Western, UWOFA-LA reach tentative agreement

BY JASON WINDERS

THE UNIVERSITY OF WESTERN Ontario Faculty Association (UWOFA) and The University of Western Ontario have reached a tentative agreement for the UWOFA Librarians and Archivists (UWOFA-LA) bargaining unit. The parties reached an agreement on all outstanding issues at 2 p.m. Wednesday.

The 51 librarians and archivists have been on strike since Sept. 8, as part of a back-to-work protocol, UWOFA-LA took pickets down immediately.

If the four-year agreement is ratified by the union membership and Western’s Board of Governors, expected to take place toward the end of the week, striking workers could be back on the job early next week.

The terms of the agreement remain confidential until ratification by both parties.

“Western’s administration is pleased the university and UWOFA-LA were able to reach a tentative agreement that, upon ratification, could see the librarians and archivists back working early next week,” says Helen Connell, Western’s associate vice-president (communications and public affairs).

“I am pleased to be able to bring a tentative agreement to the striking librarian-archivists,” says Bryce Traister, UWOFA president. “This process has allowed for longstanding concerns to be communicated to a wider audience both within Western’s community and beyond. Being recognized for what you do is something everyone can understand. I applaud both negotiating teams for sticking with a tough discussion to this point.

“On our side of the street, now it’s up for the librarian-archivists to decide.”

Perhaps most importantly to students, all London Transit Commission (LTC) bus routes servicing Western’s campus returned to normal operations as of Tuesday evening. Bus route information on the LTC website was reset on Wednesday morning.

LTC buses avoided the campus interior for the duration of the strike. University officials were then forced to address the adjusted bus routes because of picket lines and bridge construction, which combined to cause headaches for commuters.

For Western, attention fully turns to several other active contract negotiations.

The contracts for CUPRE Food Services (CUPRE Local 2692), which represents 314 members, Operating Engineers (UOE Local 772), which represents 10 members, and UWO Police Association, which represents 12 members, all expired June 30. Postdoctoral Associates (PSAC Local 611) are currently negotiating their first contract.

Talks will be held in the future for a first contract for approximately 280 “Group C” employees in Western’s Hospitality Services. The part-time workers voted in March in favour of joining CUPE.

The UWOFA-LA strike was settled only days after members of Ontario Public Service Employees Union Local 109 reached an agreement with the province late Sunday night. That means staff at all of the province’s 24 community colleges – including Fanshawe College in London – were back on the job Monday.

The University of Western Ontario’s newspaper of record

Class opens eyes to a new world
University of Western Ontario psychology professor Greg Moran has been named provost at Aga Khan University. Moran, a former provost and vice-president academic at Western, will continue a connection with Western as a special advisor on developing partnerships with universities internationally.

He started his role Sept. 1 on a part-time basis, and will take up the full-time position July 1, 2012. For the months ahead, Moran will fulfill his Western responsibilities as principal investigator on a number of grants, and continue his role as a thesis supervisor. Beyond that, he will continue a relationship with Western as a special advisor.

“Dr. Moran’s appointment as the provost of the Aga Khan University is an exciting and excellent one for both Greg and Western,” says Janice Deakin, Western provost and vice president academic. “The appointment recognizes Greg’s expertise in academic leadership that he so skillfully displayed during his two terms as provost at Western. I look forward to working with Greg on initiatives of mutual interest and benefit.”

// Arizona prof tapped for Fulbright post

Michael Brescia, associate curator of ethnography with the Arizona State Museum at the University of Arizona, has been granted the Fulbright-Carlos Rico Award for North American Studies at The University of Western Ontario. Brescia will spend one year, starting in September, researching for a project entitled, “Water Rights and Competing Legal Traditions in North America: Historical Perspectives.”

// Need a job? Try Western’s Career Fair

The Student Success Centre at The University of Western Ontario invites students and alumni to attend the annual Career Fair 11 a.m.-4 p.m. Thursday, Sept. 29 in the Western Student Recreation Centre. Visit the centre’s website, success.uwo.ca, for details.

// Sunshine gets Charity Ball nod

The University Students’ Council has named The Sunshine Foundation, a Canadian charity fulfilling dreams for kids with severe disabilities and life-threatening illnesses, as the recipient of money raised from Charity Ball 2012. Charity Ball will be held Jan. 28, 2012, at the London Convention Centre.

// Buckingham named Banting fellow

University of Western Ontario postdoctoral scholar Gavin Buckingham has been awarded a Banting Postdoctoral Fellowship for his project, Visual substitution for lost haptics during skilled object lifting.

// See our picture-perfect past

Longtime Londoner and postcard collector Gordon McDonald will display a collection of Western-themed (as well as London-themed) historic postcards Oct. 1 to Dec. 31 in the Ivy-London Room at the London Public Library main branch.

The National Centre for Audiology.

Catherine M. McMahon, Macquarie University senior lecturer/head of audiology, Audiology Australia vice president, on “Cochlear implantation in Auditory Neuropathy Spectrum Disorder.” Elborn College, Room 2261T. 11 a.m.-12 p.m.

Physics and Astronomy Colloquium.

Pranawa Deshmukh, Indian Institute of Technology, Madras, Chennai, India and Visiting University Scholar (Western Fellow) Western. “Which way will the photoselectrons go?” PAB Seminar Room 22. 1:30 p.m.

Writing Support Centre Workshop.

Writing a Thesis Statement. WSS Room 3134. Register at sdc.uwo.ca/writing. 1:30-2:30 p.m.

Men’s Hockey.

Waterloo at Western. 7:35 p.m.

24 // SATURDAY

Women’s Hockey.

York at Western. 2:30 p.m.

Men’s/Women’s Cross Country.

Western invitational. 10 a.m.

Women’s Rugby.

Block at Western. 1 p.m.

Women’s Soccer.

York at Western. 1 p.m.

Men’s Hockey.

York at Western. 3:15 p.m.

26 // MONDAY

Senior Alumni Program.

Dennis Mulligan, Senior Alumni Program member; “Genealogy 101: Shaking the family tree.” McKellar Room, UCC. 9:30 a.m.

Department of Physiology and Pharmacology Seminar.

Adrian Owen. “When thoughts become actions: Imaging disorders of consciousness.” DSIB, Room 2016. 4 p.m.

Writing Support Centre Workshop.

Writing in the Sciences. WSS Room 3134. Register at sdc.uwo.ca/writing. 12:30-1:30 p.m.

The Department of Modern Languages and Literatures.

Presents ‘La Tertulia’ Spanish Conversation Group. Anyone wishing to speak Spanish and meet people from different Spanish-speaking countries is welcome. Wednesdays at 3:30 p.m. UCC 117. E-mail tertulia@uwo.ca.


Seven service locations in North, Central and South America. Western staff and faculty act as team leaders for the service projects for students. For more information visit: asb.uwo.ca or by attending the staff and faculty information session on Wednesday, Sept. 28. UCC 147A/B, 4:30 p.m.

Have an event? Let us know.

E-mail: comingevents@uwo.ca
BY HEATHER TRAVIS

IT SOUNDS LIKE such a bright, shiny idea. But it has a dark – or at least shaded – side.

With 746,300 square metres of building area on campus, the University of Western Ontario is considering turning rooftops and walls into solar charging stations. But in order to do so, the university will need to invest in reinforcing the current infrastructure first.

Roy Langille, Facilities Management associate vice-president, and his division have evaluated rooftops campuswide and determined “none of them are properly equipped to support solar units.”

The cost of retrofitting a roof is approximately $30 per square foot, and the estimated cost to improve structural support would be about $70 per square foot. In other words, a 40,000 square foot roof could cost approximately $4 million to prepare it properly for a solar installation, says Langille, noting each building would have to be considered individually.

Another consideration is roof maintenance. Replacing and repairing a roof with a photovoltaic system, for example, could have added overhead costs if the repairs require the removal of the solar panels.

With so many factors, extensive feasibility studies will need to be conducted in order to better understand current roofing load capacities, conditions and waterproofing needs, Langille says.

“Moving forward,” he assures, “all new roofs built will be built to withstand both snow loads and solar opportunities.”

Facilities Management is looking at other alternatives, such as solar parking lots, walls and lights, solar-powered charging stations for electric vehicles, and the installation of solar signage/screens throughout campus.

Spend now, save later

But cashing in on green energy could mean money back for the university.

The Ontario government, in conjunction with the Ontario Power Authority (OPA) has implemented the Feed-In-Tariff (FIT) program. This incentive program involves long-term contracts for solar energy. Interested clients will be able to sell energy back at a price of about $0.71/kWh. The OPA quotes energy sell-back prices based on whether the solar panels are installed on a roof or ground mounted and the size of the system. For instance, based on the OPA rules, if the university installed a 238kW system on a roof, it would be able to sell energy back at a price of about $0.71/kWh.

“It’s a great method for organizations to implement otherwise costly renewable energy projects,” he says. The down side is that OPA insists on receiving any carbon credits associated with the energy reduction.”

The university would have to sign a 20-year contract.

There is currently no value for these credits, which are tradable certificates representing the right to emit one tone of GHG. But these may have monetary value in the future, making the university cautious about signing such an agreement.

We all shine on

The Claudette MacKay-Lassonde Pavilion, otherwise known as the Green Building, is the only building on campus with solar panels. The two 1kW solar arrays provide the building with lighting, mainly in the lobby and lounge, and provide electricity to a professor’s lab in the building.

The cost of the panel on the Green Building was about $15,000, not including the preparation work and installation costs. Algoma University in Sault St. Marie, St. Lawrence College (Kingston and Brockville campuses) and Carleton University have committed to going solar, leading the pack of post-secondary institutions adopting solar energy.

“If it works out in our favour, we would imagine that most solar installed at Western will go through the FIT Program and the energy created will be routed back in Ontario’s power grid,” Langille says. “It isn’t likely that we will directly draw from the solar power we generate on campus.”

The University Community Centre (UCC) may become first test bed for installing solar panels. The University Students’ Council (USC) established the Student Legacy Challenge with excess funds from the student refund following the London Transit strike in 2009. The money is to be used toward projects with lasting impact on the campus.

Last year, the USC, prompted by a submission from EnviroWestern, decided to examine installing two solar panels on or around the UCC. However, the USC pays occupancy fees to the university, so the project needed university support.

The initial proposal was to use $16,000 to install two panels on the UCC. The USC doesn’t pay for electricity – the university supplies it – but the visibility of solar panels would demonstrate the students’ support of green initiatives, says Marissa Joffre, vice-president campus issues.

“We won’t necessarily get any financial benefit from this project with (the university), but what we would have, certainly is the students contributing toward something that they mark as a priority to the future student body,” Joffre says. “What we are hoping is if it goes well, the university will continue building these solar panels across campus.”

Facilities Management is covering the costs of a solar study for the USC. Initially, the proposed location was on the roof of the UCC, but a consulting firm hired for the project has eyes on the concrete beach as well.

“The high visibility in this area will ensure the solar will act as a showpiece for students, staff and visitors frequenting the area,” Langille says.

“The reason we have a problem encouraging students to recycle and participate in green initiatives on our campus is because they don’t see the long-term outcomes,” Joffre adds. “So when you have an initiative like this, where you know you are producing energy that is going to take away from our carbon footprint ... it’s hard not to support that.”

Bright ideas

Some of the concerns associated with installing solar panels at Western include:

- Roof infrastructure and stability (age, material used in roof construction);
- Building location (as southern exposure is optimal);
- Shading issues and seasonal daylight changes (are there large trees and bushes in the way of obtaining the most sunlight?);
- Can the current electrical system support solar;
- What type of maintenance is required for solar panels;
- Waterproofing;
- How does the installation of solar affect the roof structure, maintenance and lifecycle;
- Can it meet energy needs or is it a supplement;
- How much would it cost.

Paul Mayne, Western News

Are solar panels on Western’s horizon?

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“Currently, the prices quoted to sell back are very attractive making for a great return on investment,” Langille says.

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Letters to the Editor

// Making the transition easy

I really needed to send off this short note. This is our daughter's first year at university. I had planned, organized and instructed our family as to exactly how I wanted things unpacked and in what order (just a little anal about this day). I did know there would be student help, but not to the extreme there was.

We arrived around 9:40 a.m. and were received by a lovely young lady who told us what to expect and gave Alaura her room number. Without a word of a lie, we lost our daughter (willingly) to the first group of students and then proceeded to the front doors of Essex where approximately 8-10 students grabbed everything, labeled everything and took it away. (I did not need my plan and got the evil eyes from my husband and son.)

We then proceeded to the long-term parking and walked back to the dorm to her room where her contents were waiting for us. We looked at our watch and it was 9:50 a.m. Ten minutes. Ten. We couldn't believe it. I had a dolly and everything. It would have taken us, minimum, a half hour to do what they did.

What a well-organized system. Everyone was so pumped and happy and welcoming.

Our daughter, like many others I'm sure, was a little anxious and nervous once we saw we had arrived; it didn't last long.

Please pass on this thank you to the organizers and all the students who made this so easy.

On a side note, I talked to a girlfriend whose daughter was going somewhere else, two hours of hell. He-he.

KAREN JOPUNG

// Student grows tired of labour strike

Editor's note: The thoughts in this letter were expressed prior to the labour settlement.

For the 50 librarians on strike, they are causing thousands of problems for students and normal working people who travel along Western Road (“Librarians, archivists take to picket lines,” Sept. 15). This nuisance has got to stop and an agreement must be made.

As a student of The University of Western Ontario, I am ashamed to say that within the three years I have been at school, there have been three strikes or threats of strikes that have disrupted my learning experience.

If this doesn't stop, Western's reputation will be dramatically affected. The 51 librarians who are on strike must reach an agreement immediately. This has been frustrating and facetious.

Unions were created for fair and safe working conditions due to mistreatment of managers and owners. Today, unions are ineffective and inadequate because they do not support the workers, but only the few people who run the union and are making the profit out of the people who have been put out of work.

I really hope Western is smart enough to make a deal with the annoying and disruptive University of Western Ontario Faculty Association-Librarian and Archivists quickly because the student population (which supersedes the librarian population) is quite frustrated and annoyed.

ELLIOIT LAW

THIRD YEAR, GREEN PROCESS ENGINEERING

// Call to review nuclear safety

I would like to make you understand the notion of 'safe' related to small probability values (“After Japan,” Sept. 15).

Does small probability not happen? The Fukushima accident had a probability of (Unit 1 nuclear accident/year probability) \(10^{-6} \times (Unit 2) 10^{-6} \times (Unit 3) 10^{-6} \times (Unit 4) 10^{-6}\). That means 10^-24 nuclear accidents/year. Is this a very small probability to happen? Yes. But it happened.

The main reason that happened is all operating authorities are basing on safety analysis for each reactor unit, not for all reactors. It is missing a safety analyses for common events for all reactor units. Some common events such as earthquakes require a greater than design value; tsunamis are not analyzed as common events for all reactor units, but only for each reactor unit only. The 'safe' notion you understood before is different if you consider the above.

CONSTANTIN ROBITU
Western Serves challenges ‘old story’ of town-gown relations

BY ANNE-MARIE FISCHER

ON SATURDAY, more than 300 of Western's students, staff and faculty will enter into the London community to help advance the mission of 32 non-profit community organizations. Western Serves, an annual day of community service in the London community, has become an integral program that has worked toward strengthening university-community relations since 2007.

The concept of the program, run by The Student Success Centre, is simple yet the effects are far-reaching. Groups embark on the day of community service from the Natural Sciences Building after hearing opening remarks and building momentum to serve through the infectious energy of giving exuded by their peers. Participants are bussed to community organizations throughout the city to complete three hours of service in a variety of capacities. Following the service, the team leader leads the group in a facilitated reflection, where assumptions and beliefs are challenged, observations about the community and various groups are made, and plans for engaging more with the community are fostered.

The project’s goals are to enhance in-class learning through meaningful out-of-classroom experiences while providing a valuable service to the community. Every year, Western Serves acts as a ‘kick-off’ to Western's engagement with the London community, and an introduction to other CSL opportunities inside and outside the classroom. Registration for Western Serves fills up within days of its opening. The popularity of the program speaks to the attitudes and behaviors of students, faculty and staff who make up the Western community. Many of them seek opportunities for engagement, fuelled by the desire to create an impact on the London community, beyond the university gates.

The project’s goals are to enhance in-class learning through meaningful out-of-classroom experiences while providing a valuable service to the community. Every year, Western Serves acts as a ‘kick-off’ to Western's engagement with the London community, and an introduction to other CSL opportunities inside and outside the classroom. Registration for Western Serves fills up within days of its opening. The popularity of the program speaks to the attitudes and behaviors of students, faculty and staff who make up the Western community. Many of them seek opportunities for engagement, fuelled by the desire to create an impact on the London community, beyond the university gates.

Western has received criticism over the years for a perceived lack of tie to the London community. Western Serves works to challenge such notions, and shows London that Western is a rich resource of skills, knowledge and people who want to build meaningful partnerships with organizations and businesses in London.

While Western Serves is an initiative that exists outside the classroom, particular attention must be paid to the expansion of curricular CSL initiatives that use the community as a ‘textbook’ to bring students’ learning to life, while providing community partners with valuable resources to advance the missions of their organizations.

In the 2010-2011 academic year, courses in the faculties of Arts & Humanities, Health Sciences, Women’s Studies and Social Science embedded project-based and placement-based community service experiences into the course curriculum, with the goal of providing meaningful experiential learning opportuni- ties to students and discipline-specific knowledge, skills and expertise to organizations that would not otherwise have these resources available. In 2010-2011, 259 students participated in CSL courses.

CSL has allowed teacher candidates from the Faculty of Education to use service as an avenue for non-traditional career exploration. Future health-care providers work with non-profit partners to develop solutions for challenges facing seniors in our community. Students who are learning Spanish are matched up with members of the Hispanic community to practice their language skills while gaining an understanding of the issues that face immigrants in London.

For the 2011-2012 academic year, even more instructors are teaching CSL courses, including science, which highlights the applicability of this educational approach to all academic disciplines. CSL goes beyond sending an army of volunteers into the community. It provides students with real-life examples of what they learn in lectures, and offers real-life support to community agencies that appreciate the energy and perspective our students bring to their workplace.

CSL also allows Western students to live inside the London community and appreciate what it might be like to call it ‘home’ upon graduation.

For critics, there is always an easy story to tell: Western is an island of academics that interacts infrequently with the rest of the world. The problem is that story is old. Programs like Western Serves and CSL courses are telling the new story of Western. It is a place that exists in, and is an integral part of, the City of London. And, it is a place where academia and community collaborate each day toward the betterment of both.

Anne-Marie Fischer is community service learning coordinator at The Student Success Centre. Careers, Leadership and Experience. She can be reached at csl@uwo.ca.

Mental health a matter of reaching out, looking out

I DIDN'T SEE IT COMING. Tatie, I realize. It's also embarrassing, even shameful for me to say all these years later.

But honestly, I didn't see it coming.

Hard to believe it has been more than 20 years now. But I remember every moment when I got the call that my best friend in university had attempted suicide.

I remember waiting for hours of his condition, finding out he would survive, that drive to the hospital days later to see him and his family. I remember that first face-to-face meeting and the look in his eyes when he saw a pack of these god-awful Camel cigarettes I once smoked in my pocket. As he had been hospitalized and, therefore, kept from smokes for three or four days, he may have been more excited to see them than me.

Here was a guy I thought I knew better than anyone. He was an only child, I never had a brother. We spent hours together in class, working at the student newspaper, in the bar, hanging out at his house. He never liked my place as I didn't own a guitar or let him touch my stereo. I would visit his family on long weekends, often enjoying an amazing lasagna he called “Mom’s Magic Meatloaf.” He was -- and is -- my best friend.

And I didn't see it coming.

He was one of the lucky ones. He got help in time, and they saved his life. He spent a few days on that special floor at the hospital being evaluated and then returned, for the most part, to his life.

To this day, when I read stories about the warning signs of mental health turmoil for young adults, I flash back to those days. My mind rewrites and replays those months looking for something I might have missed along the way. Yes, I admit the mental tape is a bit worn with age and repeated play, but I can never come up with a single thing.

Turn out, it was all about a girl. Or at least that’s what he says. So often, we’ll never know the truth behind ‘why.’

Healthy or not, we have never spoken about it again. Time and distance have limited our contact, but don't lessen my concern for him. I would drop the world to help him if he needed it. He knows that. And when you share that kind of bond, you don’t need to Facebook each other three times a day.

At the time, I was a kid, a naive kid who barely knew himself, let alone was prepared to handle his friend’s mental health issues. I had no idea what services our university offered, if anything in those days. Mental health wasn’t exactly on the radar in the late-1980s/ early-1990s.

That’s why I applaud any effort by this university to pound the mental health resource menu into the heads of our young adults. This is not a time for subtle. In an often noisy world, these resources need to stand out.

And I am not just limiting this to students. Faculty and staff need to take note as well. They are on the frontline every day.

Western is not perfect. Far from it. Our services need streamlined. Like many things on this campus, the services are still too decentralized, too siloed off and the services are still too decentralized, too siloed off and the services are still too decentralized, too siloed off and the services are still too decentralized, too siloed off and the services are still too decentralized, too siloed off and the services are still too decentralized, too siloed off and the services are still too decentralized, too siloed off. We’re getting there; we’re talking about it; and we’re one step closer to seeing it coming.

And you don’t how important that is until you have missed the signs yourself.
Western News • September 22, 2011

Keeping mental health in mind

Western has increased its efforts to support mental health and increase services available on campus. Many strides have been made by students, faculty and staff to destigmatize mental illness. Here are some of the initiatives put in place for the 2011-12 academic year at Western to support students with mental illness:

Residences
• Counselling and consultation services are provided to residence students through a full-time residence counsellor – Chris Mellon MSW, RSW. Her office is located in Elgin Hall;
• 150 residence staff and 800 sophs have been trained on active listening, initiating meaningful conversations and connecting to campus resources when they notice someone is struggling;
• “How are you? . . . No, really, how are you?” Campaign. Buttons with cards are distributed to all incoming first-year students, staff and sophs (a total 6,500). The key message is to look out for each other and check in when you notice someone is struggling;
• “Ask, Listen, Connect” button campaign for 1,000 residence staff and sophs on campus provides easy reminders to follow when having conversations with students who are struggling;
• Increased residence focus on late-night weekend programs to encourage students to drink alcohol and to reach out to students who may be experiencing isolation and loneliness;
• Residence is adopting a community development model in programming;
• In September 2010, Housing mandated suicide first response and suicide intervention courses for all residence staff and managers in the form of two courses called safeTalk and ASIST. Housing personnel who have completed the two-day course are able to identify those who may be having thoughts of suicide. Each program offers an intervention skills and a framework to address increasing levels of helping competency. Housing continues to broaden the offering of this training to campus partners. The goal is encouraging open, direct and honest talk about suicide to increase the number of those seeking help.

Student Development Centre
• A large number of group programs are offered in Psychological Services and address issues of students coping with the stress involved in starting a new chapter in their lives;
• Specialized groups will be offered to meet the needs of international students;
• Learning Skills and the Writing Support Centre have added new staff, writing tutors, workshops and on-line information. The Learning Help Centre will be opening soon to offer students drop-in assistance with all of their learning needs;
• The Writing Centre has a satellite service in The D.B. Weldon Library to assist students with their writing concerns;
• Indigenous Services is offering its Access Transition Opportunities program through more faculties this year, helping First Nations students with additional academic and personal/cultural supports to increase their likelihood of success;
• Services for Students with Disabilities encourages students to come in as soon as possible to arrange for accommodation strategies.

University Student’s Council
• The USC-appointed mental health issues commission runs the Holding on to Hope Campaign, initiated by former Western student Jennifer Francis. It educates students about mental health and the stigma associated with it. In addition to its website, the campaign hosts mental health awareness days, supports on-campus and community connections and fundraising initiatives.

You know Jack. Western helps put face on mental health issues

BY HEATHER TRAVIS

A POLICE OFFICER arrived at the Windeler home in March 2010 with the worst news a family of university-aged children could receive. Jack Windeler, a first-year student at Queen’s University, had committed suicide.

“Jack” claimed no one could see it coming,” says Eric Windeler, Jack’s father, during a phone interview from Toronto. “After the initial shock and trauma of what happens to your family, I had to find out how this could happen. It was in an unprepared way and they are not being taken care of as effectively as they should be.”

In a note, Jack asked that no fuss be made about his death, preferring rather to help others in need.

To honour this wish and help channel his grief, Eric is taking his crusade to universities, colleges and high schools across Ontario to support young adults with mental health issues. Known as The Jack Project, Western is one of 12 post-secondary institutions and 22 high schools to sign up for the pilot program.

The project is an initiative of The Jack Windeler Memorial Fund at Kids Help Phone, organized in partnership with The Mental Health Commission of Canada and other national mental health organizations. The goal is to support youth transitioning from high school to post-secondary education or independent living and help them achieve optimal mental health.

Because of Western’s size and location, “we expect to look to it as a great leader,” Eric says.

Each school is asked to provide information on their mental health-related programs, policies and services. They will also help evaluate what others are doing and share best practices.

Recently, Eric visited Western to speak as part of residence staff training initiatives. This relationship sparked an invitation to participate in the pilot program.

“We believe this effort is part of Western stepping forward and taking a leadership role for the good of students here at Western and at other schools,” says Susan Grindrod, associate vice-president, Housing & Ancillary Services.

During the past year, six students have died at Queen’s, with at least two identified as suicides.

Three years ago, a Carleton University student died by suicide. These and other high-profile cases have been a wake-up call for Canadian universities to address this issue and increase support on campuses.

“We are all eager to work, share and learn about best practices in supporting the mental health of our students,” Grindrod says.

Since 2007, there have been three reported suicides involving Western students and one involving a staff member, says Elgin Austen, director of Campus Community Police Service.

However, “we have a far number of occurrences where students attempt suicide,” he says.

Grindrod says suicide is the second leading cause of death among youth aged 15-24. For each completed suicide there are an estimated 100 attempts, according to Statistics Canada.

“We believe promoting mental health is a very important part in supporting the well-being and success of our students,” Grindrod says. “We also know that youth adulthood is a time when many mental health issues first emerge – in light of this we want to do our very best to provide resources and expertise to our students.”

The pilot is targeted at university-aged students because symptoms of mental illness are often first identified in the late-teens and early adult years.

“Mental health issues are the No. 1 issues on campuses,” says Nicole Versavel, health promotions specialist for Western’s Health Services.

She sees The Jack Project as compelling because Eric puts a face on mental illness. “With this project, it is so gripping, it really can be anyone,” she says.

Versavel feels it is important students garner a broad understanding of health, placing mental, emotional and spiritual health equally alongside physical health.

Participating in The Jack Project is one piece of a comprehensive approach to mental health, says Sheilagh Hudson, director of Western’s Health Services. In completing the landscape scan, the university will acquire an inventory of the services offered on campus by various groups.

“Western is taking mental health very seriously,” Hudson says. “People get lost otherwise and they slip through the cracks.”

“I know those people around Jack would have wanted to help,” he says. Training would potentially save someone’s life. One thing to remember is be aware of those changes in behaviour; trust your gut and take some action,” he continues. “People get lost otherwise and they slip through the cracks.”

The Jack Project will not give a prescription for all schools to subscribe to, as each has unique challenges. However, it will allow schools to share best practices to improve their strategies and services. Schools play a significant role in supporting those with mental illness and helping to destigmatize the issue, Eric notes.

In a video posted on The Jack Project website, Eric revisits Queen’s to talk with those closest to Jack. In hindsight, fellow students, those living in his residence and even a teaching assistant say they missed reading the signs Jack was in trouble.

“I know those people around Jack would have wanted to help,” he says. Training would potentially save someone’s life. One thing to remember is be aware of those changes in behaviour; trust your gut and take some action,” he continues. “People get lost otherwise and they slip through the cracks.”

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Diverse skillset leading English to music success

By Janis Wallace

Richie English says he is blessed with a lot of amazing performing opportunities. While some of The University of Western Ontario doctoral candidate’s success may be attributed to good luck, credit a lot to a good attitude and loads of talent.

English spent the past summer touring Brazil with band The Reign of Kindo. He was filling in for the pianist in the Buffalo-based group and crafting string arrangements for their next recording.

The band, which plays indie, jazz and progressive genres, was rated No. 3 worldwide on iTunes for their second album, Rhythm, Chord and Melody. Their first, a self-titled EP, was No. 5 on the Billboard Middle Atlantic Heatseekers chart. The YouTube video of their single “Just Wait” was one of the highest-rated, an immediate hit within 24 hours.

“I didn’t realize they were so famous,” English says. “I could not believe the crowds in Brazil. It was a whole different level.”

English is no stranger to large audiences. As a 22-year-old student at the University of Buffalo, he was the opening act for the Dalai Lama. “I was petrified,” he says of the lead-up to the performance. “I worried about what would happen if I got sick or injured.”

The experience was so stressful, he switched his focus of his studies and activities. “I decided I wanted to things for fun. I had let playing become too much of a job.”

He began making beats for hip-hop artist Billy Dresse Williams who has garnered numerous awards over the past decade. “The week I started with him, he had a video explode on YouTube. I was signed on as his producer and worked for three years on his debut album and three videos for it. Each one was bigger, with the third getting 1.6 million views. YouTube signed the label as a partner. We went to Google headquarters in Manhattan to perform.”

From there, English turned to working with The Reign of Kindo. “I’ve had a tremendous amount of blessings,” he says.

Behind the blessings is an ability to see the opportunities and work for them. “My aunt prepared me to run with opportunities,” he said. His aunt would know. Diane English is known for creating the television show Murphy Brown.

“I started moonlighting,” says her nephew. “I thought if you put in the effort, it can happen to anyone. I teach my undergraduates that. When you’re a performer it is easy to focus on one area honing your musicianship. It is far more important to learn the business. It’s hard work. You have to manage time.”

English has mastered the time-management issue. He juggles teaching and performing with arranging and producing.

“It’s a lot of fun. I see and do a lot of wonderful things. I love teaching. I love Western. I am writing projects for academic tenure and playing on the weekend. I am hopping between three different worlds,” he says.

Add four. He is also Chair of the Society of Graduate Students.

The ability to pursue such a combination of skills drew English to Western.

“It’s the only school I applied for,” he says.

Now in his third year of doctoral studies in music theory, English chose the Don Wright Faculty of Music because of Kevin Mooney. “He’s what I want to be. He has a rock background. He knows what it’s like touring. He is doing groundbreaking work in the field. He’s a fantastic instructor,” English says.

“It’s important to be as well-rounded as possible. In L.A. having a big skill set is very important. I’ve been advised to enter the business as a producer or arranger. The way of generating income in music is different now. It’s not in sales. The Reign of Kindo is on Letterman and their career is touring; they fly everywhere. Not everybody is rich. The dream is not to be signed by a huge label anymore because they would control you. Everything changed because of YouTube. The money is in licensing. You get 1.6 millions hits, with ads at the bottom of the videos, you start rolling in the money.”

Research Western is pleased to announce the competition for:

The University of Western Ontario Humanitarian Award

The Office of the Vice-President (Research & International Relations) has recently established the Western Humanitarian Award program to recognize faculty, students and or staff at Western who are engaged in a range of efforts directed towards improving the quality of life for individuals and communities around the world. Preference will be given to the recognition of activities undertaken by the candidate(s) that have current or potential international impact. Individuals or groups may apply or be nominated by third parties.

Award Amount: $5000 each year

Deadline: November 1, 2011 to Research Development & Services (R&D&S)

See “What’s Happening in RD&S” for more program information: http://www.uwo.ca/research/

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Students Life

Student Life

University of Western Ontario doctoral candidate Richie English has opened for the Dalai Lama, above, dropped beats for hip-hop artist Billy Dresse Williams, middle, and performed with international act The Reign of Kindo. But Western remains his passion.
The Rwanda: Culture, Society and Reconstruction course in the Department of French Studies, taught by Professor Henri Boyi, involves a five-week interantional service-learning experience in Rwanda. This course started three years ago. The Western News asked three students from that class - Tara Dupuis, Patricia Omoruwa and Elizabeth Dupuis – to reflect on that trip.

CLASS OPENS EYES TO A NEW WORLD

Never met a stranger

AFTER MONTHS OF preparation, Rwanda didn’t feel quite like home to me right away, but I loved it just the same. We saw men walking with briefcases on their heads so they could greet their friends and neighbours with two hands. When one enters a room, they greet every individual with a friendly handshake and a kind word. In Rwanda, we had a hard time understanding this concept as strangers will often greet each other like old friends. Not once in Rwanda, a country that was majorly let down by the international community in 1994, did I ever feel like an outsider.

The children are somewhat less inhibited than the adults, and when we walked into a schoolyard unannounced, our class was swarmed with jubilant and excited children who took us by the hands or climbed all over us. It was often hard to sit down without little fingers braiding our hair, or smoothing fly-aways out of our faces.

At one placement we spent a few days building a foundation for a water tank. For three days we carried heavy rocks from the top of a hill to the bottom, where the tank would be placed. Kids from the neighbouring village, who weren’t benefitting from the water tank, worked hard alongside us, including one toddler who couldn’t make it up the hill without being carried.

To experience this, and countless other selfless acts, was truly a gift. I will not soon forget the conversations we had with people in Rwanda. As a group of 14, it was not hard to see that we were foreigners (or ‘mzungus’ as they called us). Many people were shocked we were so young and were graduating university already.

“’You’re just a baby,’” one person exclaimed.

“I’m two years older than you,” I answered back.

“No, you don’t understand,” he said, “most people your age in Rwanda are going through high school at night while they work multiple jobs during the day. We can’t afford to go to school full time, even if we’re lucky enough to afford school at all.”

Many people we met our own age said they would go to university only “if God willed it” because it would literally take a miracle to get them there. I have never in my life felt so fortunate.

Although we started off the trip feeling like we were in a different world, we left Rwanda wiser, happier and perhaps more confident as a result of the ultimate compassion and acceptance we were shown day after day. It seems to be a general rule in Rwanda to always give more than you take, but unfortunately, I don’t think our class was able to give back more than we took with us. If wealth was measured in kindness, happiness or tranquility instead of dollar amounts, then Rwanda would be a world superpower for sure.

TARA DUPUIS Psychology, fourth year

Professor Henri Boyi stands with Angelique outside her home in Ntarama, Rwanda, the day she met with the class and told them her story. Angelique is one of the few survivors of the Ntarama church massacre that left close to 5,000 people murdered.
Finding love and peace in Rwanda

The Nursery School in the Gisimba Memorial Centre hosts approximately 150 children from the orphanage and surrounding neighbourhood, and prepares the children for further education in English or French. When we arrived, classes were already in session, and the dusty yard was silent.

Nothing prepared me for my first moments in the classroom. More than 30 6-year-olds simultaneously jerked their heads toward the door and leapt up in their seats, some waving and some calling to me in kinyarwanda. The teacher, Jeanne, quickly greeted me, taking my surprise arrival in stride. She put her arm around me and guided me to the front in an effort to introduce me to the class.

As I turned to see what Jeanne had written on the chalkboard, I felt a tug on my shirt. I turned back around to see the grinning face of a boy in the blue knit sweater and blue cotton shorts that comprise the school’s uniform. He held up his hand as if to give me a ‘high-five’, and as I reached forward he quickly ran his hand over his hair and ran back to his seat, amid an explosion of laughter.

The afternoons of those four weeks took place in the orphanage of the centre a small plot of land housing more than 150 children ranging in age from 3-23. Despite our uncertainty about how to relate to young adults, who had lived through, and were orphaned by, one of the most extreme tragedies in modern history, the people immediately incorporated us into their daily activities.

Their various comings and goings were a constant bustle of movement around us, but we felt a continuous acceptance and appreciation from everyone we met. The young children were forever ready for frisbee, tag, hugs, colouring and very messy painting, while the teenagers and young adults included us in their discussions, card games, and planning for the future.

Tony and the rest of his classmates threw every ounce of energy into learning, climbing and singing outside at recess, playing jokes on me (the ‘mzungu’), and earnestly trying to memorize colours, shapes, numbers and prepositions. The people at the orphanage had, according to Western standards, very meagre material possessions. But they made concerted efforts to offer to us what they could, in an attempt to find common ground upon which we could connect with one another.

At the nursery school, I learned to recognize and appreciate the blessing of health that comes with unsuppressed energy and chaotic noise, the privilege of education and learning and the thrill of a small child’s tight grip on my hand.

At the orphanage, I had an up-close look at the human condition, and I saw real, on-going struggle in the face of unimaginable tragedy and horror. But more importantly, I saw in the people at the orphanage a quiet, collective determination to rise above animosity and poverty, and to never give up hope and a belief in a better future.

My experiences at Gisimba Memorial Centre have given me indescribable empowerment and joy, and it is something I could never repay.

Remembering her boys

The First Thing you notice in Rwanda is its panorama. When we arrived in Kigali it was breathtaking to see a night skyline of rolling hills that were lit up as if it were Christmas. The view by day was even more beautiful with green hills endlessly wandering off. Geographically, Rwanda is beyond beautiful and with good reason as it is known as the ‘Land of a Thousand Hills’.

Being bilingual in both French and English, I was placed at a centre called Enfants de Dieu (Children of God). Enfants de Dieu’s primary mission is to rehabilitate and reintegrate boys who were once street kids. My role was to teach English to the younger grades of boys. But it soon became apparent that my role would extend far beyond that.

Among the strongest memories came one afternoon after I had finished teaching my lessons for the day. I noticed that twice a week the boys were responsible for washing their school uniforms, but I never really knew exactly where they went to do so.

This particular afternoon I went to the back field to see most of the boys congregating by the stream each with their own basin and bar of soap. Naturally, I extended my hand to help.

The boys found it funny and almost odd that I was trying to help, but they put me to work nonetheless.

This afternoon was a couple weeks into my placement so I was familiar with the boys by name, but until this afternoon, I was never that familiar with them through any emotional level.

What struck me while I was washing and scrubbing their little uniforms was how disciplined these boys were despite their dark pasts. After you hear their stories you cannot imagine ever having a positive disposition if you experienced their struggle. Most boys turned to the streets because their parents could not afford to care for them. Many boys were abused and, in one case, a boy’s parents tried to poison him.

Despite their misfortune, these boys count themselves as the lucky ones. Not only can they study, they are clothed, housed and fed at Enfants de Dieu.

The most remarkable key concept at the centre is that any boy wishing to come to enfants de dieu must do so on his own terms and must come alone.

After the course ended, I travelled for two weeks across East Africa. The day before I was set to fly out of Rwanda, I impulsively decided to say one last goodbye to the boys, my boys. I

Simran Chahal, Luisa Bonilla and Patricia Omorowa enjoy a class dinner out in Kigali, the capital city of Rwanda.

When I stepped through the centre gates, it took the boys a few seconds to realize who I was, but when they did, it was the best feeling in the world. As they came rushing to me yelling and laughing with joy, I could not imagine leaving them to face a society where warm sentiments and openly amicable affection is not the norm.

Patricia Omorowa
Medical sciences and cell biology, third year
Creamer’s spirit keeps eyes on the skies

BY LESLIE KOSTAL

With assistance, a frail gentleman in his 80s slowly makes his way to the cockpit area. He is talkative, tells stories and seemingly enjoys himself as he navigates toward a seat he had occupied many years before – a seat in an Avro Lancaster.

As he approaches and identifies his place, he stops talking. Tears form and roll from his eyes. He stares at that spot for a few moments, then turns.

“I’ve seen enough,” he says. “I want to get out.”

Frank Creamer, special constable, patrol operations with Campus Community Policy Services, is plainly plane passionate. As a volunteer guide at the Canadian Warplane Heritage Museum, located at the Hamilton International Airport in Mount Hope, he equally admires the veterans – the museum’s champions. Creamer remembers this man’s gratitude.

“Thank you, Frank,” the man says. “Thank you for taking me inside. That’s the first time I’ve been inside a Lancaster since 1944.”

“No, sit on the contrary,” Creamer replies. “I want to thank you for what you did.”

Creamer, a volunteer for 12 years, says it’s important for us to remember contributions people have made in the past to preserve and protect our freedom. “To that end,” he says, “our museum is dedicated to remember the past to preserve and protect our freedom. “To that end,” he says, “our museum is dedicated to remember the heroes that come to the museum, that’s our collection.”

“The Avro Lancaster is the museum’s prize plane. It’s the queen of the whole fleet,” Creamer says. “There are only two airworthy Lancasters left in the world today. So it’s a very rare airplane. People that come to the museum, that’s the aircraft they’re hoping to see.”

It was the supreme night bomber of the Second World War. After the war, Lancs were used for search and rescue, maritime patrol and photo reconnaissance duty. In the late 1940s and 1950s, these gigantic warbirds were perfect for mapping northern Canada.

Creamer passionately talks about the TBM Avenger, a torpedo bomber replacing the Firefly for anti-sub patrol throughout the 1950s; the Bristol Bolingbroke, a twin-engine light bomber used to protect our coastlines, later used as trainers; the Fairey Firefly – the “seed of what became a flying museum.” It has matured into a multi-faceted meeting place for aviation appetites. Even public school children participate in a program that teaches the basics of flying.

“We also have classrooms catered to Grade 10 students,” Creamer adds. There are volunteer mechanics, air marshals, pilots and archivists. A program called Voices of the Past records video interviews with ex-pilots, bombardiers, air crew, ground crew and even Rosie Riveters – ladies during wartime who worked assembling aircraft.

“The purpose of the Canadian Warplane Heritage Museum is to obtain, restore and fly aircraft flown by Canadians in the Second World War and up to the present date,” Creamer says. “Currently, we have about 44 aircraft in our collection.”

Frank Creamer, left, special constable, patrol operations with Campus Community Policy Services, is plainly plane passionate. The volunteer guide at the Canadian Warplane Heritage Museum, located at the Hamilton International Airport in Mount Hope, is retiring at the end of this school year – his 31st campaign.

“An hour’s flight in the Avro Lancaster will cost you roughly $2,500 a ticket. Creamer’s long-standing dedication earned him a seat last year on Labour Day weekend. “We flew over the Statue of Liberty, down the Hudson and the whole New York skyline was just on my right-hand side. It was just an awesome flight,” he says. “It’s noisy, but it’s a beautiful noise I suppose to say.”

According to Creamer, volunteers at the museum have one thing in common.

“It’s really the love of these aircraft,” he says. “I mean, you have to love these aircraft. It’s a passion. It’s the love of the aircraft and the respect and appreciation for the men and women who flew these aircraft both in World War II and up to the present date: preserving the freedom that we all enjoy today.”

Leslie Kostal, web administrative assistant, Department of Economics, writes periodic pieces profiling Western staff members. If you, or someone you know, has an interesting story to tell, e-mail her at Leslie.Kostal@uwo.ca.

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BY PAUL MAYNE

A PASSENGER TRAIN collides with an 18-wheeler in downtown London..."
Honours

Professor Emerita (Music) Damjana Bratuž was honoured this past summer by Urbisaglia Mayor Robert Broccolo with an Honorary Citizenship, in memory of her father Rudolf, who was held in an internment camp in the small Italian city during the Second World War.

Research Western is pleased to announce the following competition:

International Research Award Competition

Funded by the Office of the Vice-President (Research & International Relations), Western’s International Research Awards are offered to support the cost of international research projects of modest scope. This program provides seed money for one-time requests and projects of short duration, which involve a significant international component and enhance knowledge generation or information exchange between Canadian and foreign academics. Please note that “international” refers primarily to the subject of the research and not simply to the means by which it is carried out. Applicants are encouraged to describe any plans for scholarly interactions with researchers while abroad.

Grant Amount: Up to $7,000

Deadlines: Dean’s Deadline November 1
             RD&S Deadline November 15

To see “What’s Happening in RD&S” and for more program information, please visit: http://www.uwo.ca/research/

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We hope that the awarding of the honorary citizenship of our town may make even stronger and more beautiful the memory of a man, of a father, whose dignity had been crushed.

Urbisaglia Mayor Roberto Broccolo

Family’s hardship honoured by community

BY PAUL MAYNE

Growing up in the shadow of dictatorship and enduring the reigns of Mussolini, the Nazis and the Yugoslav communists, Damjana Bratuž confesses her memories still haunt her to this day. But recently, those dark days, and the courage shown by her family during them, were remembered by her homeland.

She was born in Gorizia, Italy, on the border with Slovenia, in a territory that belonged to the Austrian Empire. The professor emeritus of piano, vocal literature and Italian diction, she also created popular courses for non-music majors.

“It was Christmas 1936. Bratuž and her family would endure an event that marked them for life when a customs officer, a distinguished composer and choral conductor, performed a Slovenian carol in church. ‘They waited for him and punished him, putting him to death because of that,’ says Bratuž, an unstable inflection in her voice. ‘Here was an innovation, a musician, conducting a religious service. This was the extent of the hatred for the other race, which we were told was as “inferior” as the Jewish and negro ones.’”

By that time, her father, Rudolf, who as a teenager served in the emperor’s army, already suffered the fist of his imprisonments at the end of the First World War, in the notorious fortress of Legnano. In 1941-42, he was interned for the second time, at the camp of Abbadia di Fiastra, near the ancient small town of Urbisaglia in the Marche. He survived the third and worst imprisonment, this time on the part of his own people, after the Second World War, when he was deported by Josip Broz Tito’s communists. Bratuž says she learned early the universality of evil, and how it is always fueled by ideology.

Following her Doctor of Music in Piano Literature and Performance, with a minor in radio and television, from Indiana University in 1967 – where she became the first woman to do so – Bratuž came to Western to begin a 25-year career.

During this time she celebrated not only her love of music, but also the examination of that music, in particular the work of composer Béla Bartók, of whom she is considered a worldwide authority.

Along with teaching Piano, Piano Literature, Theory, Vocal Literature and Italian Diction, she also created popular courses for non-music majors.

Bratuž continues to remain active internationally in her retirement, her last presentation having been in July at the Bakhtin Congress of the University of Bologna. She also spoke to Western students recently, part of PhD student Nicholas Virtue’s Fascism in Italy inter- sesion course.

She says very little is known about the many concentration camps that existed in Italy before and during the Second World War. Only in recent years dedicated Italian researchers, wanting the truth to be known, have compiled lists, gathered documentation and published a great deal of material on the camps.

Then an extraordinary and moving event, Bratuž says, occurred this past summer when the mayor and the city council of Urbisaglia, as part of the celebrations for the 150th anniversary of Italian Unity, conferred upon her and her sister, Bogdana, an Honorary Citizenship of Urbisaglia in memory of their father.

In a letter to Bratuž, Mayor Roberto Broccolo said the gesture was meant to be “a sincere and fraternal recognition in the memory of your father, Rudolf Bratuž,” during a period he calls “the ugliest period of human history.”

“We hope that the awarding of the honorary citizenship of our town may make even stronger and more beautiful the memory of a man, of a father, whose dignity had been crushed,” Broccolo wrote.

Bratuž continues to hold on to the more than 120 letters her father sent her while he was interned with about 117 Italian and German Jews. “This is a documentation of life in that camp,” she says. “He documents their conversations, their lives. He describes how they entertained themselves, how they studied languages. It documents also the humanity of that place, despite of the horrible times.”

Bratuž adds her father, during his last years in Canada, used to copy and re-copy the list of those he called “my Jewish friends,” who had been his internment companions.

“Forty-two names which I found transcribed in numerous sheets and notebooks, with pens of various colours, in a writing that became smaller and smaller, until it was almost indecipherable,” she says.

Italian-Jewish writer Giorgio Bassani, who visited Western in 1976 and to whom Bratuž showed some of the relics from Urbisaglia, advised her to let them be known. Through the wonder of Internet, some American descendants of those ‘Jewish friends’ have recognized those names on Bratuž’s website, damjanabratuz.ca.

Bratuž did so after her retirement, when she first visited Urbisaglia.

An exhibit of photos and documents of the internment, which included some of her father’s letters, poems and photos taken with his Jewish friends – all but one of whom died in Auschwitz – was held at the Abbadia di Fiastra in 1998, surprising even many who were born there.

The place is now part of a Natural Reserve, visited by tourists and school children, but there is no sign to inform them it had been once a concentration camp.

As even how she feels now, looking back at those times, she hesitates. Bratuž confesses that inquiries about one’s ‘feelings’ have always appeared to her as a North American obsession. No matter how kind and well meaning the questions may be, she finds it abhorrent to try and reply.
We hired John for both the original purchase and sale of our townhouse. He was always patient, prompt and courteous and his laid-back approach worked well for us. Ultimately we found a townhouse that we loved at a reasonable price and at the time of sale got more than the asking price. What more could we ask for?"
FEW TODAY REMEMBER that between 1924 and 1960 The University of Western Ontario shared its property with The London Hunt and Country Club, an 18-hole golf course that wended its way between the buildings and along both sides of the Thames River.

While it has been more than 50 years since Western heard a 7-iron whip up a mound of freshly cut grass, Western News wondered what it would like if you were to golf the course today. Thanks to the help of Western Mustangs women’s golf team member Danielle Szela, you can wonder no more.

This past month, Western News reporter Paul Mayne joined the second-year Health Sciences student as she ‘played’ the 18 holes of the former London Hunt and Country Club.

Hole No. 2
140 yards
Par 3

Heading back towards University Hospital, this Par 3 is a short but wide-open 140-yarder for Szela, who finds herself on the green (well asphalt) to putt for birdie. Thankfully, there were no emergencies on the go as Szela drained the 6-foot putt.

Score: 2
Thru 2 Holes: -1

Research Western is pleased to announce the following competition:

Visiting University Scholar Program

This program is funded by the Office of the Vice-President (Research and International Relations). Faculties are invited to nominate international candidates for short-term visits throughout the year. Preference will be given to distinguished faculty candidates whose scholarship and distinction will contribute to and enliven the Western academic and research community.

NEW! Visiting scholars invited to Western under the Visiting University Scholar Program, and who reside at the University for a period of at least one week, will receive the designation of “Western Fellow” during the period of their stay. This designation serves to provide enhanced recognition to visiting scholars at Western. It may also be included in the visitor’s curriculum vitae and should be used in all communication associated with the scholar’s visit.

Grant Amount: Maximum of $3,000 with 1:1 matching funds from Faculty. By nomination only.

Deadline: Nominations will be accepted and evaluated throughout the year.

See “What’s Happening in RD&S” for more program information: http://www.uwo.ca/research/developments/

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ELGIN AUSTEN, Campus Community Police Services director, and his team continue to push for a safer campus. And recent changes should result in just that for the hundreds of cyclists and thousands of pedestrians who travel it every day. Among the key changes:

- Daily complaints from cyclists about drivers passing them resulted in the installation of delineators on the University Drive Bridge. The structures do not allow motorists to pass, keeping all vehicles – autos and cycles – in the legal single file. “Once the delineators were implemented,” Austen says, “we received numerous thanks from individuals and those representing cycling groups.” However, in recent weeks, vehicles have driven over these markers, knocking them out of their anchors to the road. The university will reinstall, Austen says, but he stresses the need for safety, education, and good driving habits when it comes to the markers. “Anyone with a driver’s license should be able to stay within a single marked lane,” Austen says. “We are going to try again.”
- Western will install American-style pedestrian signage, 4-feet-tall yellow structures anchored to the asphalt at crucial pedestrian crossings. This will draw even more attention to the crossings, in addition to roadway markings, where traffic is to yield to pedestrians.
- Western has installed a bus shelter at the Oxford Drive crossing from the University Community Centre. As Stevenson and Lawson Halls become academic facilities more students are expected to be in this area. This shelter will provide improved protection.

“All of these new measures have come after complaints, concerns and substantial efforts for improvement,” Austen says. All total, the improvements reflect a $15,000 investment.