CUPARUC

newsletter of the concordia university pensioners association
bulletin de nouvelles de l'association des retraité(e)s de l'université concordia

Vol. 11, no. 2. April / avril 2002

PRESIDENT'S MESSAGE

At the time of writing Spring seems to be having a difficult time in arriving, at least here in the Eastern half of the country. I understand that the West is basking in its usual burst of spring flowers, etc. So for those of you who are benefiting from the glories of spring-like weather, enjoy. The rest of us can anticipate putting away the snow shovels and getting out the garden tools. And for you "snowbirds", welcome back, you missed a mild but slow-to-depart winter.

In my January message I noted that the elections for Representatives of the Non-Active members on the University's Pension and Benefits Committees were in progress. I am pleased to report the both Howard Fink (as Alternative representative and myself as voting Representative) were reelected by acclimation. This means that the mandate with which you have entrusted us can be continued without interruption.

As for the class action suit, the dates for the court hearings have been set for November 4 to 17, 2002. We will be present and supported by our lawyer at that hearing. Therefore there will be very little to report until that time. The sub-committee looking into finding a new underwriter for the Health Insurance Plan has set the terms of reference for the tenders and tenders have been requested. The sub-committee will be reviewing the tenders once all have been received. The sub-committee on the splitting of the Pension Plan is continuing its deliberations and no conclusions have been arrived at as yet.

You have probably noticed that on the T4As received for taxable benefits paid by the University, the amount for the Group Term Life Insurance premiums was somewhat lower than in previous years. This was due to the reduction of life insurance premiums resulting from the negotiated settlement of the proceeds of the demutualization process. These reductions are for a partial year, as the reduction started in May of 2001, so that the reduction for 2002 will be greater since it will cover the entire year.

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MOT DU PRÉSIDENT

Au moment où j'écris ce mot, le printemps tarde à arriver – au moins dans cette partie orientale du pays. On m'a laissé entendre que l'ouest jouit de l'éclosion prévisible des fleurs du printemps. Pour ceux d'entre vous qui se prélassent aux températures printanières, profitez-en. Quant à nous autres, on a hâte de ranger les pelles à neige et de sortir les outils de jardinage. Joyeux retour aux vacanciers du sud, qui ont manqué les températures assez douces d'un hiver qui refuse de prendre congé.

Dans mon message du numéro de janvier, j'avais attiré votre attention sur les élections des représentants des Inactifs auprès du Comité de Retraite et du Comité des Avantages sociaux de l'Université. Il me fait plaisir de vous annoncer que Howard Fink (suppléant) et moi-même avons été élus par acclamation. Cela signifie que le mandat que vous nous avez confié peut être poursuivi sans interruption.

Quant au recours collectif, les audiences judiciaires sont prévues pour la période du 4 au 17 novembre, 2002. Nous y participerons, accompagné de notre avocat. D'ici là, on prévoit peu de nouvelles là-dessus. Le sous-comité chargé de la recherche d'un assureur pour le régime d'assurance-santé a établi les termes du mandat et un appel d'offres a été lancé. Le sous-comité étudiera ces offres dès que toutes lui seront parvenues. Le sous-comité qui se penche sur la scission éventuelle du Régime de Retraite poursuit ses délibérations sans encore être arrivé à des conclusions.

Vous aurez sans doute remarqué que dans le formulaire T4A concernant les avantages imposables payés par l'Université, le montant du prime d'assurance-vie était un peu moins élevé par rapport à celui des années précédentes. Cela s'explique par la baisse des primes résultant de l'accord portant sur la distribution des fonds en provenance du processus de démutualisation. Cette baisse ne s'applique qu'à une partie de l'année, puisqu'elle ne date que du mois de mai 2001. Pour 2002, la baisse sera plus importante, puisqu'elle s'appliquera à l'année entière.

(suite à la page 7)

ON THE NATURAL HISTORY OF A RESEARCH PROJECT

by John Jackson

(A former member of the Sociology Department, John was primarily responsible for the creation of the University's collection of radio theatre scripts. What follows shows how one researcher found a way to maintain his interests following his retirement – Ed.)

Intergroup Competition in the Symbolic Construction of Canadian Society, *A World Apart: The Multicultural World of Visible Minorities & The Art world of Canada*, and *Minority Broadcasting in Scandinavia* are just titles of published research by friends and colleagues; nothing more, nothing less, but each carries two stories. One is the report of research in progress or research completed, that you could find in the published material, were I to give you the references. The other is the story behind the quest. Research questions do not, as every researcher knows, pop out of the firmament with accompanying project designs. Research is a quest emerging from the subject's intellectual biography and every-day-life experience. An intellectual and biographical quest does not stop at the moment an academic retires from "the job" but continues to its conclusion long after retirement. That is because a quest is personal, not institutional. As a quest, each project has a "natural history" which reveals the contributing experiences and thought linking the research to a total biography. I dare not disclose the life histories of my three colleagues. However, if you will bear with me, I would like to unravel the story behind my current project. It is a project in progress. The data is in and partially analysed, and progress papers have been given at various academic conferences.

The project, an inquiry into the manner in which young people use radio, – yes, *radio*, not television or the Internet– began in 1996, my first year off the job. It carries a particular slant on this rather simple and basic question about radio. Another set of questions will serve to elaborate. In what way does the second generation of immigrant populations respond to available radio formats and programming? Does radio confirm or deny a common culture and corresponding identity? Do radio stations specific to particular ethno-cultural groups appeal to the youth of parents born abroad? These, in turn, generate a number of sub-questions. Is the mode of use identical among second-generation young people born in Canada of immigrant parents and those of parents born in Canada? What about "mixed" parentage — mixed ethnicity or national origin? To what extent does listening to particular radio formats increase a sense of shared activities in the society at large? Does an increasing sense of participation in the shared activities of civil society necessarily decrease the significance of one's ethnic identity? Do radio and other media structure the way in which young people think and talk about themselves?

Where do these questions originate? The perceptible answer is, "from the appropriate scientific literature." True, but there is another source which is at once intellectual and biographical. Where to begin? Certainly, the Montreal neighbourhood where I grew up contributed to my experience with, and thoughts about, difference in language and place of origin. The more salient starting point, however, is to be found some years later in the selection of a problem for my dissertation research. This took me into a French/English bilingual community in south-western Ontario where I probed the relations between the two sub-communities. Of importance to the present project was the discovery (not unique to me) that at the local level certain patterned activities (institutions) contributed to association (i.e., bringing adherents of the sub-communities together) while others contributed to dissociation (i.e., separating the sub-communities). Of equal, if not more, importance was the observation that dissociating activities carried a ready-made way of pointing to and talking about difference, while associating activities abandoned this discourse. That experience led to the inclusion of a course on "ethnic minorities" in my early teaching portfolio. In 1976, some ten years after my dissertation, I came across an article in the *American Sociological Review* entitled "Emergent Ethnicity: A Review and Reformulation" (Yancey *et al.*, Vol.41). Here was a confirmation and elaboration of my earlier thoughts – ethnic groups are created and sustained by institutions in the society to which people migrate.

At this point my research and teaching interests took on a new direction. With little continuity at the time, I found my interests turning to theatre, finally resting on radio and radio drama with an eye on the manner in which radio, through dramatic presentations, structured a way of thinking about Canada as a nation. This research focused on the CBC as an instrument of the State and radio drama as a carrier of state discourse. Over a period of two decades this led to a broadening of interests, taking in radio in general and media policy.

The stage was set for the current project. The

connection was made at the level of media policy, where a good deal of literature was available on media and multiculturalism. Research in this field was preoccupied with employment statistics and token representation of minorities on radio and television. Missing was a consideration of how people of varying backgrounds *actually used* the media. Combining my former interest in minorities with the newer interest in media and radio, I started on a new path toward radio use and diversity. Conference papers provided the feed-back necessary to begin the preparation of a proposal. With a colleague I submitted the proposal for the current project to the federal Multiculturalism Branch of Heritage Canada during the year I retired. It was accepted and here we are.

Based on the questions referred to above we proceeded to interview close to a hundred 18-to-24- year-olds, students at Concordia of varying backgrounds. These were "in-depth" interviews lasting an hour or more and probing radio listening habits. In addition we conducted eleven focus groups where we played selected radio excerpts to stimulate discussion around radio listening. The data is in, as I noted earlier, but the analysis is incomplete. The results of the work, some of which I will share with you, are now taking shape.

Station Preferences

CHOM (album-oriented rock and album-genre rock) and CJFM (today's hits and yesterdays classics) were the two most preferred among the respondents, with little difference according to parents' origins. These two stations were also the top-ranked stations in Montreal during the fall of 1998 for 18-24-year-olds (Bureau of Broadcast Measurement, 1998). In this sense the respondents fit the general population of radio listeners for their age group.

What is interesting, though strictly hypothetical, is that first-language-English, French/ English bilinguals, and second-generation respondents favoured, as a second choice, McGill University's station, CKUT, a community station featuring a variety of ethnic programmes and music. Respondents whose parents were born outside of Canada also expressed a liking for 103.7, the community station of the Kanawaki Mohawk Nation. This was principally because it featured alternative music, R & B and Reggae, music formats not carried by the "mainstream" stations. Another station enthusiastically adopted by a few was "The Buzz", a station broadcasting out of Burlington also featuring alternative music, R&B and Reggae.

Whatever station was favoured and wherever radio listening took place, the major function of radio for these students was to keep up with the world of popular music. In addition, some listened to talk radio formats, to Howard Stern (when his program was available over CHOM) and Dr. Laura. Some reported they listened to "talk-radio" in the morning to "get in touch." Few used the radio for current affairs or news. Television seemed to dominate in that domain.

With the exception of three cases, there was very little use of "ethnic radio" as such. When it was reported, it was in combination with popular stations. Some reported being aware of ethnic radio as children because their parents listened to it, but had since reduced their listening time. Nevertheless, music preferences seemed to vary somewhat according to origins. One Anglophone Montrealer, with Canadian-born parents, expressed his interests in this manner:

It happens to be that a lot of people that I listen to are white, and I'm white. But it happens to be that a lot of people I listen to are black, and I'm not black. Also in the same breath, though, I don't like R & B and I don't like Reggae, and I don't like Calypso music, Salsa music and all those different types of music. Ask me why and I couldn't really give you a specific answer, I just don't like the music itself. I don't like the beat, and the beat's the most important part of the reason I listen to the music.

Complementary in a way, a second-generation Anglophone, whose parents had immigrated from the West Indies, had this to say:

I guess, you could say, yes, for the reason that the music I listen to – most people who would hear my car going by would say, for example, when they hear hiphop on my radio, they would assume that I'm Afro-American or Afro-Canadian, or that I'm a black guy, or whatever the case may be, just from the type of music I'm listening to. So I guess the music does give me an identity, so to speak, so I guess it does.

We may be witnessing tendencies which will be accentuated by further analysis, but perhaps not. In this respect the three exceptions were notable. In all three cases there remained strong ties to the "ethnic" communities – Haitian, Italian and Croatian. Two of the three listened to "ethnic radio" and one did up until the time she left home for Montreal. Nevertheless, it must be kept in mind that all three combined "ethnic listening" with mainstream radio, in French and English. Indeed, if there was any convergence at all, it was that all respondents tended toward mainstream popular music and, in station and format use, there was a greater convergence among the French/English bilinguals regardless of origins. These latter added CBC and French-language stations to their "pop" repertoire.

This pattern – a lack of major variations according to parents' origin – conformed to the elasticity of identity expressed by the respondents. According to one Anglophone bilingual, whose parents had been born in Canada:

I don't define myself as French or English. I learned French and English at the same time. My mother's French and my father's English and I learned both languages at once. Being in Quebec I've been immersed in the French education system, so you could probably say that French is probably my mother tongue, but if I have a choice I like to say that I don't have one specific mother tongue - I have two, French and English. I've studied in French ever since I've been in school, but it's more by obligation rather than by choice.

Another, multilingual, second generation:

If someone asks me what I am, – which is a popular question here in Canada at least – I would not think twice and answer "I'm Italian". If I leave Canada, I might say I'm Italian-Canadian, but otherwise I'll never make that specification, for sure. What do I do, culturally, as an Italian? I don't know, I guess it's just who I am. I like Italian music, I like to speak Italian whenever I get the chance – I like to help the old women in the stores who can't speak English or French. If there's a festival or anything going on like that I'll for sure attend. Italian films that are out, I'll go and watch. I'll do as much as is available, I go to the bookstore and read Italian news.

This is certainly more definite than the first respondent quoted above. However, this respondent too lists CHOM and CJFM as his favourite stations and, consistent with other French/English bilinguals, CKFM as his favourite French-language station.

Throughout the interviews there was ample evidence of "elastic" identities, perceptions of self which can be shifted and moulded – in a word, managed – to meet the general circumstances of the moment as well as the specific feedback from "the other." These findings are somewhat in line with an earlier Montreal study where second- generation youths exhibited a fluidity of identity and a strong tendency to experiment with possibilities offered in a multilingual, urban environment

What does appear to show through at this early stage is the way in which radio interfaces with identity management among second-generation young people. All would seem to have had exposure to "ethnic radio", at home with their parents, and all retain a command of their parents' language in addition to English and French. Not surprising, however, is the overwhelming influence of the music of each generation of teens and its continuity, with new additions, into the mid-twenties. Radio and CD's play a major part in the dissemination of this music and in the creation of a public space open to all, regardless of background. Not only open to all, but providing a route to a public and shared space. Here, it would appear, is a space where, in the course of identity management, association draws members of a generation inward toward each other while dissociating them from their first-generation parents.

The Focus Groups

The content of the focus group discussions were not in any significant way different from the one-on-one interviews. What occurred in the focus groups was an elaboration of received individual views of radio, and through discussion, a collective confirmation of individual positions, both central tendencies and extremes.

Age and gender were far more salient social categories than ethnicity or language with respect to radio listening in general and culturally-specific programming in particular. The 18-24 group is the group to which popular music is beamed. Interestingly, as these students move into their 20's there is a tendency to forego the "pop" culture of their earlier years and look for "alternative" music. In this case "alternative" was used to refer to the genre itself as well as to any music not considered "mainstream". With respect to students with foreign-born parents, the local culture took second place in relation to North-American "pop" culture, at least insofar as radio and music are concerned. Radio and music are indeed the common culture. It should be noted that the "alternative" music interest of students of West Indian parentage (reggae, hiphop, calypso) is itself part of the regular listening of other students seeking music beyond the mainstream.

A Last Word

You can make your own interpretations, but I think you can see how this project has tied into my earlier and continuing quest. There is a lot of work yet to do. The final report is due in May!

There is other work in progress. I am currently working on an analysis of CBC television comedy with another Concordia colleague, and a project on Internet radio with a colleague in Finland. In a word, retirement is enjoyable, but occupied.

WHY EVEN BOTHER ?

by Jack Kornblatt

Let me bore you for a while. Jim Whitelaw asked me some very specific questions that can be easily answered; he did not ask one question that is more difficult. The first specific question he asked is "what is required to continue a research career after retirement?" He qualified it. "What is necessary in terms of space, funds and equipment?" Unfortunately, there is no unique answer. The work that I do requires a space the size of two large rooms in a middle-class home. Others require more and still others less. It depends on how many people are working in the lab and how much space the equipment requires. There is no optimum because programmes evolve and the people working also change. Is it difficult to obtain funding for the work that we want to do? Yes and no. If one has done work that one's peers can appreciate as interesting, if one has published, if one continues to work at interesting things and can persuade the peers that senility is still a few years off, low-level funding is not hard to obtain. It allows one to work. If one has been a high flier it is often much more difficult to keep the same level of funding. Large grants require large laboratories to keep the data coming in and to keep the manuscripts going out. One's ability to maintain the pace of a forty-year-old diminishes after 65. Still, if you want to keep going, our peers are not small-minded. They do not exclude others for the sake of excluding them. The goal of the people on the granting committees is to promote the welfare of the discipline. Most of us who continue in the trenches view the above problems as soluble. We sometimes get bogged down in details but we do not stay down for long.

Here is the difficult question that Jim did not ask. I'll ask it for him.

"Why even bother?" Every day you ask yourself that question. Every day I do the same. Now I can tell you the personal story, about the laboratory, why I'm here on the Rector's holiday, why my students are here on the Rector's holiday, what we struggle for and why we struggle for it.

Science interests me and my like-minded colleagues. We would like to be able to understand the whole picture. Unfortunately most of us are not capable of understanding the whole. We scale back our goals to the point where we can perhaps understand one discipline and appreciate the others. I try to *understand* biology, chemistry, biochemistry and biophysics. I try to *appreciate* mathematics, physics, literature, music, art, and history to one degree or another.

Biochemistry and biophysics are the things that drive me. I work on three proteins each of which is interesting and each of which is interesting when considered from the point of view of the other.

One protein produces about 30% of the energy you use. It is called *cytochrome c oxidase* and I get it from heart muscle. In skeletal muscle, liver, brain, kidney .... the structure and mechanism of this protein is more or less the same. You eat, the food is converted to the equivalent of gasoline, it goes to the tissues where it is burned along with oxygen to produce CO_2, water and energy. The energy is then used to power your muscles, kidneys, brain and all the other tissues of your body. Without the energy produced by this one protein, you would not function. I do not worry very much about the CO_2. How does the *cytochrome c oxidase* in the heart produce the energy that is needed? It does so by carrying out an oxidation of the hydrogen portion of the foodstuff. For those of you with some background in chemistry, it really works on electrons and protons but the hydrogen analogy is reasonable. Hydrogen and oxygen are catalytically combined in a controlled way thereby producing USEFUL ENERGY. This means that relatively little heat and no explosions are produced. The energy is stored or harvested in the form of a gradient. Picture a dam. There is water at the top which represents energy that can be used if the water is allowed to go through the turbines. This protein *cytochrome c oxidase* is that structure that puts the water on top. We know the end states and we know the location of every atom of this protein. How do the atoms collaborate to do what they do? The answer to the question is not known and it is what I and many others spend our lives trying to determine. If we do not know the mechanism by which energy is stored, we do know what happens when the storage process is interrupted. If circulation – oxygen delivery – to the heart is stopped, we either are severely incapacitated or we die. The incapacitation or death is dependent on how long the heart is stopped. Period. The same is true of circulation to the brain. The same is true to a lesser degree for all the other organs. Keep this in functional memory for a bit.

Another protein that I work on is called *cytochrome c*. It is a carrier; it carries the "hydrogen" (technically just the electrons in this case) to the *cytochrome c oxidase*. It is a simple protein that we all thought had one single job to do and it did it. Perhaps ten years ago someone

discovered that it had another job. In addition to bringing the "hydrogen", it was one of the sensors that told the cell when to commit an orderly suicide. Cells die. The only question is whether it is a messy death, *necrosis*, or a neat one, *apoptosis*. Do not worry about the words; it is the approach that is important. *Apoptosis* is the cellular equivalent of quietly disappearing. When the level of energy in the cell goes down or when the cell senses that there are problems in the neighborhood, the *cytochrome c* is released from its normal site and stimulates the cell to disappear. This is a protein for good health and a quick and orderly death.

The third protein is called *plasminogen*; it circulates in the blood. It is a protein that when activated dissolves blood clots. If you were to have a myocardial infarction – a blood clot in the heart which cut off the blood supply, the oxygen supply and thereby the energy supply – in the next couple of minutes you would be rushed to the hospital, they would stick a needle or catheter into a large blood vessel and fill you full of *tissue plasminogen activator*.If it were done quickly enough, you would scarcely be the worse for wear. If you were to have a blood clot that blocked a blood vessel in the brain, the same treatment would be applied. If the clot were to lodge in the lungs, the same treatment would be used. In each case you might be scared to death, but if you acted fast enough you would come out reasonably healthy.

These three proteins turn out to be interconnected via the oxygen delivery system. The three of them work together to keep you healthy; when there is trouble, they ensure that you go quickly. In choosing to work on each of them, I had no idea initially that they would interact the way they do. One day I realized that there were links between the three that were not immediately obvious. It produced the same thrill as an unexpected, but clear, result in the laboratory.

I work at biochemistry because I have no choice. I do it for the thrill. *That's why I bother!*

AN ATTRACTIVE INVESTMENT – BUT NOT REALLY FOR YOU!

by Larry Boyle

It is extremely difficult for a financial planner today to feel at ease when asked to make a specific investment recommendation, especially one where short-term profits are anticipated. In the next few paragraphs, an attempt will be made to outline the salient features of an investment which you as an individual make, but from which you do not expect to receive any benefit. We are of course talking about educational savings plans, which are becoming more and more popular each year, They have existed fordecades, but did not receive favour from investors until the federal government brought forth legislation which provided an impetus to participate.

What is a Registered Education Savings Plan? Commonly known as an RESP, it is a tax-deferred education savings plan through which the federal government allows a subscriber to put money aside for a beneficiary's post-secondary education.

Is There Only One Type Of Plan? No, there are a number, but the concentration here is on the family plan (which permits more than one beneficiary), where each beneficiary must be connected to the subscriber by blood relationship or adoption. As defined by the government, blood relationships include children, brothers, sisters, grandchildren and great-grandchildren, but not the subscriber, the subscriber's spouse, nieces or nephews. Under this plan, contributions can only be made for beneficiaries under the age of 21.

How Much Can One Contribute? The dollar amount that can be contributed to the plan for any one beneficiary is $4,000 per annum up to a lifetime limit of $42,000 per beneficiary. Contributions to an RESP can be made each year for 21 years. However, the plan must be collapsed before the 25th year following the year the plan was first implemented.

What Does The Term CESG signify? It stands for a Canada Education Savings Grant and was introduced by the government to promote saving for children's education.. The CESG, which is deposited directly by the government into an RESP, is equal to 20% of the annual contribution made in the year to an RESP up to a maximum of $400 per year per beneficiary. To apply for a CESG, it is important to note that both the subscriber and the beneficiary must possess a Social Insurance Number.

Are There Tax Advantages With An RESP? Contributions made to an RESP are not tax-deductible. The advantage lies in the fact that all capital growth, income, and CESG's themselves are tax-deferred until taken from the plan. Since the beneficiary will likely be in a relatively low tax bracket during attendance at school, he or she will probably have little or no tax to pay.

Which Educational Institutions Qualify? To be eligible for RESP payments, the following designated institutions will ordinarily be acceptable: universities, community colleges, CEGEPs, junior, vocational and technical colleges, as well as many universities located outside of Canada.

What Happens If A Beneficiary Does Not Attend A Post-secondary School? Subject to certain restrictions, the subscriber can name a replacement beneficiary. Alternatively, the subscriber can transfer the accumulated plan amount to an RRSP if contribution room is available. The subscriber may withdraw his or her contributions at any time (again, with some restrictions) without any tax implications. If income earned within the plan as well as CESG's are taken out, they will be taxed at the subscriber's marginal tax rate.

This is a cursory view of the basic fundamentals of RESPs. Rules regarding the plan are complex, and interested parties should seek expert advice before becoming involved. Still, this is an investment which can reap rewards for those who are near and dear to you.

A GOOD EXPERIENCE

by Anne Barkman

One of my sons has been concerned about what's happening to my memory – there have been too many senior moments to suit him, I guess! He told me that the Psychology Department at Concordia was conducting research on ageing, and he suggested that I contact them for practical advice. I didn't, but what I *did* do was to participate as a subject in one of the Department's research projects, and I'm about to take part in a second one.

I recommend the experience to other retirees. The experimental tasks were interesting as well as fun, required only a few hours of my time, and even brought me a $20 honorarium! If the research session ws going tio take place on campus (some are at the Jewish General), I also planned lunch with some of my former colleagues who are still there. As it happens, I felt quite competitive about the memory tasks, wanting to demonstrate to myself that my memory isn't in as bad shape as my son thinks it is. I don't know whether I really succeeded in this (individual participants are not told how they score), but the final conclusions of the study are sent to participants who would like to see them, so it will at least be interesting to see how we did as a group. Finally, I like having a chance to still take part occasionally in what's going on at Concordia and to watch the progress on the new buildings going up there.

Older participants like us are needed for a number of different on-going research projects, investigating language and memory in healthy older adults. Dr. Nathalie Phillips is the supervisor for these projects, and various graduate students conduct the research. If you'd like to participate too, or want more information, contact Sharron Gagnon at 848-7546. To quote somebody's (senior moment) advertizing slogan, "try it – you'll like it!"

(President's Message – continued from p.1)

The annual meeting of the Association will be held on Thursday, May 2, 2002 at 10.00 a.m. in room L-DL-200 (Senate Chamber) on the Loyola Campus. The guest speaker will be Dr. Delores Pushkar, of the Department of Psychology, who will speak about her research on ageing. The usual reports on the state of the Association, as well as on pensions and benefits matters will be made. Elections for your Executive Committee will also be held. It is therefore important that as many members as can make it should attend. Hope to see you there!

(Mot du Président – suite de la page 1)

L'Assemblée générale annuelle aura lieu le jeudi 2 mai, 2002 à 10h00 dans la salle L-DL-200 (Chambre du Sénat), du campus Loyola. L'invitée sera la docteure Delores Pushkar, du département de Psycholigie, qui nous parlera de ses recherches sur le vieillissement. Comme d'habitude, il y aura des rapports portant sur le progrès de l'Association aussi bien que sur le Régime de Retraite et les Avantages sociaux. On procédera également aux élections des membres du Conseil. Il est donc important que tous les membres fassent un effort pour y assister. Au plaisir de vous y voir!

John Hall

MORE ACADEMIC HIGH JINKS

by Jim Whitelaw

In the last issue we printed a piece by Jack Bordan about the goat involved in a unique doctoral programme. For some unaccountable reason, certain deans of the time (one would like to think that it was prior to the merger, but I am afraid that it wasn't) had an animal (or whatever) fixation. This seems to have been a particular *dada* of Ian Campbell, then Dean of Arts (and possibly also of Science, but this was a time when Funny Things Went On). Still out to make life interesting for Jack Bordan, then Vice-rector, Academic (this, I think, was before the exciting period when we had two of them at the same time), Ian arranged to have two large live turkeys (the feathered, not the academic administrator variety) delivered to Jack's office while its occupant was out to lunch (in the literal sense of the term). The turkeys were persuaded by Libby Gardham (I think) not to gobble during that time, but they could not be persuaded to deactivate their excretory command, nor to resist the temptation to flap around. Even the most organized of academic administrators cannot avoid having a fair amount of loose paper around his or her office. We leave it to the reader to imagine the scene that greeted the normally unflappable (more or less) Jack on his return to his office, full of lunch and good intentions. He was not overly amused.

This was not the end of what could be called Ian Campbell's bestial streak. When your editor, who happens also to be the author of this historical gem, completed a six-month term as Acting Vice-Rector, Academic, during which time, incidentally, he became only too aware of the unanticipated extent of decanal duplicity (if you're not sure what *decanal* means, look it up – it's not what you may have thought), his spouse was approached by Ian about a suitable farewell gift. He suggested that I might appreciate a live llama, or, alternatively, a cockatiel. My spouse's reaction was politely but firmly negative. In the end, at the close of an excellent lunch in an Old-Montreal restaurant, I was presented with a container of very live and very active lobsters, subsequently dispatched for my consumption by another crazy dean, oddly enough from one of the so-called professional faculties. What happened to yesteryear's lunacy? Let us know!

NEWS OF OUR MEMBERS / NOUVELLES DE NOS MEMBRES

Nelson Eddy writes: "My wife and I have been enjoying life in semi-rural Vancouver Island since 1997. She has become a potter (was briefly president of the Arrowsmith Potters' Guild) and is now stirring up trouble as President of the Mapleguard Ratepayers' Association. I have been Commodore of Deep Bay Yacht Club (currently secretary) and have recently begun summer sailing lessons for local youth, operating out of Deep Bay. During our brief summer vacations, we have sailed about the Southern Gulf Islands and Victoria, and the northern wild country of Desolation Sound, on the Mainland's Sunshine Coast, north of Vancouver".

In the absence of new members, we have nobody to welcome / *En l'absence de nouveaux membres, il n'y a personne à qui nous pourrions souhaiter la bienvenue*! We regret to announce the deaths of / *nous regrettons d'annoncer le décès de*: **Jack Hopkins, Edward Kemnitz, Gerry Leduc, Cyril Strban, Jack Ufford.**

CUPA / ARUC 2001-2002

President / *Président*: **John Hall**. Past President / *Président sortant*: **Geoff Adams**. Vice-President / *Vice-président*: **Bob Pallen**. Secretary-Treasurer / *Secrétaire-trésorière*: **Audrey Williams**. Members-at-large / *Membres-généraux*: **Roland Beaudoin, John Fiset, Dawn Johnson**. Member ex-officio / *Membre d'office*: **Jim Whitelaw**. Representative of non-active members on the Pensions and Benefits Committees / *Représentant des membres non-actifs au Comité de Retraite et au Comité des Avantages sociaux*: **John Hall**. Alternate / *Suppléant*: **Howard Fink**.

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