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the VOICE

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QUOTE OF THE WEEK:

"Love your enemies--it drives them crazy!"

-- Amity Mitchell



A Bug In Your Ear...

AUSU Announcement, September 1, 2002:

The 9th Annual General Meeting of AUSU for 2000/2001 has been scheduled for September 28, 2002, at 1 PM MST. It will be held at the AUSU Office, #306, 10030 107 Street, North Tower, Edmonton, AB. All members of AUSU are invited to attend, either in person or by teleconference.

This Annual General Meeting will present financial statements for 2000/2001 fiscal year, along with activity reports for the past year.

For further information, please contact ausu@ausu.org, or call 1-800-788-9041, ext. 3413. Students who wish to attend by teleconference will need to book in advance. We look forward to seeing you there!

Debbie Jabbour, President
AUSU



Writer's Block

*You know what to say, but
have no idea how to say it.*

By Tamra Ross Low

Writing papers... no matter what your major, the year of your studies, or whether you are an undergrad or a graduate student, the majority of the work you must submit for your courses must be in essay format.

Unfortunately, most students are not English majors, but they are still required to turn in well-formatted, grammatically correct, clear

and concise research papers. With an average of three papers required for each course beyond the junior level, this means you must turn in an average of fifteen papers per semester, or about 4 papers a month.

These papers require us to master a number of skills extraneous to the subject matter of the course. Essays require good technical writing skills, an excellent grasp of the English language – including grammar and sound sentence structure – and a sound research methodology.

On top of this, before we begin to write we must have some inspiration – some spark of an idea of how we can best present our material in an interesting and cohesive manner. Often, the most difficult part of writing a research paper is figuring out how the paper will begin, and how you will structure your thoughts to lead in to your conclusion within the allotted space.

Writer's block – often thought to be the particular scourge of the creative writer – often affects students too. Unfortunately, not much is written to help students work through this obstacle.

This is a real problem, because students with a full course load may only have a week or so to prepare most papers, and every hour of writing time must be utilized if the student is to succeed.

Anyone who has studied creative writing will be quite familiar with many strategies for overcoming writer's block. Technical writers may overlook many helpful writing texts because they do not believe that they apply to them. On the contrary – strong creative writing skills can help all writers to more easily format their ideas and get them down on paper in a succinct and interesting manner. Creativity may not be considered essential in technical courses, but professors will always admit that presentation counts, and that an interesting and absorbing paper will often score better than one which is dry and difficult to follow.

One very important thing to understand is that writing develops the brain in the same way that pumping iron works out your muscles. The more you write, the easier it is, and the only way to get good at writing is to write a lot. Try writing a little every day in a journal, or maybe write a very short story once or twice a week. Exercising the writing 'muscle' can be invaluable practice for when you must write something within a deadline. If you sit down and have no idea what to write, then write about how you have no idea what to say, and how you feel about that. If you are angry, try venting by pouring out everything you feel onto paper or into your word processor.

The number one mistake most novice writers make is waiting until they have a good idea. This doesn't work because if you rarely write, literary ideas simply will not come. Besides, it's easy to write when you have a good idea, but often we are not fortunate enough to have a good idea when we really need to write.

Practice writing when you have no idea what you want to say, and in time you will be much better prepared when you have to produce a paper on a deadline and have no idea how to begin. Even if you start out without an idea, if you follow the flow of thoughts as you put them down on paper, you will often end up having much more to write about than you first thought. You may be very surprised to find yourself writing 4 or 5 pages when you thought you could not write one.

The next time you find yourself sitting in front of a blank notepad or computer screen struggling for that pivotal first sentence, try some of the following suggestions:

There are tons of resources available at <http://www.writersmarket.com>, a website for writers that want to get published. Through this site you can subscribe to a number of weekly and daily email newsletters filled with writing tips. The companion site, <http://writersdigest.com> also has a lot of online tips that they call 'prompts.' These are simple exercises to help you start putting words on paper. Try them; they work!

Don't always write in the same style. Anyone can benefit from writing something very different from what they are comfortable with. If you usually write science fiction, then challenge yourself to write a page or two of really mushy romance, or if you love romance, try to create a very harsh, violent horror story. You do not have to love the finished product – it's just a way to

expand your repertoire and possibly add some small touches of diversity to your favored writing style.

Students often develop very stale, jargon-heavy writing styles from years of producing factual, technical papers. However, even your essays can be improved with some small flourishes of creativity. Pick up a book or two of compiled essays on any topic, and you'll notice that the best of them are not only informative, but also interesting to read. If university papers are all you write, then try a little creative writing on the side. Go crazy and write something really fantastic or absurd, just to remind yourself of how to use your creativity. Your technical writing will improve as you learn to express factual ideas in a more descriptive way and it might be easier for the reader to follow.

Remember – you may have fantastic ideas and tons of knowledge in your field, but it doesn't mean a thing if you cannot get others to read and understand your papers.

If you are stuck, try out some or all of the tips on Literacy Education Online's [LEO's] Overcoming Writer's Block Page, located at:

<http://leo.stcloudstate.edu/acadwrite/block.html>

More tips can be found at Edmond's Community College: <http://web.edcc.edu/gvb/block.html>

Purdue University's Online Writing Lab [OWL] has a number of suggestions directly aimed at students who are having trouble writing papers:

http://owl.english.purdue.edu/handouts/general/gl_block.html

And if you are really stuck and cannot seem to get a single word down on paper despite all of the above, try some tips from the Idiot's Guide Writer's Reference, located at:

http://www.idiotsguides.com/Quick-Guides/MG_Writers_Block/file.htm

Good luck!

Tamra lives in Calgary with her husband and two cats. A fulltime AU student, she splits her free time between her duties as an AUSU councillor, writing her first novel, and editing written work by other students and friends.



From My Perspective: The Signs of Addiction

By Debbie Jabbour

As discussed in last week's article, addictions are complex and can involve a variety of substances or activities. An addiction is not a sign of personal weakness or lack of moral character - anyone can become addicted. How does a person become addicted and how can you determine if you have a problem?

The process of addiction is a continuum, stages that range from no use to dependency. A person may move back and forth among these stages; or they may progress from no use, to use, misuse, abuse, and finally dependency. *

1. **Use.** A person who initially starts to use addictive substances does so for a variety of reasons. It may be curiosity, a desire to fit in, or simply because of the pleasurable feelings that result. Social use is responsible use, with few negative consequences (this definition does not include underage youth or illegal drugs).
2. **Misuse.** At this point a person starts to experience problems due to their use of addictive substances or activities. These may be small, such as doing something they regret later while under the influence of the drug or involved in the activity.
3. **Abuse.** Problems are more regular, and begin to interfere with major life areas such as family, parents, school, legal issues, money, friends, leisure. The person may become obsessive about their next use of the substance or activity.
4. **Dependency.** At this stage the ability to choose or not choose is lost. Using substances or being involved in gambling or another activity has become a way of life. Negative social, physical, legal mental and financial, consequences do not stop the user, and symptoms may become manifest on the person's health and well-being, such as withdrawal or cravings.

You know that you have developed an addiction when the harmful consequences of an activity or substance use are negatively impacting your life and you find yourself unable to maintain control of your behaviour. For many people the addiction develops over a long period of time. For others it may occur with only a few incidents.

The process is influenced by many factors: culture, life events, individual genetic and biological makeup, relationships with family and friends. Although research indicates that certain people may be genetically susceptible to developing an addiction, it is life circumstances that are the primary factor in determining whether this occurs.

Family plays an important role. Not only is the whole family profoundly affected by the addiction of one family member, they often develop coping strategies to deal with the problems associated with the dependency. Sometimes family members are also addicts, or turn to addictive substances in order to cope, and the cycle becomes intensified. Family often feel helpless and guilty. Attempts to force the person with the addiction to seek help may simply worsen the situation.

But how can family or friends help? The first thing is to recognize that you are not to blame for the choices the addicted person makes. The second is to not blame the addicted person for being weak and therefore undeserving of respect. The third is to accept that you cannot force your friend or loved one to stop the addiction. There is, however something you CAN do – change how you are dealing with the situation.

One of the most important things you can do to help yourself or the person in your life who is struggling with an addiction is to get information:

1. Learn about the process of addiction, and what steps are involved during recovery.
2. Stop covering for the person. Hiding the problem just makes it easier to continue the addictive behaviour.
3. Talk to someone. A friend, another family member, support group or counsellor.
4. Make positive changes to your situation. Pay attention to your own health; occupy your time with things you enjoy. You can start your own recovery process whether or not the addicted person stops using.
5. Do not label the person an “addict.” That implies an unchangeable state of being. They are someone who has developed an addiction, something that is possible to change.

You cannot force an addicted person to stop using, nor can you force them to get help. At some point, however, they may make the choice themselves to do something about their addiction. The quit/recovery process is fraught with many misconceptions, and often the attitudes and behaviour of family and friends can be a key factor in determining whether the person who is attempting to overcome an addiction will be successful.

* www.aadac.com

Next week. The quit/recovery process.

Debbie is a native Edmontonian, a single parent with four daughters. She has worked as a professional musician for most of her life, and has enjoyed a rich variety of life experiences - with many more to come! Debbie is working towards an eventual doctorate in psychology, and currently serves as the president of the Athabasca University Students' Union.



Fed Watch!

By Karl Low

Got a Virus? Go to Jail.

The Federal Government is looking at [making some changes](#) in what it calls the Lawful Access Laws. A lot of these involve the new means of communicating through the Internet and what kinds of powers that police should have regarding search and seizure of this type of information.

One of the parts that they are looking at changing is dealing with computer viruses. Currently it is illegal to knowingly spread a computer virus, or indeed, any program with the intent of damaging data on someone else's computer, but the legislation being considered could make it illegal to create or even have a computer virus.

For most people, having a computer virus is punishment enough; do they really need to be under the threat of prosecution for it? However, the restriction on creating computer viruses is also a dangerous one. Since those who create the virus for malicious use are already breaking the law, why is there a need to restrict those who would create (or re-create) a virus for study purposes? In fact, this is often the means that virus protection companies such as Norton and McAfee have to use in order to provide us with up to date protection. Do we really want the government to ban this, or at the very least install another legal hurdle for some company to try and get over before they can provide us with better security?

Learning not as Important as Working to Manitoba

Three new programs and \$200,000 dollars have [been announced](#) in Manitoba for programs to help post-secondary students get part-time work. The first program is called the Business

Mentorship program, and basically it is a wage subsidy provided to employers who hired students. The second, and perhaps most laudable program, is one that will pay students who have done a significant amount of community service work a small bursary of \$500 or \$1000 which can be applied to tuition or student loans. The third program is a Student Temporary Employment Program where students can be hired in provincial departments and related organizations.

The Manitoba government is touting this as a triple-win situation, great for the businesses, great for the students, and great for the communities. Unfortunately, it seems they are getting the students confused with the schools. After all, with these increases in funding and encouragements to businesses to hire students, it becomes less acceptable for a serious student to decide they are going to concentrate on their schoolwork and not take a part-time job to support themselves. If this is less acceptable, then it becomes easier for tuitions to go up and student loan limits to go down on the assumption that the students will be working anyway.

Whatever happened to the idea that getting an education is a job in its own right? When we make the effort to educate ourselves, it not only benefits us, it benefits the rest of society in things such as reduced health care costs, more innovation, more entrepreneurship, and generally a more efficient society. Yet it seems this is simply not seen as a valuable contribution. Instead, why not take that \$200,000 and use it to create more and larger grant and bursary programs for those students in financial need?

Public School Fees covered by Government

Nova Scotia is [proud to announce](#) that for the third year, they are helping families on Social Assistance by giving extra money to help cover mandatory school fees.

This is an excellent course of action, as too often the onset of school and all the various fees becomes an extra burden on families that are already trying to live on social assistance. Of course, an even better solution would be to eliminate these extra school fees altogether, as really, they have no place in what is supposedly a publicly supported school system.

Some, of course, suggest that there is no money for this type of thing, which I say is complete hogwash. All a person has to do is look at the size of pension that our politicians receive in a world where any sort of pension plan is becoming increasingly rare. If, as the saying goes, we have to run our governments like a business, then lets start doing that, and trimming away these long term costs that the taxpayers have to bear once a politician is no longer wanted by the people.

A native Calgarian, Karl is perpetually nearing the completion of his Bachelor of Arts with a Major in Information Studies. He also works for the Computer Sciences Virtual Helpdesk for Athabasca University and plans to eventually go on to tutor and obtain his Master's Degree.



The Debate over the Public Sector: Major Issues

Part One: Public vs. Private

By Wayne E. Benedict

There are ongoing and heated debates raging in Canadian society over public sector employment. Those on the political-right decry government involvement in the “private” business of “free-market” liberal economics. From their perspective government should discontinue meddling in the economy generally and the private employment relationship in particular. Further, the government has no place competing with private-sector enterprises through the ownership of Crown Corporations or the operation of public institutions where the private sector is willing and able to deliver the same goods and/or services to the consumer (public) and provide those goods and/or services more efficiently, so the rhetoric professes, than does the public sector. Prescriptively, those on the right would see governments privatize public enterprises; contract-out work historically performed by public sector employees to the private sector; and deregulate private sector industrial relations while restricting public sector employees from exercising collective bargaining rights, particularly the right-to-strike. Those on the political-left insist that government has a vital and legitimate role to fulfill in the provision of goods and/or services to the citizenry of Canada and that public sector workers, as a matter of equity, are entitled to the same collective bargaining rights as are their brethren working in the private sector. Some believe that the right-wing proponents of privatization have the ulterior, self-serving motive of private-profit as the basis underlying their call for governmental divestiture of public holdings; not altruistic concerns for the “tax-payer”; the “free-market”; or “sovereignty” of the state.

In order to assess the public sector, one must first understand its composition and the features that differentiate it from the private sector. The private sector is easily recognizable through private capital accumulation, whether embodied in the individual small (or large) business owner or the faceless national, international or multinational joint-stock corporation. The public sector, on the other hand, is difficult to define, other than its distinction from the private sector. Most people generally connect the public sector to government or the state but have little concept of the actual scope and functions of the various aspects of the “public sector”. The government is a temporary set of individuals who have been voted into office and who oversee the state, which is the nebulous entity comprised of all of the institutions and apparatuses with which a particular government attempts to rule. While a government-of-the-day has the power to manipulate the state (policies, composition, size, quality and quantity of services

delivered, etc.) during its tenure, it is transient and will only have that power until its next election loss. The state shows a more static nature and while it changes somewhat with the ebb and flow of governmental politics, it continues through successive governments. The public sector is tied to the federal, provincial/territorial, and local (municipal) levels of the state.

According to Statistics Canada (2001, p. 48), Canadian public sector employment in 2000 was composed of: federal government (including military) (339,963); provincial and territorial governments (1,323,229); provincial and territorial general governments (335,912); universities and colleges (265,492); health and social services (721,825); local governments (882,064); local general governments (340,827); school boards (541,237); federal government business enterprises (89,637); provincial and territorial government business enterprises (128,768); local government business enterprises (48,205). Therefore, in 2000, Canada's public sector employed 2,811,866 individuals; a sizable proportion of Canada's employed but far smaller than a decade previous. Figure 1 shows the changes in total public sector employment between the years 1989 and 2000, while Figure 2 shows the changes in employment for government business enterprises over the same time period.

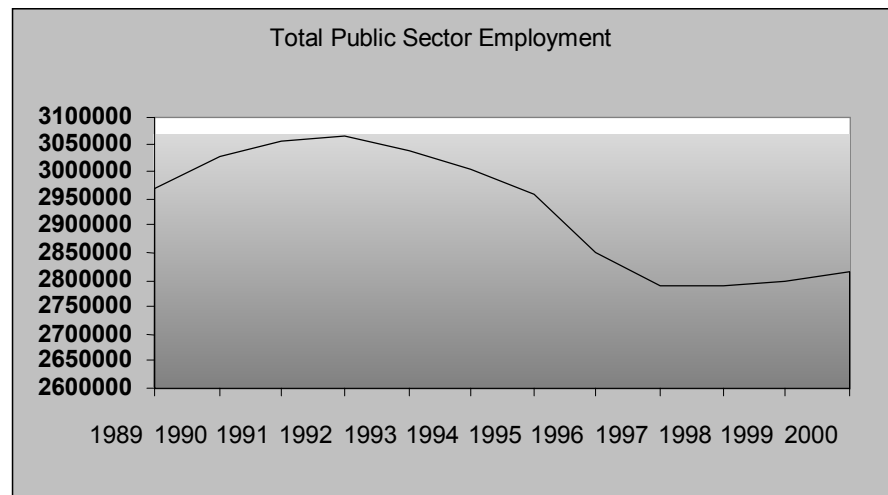


Figure 1

Source: Statistics Canada (2001)

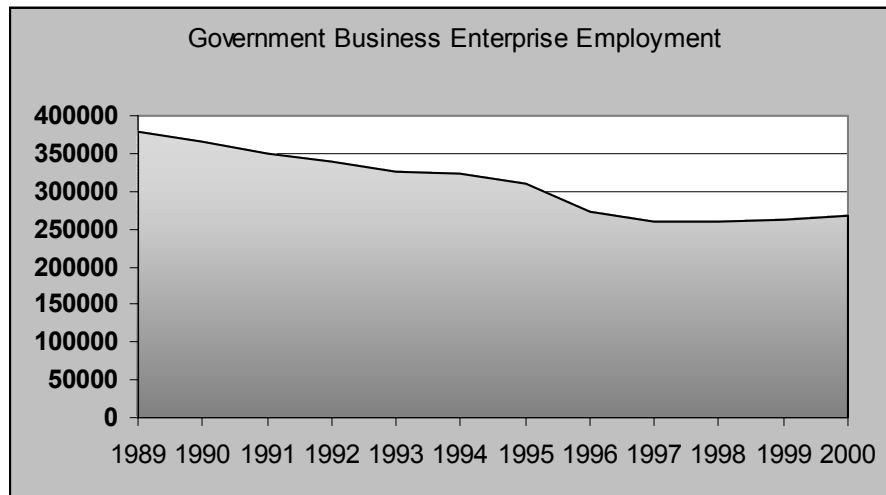


Figure 2

Source: Statistics Canada (2001)

As evidenced in the graphical representations, governments in Canada have been, and continue to be, influenced by the neo-conservative ideology of the right and have been downsizing, privatizing, contracting-out and generally striving for “less government”. These divestitures and downsizings have occurred during a period when public demand for the services that the state provides has been steadily rising—healthcare for the increasing proportion of aged in our population; social services for the growing number of unemployed and disaffected members of our society; etc. The departments and agencies that perform the work of government—the so-called “proper role” of the state—make up only one part of the public sector; government business enterprises another; and social programs and services (the social security system, social safety-net, or the welfare state) yet another.

Next week: Part Two: Capitalism vs. Social Conscience

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Wayne E. Benedict is a Locomotive Engineer at BC Rail and President of the Canadian Union of Transportation Employees Local 1. He is working toward his Bachelor of Administration in Industrial Relations and Human Resources at Athabasca University.



Nature Notes: From the Backyard to the Biosphere

Schoolgrounds for the Future

By Zoe Dalton

Well, somehow another September has rolled along. The heat of the summer has broken and it's time to again look toward pursuits of the harvest season. We've all seen the back-to-school supplies signs up in store windows. Of course, they've been there since July, when the kids first got out of school, but that's another story. September is the time when parents re-juggle their schedules and children must readjust from the freedoms of summer to the structure of a school day once more.

What will kids be working on back in the classroom? Math, writing skills, computers...science, phys ed and history...How about botany, pond studies and landscape planning? Presenting to corporations the benefits of schoolground naturalization to obtain funding for restoration projects? What about leading workshops for other elementary students on how to plan and develop a restored schoolyard? No problem for certain devoted little souls.

Students across Canada are taking part in a growing trend of greening schoolyards, turning these spaces from what one little girl has described as boring and jail-like to a place students never want to leave. From BC to Nova Scotia, organizations such as Evergreen have been involved in helping schools transform their outdoor areas into living classrooms, spaces in which the students can interact with and learn about ecological processes. As one young student said, learning about nature from textbooks or infrequent "field days" just doesn't give you the same feeling as walking out to the back of the school every day and learning first-hand.

While schoolground naturalization doesn't have undivided support, the benefits of hands-on environmental education close to home are hard to argue. Successful restoration projects have typically involved students, teachers, parents, individuals from the community, as well as some local politicians and private businesses. What better way to tighten a community's ties than to bring to fruition a child's description of paradise – plants, sand and flowers, a pond and a river by the school?

I know, maybe I've gotten too utopian and romantically idealistic for you, but consider this: 25% of a typical child's day will be spent in a lifeless schoolyard composed in most cases of little more nature than a homogeneous patch of grass. What is this environment teaching our kids

about the outdoor world? What pleasure can be gained for the budding minds of young explorers in the environment typical of most schoolyards? Think of the difference in psychological stimulation between an occasional removed trip to “the country” and a daily observation of the school wetland.

Instilling a concern for nature must begin at the beginning. Children exposed to nature on a daily basis, working on readings by the pond, doing classroom duties in the rooftop garden, sharing their own restored landscape with parents and friends are children who have learned to love and respect their environment. An environment they have helped to create, an environment they have worked on together, an environment they are proud to show off is one that has shared not only the gifts of fruit and flower, but also a life-long valuation of the connection between humans and the natural world.

For more information on schoolground naturalization success stories and ideas on how to proceed with your own project, a great place to start is at Evergreen’s website: www.evergreen.ca. Two excellent short films on the topic were put out by the NFB in 2000: *A Crack in the Pavement: Digging In* and *A Crack in the Pavement: Growing Dreams*.

Zoe Dalton is a graduate of York University’s environmental science program, and is currently enjoying working towards a Master of Arts in Integrated Studies with Athabasca U. She can be reached for comments or questions at zk_dalton@hotmail.com.



GETTING READY FOR THE NEW ADVENTURE

By Laura Seymour

Ramming the ghetto blaster under my arm, and slapping the carved elephant onto Larry’s lap, we scooted out the door. Handi-bus was here.

I was nervous I admit...it’s a new chapter in my life and I’m not even sure what book I’m reading!!

Joan told me months ago that she was trying to sell her clinic. She had invested in some wonderful new thingamahoosit and made enough changes to her life to move to some exotic country to travel and enjoy life. I politely tried not to be jealous and smiled at her good fortune. Life then shot me a few unusual curves.

First, Joan asked me, “Wanna buy a clinic?” We laughed about what I could offer her for it and more or less decided that what was in my pocket would not be a good idea for a therapy center.

Second, I told her I had finally registered for my second Craniosacral Therapy course and she delightedly suggested that I come in and try working with a few clients with her. The idea was bounced around that I consider taking over her clientele. I had no problems with the idea so I agreed on the spot.

Third, she found Mr. Wonderful... although I have yet to meet him...the potential new boss. He is a matter-of-fact businessman yet a gentle soul who believes in fate and the Universe dropping in “signs” to signal which direction to go.

I couldn’t be happier. Or could I?

I have been awaiting this move for months and it seems to have taken forever. I have been given Joan’s office space, massage table, bookcase, and clientele. Things like this don’t usually happen! Gratitude is included with this – I know this is huge and amazing. But I of course am trekking into the unknown. Where will this lead?

Anytime we head into new frontiers and uncertain waters we find ourselves wondering what is ahead. I am in those unknown waters and need to find out what I have around me.

For those of you joining me in some uncertain new adventure in your lives here is my prayer to get me through ...”HEEEEEEEELLLLLLLLLPPPPPPPPPP!”

Ahem! *I* find it helps! Even if it is a bit unconventional.

In the future if you have any questions about Craniosacral Therapy, you can always drop me a line at voice@ausu.org

And for those of you just starting out in some new adventure... me too. Good luck and hold onto the ropes you get thrown by me. I’ll be looking for yours.

Laura Seymour first published herself, at age 8. She has since gone on to publish a cookbook for the medical condition of Candida. She is working toward her B.A. (Psyc).



The Infinite and the Eternal:

A Further Examination of Paradox

By b.e. hydromako

If we turn our thoughts to Ultimate Reality, then we find ourselves considering that which generates and maintains the universe. From a theological perspective we make an immediate connection between this Reality and the divine. As

we established in “(Alpha-Naught),” the divine fits a logical contradiction which we denoted as **A & ~A**. As this formula captures the paradoxical notion of an immanent and transcendent divinity, we will now examine an instantiation caused by descriptions of Ultimate Reality which are both infinite and eternal. In this analysis we will focus on the relation between the transcendent **~A** and the eternal, and then, we will recognize the contradiction between the eternal and the infinite.

We will begin with the definition of eternal as that which is timeless and unchanging. We see that this includes all time in the sense that for something to be eternal it must persist through the entire duration of our universe (from beginning to end)—entirely unaffected by the process of the birth and death of everything. In the Tao we find that there is an unchanging thing that, “...appears to exist forever” (48). [1] This thing is “undifferentiated...[and] existed before heaven and earth” (49). Thus, we see that what Lao-Tzu calls, “Tao” (even though he does not know its actual name), fits our definition of the eternal. However, at the very beginning of the text he tells us that, “The name that can be named is not the eternal name” (47). The reason that we cannot speak of the eternal Tao is connected to the fact that what we seek to communicate is unknowable. Soren Kierkegaard recognizes that *it is the unknown* which defines the limits of our reason (32). [2] Thus, we can clearly see that what we cannot reason about, we cannot give a name to. That is, if we are unable to think about this unknowable thing, then we recognize that the name we give it actually refers to the limits of our reason, and not the thing itself. Therefore, it is reasonable for Kierkegaard to suggest that, from a Western perspective, many of us call this unknown thing “God” (29). In other words, like Lao-Tzu’s “Tao,” “God” is the name that we give the unknown, but this name does not actually refer to this eternal thing at all.

However, there are ways we can attempt to understand this unknowable thing. Using Moses Maimonides’ process of negation we can get at the correct description of God (14). [3] He tells us that God “...is above every attributive qualification” (13), and if we push this to its logical conclusion, then we arrive at a transcendent divinity. For, if this eternally unknowable thing were immanent (in the world), then we would be able to attribute qualities to it, and thus, we could have knowledge of it. However, as we have seen, this thing has no knowable qualities: we have to negate all possible qualities to get at it, and all possible qualities are derived from this

world. In other words, even if we knew everything about our world (both of the universe and of our psyche) we can be assured that it is not God. Therefore, we *must* be trying to get at that which transcends the world. As Kierkegaard tells us, what we are after, "...is the different, the absolutely different" (32).

From the above we can see that Lao-Tzu is correct in saying that "Tao is empty" (48). If the eternally transcendent is unlike anything that we could ever conceive of with our minds or find in the depths of our universe, then, relative to this universe, we see that what is eternal is absolutely empty: it is nothingness. Thus, in a technical sense akin to our use of $\sim A$, we can use the notion of the empty set, denoted O , to think of that which is eternal and transcendent. We are now in a position to see how the eternal contradicts the infinite, and this will show us how Ultimate Reality fits our formulation of paradox.

In contrast to O , an infinite set must contain an unending series of unique elements, where each element is differentiable from all the others. In other words, an infinity is far from the nothingness of the transcendent: the infinite is boundless with an inconceivably large plurality of being. Such a plurality can only be defined by reference to things in the universe (be these things mental or physical phenomena). Thus, we find an obvious contradiction between that which is eternal and that which is infinite, and so, the infinite in conjunction with the eternal precisely fits our $A \ \& \ \sim A$ formulation.

Through a synthesis of three separate views we have come to see that all three thinkers are after an understanding of Ultimate Reality. In all three articles we find that there is a connection between an eternal and transcendent divinity, and we have seen that this idea of eternity contradicts the idea of an infinity. Lao-Tzu asserts that the Tao is, "Infinite and boundless" (48); thus, we see that Ultimate Reality also has an infinite aspect which we have only briefly touched upon in this paper. It is likely that there is a case to be made for the identity of the infinite with the immanent, but such an examination must be reserved for another time.

[1] References to Lao-Tzu are from "Philosophy of Religion," compiled by Gary E. Kessler. Printed in 1999 by the Wadsworth Publishing Company, Belmont, CA.

[2] References to Soren Kierkegaard are from, "The Absolute Paradox," in the reading package prepared by B. Moran for Philosophy 331, University of Calgary, Spring 2001. Printed by the University of Calgary Bookstore and Printing Services, 2001.

[3] The References to Moses Maimonides are from, "Negative Theology," found in the same reading package mentioned above.

b.e. hydromako is not sure whether his parents were human, and sometimes feels that the sun and the moon are his father and mother respectively (or vice-versa). He doesn't have a belly button, and the operation to remove the alien implants is forthcoming. Sometimes he thinks that the world is a projection of some malfunctioning machine.

Beyond the Headlines (c)

Contributed By The Community Networks Group

Hola! We hope your summer has been a most rewarding & energizing one. As you recall, every month we bring you a bulletin under the rubric of 'Beyond the Headlines' to highlight the incredible inspiring work of many Alberta-based NGO's. We invite you to consider supporting in whatever way you are able to do the good work of many of these NGO's working in international development.



This month's feature group is Change for Children ...

About Change for Children

Change for Children Association (CFCA) is a non-profit, non-governmental, charitable organization based in Edmonton, Alberta, Canada. The organization was founded in 1976 to respond to a growing awareness of the daily atrocities of poverty, oppression and starvation in the world, and the recognition that the poor did not want charity, but that they clamoured for justice.

The name 'Change for Children' identifies the primary victims of injustice while at the same time suggesting the need for transformation. (It does not mean that our projects involve only children.) CFCA has grown into a network of dedicated people including more than 3,000 supporters, friends, members, and volunteers from across the country. We believe that ordinary people can do extraordinary things.

Change for Children has two primary functions:

We support grassroots development projects initiated and implemented by partner organizations in Latin America and the Philippines, projects that foster long-term self-sufficiency and use local resources rather than relying on a transfer of Canadian technology.

These projects include agricultural production, outreach activities for street children, women's micro-enterprise, and health and education initiatives. We educate Canadians about the conditions of poverty, oppression and injustice in the South, to bring about an awareness of our global interdependence and to encourage Canadians to play an active role in working for peace, democracy, human rights, and a more just, equitable and sustainable world.

Change for Children is funded by donations from our members and the general public. Project seed funds are usually matched by the Canadian International Development Agency (CIDA) on a two-to-one basis, and often by the Wild Rose Foundation of Alberta on a one-to-one basis. Special projects may receive additional funding from other local, provincial or federal agencies. Change for Children is a dynamic, highly efficient

organization, with a very small staff and low overhead.

We are committed to ensuring that our funds are used for maximum benefit. For example: only 2% of our annual budget is used for fund raising initiatives; 92.5 cents of every project dollar goes directly overseas. (With a CIDA 2:1 match of \$1.85 that means at least \$2.77 goes to the project for every dollar donated.) The remaining 7.5 cents is used for administration, which includes development and submission of project proposals and reports, fees for services to ensure accountability and transparency, and to meet the legal and public obligations that all charities must abide by.

Change for Children Association
10545 - 92 St., Edmonton, Alberta T5H 1V1
Tel: (780) 448-1505 / Fax: (780) 448-1507
E-mail: cfca@web.ca
www.changeforchildren.org



Free Health Benefits for Children in Low-income Families

From information provided by Alberta Human Resources and Employment

August 2002

The Alberta Child Health Benefit (ACHB) provides children in low-income families with free:

- Dental care
- Prescription drugs
- Eyewear
- Emergency ambulance services
- Essential diabetic supplies

More families are now eligible for coverage through the ACHB because of increased income eligibility levels, which took effect July 1, 2002. These income levels are associated with the number of children in the family:

- 1 child for family net income of \$ 22,397
- 2 children, \$ 24,397
- 3 children, \$ 26,397
- 4 children, \$ 28,397
- more than 4 children, add \$ 2,000 for each additional child

Enrolment in the ACHB is free. Eligibility for the program is based on the family's net income from their previous year's Income Tax Notice of Assessment (line 236). Once their applications are approved, qualifying families receive ACHB benefit cards that allow them to access approved services and products directly from service providers at no cost.

To get an application form:

1-877-4MY-KIDS

1-877-469-5437

www.gov.ab.ca/hre/achb



**COMMENTARY AND FEEDBACK!
LETTERS TO THE EDITOR**

Thanks to all of you who have been providing us with such great feedback on The Voice. Please continue providing your opinions, comments and support; any submissions can be sent to tmoore@ausu.org

****PLEASE REMEMBER ALL LETTERS TO THE EDITOR INTENDED FOR PUBLICATION MUST BE MARKED "FOR PUBLICATION".**

Accepted letters to the editor have not been edited, nor do they necessarily reflect the opinions of The Voice staff, AUSU, or Athabasca University.

Tammy Moore



AUSU News – Summer

By Tamra Ross Low – AUSU Counsellor

July was an exciting month for AUSU. At long last the Voice Students' Publication has a permanent home online. Our new site launched with the July 24th issue. The completion of the Voice website is a landmark event as we are now able to move on to an even larger project - the construction of the new AUSU home site. We realize that many of you have been frustrated with the changes that have occurred over the last several months, but you won't have to wait much longer. We are planning to have the new site up and running by fall of this year, and it will feature everything you liked about the old site plus a lot more.

In the meantime, we have endeavoured to make the current website as useful as possible. To better serve you in the coming months, we have reintroduced message forums, and we hope you will find them valuable for making contact with other AU students. We have also included a section for course reviews, as many of you have told us that this was one of your favourite parts of the previous site. The new website will also feature improved course review pages, including online surveys and reviews for programs of study.

At the AUSU council meeting in July we discussed many other issues of interest to students. Scholarships and awards are under review, and while no final decisions have been reached yet, we are considering some new awards to the top grad[s] each year.

The Groups and Clubs committee has finalized its operating policy and is looking forward to creating its own space on the new website. This committee is dedicated to helping AU students form links through clubs based on common interests. Among our goals is forging links with clubs at other universities to increase networking and to help new clubs get started at AU.

AUSU is also finalizing plans for this year's Annual General Meeting, which is tentatively scheduled for September 28th. The date should be finalized by the next printing of the Voice, and will be included in the News and Events section. Students may attend at the AU offices in Edmonton, or via teleconference. Keep watching the Voice and the AUSU website for information on how to attend.

Another topic of discussion was volunteers. Some of you have generously offered to donate your time, but we have not been very good at taking you up on it! This is going to change. We are currently discussing projects that will make good use of volunteer hours and you

should be hearing from us shortly. We really appreciate your offers of time and expertise, and we do need you!

Finally, an item of great concern to AUSU is the Alberta Government's suggestion that they may start funding distance education students differently than students in traditional classes. We are keeping a very close eye on this situation, and have sent representatives to relevant meetings to ensure that your voice is heard. Look for more information in the Voice and on our website in the coming months.



Notice to AU graduate students and those considering entering graduate studies at AU:

Athabasca University Students' Union is in the process of establishing an AU Graduate Students' Association.

Here's a sampling of benefits of belonging to a Graduate Students' Association:

- **Graduate student representation on University Committees**
- **University and government advocacy and lobbying**
- **Affiliation with provincial and national graduate students' organizations**
- **Assistance with university/student dispute resolution**
- **Information source**
- **Networking**

For more information contact:

Shirley Barg, Vice-President

Athabasca University Students' Union

Email: sbarg@ausu.org or call 1-800-9041 ext. 3413

Edmonton local number: 497-7000

Calgary local number: 298-2905

Conference Connections

Contributed By AU's *The Insider*

- **Public Sector Management Development** - 17th annual conference - Sept. 12-14, 2002 - Erlangen, Germany - "Where Public and Private Meet - Challenges for Management Development." Details: <http://www.efmd.be>
 - **National Policy Research** - October 23-25, 2002 - Ottawa - "Future Trends: Risk." Details: http://policyresearch.gc.ca/page.asp?pagenm=conf_wel
 - **AU Learning Services** - Oct. 25-26, 2002 - Annual conference to be held at Crowne Plaza Chateau Lacombe in Edmonton. More information to follow.
 - **Canadian Multicultural Education Foundation** - Sept. 25-28, 2002 - Edmonton, AB - "Canada: A Global Model for a Multicultural State." Details: <http://www.cmef.ca>
 - **European Conference on E-Government** - 2nd annual - October 1-2, 2002 - St. Catherine's College, Oxford University. Details: <http://www.mcil.co.uk/2g-eceg2002-home.htm>
 - **Society of Research in African Cultures** - Nov. 7-9, 2002 - Montclair State University, New Jersey - "Internalist vs. Externalist Interpretations of African History and Culture." If you propose to give a paper, abstracts must be received by August 30, 2002. Send to [Dr. Daniel Mengara](#), Executive Director, SORAC.
 - **CASE District VIII** - March 8-11, 2003 - Coeur d'Alene, Idaho - "Connect in Coeur d'Alene." Details: <http://www.connectincda.com>
 - **ICDE World Conference** - 21st annual - June 1-5, 2003 - Hong Kong. Deadline for abstract submission is Aug. 1, 2002. Details: <http://www.ouhk.edu.hk/HK2003>
 - **CADE** - June 7-11, 2003 - St. John's NF
 - **International Studies Association and the Central and East European International Studies Association (ISA/CEEISA)** - June 26-28, 2003 - "The Global Tensions and Their Challenges to Governance of the International Community" conference at Central European University in Budapest, Hungary.
-



ENLIGHTENING INFORMATION!

WRITE FOR THE VOICE!

Contact Tammy Moore at tmoore@ausu.org for details on writing for The Voice, providing a sample selection of writing and preferred genre.



Join us @ our Second Annual ... Picnic in the Parkland! Contributed Courtesy of Community Networks Group

Sunday, Sept. 15, 2002

Picnic from 1-3 pm, Music from 2-5 pm

Join us, support the Parkland Institute, enjoy great food, great music and a beautiful location! INFOLINE: 492-0417

Musicians:

The McDades ... Terry McDade, Solon McDade, Jermiah McDade and Shannon Johnson, Lionel Rault, Ron Rault, Stewart McDougall, Kenny Chalmers, Jef Bradshaw. New and original work will be performed, plus excerpts from "The Gift," the musical celebration of the legacy of Ian Tyson.

MC: Lark Clark, host of CKUA's "Radio Mondo" and "Tin Roof Radio" ...

Location:

The beautiful Mcfall Ranch on Hastings Lake, 45 minutes east of Edmonton off Highway 14. This is a fundraiser to support the educational programming and research of the Parkland Institute.

Tickets:

\$50 per Adult / \$10 Kids 5-14, Picnic lunch included.

To order tickets or to [inquire about volunteering](#), call Parkland at (780)492-8558.

Tickets can also be picked up at Earth's General Store, Orlando Books, Audrey's Books, Belgravia Books and Kunitz Shoes.

Check our website for more details at <http://www.ualberta.ca/parkland> > Please help support the Parkland Institute by forwarding this information on to your friends, family and acquaintances!

PARKLAND INSTITUTE, 11045 Saskatchewan Drive
Edmonton, Alberta (Canada) T6G 2E1
Phone: (780) 492-0417/ Fax: (780) 492-8738
E-mail: racuna@ualberta.ca / www.ualberta.ca/parkland

“DEAR SANDRA” advice column coming soon! Please send questions care of voice@ausu.org! Participation would help us get off the ground and running – so lend a hand and share your troubles 😊

COMMUNITY ANNOUNCEMENTS

Contributed By The Community Networks Group

AWARENESS PROGRAMS SOCIETY OF ALBERTA

Volunteers Needed and Invited to Help

Infoline: 924-3432

We are a volunteer, registered non-profit society which has been serving the work of Wanjiku Kironyo in Kenya for seventeen years. Wanjiku works in the slum communities with the women and street kids, handicapped children and youth groups. Our chairperson, Rosalind Shepherd, is leaving for Africa and we need someone to help us to hold the work together while she is gone. Our Board consists of ten people, who work on various aspects of the work. We need someone who has space for a small office, and the skills to be hub of the wheel for a meaningful and satisfying international project for AIDS orphans. If you are a people-person who enjoys office work, has a little spare time and spare room, phone us at 924-3432, or e-mail us at rozshep@oanet.com.

The Psychology of Money With Dr. Dragana Breberin Contributed By The Community Networks Group

September 25, 2002

Suite 710, Sun Life Place, 10123 - 99 Street

Dinner: 5:00-6:30 p.m. / Seminar: 6:30-8:00 p.m.

Question Period: 8:00-8:30 p.m. / Social time: 8:30-9:00 p.m.

Parking is available under The Citadel or on the street ...

INFOLINE: 448-2707

People speak of money as though they understand it: what it does for them and how best to use it. But is that really the case? Is your financial status controlling you or serving you? What are you trying to accomplish with money? What is the best way to achieve your desired results? Whatever your circumstances, you will find it beneficial to discuss what money can and cannot do for you, where you got your ideas about money and how you use your attitudes about money to guide your handling of money matters. Participants will have an opportunity to share their feelings and experiences about money and to examine alternative attitudes towards it in a constructive, thoughtful environment.

About Dr. Dragana

Dr. Dragana Breberin is a clinical physiologist with an extensive, inter-disciplinary education and over twenty-five years of experience in helping a diverse range of people to become the best that they can be. In her experience, peoples' perception of money is often mismatched with the true possibilities available to them with it. Money is an artificial construct therefore our attitudes towards it determine our experience with it. We have far more control and opportunity with our financial status than most people realize.

Registration fee: \$85.00 All registrations and payments must be received prior to September 19, 2002. Payments may be made by Cheque - VISA - American Express - Money Orders - or Cash or By PHONE: 448-2707, by mail to address above or FAX: 426-3459.

SATYA DAS' new book - "*the Best Country - Why Canada Will Lead the Future*"

A national release in bookstores across the country on September 5th, 2002.

Contributed By The Community Networks Group

Note: Edmonton book signings are set for Audreys Books September 6th at Noon and at Laurie Greenwoods Volume II September 11th at 7:00 pm. Checkout the website for details "buzz" and ordering on-line at **www.thebestcountry.ca**

In his newest book, *The Best Country*, acclaimed writer and journalist Satya Das makes a compelling case for Canadian global leadership - not from any sense of military superiority or economic might, but from the simple duty to share what is best in us with the larger human family.

"Brims with the optimism that Canada can, indeed, make a difference in a world that seems to have lost its way." Prof. Andy Knight, Editor, Global Governance

"Satya Das's new book deserves a wide audience across Canada - and beyond."
David Kilgour, M.P., Edmonton Southeast

About the Author

Satya spent a quarter century in journalism, serving as a columnist, foreign affairs writer, editorial writer and member of the Editorial Board of *The Edmonton Journal*. Satya is an experienced opinion leader; a pioneer in defining and advocating Canadian values; a noted analyst of political, economic, social and cultural issues.

He was born in India, and immigrated to Canada with his parents when he was 12. Satya and his wife Mita have two school-aged daughters. He is a frequently invited speaker and guest commentator on political, social, cultural and economic issues and has appeared as commentator on CTV, Global, RDI, Newsworld, CBC, and Radio Canada. A sought-after public speaker, he is fluent in several foreign cultures and proficient in several languages.

Satya's major awards include: Citation of Merit for Editorial Writing, National Newspaper Awards 1996; Media Human Rights Award, League for Human Rights of B'nai Brith Canada 1998; The Alberta Human Rights Award, for leadership in advancing human rights in Alberta, Province of Alberta 2000; Citation Award, for lifetime services to human rights and culture, City of Edmonton Salute to Excellence, 2001.

As a volunteer, he is a director of the John Humphrey Centre for Peace and Human Rights and of NeWest Press, and a trustee of the Heritage Community Foundation. Satya is a founder and principal of Cambridge Strategies Inc., a Canadian consultancy offering strategic advice in policy design and development to the public and private sectors (www.cambridgestrategies.com). He once owned a French restaurant, has been the wine columnist of The Edmonton Journal and still enjoys hosting wine and food events for charity.

The KAIROS REGIONAL GATHERING 2002 **Pleasantview Bible Camp, Lloydminster, Alberta (Canada)**

Contributed By The Community Networks Group

October 4-6, 2002

We invite you to join us at a regional KAIROS meeting in the fall of 2002. We are bringing people together who share common values and vision for strengthening regional ecumenical justice networks. The meetings will include opportunities for networking with others from a different church or faith community, people who share your passion for justice on an issue as well as opportunities to find resources and support from KAIROS at the regional and local level for your ongoing work. There will also be opportunities to discuss justice and network building commitments you might make together as a region. And as always, worship, community and renewal!

For more information about this regional gathering, please contact:

Infoline: Lana Schramm: lanas@telusplanet.net
Phone (780) 766-3058

About KAIROS...

KAIROS is a national partnership of eleven Canadian churches and church-related organizations dedicated to offering a faithful decisive response to God's call for respect of the Earth and Justice for its peoples. KAIROS gives national leadership in the Church and community on a host of justice issues from refugees to Aboriginal land rights to human rights, from climate change to international debt to Canadian health care. We do this work together as churches with partners in the Global South, Aboriginal communities and local activist groups.

KAIROS: Canadian Ecumenical Justice Initiatives

129 St. Clair Avenue West, Toronto, ON M4V 1N5
Tel: (416) 463-5312 / Fax: (416) 463-5569
Visit our web site @ www.kairoscanada.org

Youth Entrepreneur focused organization introduces Media Center on website

What: The Canadian Youth Business Foundation (CYBF) has introduced the addition of a media center to their organization's website. Members of the media are able to collect necessary information in a one-stop style. Everything from client success stories and recent press releases to national events and FAQ's are available.

When: This service is available immediately! The information contained in the media center will be updated to reflect new and exciting developments within the organization and with partners.

Where: The media center can be accessed by logging onto www.cybf.ca and clicking on the media center icon on the main page.

Why: This service is designed to provide timely and efficient information pertaining to the CYBF and the clients it serves.

Contact: For more information please contact Jaime Hurlbut, Marketing Specialist with the CYBF at 416.408.2923 ext 2301 or toll free 1.866.646.2922 ext 2301

The Canadian Youth Business Foundation (CYBF) is the only national organization in Canada that enables young entrepreneurs to pursue their aspirations of building successful enterprises by providing business assistance not otherwise accessible to them.

Founded in 1996 by the CIBC, the Royal Bank, and the Canadian Youth Foundation, the CYBF was initially created in response to high youth unemployment and underemployment. It has evolved into a leading organization that encourages and supports Canada's high entrepreneurial activity and aspirations.

Modelled after The Prince's Youth Business Trust, a foundation that since 1986 has helped some 35,000 young entrepreneurs in the U.K., the Canadian Youth Business Foundation enhanced the model significantly - making it unique and distinct from any other program in the world.

Announcing [The Sustainable Times Webzine...](#)

"Jobs vs. the Environment?" Get with the Times! That cliché has been recycled as more and more businesses, individuals and communities find ways to create jobs *and* protect the environment. That's right people, welcome to [Sustainable Times webzine](#), (<http://www.sustainabletimes.ca>) the internet site about solutions.

We tell real world stories of struggle and success, and explore practical alternatives to the way we now do business. Featuring original [articles](#) from Canada and the [Third World](#), the Sustainable Times webzine is for those seeking down-to-earth answers to our most pressing problems.

The Times is about what's right, not just what's wrong. The Sustainable Times webzine edition is published by [CUSO](#), a Canadian international development agency that works for sustainable development in Africa, Asia, Latin America and the Caribbean. You can 'Write the Times' at:

1657 Barrington Street, Suite #508
Halifax, Nova Scotia (Canada) B3J 2A1

Tel: (902) 423-6852 / Fax: (902) 423-9736 E-mail: Times@chebucto.ns.ca

[The Barcelona Forum 2004](#)

Contributed By The Community Networks Group

The first **Universal Forum of Cultures** is a new international event which will bring thousands of people to **Barcelona** from all over the world in 2004. The Forum's principal aim is to contribute to a renewal of thought and attitudes, providing a new platform for moving towards a new coexistence without conflict and in a world fit for living in.

The first Universal Forum of Cultures will take place in 2004 in **Barcelona**. It opens on the **9th of May**, Europe Day, and closes on the **26th of September**, coinciding with the local festivities of La Mercè, the city's patron saint. The Forum will last 141 days!

The [Barcelona Forum 2004](#) is co-organized by the Barcelona City Council, the Catalan autonomous Government and the Spanish Government, with **UNESCO** as the main partner. The Agenda for this major gathering is based on the Universal Declaration of Human Rights and the working principles of the United Nations.

In agreement with Unesco, the **Barcelona Forum 2004** is structured around three core themes: **cultural diversity, sustainable development and conditions for peace**. Join us at the Barcelona Forum 2004 as move forward towards a world that is sustainable and more humane.

Breaking Bread... For Women In Afghanistan Contributed By The Community Networks Group

Breaking Bread... For Women in Afghanistan is a volunteer fundraising project to support much needed education projects for Afghan women and girls. You can participate in this unique cross-Canada fundraising initiative by **Hosting a Pot Luck Dinner** with nine of your friends.

As Host you are asked to invite your friends to your home, request that they bring a dish to share for dinner and ask each participant to donate \$75 towards education in Afghanistan. Each Pot Luck Dinner will raise \$750 (tax receipts available) and will pay the salary of a teacher for one year in Afghanistan.

Do some good... Become a host for "Breaking Bread" -- enjoy the company of your friends, some excellent food and share the opportunities to participate in facilitating REAL CHANGE for Afghan women and girls...

For more information on **How to Host the Pot Luck Dinner**, please call:
1-416-366-2516 or e-mail: info@breakingbreadforwomen.com (or) visit:
<http://www.breakingbreadforwomen.com>

ART EXHIBITIONS

Call for Submissions

Mujeres - Women: A journey of the Senses

Curatorial Statement - Vision

To share with Edmontonians the artistic - craft work that is being produced by **Canadian women of Latin American ancestry** living in Edmonton.

Exhibit Statement

This arts & crafts exhibit planned for the Spring of 2003 aims to build bridges of understanding between communities and its artists / artisans and will challenge stereotypes of traditional women's roles within Latino - Canadian culture and women in general.

The intention of this exhibit is to share with Edmontonians the creative endeavours of Canadian women of Latin American ancestry. The exhibit will be open to the public at large and members of the Latin American communities. Products will be available for sale directly from the artists / artisan.

Thematically, 'Mujeres - Women: A journey of the senses' will emphasize the commonalities between artists / artisans and the public at large and will foster a dialogue between artists - artisans, the public, and the Latino-Canadian community, particularly among women & youth.

Call for Submissions

We are inviting Canadian women of Latin American ancestry living in Edmonton to submit their best fine art work and/or top quality crafts to partake in this arts & crafts exhibit. Submission can include: video, poetry, stories, photography, sculpture, calligraphy, printmaking, textiles, metals, glasswork, clays and leathers. Submissions will be selected by a Steering Committee using a broad criterion, based on quality, presentation, creativity, complexity, visual appeal, and variety, uniqueness and utilitarian worth.

Entry Fee & Deadline

A non-refundable entry fee of \$55.00 is levy for all applicants. This entry fee helps cover in part the cost of producing this event. Applicants will be notified by mail one month following closing deadline, which is **October 01, 2002**.

Venue & Engagement

No venue has been selected but it's anticipated that a high profile facility will be chosen to highlight these works. The arts & crafts exhibit will include an opening (Friday) evening with a keynote speaker on its main theme, some light entertainment and a full day (Saturday) for show & sales.

For further information & to request an application form, please call:

Paz Walton, Artistic Director @ 479-6435

Leo Campos A., Executive Producer @ 474-6058 / Cell: 995-6819

Contributed and produced by:

The Community Networks Group (c)

when
People
need an ally ...

Your donation
of reusable
clothing helps
support the
Association's
efforts



CANADIAN
DIABETES
ASSOCIATION

ASSOCIATION
CANADIENNE
DU DIABÈTE

[Email Us!](mailto:info@diabetes.ca)
www.diabetes.ca

What We Do

Canadian Diabetes Association (CDA) is a non-profit, charitable organization with over 150 branches across Canada. CDA volunteers and staff work directly with people with diabetes and their families at the grass roots level. The CDA Collections Program collects clothing and reusable household items as an entrepreneurial fundraising venture. The funds raised from this program assist in promoting diabetes research, education, service and advocacy.

What We Accept

We gladly accept donations of:

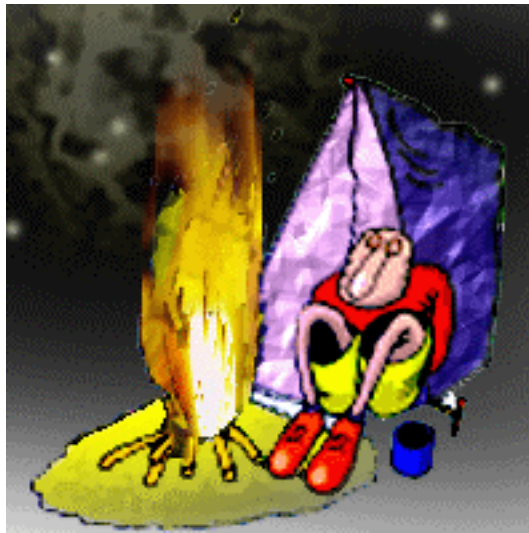
- Clothing
- Linens
- Toys
- Small Appliances
- Jewellery
- Shoes
- Luggage
- Sporting Goods

Canadian Diabetes
Association

403.509.0070

403.509-0072 (fax)

1.866.811.0070 (outside of
Calgary)



Global Village Backpackers Banff

Our hostel opened June 1, 2001 right in downtown Banff. Formerly the Woodland Village Inn, we are a unique hostel as all our rooms have ensuite bathroom facilities. We have a hot tub, sauna, internet access, kitchen facilities, pool table, tour desk, TV room, bike rentals, laundry facilities, lounge and a large outdoor courtyard patio.

A majority of our rooms are spacious 4-8 bed dorms. We also have, what we call, semi-private rooms. Each has a double bed in a loft above a 4 bed dorm. You share the washroom facilities with the dorm.

Room rates

October 1, 2001 - April 14, 2001

Dorm Beds	\$25.00	\$22.00
Semi-private	\$55.00	\$51.00

Weekly rate in a dorm room \$129.50 (non-refundable)

All prices include taxes and linen. Discounts are available to travelers carrying YHA, ISIC, VIP or GO cards.

2001/2002 Ski packages

3 Nights/2 days - only \$169
 3 Nights shared accommodation
 2 days ski passes (Lake Louise/Sunshine Village/Mount Norquay)
 Transport to/from ski hills
 Free pancake breakfast daily.

6 Nights/5 days - only \$369
 6 Nights shared accommodation
 5 days ski passes (Lake Louise/Sunshine Village/Mount Norquay)
 Transport to/from ski hills
 Free pancake breakfast daily.

We require credit card details to guarantee reservations.
We welcome group bookings. Please call the hostel directly for details.

Cheers

The Staff at the Global Village Backpackers Banff

449 Banff Avenue BOX 398

Banff AB Canada T1L 1A5

1-403-762-5521 Toll-free in North America 1-888-844-7875 fax 1-403-762-0385



Are you an Artist? AUSU supports the arts!

AUSU is interested in purchasing original works of art from students for use in promotional purposes. These promotions may include: gifts from AUSU to graduates at convocation, tokens of appreciation for volunteers, special presentations, etc.

The works of art must:

- be created by an AU Student
- be within a value range \$0-\$500.
- be accessible or easily transportable to Alberta

If you are an artist of any kind who creates a product you feel we would be able to use for such a purpose, please contact djabbour@ausu.org. Supply a brief description of the art object, a picture if you have it, and its market value.



WRITE FOR THE VOICE!

Contact Tammy Moore at tmoore@ausu.org for details on writing for The Voice, providing a sample selection of writing and preferred genre.



‘Learning is Learning’:

Challenge for Credit Option Exists for AU Students

Many students may not be aware that AU recognizes prior learning and encourages students to use the challenge for credit process if they feel they have knowledge or expertise in a particular subject area.

The process is not easy, but it is not insurmountable, and it can save the cost and time of taking a course if prior knowledge exists.

“We want to raise students’ awareness about the option and let them know that they don’t need to re-learn material or spend money on a course they don’t really need to take,” said Joan Fraser, director of the Centre for Learning Accreditation.

“Learning is learning and a student shouldn’t be penalized if that learning was not done within the confines of bricks and mortar,” she said, adding that those students with significant life or work force experience are typically those who pursue the challenge option.

Challenge for Credit is handled by the Registrar’s Office. Students are encouraged to check the course description to see if a challenge is permitted for the course they are interested in. If so, then the student must investigate a number of things prior to deciding whether to proceed.

First, and most important, the student should discuss the matter with the course coordinator. The coordinator will be able to give a better idea of the depth of the materials covered in the course, and the student’s chance for success should he/she opt to challenge.

The AU calendar outlines the challenge steps, notably completing the Challenge for Credit Application and accessing the course materials, which further allows the student to review the materials and determine if the challenge is viable. There is a non-refundable challenge for credit fee (check the web site for the current fee), but it should be noted that no withdrawal is allowed once the application has been completed.

“It (the challenge for credit) is something that’s there for you – use it,” Fraser said.

Anyone with questions about the process is encouraged to call Joan Fraser at (780) 675-6481 or check AU’s website at www.athabascau.ca.



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