation of the role that leaves play in the universe. Instead, I had figured out that Rosie had written the answers to the exam on her pen. My first reaction was, wow, that is ingenious! My second reaction was that Rosie was going to have to be held responsible for this ingenious behaviour.

I was not about to let Rosie off the hook quite so quickly. I thought that she should be made to work a little before I pulled the plug on her antics. Why should Rosie only have to work for five minutes before she was let go (with a zero)? As a result, I let her work away at writing the exam while trying mightily to conceal the fact that she was cheating. After about twenty minutes it dawned on me that maybe I should put an end to this fiasco. I was worried that Rosie would somehow erase the answers off her pen, thereby destroying the evidence.

The next time that Rosie gave me a squirrely look I motioned for her to come and sit up at the front of the class. Of course Rosie knew she was burned at this point but she dutifully shuffled up to the front desk. In a panic, she tried to conceal the writing on the pen by gripping it much like a caveman would, wrapping her hand around as much of the pen as possible. Of course it is a little difficult to actually write anything when you have the pen in such a death grip but Rosie tried to give the impression that she was still focused on scratching her answers onto the page. At this point, I decided to put an end to this very engaging stage play.

I must admit I felt a twinge of sympathy for Rosie. This is usually what happens when I discover that someone is cheating, I have a momentary lapse of purpose. I am not usually angry with the person; it is more a feeling

BE MY MODEL STUDENT *by Su Yi*

Don't quote your teachers
without their informed consent
lest you risk
their reputation for plagiarism.

Don't ever dare to use the "f" word
when talking about
your robust teachers.

Don't correct your teachers' mistakes
in front of a class.

Don't ask for a better grade
when you know you got what you deserved.

Do attend class
without fail.

Do keep your smile
while you daydream away.

Do keep your eyes wide shut
when your teachers show films
that carry a parental warning.

Do ask trivial questions
when you already know the answer.

Above all,
eat,
drink,
sleep,
like all humanoids,
and
show your pity
in rating your teachers.

Be my model student.

Su Yi is the pen name of Laura Pao, a Vanier Sociology teacher.

of disappointment. Anyway, this was only a fleeting thought and after asking Rosie if I could see her pen, I told her to go get her stuff and meet me in the hallway. I must admit that I said this quite loudly because I think a dose of humiliation can go a long way towards acting as a future deterrent for cheaters. Catch them in front of their peers and maybe they will change their behaviour, not so much because they were cheating but because they were **caught** cheating. They weren't even clever enough to get away with it! I looked the pen over and realized that she had not simply written on the pen (something that I was having trouble imagining) but she had written on paper with a tape backing and then stuck the pieces on the pen.

Out in the hallway I asked Rosie if she had any other pens. Like a kangaroo taking care of her cubs, Rosie gently reached into her pouch and brought out five more pens! I had to suppress a laugh as Rosie handed them over. I then proceeded to tell her that she would receive a zero on the exam and that a note would be placed in her file outlining her attempt to cheat. As far as I was concerned our conversation was over and it was time for Rosie to mosey along. I felt no need to expand on my explanation of the consequences of her actions. Rosie was a little nonplussed, however, and she asked if that was it. I said "yes, what else do you want me to say?" After mulling it over for a few seconds, Rosie agreed, there was nothing more to say.

I had a class immediately following this exam but on my way to it I went by the office of some colleagues for the express purpose of showing them this classic attempt at cheating. I am convinced that I made their day. I also had to tell my next class about Rosie's follies. The immediate reaction of the class was to marvel at the ingeniousness nature of this attempt at cheating. It was

only when I pointed out that I had caught Rosie in the act that they realized that it was in fact a really bad attempt.

Rosie then took me by surprise. I actually thought that she would hesitate to show her face again in the classroom. Since she was on the bubble in terms of her ability to pass the course, I thought she would simply give up on it. However, Rosie came to see me in my office that very same day. To her credit she apologized for cheating. To her detriment she then asked if there was anything she could do to make up the marks. I pointed out to her that allowing her to do that would eliminate one of the two forms of punishment, namely that she was going to receive a zero on the exam. Unsatisfied by this response, she plowed forward with this request. Here is where my respect and sympathy were quickly dissolving. Rosie was basically trying to pretend that the incident never happened. I stopped her to tell her that it was time for her to leave my office. And so Rosie slinked off into the night (it was actually early afternoon but a nighttime slink is so much more fun to imagine).

The moral of this story? Cheating is wrong but it also costs you money, Rosie's six pens are in a drawer in my office.

Miles DeNora has taught at Vanier College since the fall of 2001. He is a happy member of the Social Science, Explorations and Methodology departments. Miles loves the teaching profession and heartily believes that if it weren't for the students, it would be the best job in the world... Of course he doesn't really think that but he is regularly baffled and amused by their behaviour.

It's Not About the Menu

It's not about the menu,
it's about me and you.
You've freed your tastebuds,
they're way ahead;
but your politics are Wonderbread.

You say ole to frijoles,
love those tacos and tamales.
My cousin crossed the border today,
and it's "no way, Jose, you can't stay!"

You get take-out sushi
You buy drive-thru sashimi.
You still can't use me
unless I'm model minority.

You'll try kimchee
and Korean barbecue,
but you don't like me
just because I'm not like you.

You eat soul food
any time you're in the mood;
but when I'm in your neighborhood,
you get a bad attitude.

No time to shop or cook? Don't worry!
Just call for curry in a hurry.
Still you yell at me, a U.S. citizen,
"Go back to wherever you came from!"

Wonton and dim sum,
have it all, and then some.
No matter how successful I am,
no matter how smart,
you're always the main course,
and I'm a la carte.

If the spice of life is variety,
why so much strife between you and me?
It's not about the menu, it's about me and you.
If we can savor each other's flavors,
we can work together too.

By Harryette Mullen

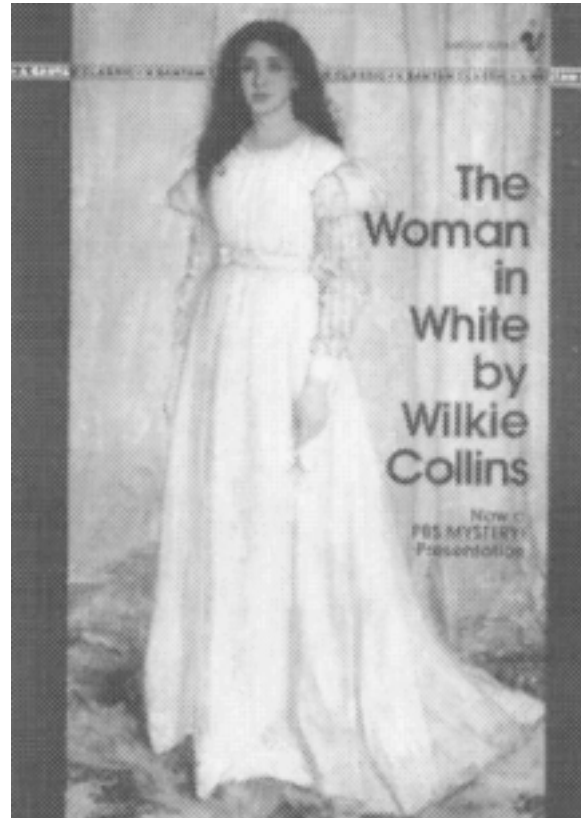
Harryette Mullen was born in Florence, Alabama, and raised in Fort Worth, Texas. She has earned degrees in English and in Literature from the University of Texas, Austin, and the University of California, Santa Cruz. Early in her career as a poet, she worked in the Artists in Schools program sponsored by the Texas Commission on the Arts, and for six years she taught African-American and other U.S. ethnic literatures at Cornell University in Ithaca, New York. Her books of poetry include *Muse & Drudge* (Singing Horse, 1995), *S*PeRM**K*T* (1992), *Trimmings* (1991), and *Tree Tall Woman* (1981).

Her honors include artist grants from the Texas Institute of Letters and the Helene Wurlitzer Foundation of New Mexico, the Gertrude Stein Award in Innovative American Poetry, and a Rockefeller Fellowship from the Susan B. Anthony Institute for Women's Studies at the University of Rochester. Harryette Mullen teaches African-American literature and creative writing in the English Department at the University of California, Los Angeles.

Thanks to Mark Prentice, Anthropology, for this submission.

Lyne Marie's Book Corner

The Woman in White, by Wilkie Collins



This mystery novel is definitely not a new book. However, it relates a most intriguing story set in Victorian England. Wilkie Collins was a contemporary of Charles Dickens. But be assured, their writing styles are quite different and this is not a bleak story set in the dark streets of London. Rather, it takes place in well-to-do families. The main character is Laura Fairly, a young woman of her time, who abides by her dying father's wish to marry the man of his choice. But this new groom's behaviour is quite peculiar and this sets Laura's sister, Marian, to question and probe into his life. And then a woman all dressed in white appears: is she real, or is she a ghost?

The delight of this novel, apart from Collins' prose, is that each chapter is written by a different character, thus, as the story progresses, the reader gets all of the different points of view. It will make for a truly delightful summer reading. Enjoy!

Lyne Marie Larocque

teaches Sociology, Methodology and Explorations.

“SUMMERTIME AND THE LIVING IS EASY”

BY VALERIE BROEGE

Many of the clues have something to do with the delights of summer. Answers to the Cryptic Crossword may be found on page 12.

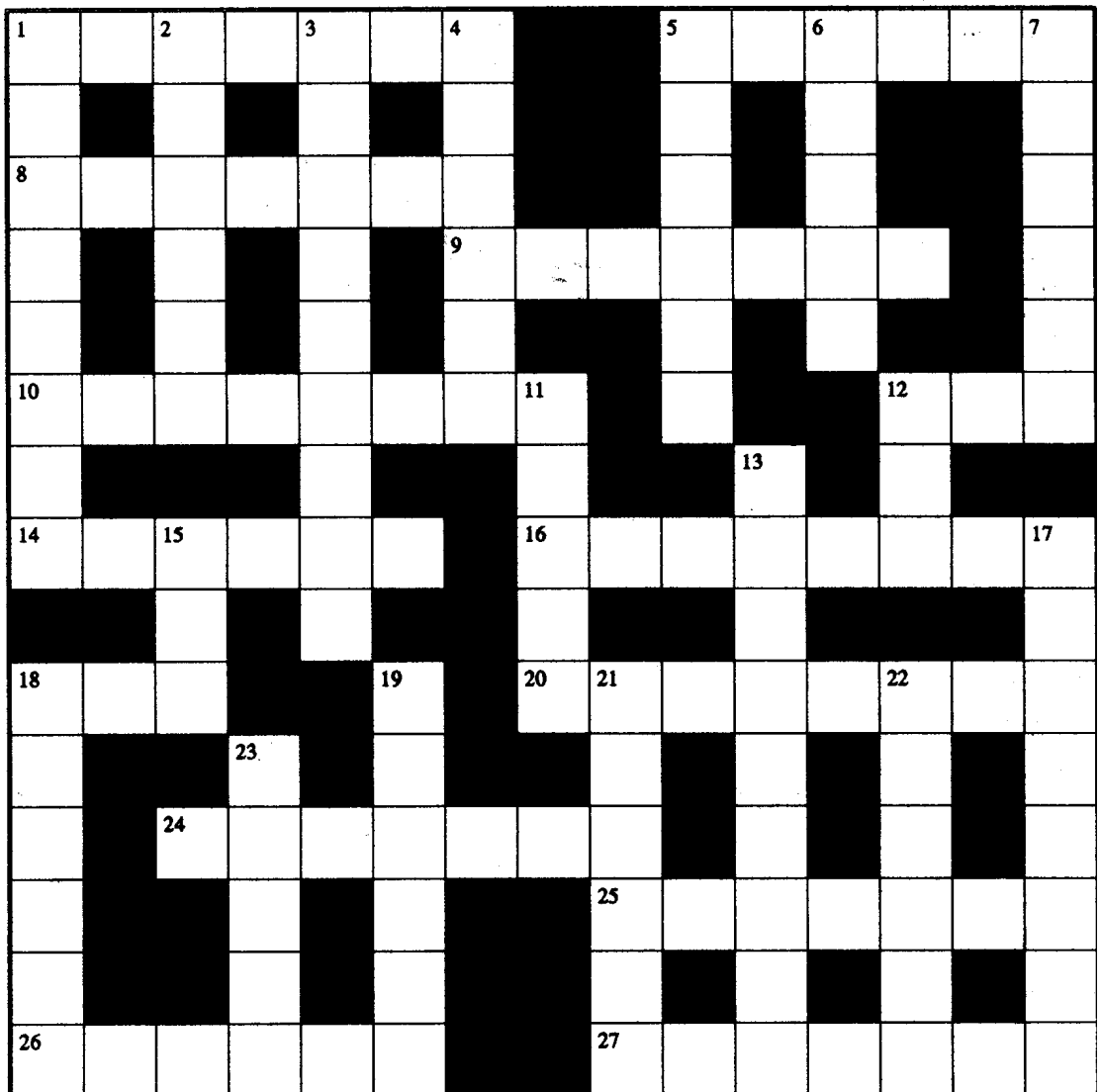
ACROSS

1. Body odor at Ingersoll, Ontario, can be remedied by this summer diversion. (7)
5. European Union cord draws you to this popular summer tourist destination. (6)
8. Sooner or later you may need this to buy a summer cottage. (7)
9. State of mind of Ray Charles when he sings about girl. (7)
10. Baby activity involved in swimming. (8)
12. Make this while the sun shines. (3)
14. I have found it; this is the city I want to visit in California. (6)
16. Small part of human bone can help one serve others. (8)
18. Do we have permission to end our teaching now? (3)
20. Graduates begin employment bravely; each of them seeks respite in this summer pastime. (8)
24. Does Lana tat in a frenzy in this appealing tourist destination? (7)
25. What you are encouraged to do when you disembark from your flight to Honolulu. (4, 3)
26. Flower that one can encounter on this beach. (6)
27. Wipe out the possible outcome of this summer pleasure. (7)

DOWN

1. Does woman note stick that is right for outdoor cookery? (8)
2. Woman ingests male but still is female. (6)

3. To jump where some people tell you can be a pleasant place to be in the summer. (2, 3, 4)
4. When the waiter says, “No grog,” “Back up against the wall,” shouts the monster. (6)
5. Someone who enjoys 17 DOWN in the summer is one who 5 and 7 DOWN very minimally. (6, 6)
6. TV personality is a surprising éminence grise. (5)
7. See 5 DOWN.
11. Conversation among whalers is reversed to become play-off no. 2. (4, 1)
12. That is good protection against sunburn. (3)
13. The creator of a flying object is an unbelievable taker, Mike! (9)
15. Charles enjoys sunlight. (3)
17. “On Slack Ingrates” — an essay written by Cicero or was he just taking it easy? (8)
18. Average channeler. (6)
19. Publicity links illness to this tourist site. (6)
21. An entrance starts shining like some stones. (6)
22. “I am who I am, Alfie,” says a woman tourist in this port. (6)
23. Support object that can enable one to walk with pride. (5)



Vanier Professionals on Strike





Photos by Alan Harris



H-Building
Viewed from Ste-Croix Ave.