

Volume 10 Issue 38
October 2, 2002

the VOICE

www.ausu.org

QUOTE OF THE WEEK:

"I'm not old enough to play baseball or football. I'm not eight yet. My mom told me 'when you start baseball, you aren't going to be able to run that fast because you had an operation'. I told Mom I wouldn't need to run that fast. When I play baseball, I'll just hit them out of the park. Then I'll be able to walk."

--Edward J. McGrath, Jr.



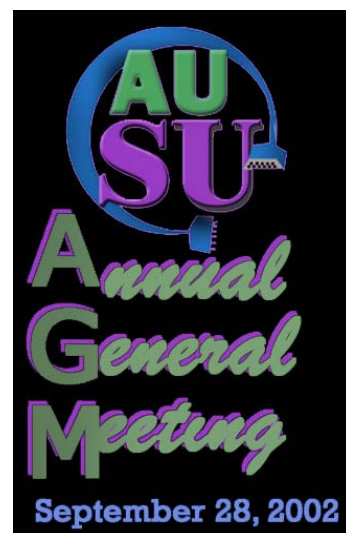
A Bug In Your Ear...

NEWS FROM THE AGM Provided By AUSU Council

The 9th Annual General Meeting of AUSU was held this past Saturday, September 28 at 1:00 P.M. Eleven students were in attendance, nine in person and two via teleconference. Quorum was satisfied and the meeting could proceed. In the President's welcome, Debbie Jabbour commented that the low attendance should not be taken as an indicator of apathy, but rather one that speaks to the reality of the lives of Athabasca University Students. Many may be interested in participating in student affairs, but few can manage to find the time to do so. Debbie also

spoke of the uniqueness of AU students, and the importance of having a good relationship with the university administration.

Judith Hughes, Athabasca University Vice President External and Student Affairs, brought a welcome from AU and seconded Debbie's words about the importance of collaboration and cooperation between the university and the students' union. Many changes are occurring within our university, and development of strong alumni is a first step towards strengthening the image of AU and finding alternate forms of fundraising to benefit the university. By working collaboratively, AU and AUSU can also have a more effective voice in lobbying the government for policy changes that recognize that AU is different and should not be considered under the same funding policies as other universities. Current policies do not recognize our technological infrastructure and open entrance policy, and the result is that AU must rely for the main part on tuition fees rather than government funding to maintain operations.



Activity reports were presented. It was recognized that most of the current group of Council members were not part of the 2000/2001 fiscal year, and did not have input into the financial statements presented. However, Council wanted members to know a bit more about us, and let everyone know what we've been up to recently and what is being planned for the future, so each Councillor submitted an activity report.

The financial statements were presented. Treasurer Gurpreet Dulai explained that an operational deficit had been incurred due to the reprint of the student diaries. Steps have been taken to ensure this type of problem won't re-occur, and during the 2001-2002 fiscal year, the deficit will be recovered. He also explained that increased convocation costs were a deliberate move intended to raise AUSU profile and provide greater graduation support during the most important event of the year. Overall AUSU began the 2001/2002 fiscal year in a financially healthy position.

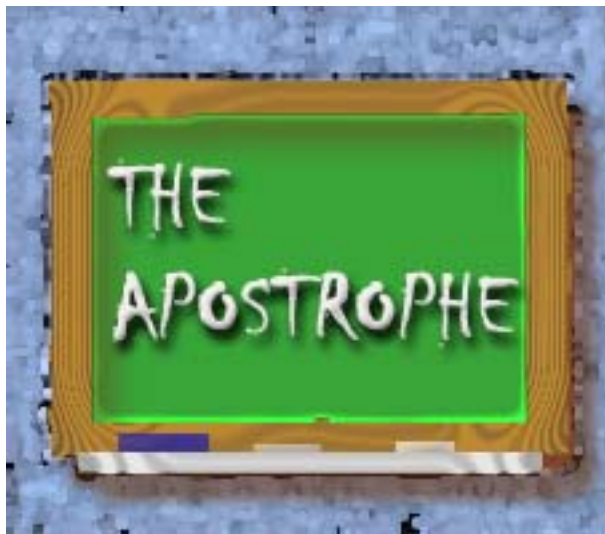
Once those in attendance approved the financial statements, and an auditor appointed for the upcoming fiscal year, the floor was opened to general discussion and questions. Several Council members spoke about their experience of being on Council during this past year, and how positive and educational it has been. Darren Kereluk, who along with Gurpreet Dulai, are the only Council members who had any significant presence during 2000/2001; Derek spoke of how different the experience has been this past year from the one he had when on Council previously. Even though disagreements occasionally occur, this group has been able to resolve things without entering into the type of conflict that tore the previous Council apart. Others on Council agreed that the atmosphere among this group has been always positive. Even when there is disagreement on how to proceed, the attitude is to discuss it and move on - move forward whether or not there is 100% consensus on issues.

Debbie Jabbour brought the meeting to a conclusion by thanking everyone on Council, volunteers and staff for their participation in making this last year such an enjoyable venture.

She noted that in future years, other Council groups may look back at what we do and wonder “what were they thinking?”, and that although we may make mistakes, we are all working with good intentions to improve the student experience for all AU students. The upcoming spring AGM will be a celebration of the 10th anniversary of AUSU, and plans are already underway to make it a very special meeting.

The 2001 Annual Report is available to any AU student who wishes to obtain a copy, and we encourage you to do so. You can request one by calling 1-800-788-9041, extension 3413 (local to Edmonton 497-7000); or by email to ausu@ausu.org. Please include your full name and AU student ID, as well as a mailing address. Indicate whether you prefer a hard copy mailout or a pdf copy by email (include your email address).

Thank you to everyone who showed an interest in the 2000/2001 AGM. We look forward to seeing you next spring for our tenth anniversary AGM!



The Vexing Apostrophe Don't Worry; It's Easier Than You Think

By Tamra Ross Low

It's one of those things that people can't seem to grasp. Nothing – save for being confronted with a set of flashing yellow traffic-lights – seems to cause people more consternation than that innocuous little punctuation mark: the apostrophe.

I don't really understand why. Certainly, there are elements of written English that are much more difficult to learn. Plural forms can be a challenge – so many words don't conform to the rules, and some have rules unique to themselves. Thus, you have a word like “fish,” which when pluralized is still “fish,” but which becomes “fishes” when you are speaking about the different varieties: “One fish”; “two fish”; “the fishes of the world.” Now that is confusing.

Writing English is also confusing – especially to those who learn it as a second language – for the preponderance of homonyms: words that sound alike, but are spelled differently and often have very different meanings. I imagine it must be quite daunting to be confronted for the first time with the subtleties of “their,” “there,” and “they're,” or “ade,” “aid,” and “aide.” Not only are these spelling variations difficult to learn, but spellcheckers will not catch the use of an inappropriate word. I was a victim of this flaw a couple of weeks ago when I foolishly submitted

an unedited article to the Voice, which used ‘here’ when I intended to use ‘hear.’ Yes, I do know the difference, but somehow I make more errors when typing than when writing on paper. I promise to start editing my work more diligently.

Yes, there are many things that make written English difficult to learn, but the use of the apostrophe need not be one of them. Unlike pluralization and spelling, the rules for using the apostrophe are simple, concrete and consistent. Once you know them, you can confidently use apostrophes with little worry of making an error. Too few people know the rules these days, and errors in apostrophe use are creeping into even the most respected publications.

Purdue University’s Online Writing Lab [See: http://owl.english.purdue.edu/handouts/grammar/g_apost.html] states these rules very concisely:

“The apostrophe has three uses:

- 1) to form possessives of nouns
- 2) to show the omission of letters
- 3) to indicate plurals of letters, numbers and symbols.

Apostrophes are **NOT** used for possessive pronouns or for noun plurals. “

I would go so far to suggest that the last sentence should in fact be another rule of usage, as a large number of errors in apostrophe use are the result of people using them too liberally.

Let me expand up on these rules:

1) Use The Apostrophe To Form Possessives Of Nouns

Apply an apostrophe to any noun to make it possessive, but not to make it plural:

The cat in the hat

The wild cats of Senegal

The cat’s Pajamas [The pajamas of one cat]

Understanding cats’ behavior [the behavior of many cats, or cats in general]

Usage differs between singular and plural words.

Singular Words:

If the word is singular, add an ‘S’ after the apostrophe, even if it ends in an ‘S’ already:

Paul’s Gloves

Chris’s jacket.

Plural Words:

If the word is plural and does not end in 'S', add an "S", but do not add one to a noun that is plural that already ends in 'S':

The two boys' science project.

Algae's marine habitat.

If in doubt, say the word aloud and it should be clear where an "S" is needed.

2) Use An Apostrophe To Show The Omission Of Letters

This is pretty simple. Use an apostrophe in contractions and truncated words, and place it where the missing letters would go:

Don't; won't; shouldn't; couldn't; it's [which always means "it is"] ; That '70s Show; He was born in '64; Rock 'n' Roll; and ain't [it may not be proper English, but it IS in the dictionary. If you must use ain't, remember the apostrophe].

But be careful that you do not use an apostrophe in words that are inherently possessive. Pronouns like:

its, yours, his, hers, theirs, and ours

already connote possession, and should not have an apostrophe. One of the most common errors is the use of "it's" to show possession, but only use this version when you want to say "it is."

If you are in doubt, substitute "it is" for "it's" and read the sentence aloud. It should become immediately apparent that:

The dog tripped on it's leash

Is incorrect when you substitute "it is."

3) Use An Apostrophe To Indicate Plurals Of Letters, Numbers And Symbols

While apostrophes should not be used to form the plural of a word, they should be used to form the plural of a number or symbol in order to avoid confusion:

He got five D's on his report card;

She rolled two 5's on the dice;

There are too many @'s in that email address.

Also, if a word is used symbolically in a sentence, an apostrophe is needed to pluralize, but only in this rare case, i.e.:

There are way too many "and's" in that sentence.

Beware, most spell checkers will highlight this word as misspelled. You need an apostrophe in this sentence, however, to avoid confusion. Without it, you would be saying that the word “ands” has appeared too many times, which is not the case.

4) Apostrophes Are NOT Used For Possessive Pronouns Or For Noun Plurals

This rule is stated and restated within the first three rules, but bears being singled out and repeated again. This is where most apostrophe errors occur, and it is becoming very common even in commercial publications that have trained editors on staff.

Most words can be pluralized simply by adding an “S” or and “ES” to the end. Some retain their singular form even when referring to plural subjects. The rules of pluralization, as I mentioned above, are complex and many words are exempt from those rules. Experience with written English and a good dictionary are your only reliable guides. Just remember that the apostrophe plays no part in forming plurals.

Also, be very careful where you place an apostrophe. If you are in the habit of using it to pluralize, you might often be confused about where to place it to show possession. Remember: “*The dog’s noses*” is not the same as “*the dogs’ noses*”

The first form may pass muster with those who disregard apostrophe use, but those in the know will be left shaking their heads. While a multi-nosed dog might be of intense interest to narcotics police, it’s probably not a phrase that you will ever need to use.

Likewise, a “*student’s union*” is not the same as a “*students’ union*,” though the difference may be subtle. The first form implies a union to which a single student belongs [which is correct, in that any given member could use this form to indicate this it is his or her union], while the latter indicates the union of a group of students [which is also correct when referring to the union in relation to some or all of its members.] However, many SUs use “Students Union” in their title, which is appropriate as the entire term, “students union” is a title for this type of organization, while the forms with the apostrophe are actually a description of the organization. Simple, right?

Ok, it is not always easy, and many experienced writers will make errors with trickier situations, like whether or not you should use an apostrophe to pluralize an acronym: which you shouldn’t. Most errors that occur, however, are in simple sentences where the rules are clear and easy to understand. Perhaps they are no longer being properly taught, or maybe people have just forgotten.

Those who eschew the apostrophe probably will not notice when others neglect it as well, but for those who do understand its use, a poorly placed one can lead to confusion, laughter, or even a bad opinion of the writer. It pays to use them correctly, or your meaning may be completely muddled and you may not even realize it. If you want to brush up on your knowledge of this handy and necessary little punctuation mark, try one of these sites:

Write 101.com. Also check out their Friends of the Apostrophe message base to see just how much apostrophe misuse upsets some readers: <http://www.write101.com/W.Tips184.htm>

Lesson Tutor. This page is for grade 11 students, but their advice is clear and sound: <http://www.lesstutor.com/eesapostrophe.html>

Purdue University's Online Writing Lab. Excellent site for all of your writing questions: http://owl.english.purdue.edu/handouts/grammar/g_apost.html

Also consider getting a copy of the 21st Century Grammar Handbook, an excellent and very simple to use handbook that is presented in A-Z dictionary format. Good for when you understand the basics of grammar, but need some quick clarification:

21st Century Grammar Handbook. 1993. New York: Princeton Language Institute.
<http://www.amazon.ca/exec/obidos/ASIN/0440215080/qid%3D1033339098/702-9976961-8254429>

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: Students & Health

By Debbie Jabbour

I recently read a back-to-school article somewhere that stated that university students tend to gain weight shortly after entering post-secondary education. The "Freshman 15" has been reported on by a variety of news articles and research sources, and it is common knowledge that around 75% of students (particularly females, lucky us!) gain an average of 15 pounds during their first year of university. There are valid reasons why this occurs. Some are obvious, such as the lack of exercise due to more hours sitting in class

and studying. Greater intake of fast food and skipping meals are also contributing factors. Increased alcohol consumption adds to the intake of empty calories as well, since for many students university is an excuse to party. Money is an important issue as well. Many argue that

it is cheaper to prepare a healthy meal of fruits and vegetables at home - yet when students have to decide between going grocery shopping and expending time to make a salad - eating at MacDonald's is cheap, does the job, and takes less time.

Although the Freshman 15 is generally spoken of in the context of campus-based students who are fresh out of high school, Athabasca University students are also subject to a variety of health problems brought on by our dedication to our studies, and weight gain is only one of them.

Most Athabasca University students are eking out study time while juggling work, family and community activities, and taking care of our own health often takes second place. AU students come home from work, grab a bite to eat, say a passing hello to their loved ones, and hit the books. Or for shift workers, we hit the books and then go to work!

During my first six months of university, I suddenly started to gain weight, partly because of long hours sitting in front of the computer or reading textbooks, but also because I started to rely on more fast, pre-packaged, easy-prepare meals that are high on energy but do not constitute a balanced menu. I love cooking, and I have always tried to eat well, but it's very difficult, when I have an assignment due, to justify spending hours preparing a well-balanced meal when I can just grab a quick microwave pasta. I've never been a highly physically active person, but once starting university it became impossible to find time to even go for a walk. Physical activity, of course, is linked with not only weight maintenance, but also general good health.

Gaining weight was only the start of my health-related problems caused by going back to university. A few months ago I started to experience severe pain in my upper right arm and shoulder. I suffer chronic upper back and neck pain from an old automobile accident injury, so I'm used to living with a fairly high degree of pain, but this was something new. For a long time I could not figure out why my arm ached all the time. This suddenly increased when I started my new job where I was required to be always at the computer ready to respond to incoming calls. One day I was sitting at my computer typing up an essay and I let my arm rest on my mouse for a bit. All at once I felt the pain run up my arm and realized the connection - the pain was a direct result of the angle of my arm resting on my mouse and the arm of my chair. A better chair, proper computer desk, and gel mouse pad could fix these things, but these expenses generally take second place when you are a single mother needing to buy food for your children.

Headaches are a common problem for many AU students as well, caused by stress, worry, long hours in front of a computer screen, and a variety of other study-related factors. Stress from overload weakens the body in general and makes a person more susceptible to illness. AU students don't always get the same type of break campus-based students do to recuperate. Rather than spring and summer breaks, reading week, etc., we tend to work straight through - keeping holiday plans on hold until we are finished our degrees. Because many of us are working on our degrees for far more than three or four years, this situation can go on for a very long time.

Most AU students also maintain hectic schedules that leave little time for sleep. Campus based students experience this as well during periods such as final exam time. But for us at AU, it tends to be a more daily experience. The reality is that we are squeezing out study time from

other areas of our lives, and sleep is generally the first thing we sacrifice when we need extra time. Lack of sleep and proper rest has a cumulative effect that sneaks up on you.

This can have serious consequences. For a while earlier this year I was finding myself falling asleep in front of my computer, in the middle of an essay, suddenly too tired to go on. I would doze off three and four times in a day, then get up and try to keep working on the assignment, wondering why I could not remain awake. I would try and read, but the words would blur and I would have to go lie down for a few minutes - minutes that stretched into several hours. Eventually I took a few hours out of my busy schedule to go to a doctor (another thing most AU students likely have no time for), and discovered that my iron levels were dangerously low - were I in hospital they would have been insisting on a blood transfusion. This was a wake-up call (pun intended) and I started to pay more attention to my health, took my vitamins, closed my books occasionally to make a salad or a full-fledged meal, and tried to get some fresh air and the occasional walk.

But it takes time and effort to watch your health, and I became lax once again as soon as my course completion dates loomed closer. I started studying for hours non-stop and not eating or sleeping properly. Now I'm paying the price. I've been down with some horrible flu/cold bug for almost 10 days and in spite of being on antibiotics, it's not going away quickly. Still I'm doggedly reading my course text books and trying to write my term papers (taking breaks to hack my lungs out every so often).

Alcohol has been cited by some sources as a causal factor in the Freshman 15 weight gain due to the propensity of university students to "party." Some AU students may also experience health problems due to alcohol, but not because we have time to party. Alcohol can be used as a stress-reliever...how many of us have walked out of a particularly difficult exam and said, "man I need a beer...NOW!" Consumption of caffeine and increased use of tobacco are other stress relievers that can cause health problems for students.

Health problems are of particular concern to female students. AU has a female enrolment of around 65%. Women traditionally neglect their own needs in favour of those of their families to a far greater extent than men do. Women tend to have to make greater sacrifices to achieve a degree than men do as well. But we should not have to sacrifice our health. Many of us have spouses who are helpful and pick up the slack. Others, like myself, do not. We drive ourselves to the edge and often get sick in the process. But it is counterproductive. I think about the lost study time I've experienced in the last ten days, and wonder if I could have avoided it by taking an hour a day to get away from my computer, take a walk, prepare a healthy meal, or take a break to go do an activity I enjoy.

Athabasca University students have a heavy load, and we need to take extra care that we are not neglecting our health. So now I'm going to try to avoid the nagging voice inside telling me to go back to my studies, and instead take the evening off to enjoy a proper meal with my family!

Freshman 15:

<http://www3.telus.net/eatingforenergy/112001.htm>

http://www.foodfit.com/healthy/archive/healthyNutriSmarts_sept28.asp

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!

News Across The Nation... Double Cohort In Ontario, Ontario Buying Researchers, New Brunswick Boosting Scholarships, Walk To School Day

THE VOICE October 2, 2002

By Karl Low

Double Cohort in Ontario - More than Expected?

The Ontario government is [re-iterating](#) how their plan will ensure that the universities of Ontario are ready for the double cohort. For those not aware, this school year Ontario switches from a secondary school system that goes to grade 13 to one that only goes to grade 12. This means that it is possible for the students in both grades to all graduate in one year. This is part of why the Ontario Government has been so concerned with adding more physical space to the various universities and post-secondary schools around the province. In the announcement the Ontario government re-stated that there will be a place for every willing and qualified student next September.

Unfortunately, it seems that [some doubt](#) about this promise is being raised. Documents from the Ministry of Training, Colleges, and Universities show that the provinces models are assuming that only 60% of the students that are supposed to graduate from grade 12 will actually do so, with the remainder requiring another year. Surveys of the students and the credits they are gathering suggest the number is more likely to be near 90%.

The 30% difference means that universities in Ontario could find themselves simply not properly equipped to teach all of the students that want to attend. This likely means that those students will either wind up not getting their post-secondary education in Ontario, or not getting it at all. Not that I'm saying the Ontario government will go back on its word about the post-secondary system being ready for every willing and qualified student - it just all comes down to what exactly is meant by "qualified".

As I have suggested in earlier columns, it seems to be increasingly apparently that for Ernie Eves government, "qualified" has more to do with being able to afford the education, rather than being suited for it.

Ontario Buying Researchers

On the other side of the university situation we have the number of researchers that work at the universities. Studies have shown that over the next few years there will be an increasing shortage of people with advanced degrees to help forward our research and teaching needs. Ontario is getting a jump on this problem by [investing 40.7 million](#) into attracting new researchers to the University of Ottawa. This money will be used to support 41 different research projects, and as the Associate Minister of Enterprise, Opportunity, and Innovation has said, "Investing in our researchers and research infrastructure will ensure that groundbreaking work continues, and will help Ontario retain and attract the world's top researchers and scientists. By investing in innovation, our government is creating a stronger future for Ontario."

Once again, this seems to reflect the attitude of the Ontario government in looking for short-term fixes for longer-term problems. Rather than invest to make a limited pool of advanced researchers larger, Ontario would rather invest to make sure they simply get a larger number from that already limited pool. Hopefully some of the researchers they attract will be able to inform the government about the wisdom of economics - specifically the benefits of increasing supply rather than simply trying to outbid demand.

New Brunswick Boosting Scholarships

And in a demonstration of what I believe is the right way to go about things, the New Brunswick Government today [cut the first cheque](#) for a scholarship fund to help university students in financial need. This is a partnership between the provincial government and the universities, which are required to raise matching funds for the scholarship endowments.

This investment, which is the first in a provincial contribution of \$500,000 total, is what we really need to ensure that Canada and Canadians get the best researchers possible. When you remove monetary need from the equation, it becomes much easier for the best qualified to rise to the top, and personally, I would rather have the best doctor than the richest one.

Walk to School Day

Also in New Brunswick, Wednesday, October 2, 2002 is officially ["Walk to School Day"](#) an annual event that takes place in 20 countries to promote physical fitness, the environment, and safe pedestrian skills.

While a worthy cause, I am rather glad this is one Athabasca University does not support. For most of us, it would be a long walk indeed.

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 Administration of Public Sector Union-Management Relations

Part Two: A Present State of Affairs

By Wayne E. Benedict

Last week we discussed the historical aspects of Public Sector Union-Management. Now I would like to move on and bring the present state into the dialogue.

The present phase of state intervention has been variously labelled “retrenchment”, “post-Fordist”, “third industrial revolution”, or “permanent exceptionalism”. This latest phase, which began in Canada in 1975, saw government utilize wage determination as a tool of macro-economic policy through the imposition of public-sector wage controls. States have escalated their use of *ad hoc* interventions in labour disputes and have legislated severe coercive punitive measures directed at those who engage in *illegal* strikes (fines, jail, loss of seniority, and/or revocation of certification). States have also designated large sections of the public sector as “essential services” thereby abrogating their employees’ right-to-strike. The present BC Liberal government has gone so far as to utilize its majority in the legislature to quash a legally binding

interest arbitration award between itself and BC Physicians, substituting a “made-in-the-legislature” so-called “collective” agreement in its place. The government added the following provision to the Bill which struck down the award resulting from the arbitration that it had previously agreed to: “No action for damages or compensation may be brought against the commission, the government or any person because of this Act” (Medical Services Arbitration Act, 2002).

Frequent and flippant use of *ad hoc* legislation such as the BC government’s Medical Service Arbitration Act, coupled with permanent changes to labour codes, employment standards regulations, and human rights structures which strengthen the position of states and employers at the expense of labour rights, typifies the contemporary era of retrenchment. Measures such as these, while the norm during the first phase of state hostility toward labour, were imposed only under exceptional circumstances during the third phase in which government-fostered collective bargaining. However, when that which is professed to be an exception to the rule becomes the rule a state of “permanent exceptionalism” (Panitch & Swartz, 1993, pp. 21-43) exists. Clearly, Canadian states are returning to the pre-war tactics of coercion, rather than persuasion, as the preferred means with which to exert increased control over labour and concomitantly increase state/employer hegemony in Canadian capitalist society.

With the passage in 1982 of the federal Constitution Act, hopes within the House of Labour were buoyed as the Act codified the fact that “2) Everyone has the following fundamental freedoms: (d) freedom of association” (Constitution Act, 1982), which, it could be implied, included the right to act in pursuit of organizational goals. The impact of Part I of the Constitution Act, the Canadian Charter of Rights and Freedoms, on state intervention has been influenced by the interpretations of the Charter by the Supreme Court of Canada. In the judgments of three cases released concurrently and known collectively as the “Labour Trilogy”[1] the Supreme Court has interpreted the Charter as protecting the rights of workers to associate (into unions) but it does not protect the actions that those associations undertake to further their causes (the right to strike; the right to bargain collectively). Therefore, many states have taken the court’s ruling as a license to restrict, or abrogate altogether, the right to strike of many public sector workers. “The constitutional guarantee of freedom of association was reduced [by the court’s decision] to what you can say or think, omitting what is necessary for workers to do about their subordinate status vis-à-vis their employers” (Panitch & Swartz, 1993, p. 60). While the court did not interpret the Section 2 (d) of the Charter as codifying the legal right of union organizations to act in fulfillment of their *raison d’être* (i.e. the right to strike or bargain collectively), neither did it interpret Section 2 (d) as bestowing the right of an individual to cease paying union dues because he or she does not support the ways in which the union spent his or her dues. In the Lavigne [2] case, the court found that the Rand formula or Agency Shop did not infringe upon the individual’s freedom of association (or disassociation in this case) because “the union’s use of the dues was a private activity by a private organization and beyond the reach of the Charter”. Pawluk, in reviewing the Supreme Court’s numerous decisions regarding the Charter, concludes that: Section 2(d) (freedom of association) is an individual rather than a group right; Section 2(d) can be invoked by individuals seeking protection from the group; freedom of association does not ensure the right to pursue a particular course of action or organizational goal, only the constitutional right to maintain an organization; there is no constitutionally protected right to strike or collective bargain or pursue any other goal associated

with trade unionism; Section 2(d) includes both the positive right to associate and the negative right of disassociation, which has future implications with regard to such issues as compulsory union membership (union shop, closed shop); there is judicial reluctance to exercise newly-acquired power to invalidate statutory provision (i.e. the court will not second-guess the legislature except in cases of clear infringement of constitutional rights); unions should not depend on section 2(d) for enhancing workplace rights; the Charter may increase individual rights at the expense of the group (Pawluk, 1991, p. 281).

The Canadian state professes orthodox pluralism as its official policy of industrial relations. When the *results* of Canadian labour law are viewed in relation to how they actually affect the social relations of production on the worksite, however, it becomes clear that liberal labour law fails to question the adequacy of institutions to serve or protect the needs and interests of working people. Klare (1981, pp. 154-156) believes that Canadian labour law is itself a form of political domination—maintaining or increasing state/employer hegemony. Canadian collective bargaining law aims to legitimate and justify unnecessary and destructive hierarchy and domination in the workplace and it has evolved an institutional architecture (a set of managerial and legal arrangements) that reinforces that hierarchy and domination. The two central goals of collective bargaining law are to 1) integrate the labour movement into the mainstream pressure-group politics, and 2) institutionalize, regulate, and thereby dampen industrial conflict. The promise of limited democratic participation in the management of the workplace is one of the major advantages to workers of unions and the institutional arrangements of collective bargaining. Corresponding to this, the major downside of the collective bargaining regime for workers is that it establishes “a co-opting, atomizing, struggle-dissipating framework that narrowly circumscribes the lawful boundaries of collective action” (Klare, 1981, p. 157). In fact, according to Klare, traditional “liberal” labour law induces workers to consent to and participate in their own domination at the workplace because it attempts to explain: first, why Canadian collective bargaining law simultaneously *encourages* and *represses* workers’ self-expression through the medium of industrial conflict; and second, how this body of law simultaneously *authorizes* and *limits* employee participation in workplace governance.

Next week: Part Three: The Effects of Canadian Collective Bargaining Law

Footnotes:

[1] The “Labour Trilogy” cases are: Reference Re Public Service Employee Relations Act (Alberta) [\[1987\] 1 S.C.R. 313](#), known as “Alberta Reference”; Retail, Wholesale and Department Store Union v. Saskatchewan [1987] 1 S.C.R. 460, known as “Dairy Workers”; and, Public Service Alliance of Canada v. Canada [1987] 1 S.C.R. 424.

[2] Lavigne v. Ontario Public Service Employees Union [1991] 2 S.C.R. 211

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Constitution Act. 1982, [enacted as Schedule B to the Canada Act 1982 (U.K.) 1982, c. 11]

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Cranio Two: Four-Day Intensive

By Laura Seymour

The five days spent in Edmonton were butt kickers. I remember a similar thought running through my head during Cranio level one. It was different then-- you're a beginner and Cranio rhythm is confined to a book and maybe treatments from others. Suddenly you learn to feel them. You strain hard to "hear" the rhythm through your hands. How do you learn to trust your

fingers? I also remember touching people with minimal pressure and finding there are monstrous pains to be had in head spots!

This time around we'd all mastered the first level's lessons and now had to advance our thinking. It isn't all study of books and writing in these cranio courses...there's the bodywork that leaves you zapped and out of it by twelve noon. Each night is a different story. "I got the deepest sleep in ages" or "Worst nights sleep in a long time." Often people would come in rarin' to go the first day and then look like a *Charmed* TV show demon hit them a few times thereafter.

It isn't that the seminar is so tough that we get so totally run down. It's the work on one another multiple times per day that leaves you like that. As I said in my last article, one has to process all these changes internally...like rewriting a program. I remember being the *Charmed* show version from noon on Friday to the end of Saturday. I was in good company. The woman next to me, C.R. was also in that category. All we wanted was to get out and go home. Our brains seemed to scream, "Enough!"

Our instructor understood what was happening and when it was in effect. That morning she asked how people were feeling. We stared and grumbled. She laughed and told us by day's end we'd be okay. Not *really*...but most of us felt better.

The practices are advanced to say the least. We found that many participants' bites changed...everyone noticing it was better not worse. Then it was amazing to watch old scars and surgeries cease giving hidden troubles with the simplest techniques imaginable. Imagine the surprise when we found that some people erased years old pain and headaches that had evaded all forms of treatment.

I'll enjoy telling you one final – truly joyous tidbit from this course. My girlfriend D.B. who let me stay with her let me practice on her. As I said in my last article, she looked exhausted and had serious troubles breathing when I arrived. But I worked on her daily. I used each technique in a modified way to deal with her oxygen mask and the fact that she couldn't lie down for treatment. I watched in amazement as this incredibly laid back woman clicked and popped in her jaw and then remarked that her sinuses were "significantly better." This happened twice. And now the punch line...her bladder control improved overnight! I was SO impressed.

Diane was too. She asked when the next course was. And was I coming there? I was welcome to stay with her.

I'm sold. I'm impressed. I'm bushed and I'm rarin' to go for another course. The next time, though, I'm going to buy a warmer jacket, and a pair of slip-on shoes.

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. (Psync).



Food Safety Part II - Worth a Second Look

By Teresa Neuman

Safety in production is vital to keeping our food chain free from contamination. It is just as important to store and prepare food properly at home. At their website, www.inspection.gc.ca, the Canadian Food Inspection Agency (CFIA) recommends the following steps to prevent food contamination at home:

Check food before purchasing it. If the package leaks, ask the store to repackage the product. Avoid swollen or leaking cans as

they may house bacteria. Buy perishable foods last and put them away first. Surface bacteria can begin to grow as soon as the food starts to become warm.

Make sure food is stored correctly. The fridge temperature should be four degrees Celsius or less and the freezer should be -18 degrees Celsius or less.

Clean hands, surfaces and utensils thoroughly before cooking. Use hot, soapy water while handling food and for clean up afterwards. Sanitize cutting boards, counter tops and utensils with bleach and water after use, a mixture of one (1) tsp bleach per three (3) cups of water is recommended. This will kill surface bacteria.

Examine food closely before cooking it. Look for mould, discoloration, damaged packaging and unusual smells and appearance. If in doubt, throw it out.

Thaw food in the refrigerator. It is also acceptable to thaw food under running cold water or in the microwave oven. Thawing food at room temperature is unsafe because surface bacteria start to multiply as soon as the food warms up.

Cook food thoroughly and serve immediately. Keep food covered as flies and other insects can introduce bacteria. Put foods away promptly as surface bacteria can grow on foods left out to cool.

The Partnership for Food Safety Education's Fight BAC!® website has great information about food safety for consumers. According to the website, the Partnership, a public-private organization, is committed to being a key resource for consumers on important issues related to food safety. Located at www.fightbac.org, the site provides information on seasonal food safety, basic food safety information, and community activities. With activities for kids and links to other food safety sites, it is a great resource for information about food safety.

Sometimes, consumers purchase food products only to find out later that there was a problem in the manufacturing process. On July 11th, Canada Safeway issued a warning that a certain brand of frozen hamburgers may have been contaminated with Escherichia (E.) Coli 0157:H7. This bacterium can produce life-threatening toxins that break down the lining of the intestines and cause kidney damage. Canada Safeway urged consumers not to eat the product and to return it to the store for a full refund.

Food recalls like this one are coordinated through the Office of Food Safety and Recall (OFSR), at the Canadian Food and Inspection Agency. Since 1997, this branch of the CFIA, works with producers to coordinate emergency food recalls in a timely and effective manner. It is up to the manufacturer to have a tested recall plan in place. When a manufacturer suspects that they have sold, distributed or imported a product that could cause harm to consumers, it is up to them to report to the OFSR and to implement their recall plan.

Section 19 of the Canadian Food Inspection Agency act states that the minister responsible for the OFSR can order the recall of a food product. If the recall affects products at the consumer level, the public is alerted through a series of "Public Warning" press releases. Recall warnings

are posted on the CFIA website. The food recalls and allergy alerts currently posted include warnings of undeclared allergens, dangerous bacteria and ground glass in food products. There are three levels of food recalls; a Class One recall occurs where it is suspected that the contaminated product could cause death. The OFSR has a mandate to respond within 24 hours to a Class One food recall. A Class Two recall occurs where the product could cause temporary adverse health affects. A Class Three recall occurs where exposure to the product is not likely to cause any adverse health affects.

National standards and careful food preparation at home keep our families safe from food contamination. Although there are standards and regulations, we have no control over their implementation when we go out to eat. Public Health Inspectors are charged with that responsibility. Part III discusses the role of public health agencies that keep our food safe. Food Safety is Worth a Second Look!

Teresa Neuman is a member of the Board of Directors of Briarpatch Magazine. She lives in Regina with her family and is a member is CUPE.



THE VOICE – October 2, 2002

Dear Sandra,

I've just started my first course at Athabasca University. It's hard, but I'm really enjoying it. I'd like to take more courses, but money is a big problem. Are there any suggestions you can give me?

Happy but Poor

Dear Happy but Poor;

Have you ever seen a well-off university student? The majority of us are poor. Not sleeping in the streets poor, but going without a lot of extras poor. It is expensive to attend college or university, and tuition costs keep rising. As an AU student you at least have the advantage of having your books included in your tuition, think of all the even poorer University of Alberta or University of Saskatchewan students who are required to pay for their books.

If you really love doing something, there are always ways to keep doing it. If you love school, don't give up on it; be creative.

First of all, you can try learning to do without extras. Give up convenience items, new clothes and expensive nights out. Instead, cook from scratch, shop at Value Village and rent movies. Easier said than done, I know, it takes some severe life-style adjusting.

If that still doesn't ease your student financial woes, think of obtaining a student loan. Contact your nearest Human Resources Development Center of Canada for more information or visit their website at www.canlearn.ca/nslsc/index.cfm?langnslsc=en

Athabasca University also has financial aid advisors, check out that website at www.athabascau.ca/html/calendar/fees/finasst.htm

Student loans cover more than just tuition, they can also provide you with living expense costs if you qualify. Just remember these loans have to be paid back, so try not to faint from shock when you receive your statement at the end of your 4-year education. These loans are also not payable until you are finished school.

Another suggestion is to apply for scholarships. A lot of scholarships are not awarded because there are no suitable applicants. AU has scholarships that can be viewed at www.athabascau.ca/html/depts/registry/studawrd.htm Athabasca University Students' Union also offers scholarships, emergency loans and computer bursaries at www.ausu.org

No matter how you pay for your education, it is expensive. There is always a way to achieve your dreams, just be frugal, creative and well informed.

**I WANT TO HEAR FROM YOU!
TELL ME YOUR TROUBLES.
YOUR CONFIDENTIALITY IS ASSURED.**

This column is for entertainment only. Sandra is not a professional counsellor, but is an AU student who would like to give personal advice about school and life to her peers. Please forward your questions to Sandra care of voice@ausu.org



Meditation for a Healthier Us The Idea of Meditation – Part One

By b.e. hydromako

There are many factors which affect the quality of our lives, and we all desire to improve our existence. We would like to have a positive influence over things like our stress, our health, our intelligence, and our world. There are many different methods we can undertake to create better lives for our fellow humans and ourselves. We might do volunteer

work, donate to charities, or join an organization that exists to elevate the human condition. Although these approaches, and others, are effective, they often require more of us than we are willing, or able, to give. So, we desire a better world, but we find ourselves unable to fulfill this need--what are we to do? The suggestion is simply this: we meditate. Meditation is an easy and efficient way to effect positive change in our lives; it is something we should all partake in.

Many of us, due to misunderstanding, would never think of taking up the practice of meditation to influence our reality. We have many unjustified reservations when we hear of meditation.

Perhaps the most common qualm is that of religion: we often find that we have inappropriately linked meditation with some aspect of religious interest. It could be that we feel that we would become immersed in a faith which is foreign to us, or it may be that we would have to renounce our current religious beliefs (if we happen to be partial to a particular faith). Nothing could be further from the truth. Meditation requires no specific religious commitment; it is not prejudiced to any belief system. Faith does play a role in meditation; however, the practice of meditation aligns itself with our existing beliefs, and not the other way around (Benson and Proctor 111). Thus, we are able to benefit from meditation regardless of our religious views.

We also make the error, perhaps because of poor representation in the media, that meditation involves long periods of maintaining strange and uncomfortable postures. "They sit like *that* for how long?" we ask ourselves, amazed, when we see Yogis with their limbs folded and crossed in ways, which to us, look quite unnatural. Although meditation can be performed by Yoga, it is certainly not the only way. In fact, it is best to find a posture which is comfortable to us. Dr. Benson, with his co-author William Proctor, inform us to "sit in any comfortable position that won't disturb [our] thoughts" (112). Again, we learn that meditation accommodates us; we do not have to be exceptionally limber and dexterous to enjoy meditation.

Nor do we have to possess some sort of special mental ability or divine intelligence to meditate. Actually, we have probably all participated in meditation without even knowing it! Webster's New World Dictionary defines the word "meditate" as, "to think deeply" (367). This definition is further clarified by E.E. Rehmus as, "A means of allowing the deepest self to speak...deep thinking, concentrated and free from distraction" (151,152). It is obvious that we have all found ourselves in "deep thought" about something at some point in our lives. The only difference is, that in meditation, the act of deep thought becomes a regular occurrence in our lives, which we enter into with intent.

Let us not be misled by the word "intent." We do not meditate with any intentions; we simply engage in quieting the mind and becoming more aware of the body. Meditation merely is. This is our only intent: we meditate because we can. It is somewhat like climbing the proverbial mountain because it is there. To avoid further expansion into the esoteric, let us now briefly examine a simple way to engage in a meditative practice.

The program, which is laid out in Beyond the Relaxation Response, consists of eight easy steps. The first step is for us to choose a word or phrase which we will speak silently to ourselves as we exhale (106,107). This phrase or word should be one in which our own personal beliefs are

mirrored (Ibid.). Dr. Benson informs us of the "dual function" (Ibid.) of our choice: "(1) It can activate [our] belief systems...by providing a greater calming effect on [our] mind...and (2) it increases the likelihood of [our] use of the technique" (Ibid.). The second step is to find ourselves a position in which we are comfortable (Ibid. 112). The third step that Dr. Benson suggests to us is to "Close [our] eyes.... Close them easily and naturally. The act should be effortless" (113). Step four is to relax the muscles of our body (Ibid.). It is recommended that we do this by starting at our feet, and then moving our awareness over the rest of our body, focusing on different muscle groups in turn, and ending with our attention on our head (Ibid.). The fifth step is to focus our mind on our breathing, and to initiate the use of our chosen word or phrase upon our exhalations (Ibid. 114). The sixth step he describes as "[maintaining] a passive attitude" (Ibid.). This consists of accepting that our mind will continue to think, but we should not force it to be quiet. We simply acknowledge that our mind is thinking or distracted by the outside world, and we return our awareness to our breathing (Ibid. 114-116). The seventh and eighth steps require us to practice the meditation regularly; it is recommended that we engage in our meditation twice daily, and for fifteen to twenty minutes at a time (Ibid. 116,117).

It should be noted Dr. Benson's eight steps are the foundations of most forms of meditation. The variety of meditative programs available to us by and large begins with relaxation, attention on the rhythm of our breath, and the initiation of stillness of our body. As illustrated earlier, these are tasks which any one of us are able to accomplish.

Next Week: We explore questions surrounding the benefits of meditation.

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b.e. hydomako 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.



The Harried Student: The Wisdom of the Baba

By Audrey Karperien

They say she was a gypsy. I'm fairly certain she wasn't a spy.

Her birth certificate says she was born in Alberta. But the year is scratched out. She had this thick Russian accent. And a distinctively folksy Slavic farmer chic about her. She wore a purple babushka, kept a flask of vodka in her purse, and could say "Pah" like you read about.

She was a free spirit with uncanny luck. When she got too hot in the morning sun, she would whip off her shirt (Gedo's undershirt) and whomp about the garlic patch in her bra (emergency fifty dollar bill peaking out the bottom) and rubber boots. She told me garlic was a gift from the earth that could hide the smell of vodka any day. An avid reader, Baba had deep respect for education. She said she received her schooling in Alberta, even won a Governor-General's award. But it was never really clear if that was in a poker game.

She was an academic icon for me as I grew up... Because she lived closer to Athabasca than I did when AU first came into being. Proximity was good enough for me. Baba was an academic.

Not only academically, but also in so many other ways, she was my inspiration and role model. Baba taught me old proverbs and passed on generations of wisdom, most of it about garlic or vodka, but some other shrewd stuff, too. I remember making mashed potatoes, a traditional dish of the old country (Byelorussia, Georgia, the Ukraine, Russia, and a few other places), with Baba one Sunday afternoon. She paused from her work, called me over from my garlic peeling and said, "Remember these words, my little kolbasa. Don't just splash milk in. You'll get stuff in

your eye. You'll make runny potatoes. " Then she offered me her flask and bonked me on the head when I refused it. That was her way.

Like the scent of garlic that remained on my fingers throughout my adolescence, many of Baba's words and ways remain with me now. Perhaps that is because some of her words closely paralleled the proverbs that appeared all over the schools I spent my weekdays in as a child. Not the sayings like "In case of fire, break glass". And not the ones in black spray paint. I mean those inspirational sayings like the one about three things that come not back: an arrow sped in flight, a word hastily spoken, and an opportunity missed, for instance. In fact, I once asked Baba if this particular saying bore cultural parallel to what she told me about the milk and how she bonked me about the vodka. She agreed, in her cryptic Baba way, setting me up for transcending cultural insight and eternal academic motivation. She said, "Pah. Do your homework".

With Baba's ongoing academic leadership, role-modelling, and wisdom for life, I have been inspired not only to be unable to stop taking distance ed courses, but also to continue to verify the deepest meaning of humanity's axioms. Some things I have learned vicariously. In particular, I saw the value of weighing actions before proceeding when I witnessed someone deeply regretting their actions. The lesson came one brisk and misty long-weekend morning. Asleep in my tent, I was awoken by mumbling voices and shuffling feet nearby. I heard a twang, whoosh, pip, zoioioioing. It was not the sound of Baba's bra getting caught on her undershirt. It was something right above me. Lying on my back on the cool Alberta ground, with my eyes crossed, I saw it: glinting like Baba's flask, a cold metal point. Staring down at me in my deep woods sleeping bag was an arrow, its flight through the top of my deep woods tent stopped only by the forces holding green canvas together.

Some things I have had to learn personally. In my wayward youth, for instance, despite Baba's forewarning, I once poured the milk way too fast and there it was: milk in my eye. Likewise, other of my wisdom has been gained through my own bad judgment. I once hastily typed to my tutor: "Hi Pete: I resent your feedback. Audrey" I meant "re", "hyphen", "sent". Sent again. I was saying that I had emailed again the feedback he requested. I tried to formulate an email apology when I realized what I'd written and that it had been six weeks without a response, but everything I wrote seemed feeble, insipid, like so much runny mashed potatoes. Even when I called to explain in my own voice, all he said was, "Pah".

I have supplemented the wisdom of Baba and classroom posters in other ways. I have learned real-life applications of the wisdom of the ages about missed opportunity. I learned one lesson from a friend. Better to say acquaintance. I didn't really know her well. She lived on my block. Off and on. Kind of an eccentric, one day she stopped at my house and invited me out for a morning game of Bingo. She said she could feel it; today was her lucky day. I said, thanks but I've got to finish TME2. Outwardly. Inwardly I said, Bingo? I'd rather choke on a clove of garlic. A few hours later that morning I was out checking my potato patch. She stopped in to tell me her hunch was right. Pulling the fabric of her T-shirt forward to reveal a bra overflowing with fifty-dollar bills, she exclaimed, "Pah!", bonked me on the head, and whomped off to the liquor store.

Audrey is a distance ed maven and part-time writer living in the United Kingdom. She is finishing her last year of an honours Master of Health Science degree, in preparation for a distance ed PhD in how to get a distance ed PhD. A mother of four, she sporadically sleeps, is in love with fractal math, and has found peace where neuroscience and Java programming meet.



Nature Notes: From the Backyard to the Biosphere

Sustainable Urban Spaces: A Possibility or Wishful Thinking?

By Zoe Dalton

I was recently at a talk about sustainable urban landscape design; during the lecture I found myself asking whether the terms urban and sustainable can really coexist. Seeing as urban ecological restoration is my graduate research area, I am truly hoping that yes, urban existence and sustainability can and must go together. Still, one has to ask the following question: does an urban landscape requiring nothing but inputs, and contributing outputs that are almost exclusively harmful to the environment, have the potential to be a sustainable system? There are, no doubt, many opposing answers to this question. However, in my mind it is important to focus on ways in which we will in the future be able to answer in the affirmative.

The lecture highlighted something that I think will be of great help in envisioning the sustainable cities of the future. The speaker brought up the fact that cities, while highly removed from the structure and function of a natural environment, are still systems; they are composed of living organisms, of soil and of nutrient cycles, of water movement, of birth, death and decay. There is no doubt that such organisms and cycles have been extremely altered by human activities in urban areas. Nevertheless, when considering our urban environments, the concept of a living city can help us realize that we are still a part of an ecological system, one that is coping as well as it can despite these alterations.

There are ways in which we can reintegrate the city-as-ecosystem concept into our activities. One of the simplest ways to both realize and actualize the city's organic nature is through an age-old practice: gardening. I know, it sounds strange: how can puttering around in the yard help to create sustainable cities? As it happens, gardening is the number one hobby in North America, so if this whole yard-work idea can actually help to make the city a more sustainable place, then we're ahead of the game in terms of getting people involved.

But it's not just any gardening we're talking about. Planting the rose and peony beds, sprinkling on a touch of chemical fertilizer and a dose of toxic pesticides is not going to do much in terms of increasing the city's bio-viability. Looking at the garden as a static piece of yard wallpaper is a vision that won't go far in improving the future health of urban landscapes either. Rather, creating garden spaces using practices and techniques that increase biodiversity and decrease the need for harmful chemical inputs is the type of activity we're after. 75% of the cost of landscaping is in its maintenance, a large portion of this consisting of input costs such as lawnmowers and their accompanying polluting fuel, fertilizers, pesticides and herbicides, and profuse amounts of water. This level of input does nothing for improving the environment or increasing the diversity of life in your immediate surroundings, nor does it do much good for the pocket book.

The lecturer emphasized a key point: in designing our landscapes for diversity, we are imitating the stabilizing structure of natural communities that allow outputs from one part of the system (e.g. leaf fall) to act as inputs for another part (e.g. soil nutrient levels). Once established, a garden based on these premises is one that fulfills many of its own requirements with respect to input needs. Landscapes using a diversity of plant material and a more complex structure than is typically seen in yard layouts are exciting. It's an inspiring gardening concept, and just think: it's only October, so a whole season of new, sustainable landscape design ideas could be yours to mull over during those cold winter nights when thoughts of spring flowers and birdsong are so sweet you can almost taste them.

A lifeless turf and insect-free flowerbed may look pretty in a traditional sense. However, a new aesthetic is required for the era we now live in, one in which "pretty" means seeing the caterpillars for the butterflies they will become, "orderly" means realizing your yard is a mini-ecosystem in which the presence of one organism promotes the growth of another, and "scenic" means being able to look out your window and see birds at the native flowers alongside which they have been evolving for centuries. Let's see the city as a living system. Such a vision will guide us towards the sustainable future so possible and so necessary in our cities.

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.



Free Health Benefits for Children in Low-income Families

From information provided by Alberta Human Resources and Employment

THE VOICE October 2, 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



AU for the Birds?

Contributed By The Insider

(Photo provided by The Insider: Science Technician Elaine Goth-Birkigt shows off the AU bird collection)

Robert Holmberg, Associate Professor, Biology, shares what's new with birds at AU:

This summer with the help of summer lab assistant Alex Robert we were able to do considerable work on the AU Bird Collection. This collection is used primarily for teaching purposes in our introductory biology and ecology courses. However it has also been used for identifying birds during the annual [Athabasca Christmas Bird Counts](#), answering questions from the general public, and research by the Alberta Provincial Museum. The specimens are also available to local artists who may wish to paint bird images or create woodcarvings.

The statistics on the AU collection are:

- 230 specimens (we keep the collection small by limiting each species to a few typical adults and juveniles)
- 29 families (out of 43 potentially in the area)
- 72 species (out of 222 potentially in the area; see the wildlife brochure "[Birds of the Athabasca Region](#)").



Nearly all of the birds were killed by flying into windows of buildings or cars. Members of the general public, who found the birds, usually froze the bodies and then donated them to the University. To preserve the specimens, they were injected with a mixture of borax and formaldehyde to dry them. This allows preservation of the plumage and internal organs for future histology or parasitology work.

A bird in the hand ... a Northern Oriole.

To learn more about the Athabasca University Bird Collection, visit the [Science Outreach - Athabasca web site](#)



Watching the Skies

Contributed By The Insider

[Photo provided by The Insider: *Dr. Tsuruda shows off the antenna he uses for studying the aurora's radio emissions.*]

Dr. Koichiro Tsuruda from Japan was a recent visitor to AU Central to study auroras in Athabasca and Fort McMurray. AU's Professor Martin Connors assisted for four days of the two weeks that Dr. Tsuruda observed. Martin is happy to report; "we had clear skies and strong aurora almost every night he was here." This is in sharp contrast to Dr. Tsuruda's last visit. "He stayed here two weeks last November also, but had two weeks of completely cloudy sky!"

Dr. Tsuruda came because of an AU initiative to build the Athabasca University Geophysical Observatory, which has strong ties to the University of Calgary where Dr. Tsuruda has worked extensively.

Martin reports that AU now has some of the best videos of 'pulsating' aurora ever taken and will study the shimmering or pulsation of the aurora and how that relates to waves in space. The antenna was to record radio waves at ground level but he notes they were surprised to detect little radio energy.

Dr. Tsuruda's colleague Dr. Ikeda also visited but observing is not his specialty and he mainly took in some quiet time in Athabasca, a very relaxing place compared to downtown Tokyo where he lives!



Alberta's Learning System: Meeting Challenges, Celebrating Success

**Contributed By Sylvia Schubert
Communications, Alberta
Learning**

Edmonton... Alberta Learning's 2001/2002 Annual Report demonstrates Alberta's learning system is successfully providing Albertans of all ages a quality education. This includes a greater

number of students completing high school, post-secondary students finding employment and apprenticeship graduates who are well prepared for a career in the trades. Through a collaborative commitment to learning, students are achieving excellent results and innovative initiatives are having a positive effect on learning.

"While this past year presented some significant challenges, this year's annual report illustrates the tremendous work that continued to take place within the Ministry, the classroom, and community," said Minister of Learning, Dr. Lyle Oberg. "Alberta has a world-class education system, but there is always room for improvement. This government is dedicated to strengthening the system and further enhancing the learning experience."

Highlights of Results:

- Overall, student achievement test results for 2001/2002 school year show continued improvement and a high level of achievement.
- 95 per cent of students entering Grade 1 participated in Early Childhood Services enhancing their readiness to learn.
- High school completion rates within five years of entering Grade 10 rose to 73 per cent, and remain high at 90 per cent for 25-34 year olds.
- Although results have declined from the previous year, at 63 per cent, the majority of the public continues to be satisfied with the overall quality of basic education.
- The employment rate of post-secondary graduates remains high at 93 per cent and satisfaction with the overall quality of post-secondary education has increased to 81 per cent.
- 95 per cent of apprenticeship graduates are satisfied with their technical training and 92 per cent with their on-the-job training.
- 90 per cent of partners and stakeholders agree Alberta Learning staff is responsive.

Highlights of Spending Initiatives:

Increased funding for kindergarten to Grade 12 by \$279 million for a total of more than \$3.6 billion and increased funding for Adult Learning and Apprenticeship & Industry Training by \$72 million for a total of \$1.2 billion, which included:

- Increased funding for Early Childhood Services by \$23 million.
- An increase in funding for severe special needs by approximately \$21 million.
- \$29 million in funding for a new faculty retention program to assist post-secondary institutions.
- Contributed \$2 million and partnered with industry to create a \$3.3 million apprenticeship scholarship program that will provide 165 annual scholarships of \$1,000 each.

Alberta Learning's 2001/2002 Annual Report highlights the many initiatives underway in the Ministry. The performance results provide important information for the development of the Ministry's business plan for 2003-2006. The 2001/2002 Annual Report is available on the Internet at <http://www.learning.gov.ab.ca/annualreport>.



COMMENTARY AND FEEDBACK!

LETTERS TO THE EDITOR

Letter To The Editor:

I would like to respond to the very interesting article by Tamra Ross Low “What I’ve Learned About AU Students” and perhaps provide some helpful advice for all AU students. The Information Centre was established to provide a first point of contact for prospective and continuing students. We have a staff of sixteen full-time, part-time and casual Information Attendants who answer a wide range of questions through our toll free number 1-800-788-9041.

Attendants undergo a rigorous 2-month training period and provide general information. Students requiring more detailed or specific information are transferred to the appropriate department. Most concerns can be resolved by an Attendant. The Information Centre receives an average of 8,500 calls per month.

Another means of communication for students is to access our instant response e-mail system at AskAu (<http://www.askau.ca>). It is designed to respond immediately to individual questions. We have a bank of over 150 responses covering a wide range of areas from how to become a student and register in a course, transfer credit information, exam bookings and invigilation, contact information for various departments, and a host of other information to ensure students are given the assistance they need. Students may also e-mail the Information Centre directly through AskAu if they require more specific information, or their question has not been fully answered. During the month of August '02, over 7,000 students got an instant response through AskAu. We invite all new and continuing students to visit this site.

Another function of the Information Centre is to process Calendar and other publication requests. Requests are generally processed within 2 business days, and are sent out by Canada Post 3rd Class Mail.

Tamra mentions that AU is very fast and effective at dealing with individual concerns, but that they often do not work to solve the underlying problems that tend to repeat with other students. The Information Centre provides a monthly Caller Concern report, which tracks individual and group concerns, and will highlight patterns of repeated problem areas. Students are encouraged to contact the Information Centre with their concerns, and these concerns will be documented if the student wishes, and then forwarded to appropriate departments for resolution.

The Information Centre is committed to providing professional, superior customer service for all our students. We accept calls from 7:00 a.m. to 4:30 p.m. MST and are here to assist you and make your educational experience with AU a positive one.

Dear Readers,

I have received a number of email asking for printable editions of the current Voice. The current issue is always included in the list of PDF Archives for your printing convenience.

Thank-you for your readership and support!

Tammy Moore

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



**Notice to AU graduate students and those
considering entering graduate studies at AU:**
PUBLISHED IN THE VOICE September 4, 2002

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



AUSU SPEAKS: Fall Session

Provided by AUSU Council

AUSU met on the evening of September 16th for the last regular council meeting of the 2001/2002 fiscal year. Finances and our preliminary budget for the upcoming fiscal year were the main topics of discussion, and we laid the groundwork for some exciting new scholarships and student awards. Also under discussion was the possibility of selling AUSU promotional items in the future.

The most important topic of the evening was our upcoming AGM. For those who do not already know, the 2002 AGM will take place on September 28, 2002 at 1:00 PM MST, and all students are welcome. You may attend in person at the Edmonton AUSU offices, located at #306, 10030-107th Street, Edmonton, AB, or you may attend via teleconference from any location, worldwide. Call our office at 1-800-788-9041, extension 3413, or email ausu@ausu.org for more information. Please reserve your spot as soon as possible, so that we know how many attendees to plan for. We'd love to see you there.

Also on the table this week was a proposal for new scholarships and student awards, which was approved by all councillors. Information about these awards will be available on our website as soon as we hammer out the last of the fine details. The details will be posted on the AUSU Services page.

The fate of the AUSU Handbook/Planner is still up in the air. We want to be able to give students items that will be useful to them in their studies, but we need to be certain that the handbook is the best choice before we commit to having more printed. Student input so far has indicated that a smaller planner might be more useful, while other suggestions have included wall calendars, desk calendars, and other items. So far, however, we have had only a few responses to our survey, and we require more.

Please check out the [AUSU discussion forums](#) on our website and select the Handbook/Planner Survey topic to download the survey file or to comment in the open forum. Alternatively, you may mail your comments to dkereluk@ausu.org. We'd like to know what might be useful to you, what items you have received from other students' unions that you have used and enjoyed, and if you have any opinions on the old format of the AUSU Handbook.

Speaking of student input, we are pleased to say that since the first issue of the AUSU newsletter started arriving in students' mailboxes, we have had many entries for the contest, and a significant increase in Voice readers and users of the AUSU forums. For all of you who just checked out AUSU for the first time this month - welcome!

Finally, back to business matters, AUSU council has approved the proposed preliminary budget for the upcoming fiscal year, and we are very pleased to announce that our expenditures for the 2001/2002 fiscal year will remain within budget for that period.

Many new projects have been initiated since the new council took over in March, and we're very excited about the coming year. Expect a summary of our work so far to appear in the Voice or on the AUSU website very soon.



Conference Connections

PUBLISHED IN THE VOICE October 2, 2002

Contributed By AU's *The Insider*

- **American Political Science Association** - 98th annual meeting - Aug. 28-Sept. 1, 2002 - Boston, Massachusetts. Details: <http://www.apsanet.org/>
Mark your calendar for the Association's Centennial meeting - Aug. 28-31, 2003 - Philadelphia, PA.
- **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.
- **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.



Province seeks input in review of Landlord and Tenant act

--Renters needed for survey --

By Jhenifer Pabillano, Alberta Bureau

EDMONTON (CUP) -- If you've got problems with your landlord, now's the time to speak up. The Alberta government is asking for public input to help review the Landlord and Tenant Act.

The provincial Landlord and Tenant Act governs the relationship between landlords and renters in Alberta, providing a framework for the rights and responsibilities of both parties.

Working with an advisory committee of landlord and tenant groups, the province is reviewing the act for the first time since 1992. Currently, the province is seeking public input through a questionnaire, available both in online and paper form.

"It's in keeping with the reality on the ground. We just want to make sure it keeps pace with landlord and tenant issues," said Eoin Kenny, spokesman for Alberta Government Services.

"We want to know what [issues you're] concerned about and suggestions about what should be done in order to address them."

Opinions from renters are especially crucial at the moment, said Kenny. The questionnaire has been available online for the last week, and hundreds of responses have come in—but the majority of respondents have been landlords, said Kenny.

Advisory committee member Brad Odsen, who is also executive director of the City of Edmonton Landlord and Tenant Advisory Board, stressed that renters should take this chance to make their views known. As landlords and industry have vested interest in the act, said Odsen, they will definitely speak up, but tenants need to tell their side of the story too.

"If ever there was a golden opportunity to have input into an act, now is it," said Odsen.

"It's probably going to be another ten years before [the act is] given an in-depth consideration once again. It's a once-in-a-generation opportunity."

Focus groups with the advisory committee and an in-depth tenant poll allowed the province to focus the questionnaire on specific problem areas for both tenants and landlords, said Odsen.

Kenny said possible resolutions to these issues will hopefully be targeted by the review.

“On the tenant side, there are things like if you’ve given your notice that you’re leaving, what right does the landlord have to show the suite? In a hot market, a landlord might not want to wait 24 hours, and is it necessary?” said Kenny.

“If you’re a landlord with a problem tenant, it can take you months to have that tenant removed. Should a landlord have to go through all the hoops required at this point in order to remove a problem tenant who’s growing pot in their suite or not paying their rent?”

The deadline for comments is Oct. 18. After the responses are evaluated by the advisory committee, a second consultation will take place in by fall or winter of this year, with the recommendations reaching the Legislature by fall 2003.

According to 1996 Statistics Canada data, 884,000 people rent housing in Alberta. Odsen said a recent study from an independent source reported 50 per cent of Edmonton residents rent their housing.

The questionnaire is available at www3.gov.ab.ca/gs/depts/disc/papers_toc.cfm. Paper copies can also be picked up at any MLA constituency office, or by calling the province’s toll-free number, 310-0000, to have a copy mailed to you.



Atlantic Canadian grads earn less

Region's starting salaries lowest in the country

By Jennifer Henderson, Atlantic Bureau

HALIFAX (CUP) -- Atlantic Canadian university graduates seeking work may have to venture outside the region if earning potential is their top priority.

A report issued by the Canada Millennium Scholarship Foundation indicates that Atlantic Canadian university graduates earn “significantly less” than counterparts in other provinces.

According to the report’s co-author this discrepancy is a reflection of regional economics rather than educational quality.

“I don’t think it’s saying anything about the condition of graduates but rather about the workplace conditions they’re coming into,” said Sean Junor. “In smaller provinces such as Manitoba, Saskatchewan or in this case Nova Scotia, you don’t have the high paying jobs, the company head offices that can pay incredible starting salaries.”

Job seeking graduates can expect to earn \$ 25,000 in Atlantic Canada compared to \$29,500 in Central Canada and a high of \$37,000 in Western Canada. It’s a statistic that Junor doubts residents of the region will find surprising.

“There’s a lot of data in this report that are surprising. I’m not sure that this is the most surprising. Simply, the wages paid in cities like Halifax and St. John’s aren’t as high as those paid in Calgary, Toronto or Montreal,” he said.

David Hare, the Nova Scotia chairperson of the Canadian Federation of Students isn’t surprised by the findings on the low starting salaries of Atlantic Canadian graduates but he is taken aback by what he perceives as omissions in the report’s contents.

“The fact that Atlantic Canada has lower starting wages and higher unemployment than other parts of the country is not surprising,” said Hare. “What is surprising is that this report ignores the student debt crisis.”

Hare believes that the low starting salaries are yet another obstacle Atlantic Canadians must face when choosing to pursue higher education.

“The debt crisis in Nova Scotia is appalling. The Millennium Scholarship Foundation has done nothing for Nova Scotia. Couple that with the highest tuition in the country and then couple that with the lowest starting wages and high unemployment and you have a catastrophe,” he said.

According to Fred Morley, vice president and chief economist of the Greater Halifax Partnership these potential financial hardships aren’t keeping young graduates from choosing to call region’s largest city home.

“Usually low wages are a reflection of a low demand for labour,” said Morley. “We know that the unemployment rate in Halifax is fairly low. There are more people wanting to live and work in Halifax than there are jobs.”

Morley believes that factors other than salary may be what makes Halifax most attractive to young workers.

“Wages don’t tell you everything. If your costs of living are a little bit lower in Halifax then that comes into play. Quality of life is another factor as is proximity to friends and family.”

According to Junor’s research such intangible benefits might not be enough to keep graduates in the region. He believes that increased mobility among young Canadians means that recent graduates are free to seek their fortunes outside their home provinces.

“The businesses that are there offer the best they can. If that’s good enough students take them up on it. If not they pursue other options. People migrate where the high wages are, whether the cost of living is higher or not.”



Student reacts to Millenium Scholarships report

Former Dal student defies reports findings

By Christopher A. Walsh, The Gazette

HALIFAX (CUP) -- Helen Tremethick doesn't care what the Canada Millennium Scholarship Foundation's report says, she can't afford to go to

school this year.

Last week a federal paper entitled "The Price of Knowledge" was released outlining the state of post-secondary education in Canada. Among its conclusions: the price of tuition does not stop people from attending university.

"The price of tuition stopped me from going to university," said Tremethick, a former international development studies student at Dalhousie who is only one year away from completing her degree. "I can't go to school because my student loans aren't large enough to afford me to go to school and live."

As tuition continues to escalate, student loan levels have remained basically the same. According to the report, a lot of students are feeling this pinch and resorting to personal loans through banks to help offset the cost of living. The problem with personal loans, however, is the monthly interest charges.

Sean Junor, co-author of the Millennium Scholarship report said the number of students accessing personal lines of credit has increased to 20 per cent over the last seven years. He suggests parents are helping their children pay for their education.

"Maybe parents are contributing to their children's education through co-signing those lines of credit and maybe paying the monthly interest payments," he said.

But this hypothesizing about what parents could contribute doesn't address people from low-income families who can't afford post-secondary education. Junor argues that it isn't the money that's stopping them, it's lack of intellect.

"We know from other research that students from low-income quartiles experience lower literacy rates. They have less access to social capital—that is they traditionally come from single parent families, [and they're] more likely to come from broken homes," he said. "They just simply lack the little things like discussions around the dinner table. It's a barrier that may not be able to be fixed with a cheque."

"My education could be fixed with a cheque," said Tremethick, the child of a middle-class family whose parents are still together. "I think everyone deserves an education, whether they come from low-income families or high-income families."

Dalhousie student union president Johanne Galarneau agrees with Tremethick but is noticing that university is becoming increasingly segregated.

"It's a sad reality that people from high income families go to university before the person from a lower income family does. Accessibility is being compromised," she said. "People who have money are filling the seats."

Those seats are remaining filled for the time being, as post-secondary education drifts further and further away from the struggling students who can't afford it. Enrolment over the past few years has increased with tuition in Nova Scotia, but the question on everyone's mind remains, who is actually attending university today?

The "Price of Knowledge" is available through the Canada Millennium Scholarship Foundation for \$30. Sean Junor regrets the charge but adds, "If you don't charge for your work, large pockets of the population don't value your work. If it's free, then they must not have put much work into it."

ESSAY CONTEST 2003

The Elie Wiesel PRIZE IN ETHICS



SUGGESTED TOPICS:

Reflect on the most profound, moral dilemma you have ever encountered and analyze what it taught you about ethics.

How can human beings move beyond hate toward reconciliation?

Explore ethical responses to fanaticism, hate and violence.

What ethical issue concerns you most and what concrete proposals would you make to deal with it?

DEADLINE: DECEMBER 2, 2002

- **ELIGIBILITY:** Full-time undergraduate juniors and seniors during the fall 2002 semester.

Students must complete an Entry Form along with their Faculty Sponsor. Any interested professor may act as a Faculty Sponsor and endorse the quality and authenticity of the student's essay. In addition, students are asked to include a letter from their registrar verifying eligibility.

FIRST PRIZE: \$5000.00

SECOND PRIZE: \$2500.00

THIRD PRIZE: \$ 1500.00

HONOURABLE MENTIONS: \$ 500.00 EACH

Entry forms, detailed guidelines and further information are available online at www.eliewiesel.org, or by sending a self-addressed stamped envelope to:

The Elie Wiesel Prize in Ethics

The Elie Wiesel Foundation for Humanity
529 Fifth Avenue, Suite 1802
New York, NY 10017

Telephone: 212.490.7777



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.



REVERSING KANANASKIS FAILURE SHOULD BE MAIN GOAL OF G8 DEVELOPMENT MEETING IN WINDSOR ...

When G8 development cooperation ministers meet later this week in Windsor they can go a long way towards reversing the failure of the recent Kananaskis meeting by making good on Prime Minister Jean Chrétien's proposal to set aside significant aid dollars for African development.

Africa's development was the main G8 agenda item when world leaders met earlier this summer in

Kananaskis. Unfortunately Chrétien's proposal, which would have seen donor countries commit over \$6 billion to Africa, failed to get consensus. "We're calling on the development cooperation ministers to pick up the ball," says Gerry Barr, President and CEO of the Canadian Council for International Co-operation. "This Windsor meeting is the opportunity for G8 countries to commit the funds needed if we are to take their talk about African development seriously." NGOs are also looking for clear signals that the G8 ministers will reject development practices that have been shown to be ineffective and in some cases have contributed to poverty.

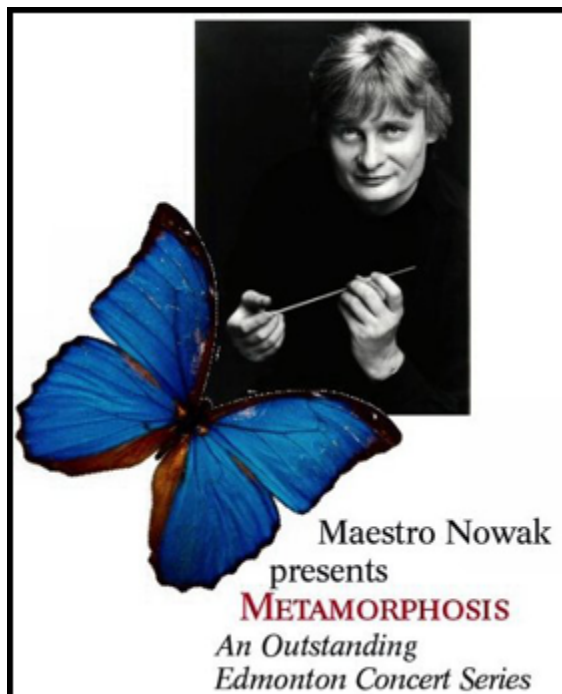
The \$6 billion should be devoted exclusively to poverty eradication goals and Africans must have a say in how the money is spent. African countries must be allowed to pursue their own

development paths and not be constricted by donor conditions. As Gerry Barr notes, "The purpose of aid is poverty eradication not donor country private sector enrichment." The September 26-27 meeting will be the first time that development cooperation ministers gather for a dedicated G8 meeting.

For more information contact:

Katia Gianneschi, Media Relations
Canadian Council for International Co-operation
(613) 241-7007 ext. 311 katiag@ccic.ca

* Briefing notes on the New Partnership for Africa's Development and recent trends in Canadian economic relations with sub-Saharan Africa are available on request.



Maestro Nowak is back...

Contributed By The Community Networks Group

On June 8th this year world-renowned Maestro Grzegorz Nowak performed his last concert with the Edmonton Symphony Orchestra. Now he's back and the "metamorphosis" begins.

METAMORPHOSIS is a series of classical concerts featuring 70 of the world's top artists under the leadership of Maestro Nowak (see schedule below). Join the Maestro as he launches the first of his controversial METAMORPHOSIS concerts Monday, September 23, 2002 at Edmonton's Jubilee Auditorium.

The program features:

- * I Vespri Siciliani Overture by Verdi
- * Cello Concerto by Schumann
- * Symphony No. 8 "Patethiqe" by Tchaikovsky

This event's Special Guest performer is a rising young Canadian star - Cello Soloist Denise Djokic - playing an extremely rare Stradivarius cello valued at \$4 million USD.

Tickets NOW available at Ticketmaster & the Winspear Centre.

Subscription packages are also available:

1. Full package (10 concerts) with 30% discount (3 concerts FREE).
2. Two mini-series (5 concerts) with 20% discount (1 concert FREE).

For more information and programs visit METAMORPHOSIS online at:

www.metamorphosis.home-page.org

METAMORPHOSIS Concert Schedule*

11-Nov-02 Winspear Centre**
17-Dec-02 Jubilee Auditorium
16-Jan-03 Winspear Centre
4-Feb-03 Winspear Centre
11-Mar-03 Winspear Centre
2-May-03 Winspear Centre
17-Jun-03 Winspear Centre

*All concerts start at 8:00 PM --- **Tickets for all Winspear Concerts available at the Winspear Box Office & TicketMaster.



P.R.C.S

Palestine Red Crescent Society

PALESTINE RED CRESCENT SOCIETY

--- Humanitarian Services Delivery - Under Siege

Place: Engineering Teaching and Learning Centre

(ETLC), Theatre 001 - University of Alberta / Date: **October 11, 2002**

Time: 7:00 p.m.

Cost: Free and open to the public - donations welcome

Younis Al Khatib, President of the Palestine Red Crescent Society (PRCS), will be speaking in Edmonton at the invitation of HUMANSERVE International, an Alberta based NGO serving displaced and refugee populations in the Middle East.

The **Palestine Red Crescent** (www.palestinercs.org) provides on-going emergency medical services, primary health care, mental health and social services to Palestinians in the West Bank and Gaza as well as throughout the Diaspora.

Mr. Khatib will speak about the challenges of delivering emergency medical services under siege and relentless curfews, highlighting some of the more innovative approaches that have been undertaken to ensure access to quality health and social services. *"During times of conflict, everyday people become heroes and the human capacity to thrive is strengthened."*

Mr. Khatib will be joined by **Shane Dabrowski**, a Firefighter/Paramedic with the Ft. McMurray Fire Department who will speak about his personal experiences working with the Palestine Red Crescent ambulance services. Mr. Dabrowski was with PRCS in Ramallah/El-Bireh in the West Bank during a 6-month period (March to September 2002) working as a consultant to Emergency Medical Services (EMS) and as an incident commander at the site of the Jenin refugee camp.

This lecture is co-sponsored by the University of Alberta's Student's Union for their 2002/03 "Revolutionary Speakers" Lecture Series.

For more information, please contact:

Vanessa Ali (780) 481-4887
Karen Hamdon (780) 489-5920

Visit HumanServe International web site at: www.humanserve.org



STRENGTHENING Volunteer Boards

Contributed By The Community Networks Group

Date: Saturday, October 5, 2002
Time: 9:00 a.m. - 4:00 p.m.
Place: Grant MacEwan College, City Centre
Campus, Room 5-305
Registration Fee: \$15.00
INFOLINE: 497-5616

As a board member of a non-profit organization, have you ever wondered: *What are my legal and ethical responsibilities? What role do I play in governing our organization? How can our*

board organize its work fairly and efficiently to avoid volunteer and staff burnout? How can we develop policies that will help us make consistent decisions? How can we encourage teamwork between the board and staff?

If you're a new board member wanting to learn more about your role, or an experienced board member wishing to enhance your skills and work effectively as a team member, this workshop is for you. Workshop content will focus on incorporated and non-profit organizations and is not appropriate for advisory boards. Limit of three board members per organizations, please.

To register contact:

The Resource Centre for Voluntary Organizations
Grant MacEwan College, 5-132, 10700 -104 Avenue
Phone (780) 497-5616 / Fax: (780) 497-5634 or (780) 497-5617

Sponsored by:

The Board Development Program
Alberta Community Development
The Resource Centre for Voluntary Organizations
Grant MacEwan College
The Muttart Foundation



**In Our Own Voices, Oct. 7, 7:00 p.m.
@ the Stanley A. Milner Library Theatre**

INFOLINE: 496-7046 (admission is free)

Looking for inspiration about your hometown to lift your spirits in early October? The Edmonton Public Library invites you to Edmonton: In Our Own Voices on Monday, Oct. 7 at 7 p.m. in the Theatre of the Stanley A. Milner Library. Hear Edmontonians of all ages tell a fresh version of the city's history in an evening of **vivid storytelling**.

Linda Goyette, writer and editor of the Edmonton: A City Called Home project, will introduce some of the storytellers working on a creative community history project to celebrate the City of Edmonton's centennial in 2004. Listen to descendants of Edmonton's first citizens -- and newcomers who have arrived in recent years -- tell stories that reflect our shared experiences. Local author **Tony Cashman** will be our special guest.

This (free) event is sponsored by the Edmonton Public Library as part of READ IN 2002. Refreshments will be served. Join us! For more information call 496-7046.

Linda Goyette - Writer-editor, *Edmonton: A City Called Home*
Tel: (780) 496-7242 / Third Floor, Stanley Milner Library



The Community Networks Group Event Calendar

- **Global Visions Film Festival**
November 6-11th, 2002
Edmonton Arts District
INFOLINE: 414-1052
 - **The Parkland Institute's Annual Conference**
'Trading in Violence / Building for Peace'
Nov. 15-17, 2002
INFOLINE: 492-8558
 - **Nicaragua Night: A Change for Children's Event**
Saturday, November 23
Proceeds support CFC's Nicaraguan projects.
INFOLINE: 448-1505
 - **Just Christmas 2002!**
A Global Crafts & Fair Trade Marketplace
November 29 & 30
INFOLINE: 474-6058
-



COMMUNITY ANNOUNCEMENTS

PUBLISHED IN THE VOICE OCTOBER 2, 2002

**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.



ATTENTION: PLEASE INFORM YOUNG PEOPLE OF THIS UNIQUE VOLUNTEER OPPORTUNITY - Be part of the Global Picture with Canada World Youth

Contributed By The Community Networks Group

How BIG is your world? How big would you like it to be? Next year you could be living, working and

learning in Bénin, Burkina Faso, Brazil, Canada, China, Costa Rica, Cuba, India, Indonesia, Kaliningrad, Poland, Sri Lanka, Thailand, Ukraine, Uruguay, or Vietnam! (Countries and exact dates are subject to change).

Discover other countries and other regions of Canada. Learn about social justice and development issues. Live and work with people from other cultures. Acquire practical work experience and other skills. Gain academic credit in some post-secondary courses.

The Youth Exchange programs are for 17 to 20 year olds and for up to seven months. You spend half of the program in Canada and half in the exchange country. During the program you live with a host family and take part in a volunteer work placement at a local community organization, farm or small business. These programs focus on social and community development issues.

Programs start summer 2003. Also, ask us about our customized programs (these programs have a special focus, and are up to age 29 in some cases), or our joint initiatives/school programs.

How to reach us:

CANADA WORLD YOUTH, Western Canada Regional Office
#205 10816 A - 82 Avenue, Edmonton, Alberta T6E 2B3
Tel: 432-1877 (or) 1-877-929-6884 -- e-mail: west-ouest@cwj-jcm.org

Want to apply? You can get more information by contacting our regional office or apply on-line at www.cwy-jcm.org **Deadline** for applications is December 6, 2002.

About Canada World Youth

Canada World Youth is a national, non-profit, non-governmental organization that has been co-ordinating international programs for youth since 1971. Our programs promote intercultural understanding, increased awareness of development issues, and personal and professional skills

development. Canada World Youth receives funding support from the Canadian International Development Agency (CIDA), Industry Canada, and thousands of individual, institutional and corporate donors from across the country.



[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>

when
People
need an ally ...

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



CANADIAN
DIABETES
ASSOCIATION

ASSOCIATION
CANADIENNE
DU DIABÈTE

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

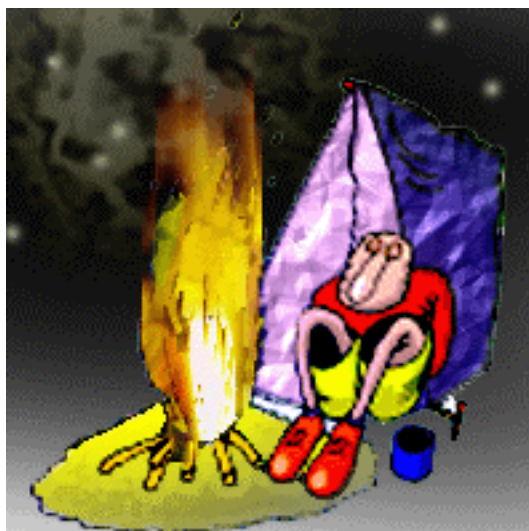
Canadian Diabetes
Association

403.509.0070

403.509-0072 (fax)

1.866.811.0070 (outside of
Calgary)

[Email Us!](#)



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
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Semi-private	\$55.00	\$51.00
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Weekly rate in a dorm room	\$129.50 (non-refundable)
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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.



CLASSIFIEDS:

PUBLISHED IN THE VOICE October 2, 2002

FOR SALE:

1986 Chrysler Le Baron GTS [5 door] - burgundy, good interior with velour bucket seats and digital dash panel. New brakes/pads/shoes, cooling system and hoses, battery and engine coil. 162,000 kms. \$900. Call (403) 273-9434 in Calgary.
