

NEW

The **ACADEMIC COLUMN** is a new, regular feature in the Vocal Local. It focusses on educational issues. We welcome and encourage contributions from local members. If you would like to contribute, please contact the VoLo editor at opseu556@gmail.com. As a first article, we offer Ed Ksenych's thought-provoking "Inconvenient Facts".

Inconvenient Facts

EDUCATION FOR OUR TECHNOLOGICAL SOCIETY

by Ed Ksenych

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Generally I'm opposed to the morally questionable marketing practice of deceiving people into purchasing goods or services by using the informal fallacy of "playing with numbers". But since this is how my college has decided to present itself publicly, let me begin by working with its numbers.

Nine out of ten, or about 90%, of our graduates get some kind of job. But 10% don't. Now the overall unemployment rate is about 6.1%¹. So what is it about our college's programs that actually reduces our students' chances of finding work in the current labour market? Perhaps it has to do with how we're preparing our students with the skills and knowledge necessary for a career of working in our current technological society.

Several years ago, our faculty union published an edited version of a conference presentation, "The Educational Implications of Our 'Technological' Society",

that Jim Turk gave at Ryerson². Jim is currently the head of CAUT (Canadian Association of University Teachers).

Turk began by noting microelectronic technologies and the shift from a manufacturing to a service-based economy are two major developments currently altering the nature and organization of work. But how should we re-shape education to prepare individuals for a career of working in the emerging "technological society"?

Modern societies are characterized by a high division of labour. So there is a need to specialize. At the same time, jobs in some sectors are being replaced by jobs in other sectors, and occupations themselves are constantly changing. So certain general skills, abilities and overall preparation are also required. Turk summarized the conventional wisdom regarding the situation this way: "*Workers will need more sophisticated job skills, and schools,*

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Facts *cont'd*

from the primary to the post-secondary levels must prepare workers for the new high-tech age by giving greater emphasis to science, by making “computer literacy” a priority, and so forth. The underlying view is that the employment future lies with those able to perform professional and technically sophisticated work.”

But then he questioned some of this conventional wisdom.

First, he noted “the history of the development of the microelectronic technologies, and of their subsequent use, is a history of designing and using machines which deskill and diminish the role of the workers...[T]his pattern applies across the board.”

Contrary to the widely held view that new technologies are increasing the demand for a highly skilled workforce, the opposite appears to be the case. “Evidence for this claim comes not only from scholars studying the workplace, but also from...the U. S. Bureau of Labour Statistics which projects job growth over the next decade or so...Not one technologically sophisticated job appears among their top 15 occupations which are expected to experience the largest job growth...[The largest category is janitors]. Following janitors, in order are cashiers, secretaries, office clerks, sales clerks, nurses, waiters, and waitresses, primary school teachers, truck drivers, nursing aides, and orderlies.”

Turk then pointed out how the definition of skill has changed over the years. So when he argues “that work is being deskilled, I am not referring to job classification of skill, nor to educational requirements imposed by employers, but to the mastery of craft, that is the knowledge of processes and materials; the ability to conceptualize the product of one’s labour and the technical ability to produce it.”

Referring to Braverman’s classic discussion of deskilling, Turk stated “most dis-

cussions of skill use the term as “a specific dexterity, a limited and repetition, ‘speed as skill’, etc.”. [Braverman] goes on to point out that the concept of skill has been degraded to the point that: “...today a worker is considered to possess a ‘skill’ if his or her job requires a few days’ or weeks’ training. Several months of training is regarded as unusually demanding, and the job that calls for a learning period of six months or a year—such as computer programming—inspires a paroxysm of awe.” That is, today skill often refers to techniques and information rather than the mastery of the knowledge and practice of a craft or art.

Finally he arrived at his conclusion: “The most obvious and important implication is that there is little foundation to the view that rising skill levels for the labour force as a whole demand the reshaping of school, college and university curricula to provide more emphasis on mathematics, computer science, and technical training...the priorities for education from kindergarten through university, including technical and vocational programs, must be to provide people with the capabilities to think critically, and to develop their cognitive, expressive and analytical skills to the fullest. It must, as well, provide people with extensive knowledge of their social, cultural, political and economic institutions, and prepare and encourage them to participate actively in the shaping of decisions that affect their lives.”

Within most college programs, what is usually defined as need-to-know compared to nice-to-know? Of course, the knowledge and skills necessary for a particular occupation. But what do you need-to-know to be prepared for an entire working career in the new technological society and the current labour market? Turk argues it’s generic skills—or what are now called “essential employability skills”—and general education.

Turk’s claims are, of course, contestable. To begin, he wrote this article around

1990. Are the trends in employment and projected employment persisting?

Research indicates the trend towards a service-based economy has been continuing in Canada. Since the early 1990’s, it has grown from about 70% to around 74%.³

And it certainly appears micro-technologies have continued to expand and influence the shape of work in most occupations. For example, the computer in all its variant forms—PCs at our workstations, instructional technology in classrooms, computerized cash registers, ATMs—is everywhere.

But what about the implications of these trends for employment? The news about job trends disseminated by the Globe and Mail suggests employees will need highly sophisticated professional and technical education, science and computer literacy.⁴ This is generally supported by “official” government statements about education and training trends in Ontario to 2009.⁵

But that’s also how it appeared when Turk wrote his article. So let’s look more closely.

An odd fact surfaces when we look at the “contribution by skill level” to projected employment growth in Ontario. 40% of the new jobs will require high school or less and/or occupational specific training, rather than university, college or apprenticeship education.⁶ This is a rather large portion.

More or less following Turk, let’s also look at the *twenty* occupations with the largest job growth for 2002-2012 in the U.S.⁷ (Figures for Canada as a whole are not available to my knowledge, because they are compiled provincially instead).

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 See Occupations Chart on page 3

Occupations with the Largest Job Growth 2002-2012

2000 Standard Occupation Classification Title	Quartile Rank by 2002 Median Annual Earnings	Most Significant Source of Education or Training
Registered nurses	1	Associate degree
Postsecondary teachers	1	Doctoral degree
Retail salespersons	4	Short-term-on-the-job-training
Customer service representatives	3	Moderate-term-on-the-job-training
Combined food preparation and serving workers, including fast food	4	Short-term-on-the-job-training
Cashiers, except gaming	4	Short-term-on-the-job-training
Janitors and cleaners, except maids and housekeeping cleaners	4	Short-term-on-the-job-training
General and operations managers	1	Bachelor's or higher plus work experience
Waiters and waitresses	4	Short-term-on-the-job-training
Nursing aides, orderlies and attendants	3	Short-term-on-the-job-training
Truck drivers, heavy and tractor-trailer	2	Moderate-term-on-the-job-training
Receptionists and information clerks	3	Short-term-on-the-job-training
Security guards	4	Short-term-on-the-job-training
Office clerks, general	3	Short-term-on-the-job-training
Teacher assistants	4	Short-term-on-the-job-training
Sales representatives, wholesale and manufacturing, except technical and scientific products	1	Moderate-term-on-the-job-training
Home health aides	4	Short-term-on-the-job-training
Personal and home care aides	4	Short-term-on-the-job-training
Truck drivers, light or delivery services	3	Short-term-on-the-job-training
Landscaping and groundskeeping workers	3	Short-term-on-the-job-training

The quartile rankings of Occupational Employment Statistics annual earnings data are presented in the following categories:

- 1 = very high (\$41, 820 and over) 2 = high (\$27,500 to \$41,780)
 3 = low (\$19,710 to \$27,380) 4 = very low (up to \$19,600)

Facts *cont'd*

Three of the twenty will require a doctoral, associate or bachelors degree. Fourteen will require short-term and three will require moderate-term on-the-job training. So, a small portion of these occupations will require high levels of education (though not necessarily a highly 'technological' education), while a very large portion will require relatively low levels of education, but some on-the-job training. What is most valuable for on-the-job training? For years, employers, governments and employment researchers have been telling us strong literacy, numeracy, analytic and interpersonal skills; that is, "essential employability skills". And general education. A recent report by Ontario's colleges found employers saying

similar sorts of things.⁸

Such statistics support the view that for decades we have been witnessing the growth of a pear-shaped employment market. Some occupations do require greater technical/professional education (although many of these jobs may be part-time). But there is a faster growing proportion of occupations that actually require little technical/professional education. Instead, they require a highly adaptive worker with strong "employability skills" and general education.

But there's more. If we compare the income earning capacities of the largest growing occupations with the largest de-


clining occupations⁹, there is, not only an overall pattern of de-skilling that shows up, but also an accompanying erosion of income earning capacity for workers. That is, if you get full-time work in these growth occupations, more of them pay significantly less than the declining occupations. So not only should we be providing students with a solid general education and employability skills, but also a strong orientation to personal finance, debt avoidance, debt management¹⁰, centering yourself over your real needs, how to live prudently, and media literacy (especially regarding marketing strategies like those of our own college).

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Facts *cont'd*

The “inconvenient facts”¹¹ Turk raised over 15 years ago seem entrenched in our current economic system, masked in part by the official news and rhetoric which highlight other equally real, but limited, aspects of current and projected employment trends. But all of this is glossed over

in our college’s portrayal of job opportunities to our current and prospective students, and apparently inadequately addressed in some of our programs if our college’s graduating student employment figures are valid and reliable. ▼

 See ‘Facts’ notes on page 8

The ‘Whitaker Report’ and Us

by Bob Luker

Well, first the good news. The Supreme Court has got around to declaring the right to join a union a charter protected right in Canada. And this is no small thing in a country where the bias against organized labour is heavily institutionalized and we have laws like those in Ontario which prevented farm workers and part-time and sessional community college teachers from organizing.

And [hurrah!] there is a campaign afoot to organize those very teachers. It should help make life at GBC more interesting in the upcoming term. If we, the full time Professors, need a glimpse of the practical value of unionization we need only compare our salaries, working conditions, and job security to those of our sessional sisters and brothers. The organizing drive may bring all this into sharp focus.

But every silver lining has a cloud. And ours, not surprisingly, emanates in part from the Ontario government which could have, after all, corrected this unjust situation at any time. They didn’t have to wait for the Supreme Court to prod them into their present sluggish action.

Along with the promised changes that will permit a union for the part-timers and sessionals will come a review [the ‘Whitaker report’] of the whole collective bargaining regime in the colleges. It’s not impossible that a set of negative-conditions-for-labour might be recommended and implemented as part of a package deal by a not overly labour-friendly provincial government. In any case, the report and the Dalton’s response will certainly be worth watching.

Other News from the Labour Front

In one of the weirdest developments in the union universe, the Canadian Auto Workers, long thought to be the most progressive union in Canada, has agreed with Magna, the auto-parts corporation [and spiritual home of Frank and Belinda Stronach as well as a somewhat mysterious Russian oligarch] to forego strikes and other anti-capitalist behaviours forever and ever amen. In exchange the CAW will get a Magna sponsored run at becoming the house union, a process which will however not be complete for at least ten ignominy filled years.

By comparison, OPSEU is doing rather well. ▼

Update on Post-Strike Grievances.

Hearings were held on October 18th, 23rd, and 24th. Three professors, one each from Fanshaw, Sheridan and George Brown, testified about their post-strike workloads. All three were articulate and professional in their testimony and all deserve our gratitude and appreciation.

The hearings will continue on December 11th, 12th and 13th with further testimony from some professors at other colleges. Those chosen to testify had strike related workloads that were representative of the various grievances and provided a cross-section of the post-strike workloads experienced by faculty in general.

These individual testimonies are designed to provide examples to the Arbitration panel that will help in determining the range of resolutions possible and to show the panel the extent and variations of the grievances filed.

Both Damian Wiechula and Ted Montgomery, from the last bargaining team, continue to work with OPSEU and our lawyer David Wright to resolve these grievances. We extend our thanks and appreciation to faculty who have come forth to testify. We will keep you posted. ▼

*Best Wishes
for the Holiday Season
&
a Healthy & Happy
New Year 2008
from the editorial staff of
the Vocal Local*

☞

*We make a living by what we get,
but we make a life by what we give.*
Winston Churchill

The 16th Annual Labour Fair will be held the week of March 24-28, 2008. This year’s theme is **Mind the Gap: Fairness in the Real World of Work**. All teachers are invited to contact Maureen Hynes (x 2549 or mhynes@georgebrown.ca) to request union speakers for your classes during that week.

ASK THE CHIEF STEWARD

Question? How do I go about filing a grievance?

Grievously Fed Up

Answer!

The Collective Agreement sets out the rules that govern almost all aspects of our employment relationship with the College. Despite the assurances of Article 6.02 the college does not always live up to the terms of the Agreement, and when that happens the resolution lies in the grievance process. Grievances fall into two basic categories. The first relates to workload issues that are covered under Article 11 and shall be the subject of a future article in the Vocal Local. The second relates to all other types of grievances, all of which fall under Article 32, the subject of this article.

Article 32 fills six pages of the Collective Agreement and sets out the process and the timelines that need to be followed. It provides three opportunities for the College to resolve a complaint internally and then proscribes how a grievance is referred to outside arbitration. The procedure is laid out in a flow chart below (*see page 6*). The first step in any grievance is to contact your Union local at ext 2200 and a steward will assist and represent you throughout the whole process. If your initial complaint is not resolved to your satisfaction then you will need to fill out a grievance form provided by the local and then proceed to step 1.

Grievances that are not resolved internally are referred to a "Grievance Scheduling Committee" comprised of management and union representatives selected from across the province. The various grievances are assigned an Arbitrator selected from the list on page 86 of the Collective Agreement. In addition, both manage-

ment and OPSEU appoint a side arbitrator to bring the number of arbitrators hearing each grievance to three. At this point OPSEU also appoints a grievance officer (who in the case of GBC is also a lawyer), or a lawyer from an outside law firm, to represent the aggrieved faculty member. Hearings are held at 390 Bay St. on the 4th floor and may take several days scheduled over many months. Hearings can be quite protracted as any grievance not completed within the days initially scheduled doesn't continue until the schedules of the three arbitrators and the two lawyers representing the griever and the college are free simultaneously. It is not unusual to wait several months for a continuation date. Don't be discouraged; in most cases justice delayed does not mean justice denied, besides it does give the college the opportunity for sober second thought once the evidence starts to emerge.

The grievance hearing itself is quite formal. The three-person panel sits at the "head table" of a U-shaped arrangement with opposing sides facing each other. The witness sits at a table in the centre of the U. Arguments and examinations are made by the opposing lawyers and adjudicated by the panel. A single day of hearings typically costs in the vicinity of \$10,000 with the larger share usually accruing to management.

Grievances have run the full gamut from disputes over denial of PD entitlement, unfair discipline, unfair dismissal, improper staffing, involuntary job transfer, vacation entitlement, discrimination, improper pay, harassment and intimidation, bullying and more.

Prior to the start of the proceedings the lawyer for OPSEU and the lawyer for the college exchange "particulars" which are the documents that they will be relying on in making their case. These typically involve college records, communications and previous decisions from similar cases.

It is often disturbing to discover that the college's case is built in part or in whole on the opinions and allegations made to management by the grievor's fellow Faculty members. As in the case of student complaints against Faculty, the Arbitration panel has an obligation to hear "best evidence" meaning that those individuals whose allegations and opinions have contributed to the college's case will be obliged to testify and be cross-examined by the grievor's lawyer.

When an Arbitration panel makes a unanimous decision, it is final and binding. If the panel makes a majority decision with a dissenting opinion then it is possible to make an appeal for Judicial Review. While dissenting opinions are common, appeals for review are extremely rare. Decisions are available online by visiting the OPSEU website and some decisions are published in legal journals.

While this whole process may sound daunting and intimidating, it remains the method through which the college is held to the terms of the Collective Agreement. OPSEU, through its network of local stewards, its grievance department and its legal support of its members, has worked to make the playing field as level as possible. Throughout the whole grievance, from beginning to end, you will have the help and support of your local, but *the first step lies with you.* ▼

 See flow chart on page 6

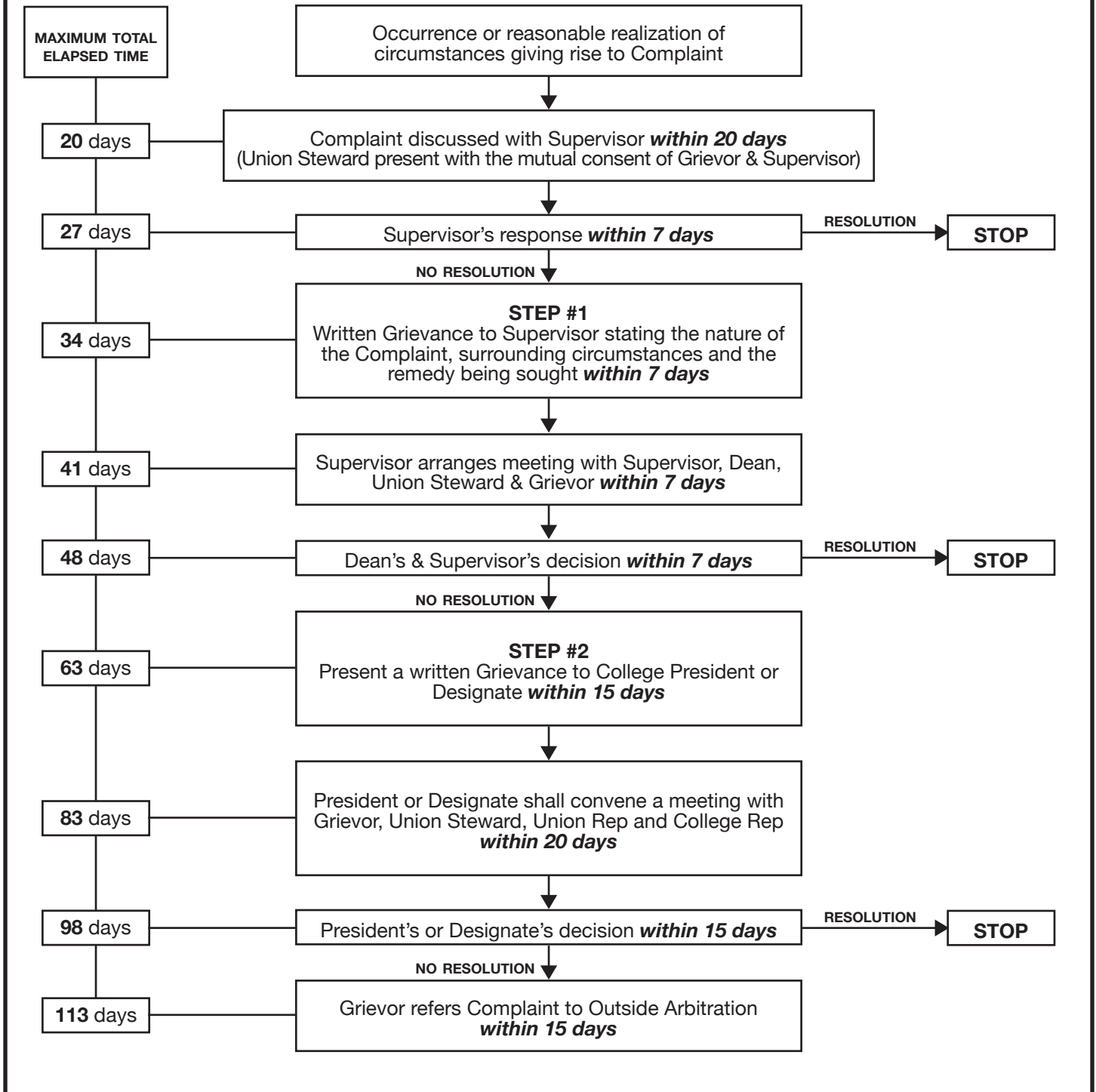
We want you to

ASK the Chief Steward



Questions can be submitted to the VoLo Editor at opseu556@gmail.com
The Vocal Local will endeavour to answer all your questions here, space permitting.

ARTICLE 32 FLOWCHART FOR GRIEVANCES



Where's George Green?

by Maureen Hynes

Wouldn't it be great if we stopped talking about how urgent the environmental crises are and if we started doing something about them, right where we live and work? And wouldn't it be great if George Brown College put some muscle behind its "Green Team" (you did know we had one?) and really got a whole set of upgrades started, including—but not only—"greening our curriculum"? And what if the whole effort was given a lot of publicity and noise, so that we all knew what was being planned to improve all our operations, and could all contribute in some crucial way? And best of all, if we all knew what our specific GBC targets were and how we were going to reach them?

Am I dreaming in green?

Institutions like the University of British Columbia, which started their efforts in 1997, have overcome institutional inertia and given us a clear blueprint about how to do this, according to Gary Mason in *The Globe and Mail* (Aug 25, 2007):

- Hire a company to do a college-wide energy audit; some companies guarantee that the cost of retrofitting the buildings will be covered by energy savings resulting from the changes (apparently GBC has hired an energy auditor, but where can we find out about the results and the action plan?) For UBC, this meant borrowing the money to retrofit 300 buildings, and using the savings in energy costs to pay back the loan.
- Negotiate a cheaper transit pass for students, which increased student ridership by 50%.
- Launch a Social, Ecological, Economic Development (SEED) Studies program that brings together about 1000 students, faculty, staff to solve campus environmental

problems and proactively take on big issues (cuz they've figured out it takes a village...)

- Adopt green building code standards for any new construction on campus, including low-flow plumbing fixtures and low-energy lighting

Other universities have taken on specific targets like becoming "carbon-neutral" by the year 2016; some, like the University of Toronto, are working with local farmers to offer healthier and organic food in their student and residence cafeterias; Oberlin College has formed a "Recycled Products Co-op," a student group that collects used office supplies and redistributes them for a donation; it has also conducted waste audits in the cafeterias to increase awareness of food waste and to reduce use of take-out boxes in a targeted dining hall by 40 percent. Humber College has created a "living wall" of green plants at one of their campuses. One university has hired a "sustainability specialist" who works out of the President's office (that might be one admin hire we could support!); in Montreal, Concordia's Vice President of Services has also funded an "R4 Coordinator" (R4 = rethink-reduce-reuse-recycle) to oversee waste management initiatives on campus. Many of Concordia's initiatives are funded by a student levy of 75 cents per course towards a Sustainability Action Fund. The University of Northern British Columbia has partnered with Calstone Inc., a Scarborough company, to refurbish office furniture to prevent it from going into landfill. UNBC also provides discounted parking to people who carpool. Amongst many initiatives, Ryerson University has connected its Business Building to downtown Toronto's deep water cooling system which provides chilled water for cooling from Lake Ontario—this system uses "a fraction of the energy required by even the most efficient mechanical cooling systems." Ryerson also won a Gold Award at the 2007 Ontario Waste Minimization Awards hosted by the Recycling Council of Ontario.

All these actions grow out of a recognition that *"When viewed through a green lens, colleges and universities are, in fact, businesses. A decent-sized school can combine the environmental footprint of a myriad of operations: office buildings, hotels, food service, laundry, retail, vehicle repair and maintenance, energy production, waste hauling, construction, health care, even road building and small manufacturing. And if there is scientific research going on, it may involve a witch's brew of hazardous chemicals and materials."* (Joel Makower, Sept, 2006: <http://www.grist.org/biz/tp/2006/09/12/green-U/index.html#continues>)

By doing things like switching to renewable energy, and recycling our waste heat into electricity, we can not only cut the college's energy costs, but also cut future greenhouse gases, help improve everyone's health by no longer relying on coal-fired electricity generation, and help make the building of nuclear plants unnecessary. According to an August, 2007 Environics report, these are things that 76% of Ontarians support!

In the meantime, we need to start with the basics in our college. On the one hand, I work in an office where people throw their used water bottles, envelopes, paper that's been photocopied on one side, banana peels and coffee cups all into one garbage can. On the other hand, I know there is a huge amount of enthusiasm among our students to make a difference environmentally.

Some leadership and communication about GBC-specific targets, policies, clear procedures—and strategies for training our students to be effective environmental stewards, no matter their occupational destination—would be a huge help in getting us started. ▼

 See 'Green' notes on page 8

'Facts' notes

1. Statistics Canada, "Labour Force Survey, December 2006", *The Daily*, January 5, 2007.
2. James Turk, "The Educational Implications of Our 'Technological' Society", *Catalyst: Newsletter of Local 556, George Brown College*, February, 1991.
3. Ontario Job Futures, "Overview of Ontario's Employment Patterns", <http://www1.on.hrdc-drhc.gc.ca/ojf.jsp> [retrieved Jan. 9, 2007]
4. "Job Prospects Charting New Territory", *Globe and Mail*, Jan. 17, 2007. One of the two articles focused on the immediate future: "Not only is the employment picture rosier than ever, Walter Immen writes there is growth in interesting fields." The second article focused on the distant future "Are you ready for 'personal genome optimization?' Roma Luciw writes it just might be your grandchild's career."
5. Ontario Job Futures, "Projected job creation, Ontario, 2004-2009" <http://www1.on.hrdc-drhc.gc.ca/ojf.jsp>
6. Ontario Job Futures, "Education and training trends to 2009" <http://www1.on.hrdc-drhc.gc.ca/ojf.jsp>
7. Daniel E. Hechter, "Occupational employment projections to 2012", *Monthly Labor Review*, February, 2004: 101.
8. "Pathway to Prosperity -- What We Heard: A report on province wide consultations and research", Ontario Colleges, Winter, 2006. The report cited the following sample of the "soft skills" needed by employers: "literacy; numeracy; interpersonal skills; basic business skills; customer service; communications -- writing and speaking; multi-tasking; time management; motivation; work ethic; presentability; ability to work in teams; flexible; adaptable; tolerant; mobile." To re-iterate one of Turk's points, it's not clear how some of these have come to be regarded as skills at all. Apparently skills now include attitudes, moral predispositions, capacities, and anything else an employer deems desirable in an employee.
9. Hechter, 2004: 103.
10. "The tide of consumer debt continued to rise in 2006, but fewer Canadians drowned in it, according to data from the Office of the Superintendent of Bankruptcy... The ratio of debt to disposable income reached 123.1% in 2006. For every \$10,000 earned by average Canadians, they had \$12,310 in debt." *Metro*, Feb. 6, 2007: 16.
11. Max Weber argued that one of the best things a teacher could do "is to teach his students to recognize inconvenient facts -- I mean facts that are inconvenient for their party opinions." (in H. H. Gerth and C. W. Mills, *From Max Weber*, New York: Oxford, 1918/1958: 147) ▼

'Green' notes

- Web resources: Seattle-based magazine, Grist, www.grist.org, presents top 15 green universities in North America at <http://www.grist.org/biz/tp/2006/09/12/green-U/index.html#continues>
- Worldwatch has a list of US-based "Campus Greening" projects at: <http://www.worldwatch.org/taxonomy/term/458>
- Similar campus strategies from the US National Wildlife Federation's <http://www.nwf.org/campusecology/>
- University Leaders for a Sustainable Future provides a "Sustainability Assessment Questionnaire," <http://www.ulsf.org/>
- October 10 was the worldwide day to take the pledge to stop using plastic water bottles, but you (and your department!) can still take it: <http://www.thinkoutsidethebottle.org/>
- "Sustainable Concordia" at <http://sustainable.concordia.ca/aboutus/>
- Toronto's own progressive environmental organization: <http://www.torontoenvironment.org/>
- University of Northern British Columbia's efforts: <http://www.unbc.ca/green/living.html>
- Check out the extensive list of Ryerson projects at: http://www.ryerson.ca/about/vpadministration/sustainability_initiatives/
- University of Waterloo's Alternatives journal is more than 35 years old, but its current issue analyzes how "multidisciplinary and sectoral" environmental careers are a "sunrise industry": <http://www.alternativesjournal.ca/>
- The Sustainability Institute <http://www.endowmentinstitute.org/> issues a "College Sustainability Report Card" annually. The University of Toronto went up from B- to a B this year, reports its Sustainability Office <http://www.sustainability.utoronto.ca/> ▼



OPSEU Local 556
 George Brown College
 PO Box 1015, Station B
 Toronto, ON M5T 2T9
 (416) 415-5000 ext 2200
opseu556@gmail.com

The Vocal Local is a publication of the George Brown College Faculty Union, OPSEU Local 556. It is intended to provide information and stimulate discussion among its members. We invite your participation and welcome your contributions. We reserve the right to edit for libel, length and clarity.

Send your comments, articles, letters to the editor, praise, etc. to:
 VoLo Editor at opseu556@gmail.com



THE GREEN'S CORNER

CLEAN UP YOUR ACT

Our grandmothers used items from their pantries for house cleaning. You may well already have many of these super stars in your 21st century cupboards. Take a look at your cleaning supplies and think about whether or not you need all those toxic products. You can replace many of them with more natural products, which are much less harmful to the environment and also less harmful to your health. Perhaps you would like to consider some of the following alternatives.

Baking soda-a gentle abrasive cleaner, neutralizes odours, freshens the kitty litter, etc.

Vinegar-removes odours, removes hard water residue and mildew, cleans windows

and floors, unclogs toilet drains, etc.

Some other useful products are: *Salt, peanut butter, ketchup, club soda, lemon juice, tea and even mayo.*

You might want to do some research before beginning. Fortunately, there are many websites and books devoted to this cause. Here are some to get you started:

- www.eartheasy.com/live_nontoxic_solutions.htm
- www.motherearthnews.com/organic-Gardening/1990-07-01/Natural-Housecleaning.aspx
- www.channel4.com/4homes/style/eco_cleaning-2.html

You can also google "natural house cleaning" for many more sites and info.

☞ *Believe it or not, in the time it took to organize this article (about an hour), I cleaned one of my copper-bottomed pots by smearing it with only ketchup. (OK, I did use a tiny bit of elbow grease for a few of the tough spots.)*

Remember to stay Clean & Green