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# the VOICE

[www.ausu.org](http://www.ausu.org)

## QUOTE OF THE WEEK:

**"I wish I could have known earlier that you have all the time you'll need right up to the day you die."**

**--William Wiley**



## A Bug In Your Ear...

**Alberta mission to expand international education opportunities in Asia**

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

**Edmonton...**Alberta Learning Minister Dr. Lyle Oberg will lead representatives of Alberta's education community on a mission to Asia, October 20 to November 6 to strengthen and expand international education initiatives in Japan, China, Vietnam and Thailand.

The mission will promote Alberta's world-class education system, international partnerships, opportunities to study in Alberta, and Alberta's expertise in educational goods and services.

"This mission supports our goal of ensuring that Albertans are well prepared to take full advantage of global opportunities," said Dr. Oberg.

The mission objectives directly support *Alberta's International Education Strategy*, and will potentially benefit Alberta students, educators and learning institutions.

Dr. Oberg will meet and address education contacts and government leaders in Sapporo, Tokyo, Harbin, Beijing, Hanoi and Bangkok.

"Alberta's schools and post-secondary institutions already have strong ties to Asia with partnerships such as student exchanges, second language training, and reciprocal scholarship programs and distance learning programs," said Dr. Oberg. "The collaborative nature of this mission will strengthen existing partnerships and allow for exciting, new opportunities to be explored."

Participants taking part in all or a portion of the mission include representatives of the Alberta School Boards Association, four school jurisdictions and nine post-secondary institutions. These participants will be responsible for paying their own expenses.

The Minister will be joined by MLA's and Standing Policy Committee on Learning and Employment members Yvonne Fritz and Bob Maskell, as well as the Minister's executive assistant. Fritz will also take a lead role in representing government at a number of meetings related to the Kindergarten to Grade 12 and Post-Secondary sectors. Maskell will be participating in the China portion of the mission only and brings his experience as a past principal involved in establishing a twinned relationship with a school in China. Estimated cost for the official delegation is \$55,000.

### **Mission to Asia -Participants**

#### **Basic Learning sector participants**

Alberta School Boards Association

Lethbridge School District No. 51

Grande Yellowhead Regional Division No. 35

St. Paul Education Regional Division No. 1

Pembina Hills Regional Division No. 7

Alberta Distance Learning Centre, Pembina Hills Regional Division No. 7

#### **Post-Secondary sector participants**

University of Alberta

University of Calgary

University of Lethbridge

Bow Valley College

Grant MacEwan College

Lakeland College

Medicine Hat College

Mount Royal College

Northern Alberta Institute of Technology



## **TV That's Fun For The Whole Family. All Ages Programming Serves No One.**

By Tamra Ross Low

***Warning: Mature Content – Viewer Discretion is Advised.***

This message was once reserved for only a few shows, back when television only ran adult-oriented material late at night or on weekends. Usually the program in question was a blockbuster movie or some other special event.

Today, liberal television standards allow adult content in earlier time-slots, and there is a lot more of it. New channels – particularly the specialty and digital networks - are not subject to the same strict broadcasting rules that effect basic cable, and they may run violent or sexually explicit material at all times of the day. Even the major networks are running more of these programs, especially late at night, and some are regular series. The Sopranos and The Sex Files are two very explicit programs that come to mind.

Some people lament the new television environment because too many shows are not suitable for children or teens. To placate these viewers, the networks have started putting content warnings on more shows, and they are also broadcasting ratings along with the programs so people with v-chips in their televisions can block adult material.

In theory this is a good idea, but it's quickly getting out of hand. The problem is, it is impossible to make a program that is not offensive to anyone, unless television returns to the naïve and highly restrictive programming that we had in the 50s and 60s. *I Love Lucy* and *Gilligan's Island* might have been safe for all ages, but people now spend much more time watching television, and accordingly, it must better serve our entertainment needs.

Networks, worried about backlash, have started placing warnings on everything. Many programs that have been running without warnings for years, such as professional wrestling, suddenly have them. Older cartoons, like Looney Tunes, are being edited in rerun – sometimes so severely that the original storyline is no longer discernable.

Warnings on programs are now being used far too liberally. I was astonished last night to notice a 'mature content' warning preceding an episode of the British comedy, *Fawlty Towers*. Presumably if your television is programmed to block mature content, your children could not watch this show. It makes me wonder what they *can* watch? If *Fawlty Towers* has been deemed too mature for younger viewers, can a similar rating for *Gilligan's Island* reruns be far behind? After all, the Skipper takes off his hat and hits Gilligan over the head with it in almost every episode, and Ginger wears low-cut dresses.

The truth is, television is filled with adult content, and much of it is not suitable for children. But what is wrong with that? Is television supposed to be a children's medium? The vast majority of North Americans are adults, and most watch quite a bit of TV. For years, adult entertainment was mostly sanitized and kid friendly, and I'm not sure that that is any healthier than making children watch adult programming all the time. Adults should have the opportunity to watch programs that they can relate to on an adult level. There is no reason to require broadcasters to make the entire television medium child friendly. We certainly would not expect the film industry to be limited to producing G rated films. Children, too, should be able to watch quality children's programming.

To make this work, however, there must be a better segregation between adult and children's programming.

Parents should find out what kids are watching, and take the responsibility to ensure that they only see appropriate shows. One option for this is to let the kids watch videotapes that have been pre-approved by the parents. Kids don't need to be watching TV all day anyway.

Unfortunately, a lot of parents have no idea what their kids watch, so the CRTC and other broadcasting standards organizations feel that they have to take on a parental role and make sure that TV is 'safe.' Because different parents have different limitations on what they want their children to see, we have ended up with the ridiculous warning system that is beginning to blanket everything on TV, and in the process is losing all meaning. Just as food manufacturers routinely put nut warnings on practically anything produced within 5 miles of a factory that uses nuts, TV ratings boards have decided to rate practically everything as 'mature' just in case.

Sadly, it is probably necessary. There is a lot of evidence that parents have no idea what their kids watch. The fact that an adult-oriented cartoon like South Park is so popular with youngsters is ample proof. It's a great show, but definitely not suitable for young children. Many parents, however, assume that anything animated is ok for kids.

Perhaps it would be more appropriate to just put a disclaimer on all televisions and cable subscriptions, stating: Television is an adult medium, and is not intended for unsupervised use by children. Objectionable content may be broadcast at any time.

Something has to change, as the line between adult and children's programming is becoming so blurred that soon neither group will be able to enjoy age-appropriate material.

Too often adult programs dance around adult issues, which are worked into the subtext using innuendo and humour. Many new sitcoms precariously straddle the child/adult programming line, to promote the idea that adults and children should be able to watch the same programs with equal satisfaction. Thus many of the new sitcoms are family based, with prominent stories that feature child-friendly humorous situations, over a subtler back-story that focuses on the parent's marital issues.

The results are never satisfactory. It is demeaning to adults to have to pretend that sex and other adult topics are too shameful to talk about openly, and to have to resort to adolescent tactics to discuss these issues. Beavis and Butthead talk more openly about adult issues than most sitcom parents, who dance around explicit material like grinning marionettes. Children may enjoy the humour of these new programs, but do not need to be exposed to the adult subtext.

Children and adults have different needs, and it is not possible to provide entertainment that is suitable for both. Occasionally a TV series or movie does appeal to both [the Crocodile Dundee films have done this very effectively], but both groups also need programs appropriate to their own needs. One of the biggest complaints of parents is that they have a very hard time finding opportunities for real ‘adult’ conversations. The naïve and unrealistic portrayal of adult relationships in most television programs does nothing to help promote healthy adult interactions.

Broadcasters and filmmakers, in their attempts to make fun-for-the-whole-family programs, have only succeeded in making programs that are not appropriate for either group. Films like Jurassic Park tried to add a child-friendly element, with very young actors and cushy dinosaur toys, but instead scared the hell out of young children with the adult violence. This movie should have been left as an adult film, but marketers saw an opportunity for more money by marketing the film to a wider age group. Star Wars started this trend, but failed to live up to its adult marketing due to the ridiculous and adolescent romantic interactions of the adult characters.

Films makers and TV scriptwriters have tried also to make children’s programming more accessible to adults. The result of this approach is that the last Lassie [a friendly and helpful Collie dog whose TV programs and movies are geared toward small children] movie released was rated PG [Parental Guidance Suggested. Some material may not be suitable for children]!? The film version of the Flintstones was also vamped with sexy characters that never existed in the original cartoon. Many new children’s cartoons also carry some surprisingly explicit sexual undertones that only adults are supposed to pick up on. Consider, for example, the bizarre sexual attraction that *The Simpsons* character Smithers harbours for his cadaverous employer, centigenarian Mr. Burns. Hilarious for adults, but is it really lost on kids? *The Simpsons* is not necessarily geared toward kids, but the same types of undertones are present in many programs that are primarily made for children.

Clearly the one-size-fits-all model of television programming serves no one. Many kids movies now contain so much adult material that they are not suitable for small children, and too many adult programs are so sanitized that normal adult talk and situations have become comedic fodder comprised of winks, nudges, suggestion and insinuation.

We need to draw a clear line between children’s and adult programming. Adults do not need to be able to enjoy children’s programs. Sorry moms and dads. Kids have different tastes, and you might find yourself suffering through a film you hate when you take your kids to the theatre. It comes with the territory. But then you can put the kids to bed and watch some satisfyingly adult material and remember what it’s like to have an adult conversation. This can only happen, though, when we start to realize that we have different needs, and stop trying to homogenize find a way to satisfy all ages at once. Does anyone really think that a 30-year-old can be satisfied by the same program as a 7-year-old?

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*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.*

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## **From My Perspective:**

### **Post-Secondary Tuition (Part Two)**

**By Debbie Jabbour**

Post secondary tuition rates are increasing rapidly and out of proportion to cost of living and wage increases, putting a post secondary degree out of the reach of the majority of Canadians. Last week I took a brief look at some of the ways tuition has changed within only a few decades in Alberta. This week I will take a further look at what is happening within Alberta's post secondary environment, and how it will affect each and every one of us whether we are Albertans or not.

As mentioned in my previous article, the Council of Alberta University Students (CAUS) will be bringing many of these issues to the fore in the weeks to come,

and once again I urge all of you to remain informed and be ready to speak up on behalf of all Albertans and Canadians.

We all benefit from becoming educated and from having educated people in our midst. Higher education has been linked to improved social benefits, reduced rates of mental health problems, better physical health, less substance abuse, less family violence, and a whole host of other socio-economic factors that contribute to a healthier society overall. I know I'm preaching to the converted - none of us need a lecture on the benefits of education - that is why we are at Athabasca University.

Most of us have a pretty good grasp of how difficult it is to fund our education. There are a lucky few among us who have our tuition paid by our employer, or by the government, or some other public agency. Some of us also have the luxury of going to school just for fun, taking courses for personal improvement. Most of us, however are struggling to get an education by any means possible. We work and put aside a few dollars to fund each course, we borrow money, use our credit cards, or find some other way to come up with the necessary cash. A small number of AU students, like myself, rely on student loans. For many on-campus students, student loans are the only option they have.

In last week's article I spoke of the limitations of the student loan program for students whose parents are unable or unwilling to contribute to their education, and the fact is that many students

do not qualify for student loans in Alberta. Even for those who do, the student loan itself is not the ideal solution, since it does have to be paid back, beginning six months after full time studies end. If graduates do not find work immediately, this can create serious hardship. I have heard countless stories of graduates who are struggling to repay student loans for years after leaving school, without even touching the principal amount owed. As an example, the Alberta Government gives a repayment amount on a \$25,000 loan as \$303.32 a month over 10 years (for a total with interest of \$36,398), or \$506.91 a month over 5 years (total of \$30,415).(7) A \$25,000 loan represents the average student loan debt for an undergraduate degree. A Master's or PhD can mean double that amount or more. How many of you are having a hard time with a \$10,000 credit card debt, let alone a \$25,000-\$50,000 student loan debt?

According to the same government website, wages for new graduates in most programs are nowhere near the \$30,000 range in the first few years. This means that students not only struggle financially for the 4-10 years they attend university, they face many more years of debt before they finally can get on with their lives and become productive Canadian taxpayers. All too often students are unable to find work immediately in their chosen field, and the student loan becomes a crushing burden with no way out, since student loans are exempt from any bankruptcy proceedings for ten years. Many of you know what it is like to try and make a monthly car payment of \$300-\$400, or a mortgage of anywhere from \$500-\$1000 a month. Graduating students may eventually have sufficient income to pay such minimal expenses, but many years of student loan repayment come first.

It is not only full time students who are struggling. There are very few government resources for part-time students in Alberta. If you are low income, a single parent with dependents, disabled, or aboriginal, there are a variety of programs that provide some funding assistance. But for most students who are taking single courses towards their ultimate goal of a degree, they are on their own when it comes to finances. We struggle to complete our courses on time while working and taking care of other responsibilities, and while Athabasca University gives us the option of extending our course deadlines when we become overwhelmed, these extension fees can represent a huge addition to our overall tuition cost. At \$118 for each two-month extension period...the end result is that a single course cost for the average Alberta AU student who gets the maximum of three extensions is \$850.00!

Extension fees can almost double the total tuition we pay at Athabasca University. Yet they are one way Athabasca University tries to cope with current government funding and tuition policies that penalize AU because they do not address the unique nature of our university. The government of Alberta funds universities based on a formula that allots a percentage to each university according to FLE's (full time learning equivalents), and bases funding allotments on 30% of the infrastructure operating costs. How do these policies harm Athabasca University?

Funding based on 30% of infrastructure operating costs, in simple terms, means that a university that has huge operating expenditures (such as the University of Calgary or the University of Alberta) receives a far greater government contribution than does the University of Lethbridge (who have low operating costs) or Athabasca University (who have minimal infrastructure costs). Under this formula, universities with high operating expenditures are also able to raise tuition by a greater percentage - since the 30% rate also represents a total tuition cap, and universities can raise tuition up to a maximum of 30% of their operating costs. The higher the operating costs - the more tuition can go up.

In principle, this means that a university that uses their funds inefficiently and incurs higher operating expenses becomes eligible for even more tax dollars, while a university that runs a fiscally responsible operation is penalized. Even worse, a university without a physical infrastructure, like Athabasca University, receives a fraction of the funds the other Alberta universities do...yet our technological infrastructure represents a huge expenditure that the government does not recognize! The effect of the 30% total operating cost on the tuition cap also means that AU and University of Lethbridge have been forced by government policy to keep tuition increases lower than U of C and U of A. Even though a zero tuition increase is the ideal, the reality is that without any changes in government funding, universities will continue to rely on higher tuition rates to survive. A policy that allows two Alberta universities to raise tuition because they have huge expenditures, while preventing two universities with low expenditures from doing the same since they cannot exceed 30% of their total operating cost, is grossly unfair.

In addition, Athabasca University has relatively few FLE's (full time learning equivalents), since most of our students are part time. While a campus-based university will get "x" dollars for one student, AU needs several student registrations to get the same "x" allotment. Yet the costs of processing and supporting each student are the same, whether they are taking a single course or a full course load. AU serves an important role in providing a part time option for students on campus, allowing them to take extra courses per semester and allowing them to take supplemental courses their campus-based university does not provide. Yet AU does not receive the equivalent funding that campus-based universities do.

These funding policies mean that while the other three universities in Alberta receive about 30% of their revenue from tuition - Athabasca University must rely on student tuition for almost 70% of their operating revenue!!!

The result of these government policies is that Athabasca University has been placed in a difficult financial position that will ultimately hurt our university. Presently the government of Alberta is conducting a review of the Universities' Act, and Athabasca University is seeking to become included under its mandate (currently we exist legally by an Order in Council and are not under the Act itself). Discussions are underway with Alberta Learning to try and address the unique situation of Athabasca University. Recognition of our technological infrastructure as being equivalent to a bricks and mortar one is just one of the issues being addressed, as well as the removal of the 30% funding formula and the Fulltime Learning Equivalent measure. I encourage all Alberta students to contact your MLA and ask them to actively consider the proposals our Athabasca University is making to the Alberta government. I would also encourage students across Canada who attend Athabasca University to take an interest in this topic, since the policies that will be developed here in Alberta will have a direct effect on the tuition Athabasca University will be charging students outside of Alberta and abroad.

Athabasca University is struggling financially for survival. But so are the campus-based universities. And two Alberta universities are looking at some tuition and administrative policies that should concern all of us even if we never plan on becoming students at these universities.

In the final part of this article, I will take a look at what is going on in these campus-based universities and why we should be worried.



- (1) Council of Alberta University Students (CAUS):  
<http://www.su.ucalgary.ca/caus/alpha/>  
<http://www.caus.net/alpha/pdf/news/Tuition%20Media%20Package.pdf>
- (2) University of Alberta Students' Union  
<http://www.su.ualberta.ca/>  
[http://www.su.ualberta.ca/mainpage\\_content/articles/survey](http://www.su.ualberta.ca/mainpage_content/articles/survey)
- (3) University of Alberta Tuition:  
<http://www.registrar.ualberta.ca/ro.cfm?id=246>
- (4) Students' Union, University of Calgary:  
<http://www.su.ucalgary.ca/suweb/html/media/tuitionfacts.html>
- (5) Canadian Alliance of Student Associations (CASA):  
<http://www.casa.ca/index.asp>
- (6) Statistics Canada, University Tuition Fees:  
<http://www.statcan.ca/Daily/English/020821/d020821b.htm>
- (7) Student Finance Board, Alberta Government:  
<http://www.alis.gov.ab.ca/studentsfinance/detpar.asp>
- (8) Athabasca University  
<http://www.athabascau.ca>

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*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.*

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## Canadian Fed Watch!

### **News Across The Nation... Library Week, Missing Connections, 124 Researchers, \$22 Million, Music For the Masses**

*THE VOICE October 23, 2002*

**By Karl Low**

## **Library Week**

All this week is [Library Week](#) in a number of provinces. Special events are being hosted at Libraries across Canada. If you have not made use of your public library in recent times, this would be a good time to go and take a look. Far from the stodgy old places of yesteryear, Libraries are becoming increasingly technically sophisticated.

Here in Calgary, the Public Library even offers occasional training courses for how to use common software applications, and get the most out of your computer. Also, Library catalogues are increasingly being put online so that people can access them from home, reserve books ahead of time, and in some cases helping people to access rare or out of print books that they might never be able to see otherwise. I've used this service on occasion and managed to find a copy of the first book by a favoured author down in a Medicine Hat library. The book was never widely distributed and well out of print. My local library contacted them and arranged to have it sent up here so that I could sign it out, all at no charge.

If you've had enough of reading from your courses, you might want to check out the alternate collections most libraries hold. Tapes, vinyl albums, CDs, even videocassettes and some DVDs are available. You probably won't find the latest blockbuster movie, but you could find something that gives a new slant to your coursework.

## **Music for the Masses**

The National Arts Centre has teamed with CBC Records to [release](#) Schubert's Symphony No. 3. in MP3 format. This, along with other titles are available legally and free on the Arts Alive [website](#). Download it for some wonderful music to have playing while you study.

## 124 Researchers, \$22 Million

The Canada Foundation for Innovation has [announced](#) 22 million dollars that will be given to 27 universities across the country so that they can build research facilities for 124 new faculty. Unsurprisingly, Athabasca University will not be receiving any of this money. I say unsurprisingly because it seems to be difficult to convince politicians that facilities can mean more than just buildings.

For a distance university like Athabasca, facilities can also come in the form of better communications infrastructure. Things like the new [Internet2](#) system, an internet of vastly superior performance, would enable Athabasca University to further expand its reach so that expert faculty could be hired no matter where they are in the world - even if they do not want to move to Alberta.

Extra campuses and the infrastructure of high-speed connections between them could also be developed. A professor could give a fully interactive lecture from the main Athabasca campus and have it delivered to any or all of the learning campuses - creating more opportunities for students not only in one province, but also all across the nation. It continually surprises me that the federal government pays so little attention to a university that is so well suited for a national presence, but is constantly pouring funding into areas where the effect will be much more localized.

## Missing Connections

The Alberta Government has [sent a team](#) to expand educational opportunities in Asia. The team will consist of Alberta's Minister of Learning as well as members of the Standing Policy Committee on Learning and Employment, Yvonne Fritz and Bob Maskell. In addition to these governmental people, representatives from nine post-secondary learning institutions and a number of representatives from basic learning institutions will also be present.

Among the many things on the itinerary is a visit to Meiji University to observe the delivery of a language and culture course by distance learning technologies. Each day will begin with a breakfast of the participants, and end with a reception with various education contacts.

The post-secondary representatives will include representatives from:

- University of Alberta
- University of Calgary
- University of Lethbridge
- Bow Valley College
- Grant MacEwan College
- Lakeland College
- Medicine Hat College
- Mount Royal College
- Northern Alberta Institute of Technology

You will likely note the conspicuous absence of our own University from this list. If there was ever a better opportunity to showcase the advantages of distance education and Athabasca's

ability to deliver it, to gain recognition among influential members of our government (that is, the ones that control the funding), and to encourage enrolment of under and post-graduate students from a foreign country, I am certainly unaware of it. Yet somehow, among a list that includes even small institutions such as Bow Valley College, Athabasca University is missed.

And I wonder why AU seems to receive the short end of the stick for government funding.

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*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.*

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## A Halloween Treat

**By Wayne Benedict**

Earlier this year I wrote an article called 'Writing Fiction to Improve Your Non-Fiction Prose' that appeared in the June 26, 2002, Volume 10 Issue 24 of *The Voice*. As a special Halloween inclusion into the paper, I would like to share with you the results of one of my own fiction writing efforts, a short story entitled "Tag". I hope you all enjoy it!

### ***TAG***

"Tag! You're it!" shrieked Nate, slapping Daniel on the back. Sliding to a stop in the slippery mud, he reversed his direction and tore off down the tree-lined trail.

"I'm right behind you!" called Daniel. "I won't be *it* for long!"

Nate could hear the thump of his pursuer's runners against the well-worn dirt path. He could feel Daniel closing in on him and he silently cursed his shorter legs. Fake right, leap left, and he found himself scrambling through the thickets of willow that grew along the riverbank. Branches broke and scraped at his bare arms and legs as he pushed his way wildly through the thickening undergrowth. Heart pounding and lungs burning, he risked a glance behind. No sign of Daniel.

Nate stopped and holding his breath, he tried to listen for an indication of his friend's whereabouts over the pounding of his heart.

Nothing.

Peering through the thick bushes, he waited for the inevitable charge.

Ten seconds. Thirty seconds. One Minute.

A squirrel chattered its annoyance at the uninvited intruder within its territory.

The river gurgled contentedly behind Nate and the hair rose on the back of his neck.

"You're it," he said quietly. "You're *still* it Daniel!" he called out, his voice muffled by the dense forest.

Silence.

A bird chirped somewhere overhead.

"Daniel? ... Dan! ... This isn't funny any more".

*Crack!* A large branch broke in the distance.

"Dan?"

Silence.

Nate began to move stealthily through the willows back the way that he had come, listening for noises over those of his own.

A call in the distance.

Nate stopped, held his breath and listened.

The squirrel chattered. The bird chirped.

He started to move again, feeling his way through the thick foliage. The willows began to thin and Nate found himself standing on the path. Looking down, he examined his own skid marks in the mud, imprinted there when he had veered off the trail to avoid Daniel's long arms. Looking back the way they had come, he could see the prints of his friend's runners overlaying his own, but beyond the point where Nate had left the footpath, Daniel's tracks continued without pause, disappearing amongst the long shadows that fell from the trees.

Facing the direction that Daniel had seemingly gone, Nate cupped his hands over his mouth, took a deep breath and called "Daniel!"

Silence

Curving his hands into half circles behind his ears, he closed his eyes and strained to detect a sound from his friend.

A rustle through undergrowth. A bird singing. The river gurgling.

His ears began to ring and he dropped his hands to his sides. His body shuddered slightly although the summer afternoon was warm. Tightening his stomach muscles to force out the butterflies, he said "shit" and took a step along Daniel's tracks in the dirt.

Two steps. Five steps. Ten.

The path curved gently toward the river. Running-shoe prints were clearly visible in the middle of the trail. Shadows grew deeper and the air grew dense as the willows closed in on the borders of the path.

Twenty steps. Thirty steps. Thirty-seven.

A white object was visible in the middle of the trail. Nate took a few more steps toward it, stopped, listened, a few more steps. It was a shoe. It was Daniel's shoe resting upright as if he had stepped out of it in mid step. Nate crouched down and picked it up. He could feel his heartbeat within his skull. No tracks in the dirt beyond this spot. He stood up holding the footwear in both hands. He breathed in short, shallow gasps as he stared down into the orifice of the sneaker.

The willows exploded on his right as two arms were thrust toward him.

Nate screamed, eyes wide and body frozen in place. One of the hands grabbed the runner; the other shoved Nate, open palmed, in the sternum. Nate stumbled two steps back. A face appeared above his.

"TAG! YOU'RE IT!" exclaimed Daniel, pulling the runner free and vaulting himself into a comical gate. He lurched a few paces and then hopped on his left foot trying to stuff his muddy right sock back into the runner, lost his balance and staggered again.

A tear trickled from Nate's right eye as his face became a scarlet mask of rage. "You bastard," he said. "YOU BASTARD!" he screamed and broke into a frenzied run.

Daniel was laughing and had just managed to replace his shoe when he caught sight of Nate over his right shoulder. His eyes widened slightly and his face grew slack when he saw the look on Nate's face. "Oh shit" he said and began sprinting with the seriousness of an Olympian.

Nate was gaining on his quarry. Daniel's longer strides were no match for the fiery heat of Nate's anger.

"It's just a game! ... I was only kidding," Daniel sputtered between deep breaths.

"Son...of...a...bitch." Nate pumped his arms high, his hands balled into fists.

The willows thinned and the trees flew by as they raced down the trail. Passed the spot where Nate had left the path, he was finally close enough. Nate reached out with his right hand and made a grab for the back of Daniel's shirt. He brushed it but never caught hold. Daniel suddenly vaulted to the left and Nate ran passed him. Putting on the brakes, he skidded to a stop and whirled around. Daniel was on the other side of a cottonwood tree, hands against the trunk and head peering around its side.

"Get hold of yourself man".

"You scared the hell out of me!"

"I'm sorry. I thought it was funny".

"Well it wasn't".

"Sorry".

They stood looking at each other for a few seconds.

"You were scared something happened to me," Daniel said.

"Scared something was going to happen to *me*," said Nate, looking away toward the river.

"You'd miss me if I was gone".

"Not. ... Well, maybe a little". Nate looked back at Daniel. "Lets go home".

"OK".

Daniel came out from behind the tree and Nate fell in beside him on the trail. They walked in silence for a few minutes, enjoying the summer afternoon and listening to the river gurgling to their right.

"Really scared you eh?"

"Yup. You plan it or it just happen?"

"Just happened".

"Got me good, I owe you one you know".

"I know".

Suddenly they were both jerked to a stop and spun around. A dirty man towered over them, his clothes tattered and his black hair unkempt and long. He had them each by a shoulder and as he stooped to look into their faces, his lips parted in a lopsided grin. Missing his front teeth and the others rotting, the stench hit their noses like a corporeal entity. Frozen by fear, the boys stood riveted in place and stared at the nightmare before them.

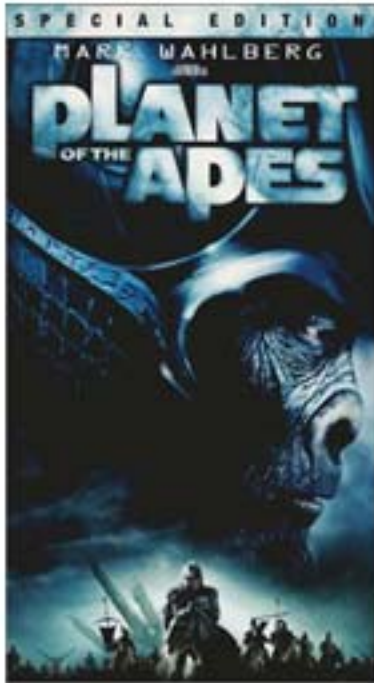
"Tag. Your it," said the man. He released them, turned, and slowly sauntered back into the trees.

Nate was running for home, Daniel beside him and they were both too far away to hear the man's chuckles echoing through the forest.

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

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## **All Ape Films Are Not Created Equal FILM REVIEW**

**By Laura Seymour**

A local, free-paper film reviewer wrote about the newest version of Planet of the Apes and I was foolish enough to believe the reviewer's trashing of Mark Wahlberg and the film. The reviewer said it was a clone of the original film shot by shot and word for word! My husband decided after seeing the latest version (now on cable TV in Alberta) that the reviewer must have been on drugs when he wrote it. I have to agree with the husband; these two films are almost completely opposite.

Let me say that I have a DVD copy of the original film and can recite lines from it. I was a major Roddy McDowell fan and have a small autographed card from him that I cherish. I'm sorry I never met him.

Now, let's look at this latest rendition to see why I feel these projects are so different.

The original film won an Honorary Academy Award for Outstanding Make-up Achievement and the latest film updated these techniques. The apes are more believable and new types have been introduced. Watching actress Helena Bonham Carter writing with her ape foot is pretty cool. Jokes are cute and sparingly used. The big attack at the end shows realistic apes galloping toward our heroic team. I found myself becoming more of a fan of the newest film than I expected. I also like the lack of gory violence. Hmm...I'm sure I heard this was a violent picture ...I see that point differently!

In the original film, Charlton Heston played one astronaut in a team. For those of you who understand film lingo, the original movie had no real back-story to help us care about the main characters. The newest version quickly paints Mark Wahlberg (playing Leo) as a man under his boss' thumb in a space ship facility. He's in charge of training a chimpanzee. During a flight into space a freak storm snaps up the ape's ship. Leo illegally blasts off to get the ape back, but he too is caught in the storm.

Our hero lands on a planet run by apes. That's where the similarities tend to end between the films. In the original film the humans were mute, making Charlton Heston all the more unusual. No doubt silence was cheaper for the studio! In the new film they can talk (among them Kris Kristofferson playing Karubi) and are able to help the hero as well. There is also an Ontario born gal, Estella Warren, (playing Daena) we can all begin noticing.

In the original film "Ape Shall Never Kill Ape" was a religious commandment repeated several times to show the apes' religion paralleled ours. In the new version one character, Academy Award nominee Michael Clarke Duncan (for Green Mile) plays Attar and speaks of their god, Semos. Semos by the way makes an appearance near the end... and is a fun film moment. Also these new apes do kill their own. Charlton Heston gets a quick cameo as General Thade's father, playing an ape! Attar pays homage to Heston's memorable film line, "Get your hands off me you damn dirty ape" and turns it into a slur against humans.

Academy Award winner (for Rob Roy) Tim Roth plays General Thade our film bad guy. He does it brilliantly. His dark eyes bore into the camera and his moves are strong and powerful. He portrays both powerful ape and later mourning son after his father dies.

Plots are more in keeping with our time especially with a hot performance from usually classy and quiet Helena Bonham Carter. She is a privileged ape (Ari) and works tirelessly against the poor treatment of humans. She also has the monster hots for human Leo.

And the big walk to the forbidden zone in the new film does not lead to a fallen Statue of Liberty. It leads to the space ship that Leo came from. The ship factors in nicely for the big finale.

The final scene is a lovely twist in a busy production. I won't give it away. Suffice it to say it makes you wonder what the possible explanation is.

All of these characters take their work seriously and show us a world of apes that have come almost fully to life. Then again, years from now when effects are SO lifelike will these effects seem old, plastic and a joke? I don't know...maybe we'll have to stay around for the third go 'round of the planet of the apes!

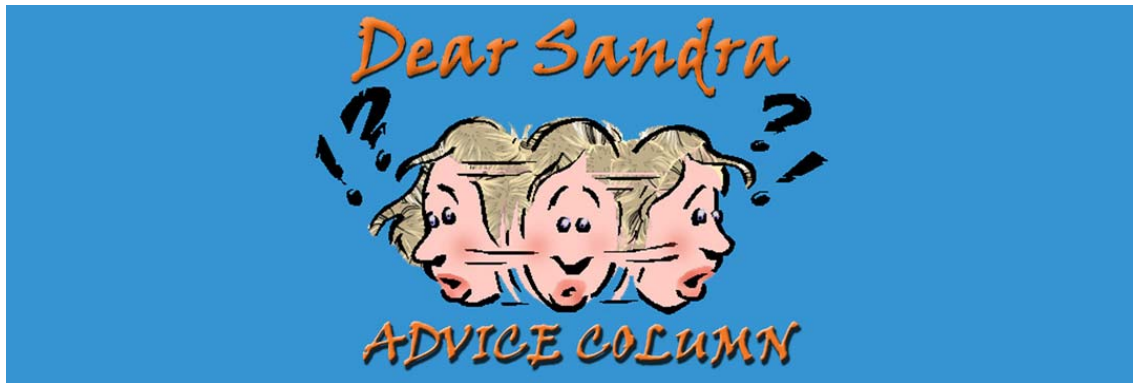
And for those of you who have read my prior film review...you'll have to start addressing me as Leonard Maltin now!

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

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THE VOICE – October 23, 2002

**Dear Sandra,**

**I am in my second semester at AU and I love the courses and all my tutors. I decided to quit working full-time and devote myself entirely to school and this is where my problem comes in; I desperately miss having co-workers to interact with daily. Besides the minimal contact I have with my tutors weekly I am feeling very isolated.**

**Isolated in Alberta**

Dear Isolated;

As a people person myself I can relate with you. I decided on AU because my family and I did not want to move to a city with a university. I love the courses and being able to work on my own time schedule, but there are days when I crave the hustle and bustle of a crowded university hallway or the intense debating of students over hamburgers in the cafeteria.

Having a full-time job where you interact with people daily and then switching to the isolation of your home and the pressures and challenges of university courses is a major change. It's lonely. It just doesn't seem like university if you can't interact with your peers. AUSU is attempting to try and bridge the distance gap between students by providing them with a discussion forum, course review page and encouraging the formation of student groups and clubs. With over 20,000 students world wide at AU it is possible other students live in your area, especially if you live in a major center like Calgary.

Academically, it is so much easier to broaden your horizons if you can interact with other students who are in the same courses. The study buddy program AUSU provides is an excellent way to find someone taking the same courses as you. If you are a psychology major or taking psychology or other related course you can visit the Athabasca University Psychology Students' Society link off the AUSU website. Other groups and clubs are in the process of being formed and new clubs are always encouraged. If you have a special interest in political science, environmentalism or parenting while being a student take the initiative and start up an on-line club.

Socially, the majority of your friends and family are probably not too sympathetic to the challenges you are facing at school and may not be able to provide you with assistance or willing to listen to you enlighten them on what you have been learning. Your fellow students, who are also facing the same pressures and challenges, may be able to help you and that is why the discussion board has been formed. It also gives students a chance to practice their debating skills, not everyone is going to believe in the same things you do or feel as passionately about them. There are also many issues we know nothing about, such as the plight of Muslim women, which is currently being discussed in depth on the discussion forum. Reading other people's views and concerns helps to enrich your mind and broaden your horizons.

If that is not enough for you, volunteer your time. Volunteering serves two purposes; it helps out people in need and it also helps you out with work experience. There are so many worthwhile non-profit organizations out there in desperate need of volunteers for a couple of hours a week. Volunteering also helps you prepare yourself for a career. I obtained an accounting diploma a few years ago; sure that it was the career for me. I volunteered with an organization as their bookkeeper and found that I hated number crunching. I was good at it, but I did not enjoy it. Why waste four years of your life to find out later that you do not even enjoy the work you will be doing? Volunteer experience also provides you with a community of people to interact with, and it gets you away from the books for a little while. Most importantly, it looks good on a resume or application to graduate studies. Without experience, it's tough to find a job when you first leave school.

AU students seem to think that they are alone. They aren't. There are a lot of students out there who want to interact with their fellow students. The discussion board is filled with various posts, the study buddy program is frequently requested and the interest in groups and clubs is rising. We are rapidly becoming an on-line community where opinions are shared over the Internet as easily as they are around the water cooler in an office. Visit [www.ausu.org](http://www.ausu.org) today to learn more about the services offered by AUSU to help connect you to your peers.

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

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*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](mailto:voice@ausu.org)*

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# THE HARRIED STUDENT EMANCIPATED

**By Audrey Karperien**

For those trapped in their vacuums, glued to the wall by blobs of strawberry jam, obsessed by the quest for the perfect mildew remover, or oppressed by male oppression (the worst kind), *The Voice's* Sandra had some sound advice last week: your prison is your own. So, guardian of your own destiny, run the vacuum in reverse. Jeannie you are Zena. Blow off those ancient trappings and set yourself free. Ride to the shrine of AU.

I say so, too. Pursue it, woman; pursue it undaunted. Seek what shall be yours, stay strong, arm yourself for the noble quest of higher education. But like my 18-year-old daughter recommends, don't buy the metal Madonna corset; those can hurt your nipples. She recommends genuine full body armour that bangs and grinds as you ride off, warump, warump, warump, into the grey sky across rough hewn land on a heavy, mighty steed named Marty.

She says she can see you forced out of the terrible hose in a rush of back blown vacuum dust, your steed stumbling then recovering his gait. She sees you riding, riding, riding, until you start to get really, really sleepy. And hungry. So hungry that you jump off and hunt squirrel. Then make some squirrel stew, after you start a fire with the flint of the land. And then chew the rodents daintily while making earrings from their skulls and hair ornaments from their tails. Then grunt with satisfaction, look furtively about, and lay down for the night. Then start to fake an orgasm, out of habit, before you remember the point of this fantasy.

She sees you arising with the sun, washing off the night with misty dew, and being pleased. You will be pleased because there will be no mildew in the grout, primarily because there will be no grout, a fact that, nonetheless, will not stop your pleasure.

She sees you continuing, resourceful, and undaunted. After you polish your horse, meticulously removing every trace of jam and not even caring how on earth it got there, you set out for the day. You ride hard. As the noon sun starts to beat down, you slow, you stop, you dismount and tie Marty to a tree. With lightning reflexes you leap upon the hawk that lands on the branch above you, and tear it into cubes for fondue for you and Marty. That's after you pluck its feathers and make a sexy little neck dress and halter-top thing that kind of fastens around the back and scoops in the front past the collarbone. As you get up to leave, you are satisfied to see that you've been tossing your hawk refuse into the trunk piece of your armour, which you took off so you could see your reflection and check out the feather thing. You do a quick clean up of all the unsightly litter nearby, and leave the shiny receptacle behind for others, knowing you have set a good example.

She sees you travel onward, noble quest in your spirit, power in your grasp, gorgeous accessories in your hair. Each tramp of Marty's majestic hoof stirs a torrent of dust, a painful reminder. You politely ask him to step lightly so as not to ruin your coiffure. Beside the worn and dusty path you notice some really nice flowers. You veer your glorious stag westward, over softest green, following a trail of daisies, through a field of fireweed, along a line of lupines, to a world of wildflowers, lilies, poppies, ooh pretty.... then you realize you have strayed. You are lost.

Darn, you say. Was that rises in the west, or sets in the west? But then you have a good idea. You dismount. You draw your sword, take off your helmet, get down on your knees. You turn the helmet over and rip your sword across the nearby stand of flowers, catching them in your helmet as they fall. You adjust the exquisite lilies and poppies, dropping in a lonely dandelion because they have a good attitude and need love too. Your arrangement is smashing, you notice, as you place it perfectly in a bed of charming red rocks.

Having the satisfaction of a job well done but still lost, you realize things are grim. Yet you do not despair. You have one last hope: you look deep into the annals of humanity, think of all the sad things you can, wonder if the hawk had a family, and start to cry. Then, in a vision from either Minerva or your sister in Morinville (you can't make out the signature), you see a large square—stone and metal, perched on green land—as a portal. Following your vision, you walk. Because you forgot to tie Marty up.

You forgive him, realizing you should have been more understanding of his needs, and start up a hill. Just over the crest you see it, framed by a halo of light: the AU portal as in your vision. A woman in a lab coat steps through it, walking towards you with something white draped over her arm. She solemnly covers your feathers with this other lab coat, gently lifts away the squirrel accessories, tosses them into a shiny bin teeming with rodent jewellery, and hands you a student registration form. She motions for you to follow her and speaks loudly but casually over her shoulder toward the crowd hovering at the door of the nearby brown building, “Can somebody watch the portal? I’ve got to clean this one up and get her to Registry, fast.”

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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.

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## **Are Today's Conveniences Really Good For Us?**

### ***Part II – The Bare Necessities of Life; Food, Clothing and Shelter***

**By Diane L.M. Cook**

Imagine having to cook everything you ate, from scratch, by hand, probably with food you grew, or from food you got from bartering with your neighbour, who probably lived 5 miles away. Plus, bake your own bread. An amazing concept! But it was done and it was done every

day, regardless of how much food you had or how many chickens were hanging out in the backyard. To truly understand this concept, you first have to think of yourself as a farmer because that's exactly how it was for people of 100 years ago. Most people farmed, whether it was commercially or privately. Everyone had a garden - a big garden! And bad weather could devastate an entire winter worth of food. Not good if you had many mouths to feed, you didn't make \$60,000 a year, and there was no Quickie-Mart down your dirt road. Once you get past the growing-your-own-food concept, try to imagine yourself making three square meals a day for lots of people. If you have an image in your head of being stuck in the kitchen all day, then you're there! This must have been a terribly mundane life and very physically demanding. But at least the food people ate 100 years ago was real. Now, nothing is "real" anymore. Even the fruit and vegetables we eat, something we like to think of as "natural", are soaked in chemicals. Most food grown today is sprayed with pesticides to keep the pests away. The animals we eat are fed food with chemicals mixed in it or are actually injected with chemicals. It's usually hormones that are injected to make the animal grow larger, faster, so it can be taken to market quicker. If most of us didn't have to work full-time jobs, we could keep big gardens and grow most of our own food. Doesn't everyone love to go outside and work in the garden? Don't you feel great to see the bounty of your hard labour? Isn't that the true meaning of Thanksgiving Day? It's a very satisfying accomplishment to grow your own food and know your family will be healthier and happier for eating out of your own garden, not your grocer's freezer. Is our health, our lives, worth the convenience of man-made, processed food that comes in a can or a box?

People a century ago didn't have as much clothing as we do now but the fabrics and craftsmanship of their clothes were of a better calibre. It seems today what has been gained in quantity of clothing has been lost in quality of clothing. Everyone can appreciate an old favourite sweater their grandmother knit them; it's still in excellent shape, keeps them warm, and doesn't require machine-washing every weekend. I would rather have a very small wardrobe that consists of basic clothing but is made with good fabrics and craftsmanship that would last

many years. Our ability today to buy any article of clothing we want, wear it for 10 or 15 minutes (the average length of a trend!), and then stuff it in the back of a closet, is a convenience we can do without. If we went back to learning how to knit and sew our own clothes, we would have more pride in our clothing and take better care of it. Besides, there really is more to life than just clothes, like: yourself, your health, your family, your education, and your career - just to name a few.

Hard to believe but people actually built their own houses with materials that today we would consider inferior, and with tools we would consider primitive. But that's how houses were built and some of those old houses are still around today, a fine example of good craftsmanship and good ol' fashion hard labour. Houses today are built with the latest technology, the best materials, and electronic tools. But not all houses stand the test of time; many foundations crack and many roofs leak. Remember lead paint and allergic reactions to certain fibres in carpets? Houses today provide people with great convenience, but some might say too much convenience. It's possible if a person is provided with too much convenience, they will be lulled into complacency, and there are no benefits to being complacent. Once a person becomes complacent, the slippery slope begins and most everything else in that person and their life starts to slide. Yes, we live in nice houses today but there really wasn't anything wrong with the houses of yester-year. It's good to get off the couch and play with the children, go for a walk, or wash some dishes by hand. Being active is good for us, both physically and mentally.

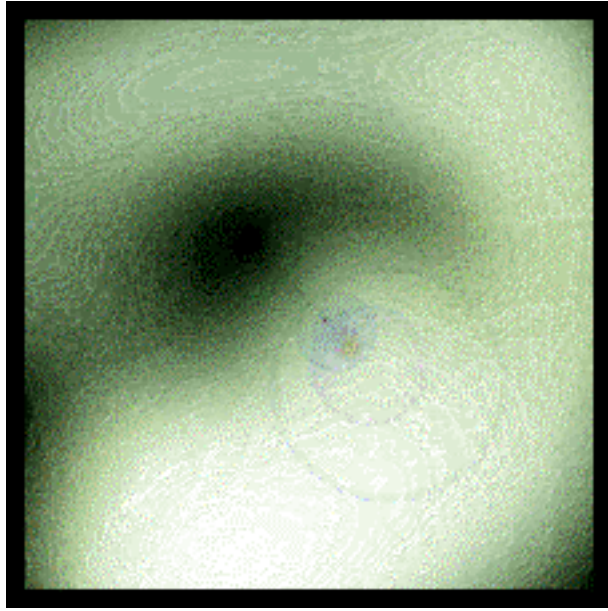
The convenience of having heated homes and electricity (hooray for ovens and fridges!) is probably appreciated more in the cold-weather countries like Canada, than in warm-weather countries. If you live in the Bahamas, it wouldn't be such a big deal if you didn't have heated homes or indoor ovens, considering it's probably warmer there in the winter than it is in the summer in Canada. And when it's that warm out, you usually don't require indoor heating and you cook outside – a lot! People have chopped and hauled wood to heat their homes, cook their food, and give a little light for the evening chores and play time for billions of years, and probably didn't complain about it that much. Usually it was the men who did the wood chopping, although we know a fair number of women chopped wood too, but it was a natural excuse to get outside and enjoy the fresh air and get some exercise. Turning up your furnace in your house today does nothing for you but keep you inside and make you less energetic. The virtues of being outdoors and getting regular exercise cannot be understated; it is essential for good health.

*Our standard of living has exceeded even our own expectations. Tune in next week, when we'll finish exploring our new modes of transportation, electronic gadgets and how we learn differently today.*

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Diane is a full-time, freelance writer. She specializes in writing technical articles for the oil and gas industry, but also writes feature length magazine articles of all genres, including Calgary-based magazines. She is working towards a Bachelor of General Studies degree.

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## Flaws of Fundamentalism

### By b.e. hydromako

In the face of what is foreign, what is strange, and what is unknown, sometimes an individual or group of people will resort, or perhaps better, revert, to a fundamentalist position. Typically, we associate fundamentalism with religion, but it isn't merely limited to that area of human experience and discourse. We can exhibit fundamentalism in our thought and action anytime we dogmatically hold a position and callously—which is to say unthinkingly and carelessly—dismiss that which does not fit into the position we hold so tight, clutched in a fist that displays the icy stiffness of death.

And indeed fundamentalism resembles a death, leads to death, and is a living death. A dogmatic position, an unwavering and static view doesn't question, doesn't change, doesn't live. For, if we have stopped thoughts regarding a certain view, then we do call it "a dead issue," at least relative to our own end of thinking. However, a conclusion isn't the end, but only where we have decided to let ourselves die a little death, where we grew tired of thinking, where we figured we were at our destination instead of realizing that we are always in transit. In the land of the living change and flux are constant, and the only thing that is static is the certainty that things are in motion, dynamic and fluid. A rigid mind, a fixed way of seeing, is the steady straight ahead stare of dead eyes—glassy, cool: not a window to the soul, but a wall around it.

For what vanity it is to think, nay to believe, that we *do* have all the answers, or that we *do not* need to ask any questions. What arrogance displays its true colour when we say, without investigation, without experience, without at least an inkling of understanding, that we could never believe that such and such were true, could be true—why "I can't even imagine!" But is the loss over there with them when we have divided out by our fundamentalism: "we are right, but they are wrong"? Us and them, the classic and claustrophobic view of inhibited thinking. No, it is the "I" that can't imagine, it is the "us" that have sealed themselves off, it is the "I" or "us" that looses when they divide them from us. For, in the world which is a collection of fluid appearances, shifting manifestations of energy, entwined in resonating harmony, the division imposed by a dogma, by an article of arrogant faith confined by a boxed and closed imagination (all wrapped up in a pretty package), misses out, excludes by default, decides at an instant that such and such an experience could never be part of the real world: the real world that any given fundamentalist position knows all about, because every fundamentalism is connected to knowing without fail exactly what the world is, exactly what life is about, exactly what the role and limitations of any human existence and experience is all about. All of it—dogma totalizes, clutches the whole of the world in its hand.

That better be a mighty big hand, because "there is more in heaven and earth than is dreamt of in your philosophy," or something like that. And how can our dreams even hope to include all if they haven't even dared include some of that from over there—something from the view that



can't possibly be sane, or valid, or reasonable, because we know that they are not sane people, that their way of life is not valid, that that point of view isn't reasonable. We know because our fundamentalist mindset tells us exactly what is true in the world, exactly what is to be dreamt about the world, exactly where we fit into the world. From any dogmatic point of view, it is our dreams that can be dared to be dreamt, while anything else is simply their nightmare, their superstition, their evil.

Because a fundamentalism, when it is our own, is exactly what is good. The view is unquestionably the true and the correct, the real and the good. Thus, anything that isn't our fundamentalism, that isn't our dogma, that isn't our dream, isn't worth our time, or your time, or their time, or anyone's time, because, as we can all clearly see—looking from our true and correct position of privilege—and without even looking, there is nothing there that we need to look at, and thus, we never even need to bother looking at all. And if we dare to look, to peak, if only to know how to discredit and devalue, then we don't look at what is really there, but we only look at what we want to see, what we see can be discredited and devalued. Fundamentalism builds straw men and then burns them down. But the ritual is always a sacrifice to their dogma, to their dream, to their true way, and the only thing that is sacrificed is a projected image of their own suppressed imagination, a sawed off portion of their dead and rotting corpse.

Living in a way, or in a tradition, or milieu, isn't in itself fundamentalism. Living with certain views and by certain standards isn't fundamentalism. The fundamentalist mindset manifests when those traditions, views, and standards become **the** traditions, views, and standards: when these things become the absolute and only. But notice that fundamentalism does not arise alone; it is a response to something else. Fundamentalism requires something separate from it; otherwise, it has nothing to be fundamental in contrast to. Thus, the response of fundamentalist and dogmatic thinking is simply a mechanical response. It is automatic because it is not a conscious response, nor is it an informed response. However, we are not machines running programs: we are dynamic and free human beings. Any sort of fundamentalism, in dehumanizing its opponent, dehumanizes its proponents.

Thus, if we desire to strive for a genuine human existence, if we want to partake of the fullness of our possible human experience, we must seek out those things which are our own personal dogmas. We must come to see our own fundamentalism. We needn't necessarily adopt ways of living, points of view, or whatever, that are unknown and foreign to us, we need only be open to the idea that these needn't be unknown and foreign: we are always free to make the attempt to understand an other, or at least admit that our way isn't **the** way. In our engagement with what might have been previously unimaginable we affirm our most basic humanness; put differently, it is when we are open to the many expressions of life, as opposed to closing them off and in effect negating their presence, that we too are most alive.

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

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## **Free Health Benefits for Children in Low-income Families**

**From information provided by Alberta Human Resources and Employment**

**THE VOICE October 23, 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](http://www.gov.ab.ca/hre/achb)



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

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

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

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

For more information contact:

**Shirley Barg, Vice-President**

**Athabasca University Students' Union**

**Email: [sbarg@ausu.org](mailto:sbarg@ausu.org) or call 1-800-9041 ext. 3413**

**Edmonton local number: 497-7000**

**Calgary local number: 298-2905**

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## **AUSU SPEAKS: Fall Session Provided By AUSU**

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](mailto: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.

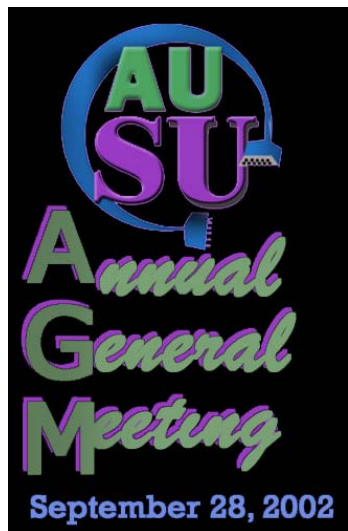
The fate of the AUSU Handbook/Planner is still up in the air. We want to be able to give students items that will be useful to them in their studies, but we need to be certain that the handbook is the best choice before we commit to having more printed. Student input so far has indicated that a smaller 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](mailto: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.



## **NEWS FROM THE AGM Provided By AUSU Council**

The 9<sup>th</sup> 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 10<sup>th</sup> 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](mailto: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!

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## **Nazi medicine teaches vital ethical lessons**

*Medical historian discusses horrifying Nazi practices*

**By Cosanna Preston, Gateway**

*(photo credit: Philip Head – photo supplied with article by CUP)*

EDMONTON (CUP) -- A prominent researcher of Nazi medical techniques warned a full house of physicians and medical students to examine their social accountability, so horrors like the medical studies of Nazi Germany are never repeated.

Entitled “Dementia of the Academe: Medicine in the Third Reich,” Dr. William E. Seidelman’s lecture provided horrific facts and constant reminders of the medical injustice of our past. Currently a Professor Emeritus of Family and Community Medicine at the University of Toronto, Seidelman has been one of the leading researchers in the ever-unfolding horror stories of the eugenic practices of Nazi Germany.

During the Nazi Regime, said Seidelman, the German health care system underwent complete eugenic reformation, a discriminatory process that medically weeded out the mentally ill and eventually races or religious groups considered to be sub-human in order to form the perfect Aryan race.

Every discipline of medicine was covered in this reformation, said Seidelman. Leading scientists, academics and clinicians formulated eugenic policies and programs and acquired subjects for their research both living and dead.

“Tragically, the same academic and research institutions which gave birth to modern medicine, medical science, and medical education also fostered ... the greatest program of human destruction in the history of human kind,” he said.

Seidelman pointed out that while many of these institutions were pioneers in the field of medicine, specifically psychiatry, many of them have yet to claim responsibility for the role they played in the horrors of the Third Reich. During his lecture, Seidelman used neuropathological studies as his guiding theme.

Heidelberg University, one of today’s leading German medical schools, was the centre of the murderous neuropathological research.

Neuropathology, Seidelman explained, depends on brain specimens for analysis. During the Nazi rule, murdering neurologically handicapped children considerably advanced Nazi research of the

brain. Under Nazi law, any child born with a handicap was registered with the state. Pediatric wards were set up in psychiatric hospitals throughout the land for the intentional killing of these children.

“Children transferred to these pediatric departments were killed by intentional starvation and by the administration of high doses of medication such as phenobarbital,” said Seidelman. “Two of those killing centres were designated clinical teaching units with instruction of killing of patients.”

At one particular laboratory between 1939 and 1944, 1,651 brains were examined. Many of the brains collected were preserved as part of the largest neuropathological collection in the world. Seidelman said this collection remained until 1990, when the Max Planck Society of Berlin finally recognized the victims and the children’s brains were buried. The collection was so large that two adjoining gravesites were needed. Unfortunately, none of the brains were documented.

Emphasizing the effect these atrocities have had on the victims, Seidelman stressed the lamentable conditions of victims still alive today.

“The hideous irony is that while eminent academic institutions may have forgotten, survivors of the Holocaust, many suffering from ... Alzheimer’s, have not. Some of the surviving victims may have forgotten the names and faces of their children and grandchildren but still remember the names and faces of those who tormented and murdered their loved ones and irrevocably destroyed their families and communities.”



## **Government urged to grant refugees loans**

*Advocate says policy means local refugees unable to afford education*

**By Lindsay Harding, The Muse**

ST. JOHN’S, NFLD. (CUP) -- Although government officials are considering changes to the legislation outlining access to Canada Student Loans for refugees, advocates say the process has already gone on too long.

Human Resources Development Canada (HRDC) administers the federal student loan program under the Student Financial Assistance Act. According to the act, refugees cannot obtain Canada Student Loans because only landed immigrants and Canadian citizens are eligible.

Two years ago, a private member’s bill proposed the words “protected person” be added to the Act’s definition of a qualifying student, thus allowing refugees in Canada to apply for financial assistance.



The bill, presented by Toronto MP Bill Graham on behalf of human rights lobbyists, was defeated when it failed to attract all parties' support in the House of Commons.

Janet Bench, executive director of the Canadian Council for Refugees, says her organization is one of many groups now petitioning government to bring forth legislation similar to the defeated bill.

"We are urging . . . the federal government and the provincial governments and the territorial governments . . . to change their criteria for access to the loans and bursaries so that it's not only citizens and permanent residents that are eligible but also refugees," she said.

Katalin Deczky, a policy director for the Canada Student Loans program, says HRDC is considering such a move.

"Any extension outside of [citizens and permanent residents] would need changes in the act and, therefore, parliament approval," she said. "It's certainly under consideration."

According to Deczky, granting refugees access to student loans has already been brought up at meetings of the National Advisory Group on Student Financial Assistance, which makes recommendations to Stewart about changes to the loans program.

"Acts of parliament are quite lengthy to change and it certainly will take time," she said. "I really can't comment because this is decided by parliamentarians, not by bureaucrats."

Bench, however, says the issue has been talked about for long enough and the federal government's lack of action is delaying the process provincially.

"It's been discussed for years and it seems to take forever to actually get to happen," she said.

"Some of [the provincial governments] were willing to indicate to the federal government that they would be willing to make the change if the federal government made the first move."

Both federal and provincial governments contribute to the student loans program.

The provinces contribute 40 per cent of the loan a student receives, while Ottawa provides the remainder. For this reason, provincial authorities say it would be ineffective to pursue changes without federal support.

Sandra Kelly, Newfoundland's minister responsible for post-secondary education, says changes made only in the province would not have an impact and the issue needs to be examined nationally.

"I would like to ask that it be put on the agenda [of the Canadian Council of Ministers of Education] because I know that there are other changes that are needed to the Canada Student Loan program," she said.

"We have so few people who become refugees in Newfoundland . . . it would be very uncommon here in our province to have refugees who were looking at attending university."



However, Donna Geoffreys, director of the Refugee and Immigrant Advisory Council in St. John's, says the regulations are a form of discrimination that impact refugees locally. She says Newfoundland sees a number of refugees being denied access to student loans.

"Taking a certain year, you could say there were 15, or 20, or maybe 25 [refugees] that were ready for university education, or to continue or to go back into, and they couldn't," she said.

"So it depends on what you call large. These are people that would benefit if they could get into the university – they'd obviously have to get a loan, there's no way they could go through."

Ally Ayoob, president of Memorial University's International Student Centre, says he knows of cases where refugees attending Memorial have had to delay their education due to lack of funding. He says the struggle to finance post-secondary education is a problem for everyone in society.

"Financially, [refugees are] not safe. So that means they have to resort to any small job and that [causes] lack of education – they can't go to school," he said.

He says the government is "not improving the underclass people, it won't be improving the economy if you don't give [refugees] the chance and financial support."



## **American students invade Canadian schools**

*Low dollar woes southern scholars*

**By Rachel Sandieson, UWO Gazette**

LONDON, ONT. (CUP) -- Not since the War of 1812 have so many Americans headed North – there are more American students coming to

Canadian universities than ever before.

Robert Best, vice-president-national affairs for the Association of Universities and Colleges of Canada, said there are numerous reasons for the influx of American students.

"Canada provides study abroad [for American students] close at hand, with no linguistic challenges. Canadian universities are also affordable, with the Canadian dollar being the way it is," Best said, adding large research facilities with a range of opportunities add to the interest in Canada.

Bruce Skeaff, a spokesperson for the Ministry of Training, Colleges and Universities, said there are no special recruitment programs. "We don't need to recruit Americans, they come on their own," Skeaff added.

The Canadian Embassy in Washington – which grants student visas to Americans – does run major promotions, said Jennifer Humphreys, a spokesperson for the Canadian Bureau for International Education.

"[The embassy] promotes Canadian universities by giving out newsletters and going to university fairs and high schools in America," Humphreys said, adding the embassy encourages Canadian universities to go to the U.S. to promote their institutions.

"There are about 4,000 Americans [at Canadian universities]," Humphreys said. "There's an imbalance in trade, with about 26,000 Canadians studying in America."

Canadian universities have been promoting themselves to prospective American students by being more active in telling their stories abroad, Best said.

"In general, [Canadian universities] spend more time and attention going to America to promote their schools," he added.

As a result, Best said there is increased awareness in the U.S. about Canadian universities.



## Conference Connections

Contributed By AU's *The Insider*

- **National Policy Research** - October 23-25, 2002 - Ottawa - "Future Trends: Risk." Details: [http://policyresearch.gc.ca/page.asp?pagenm=conf\\_wel2](http://policyresearch.gc.ca/page.asp?pagenm=conf_wel2)
- **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.

## SCHOLARSHIP NEWS

### ESSAY CONTEST 2003

The Elie Wiesel

PRIZE IN ETHICS




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#### 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**

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- **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

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Entry forms, detailed guidelines and further information are available online at [www.eliewiesel.foundation.org](http://www.eliewiesel.foundation.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

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## **Kinsmen and Kinettes Bursary - Hal Rogers Endowment Fund**

**Value:** \$1000

### **Application Deadline: February 1**

#### **Description:**

- Canadian citizens or permanent residents
- Must be full-time students in the upcoming school year at a recognized post-secondary institution
- Selection is based on demonstrated high ideals and qualities of citizenship
- Recipients must not have previously received a bursary from the Hal Rogers Endowment Fund
- Applicants WILL NOT be eligible for consideration if the application form is mailed directly to the Kinsmen & Kinette Clubs of Canada without receiving prior endorsement from a Kinsmen, Kinette or Kin club

**Instructions:**

- Application forms must be submitted to a Kinsmen, Kinette, or Kin Club closest to the applicant's permanent residence
- For further information about application procedures, please contact the administrator listed below or visit [www.kinclubs.ca](http://www.kinclubs.ca)

**Contact Information:**

Kinsmen and Kinettes Bursary Program  
Kinsmen and Kinette Clubs of Canada  
1920 Hal Rogers Drive, P.O. Box KIN  
Cambridge, Ontario  
Canada  
N3H 5C6

Phone: 519-653-1920

Phone 2: 1-800-742-5546 ext.215

Fax: 1-800-742-5546

**Web Site:** [www.carville.com/kinclubstest/href1.htm](http://www.carville.com/kinclubstest/href1.htm)

**Email Address:** [bzak@kinclubs.ca](mailto:bzak@kinclubs.ca)

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## **Michael Luchkovich Scholarships for Career Development**

**Value:** Not specified

**Application Deadline: December 1, April 1 and August 1**

**Description:**

- Residents of Alberta
- Present full-time employee pursuing further training
- Minimum full-time work history of 3 years
- Program of study may be up to six months of full-time study or up to one year of part-time study

A semester of study towards an undergraduate degree or diploma program will normally not be considered

**Instructions:**

- Application deadlines are December 1, April 1 and August 1
- For further information please visit

**Contact Information:**

Alberta Heritage Scholarship Fund  
9940-106 Street, 9th Floor, Box 28000, Stn. Main,  
Edmonton, Alberta  
Canada  
T5J 4R4

**Web Site:** [www.alberta-learning.ab.ca/scholarships/info.asp](http://www.alberta-learning.ab.ca/scholarships/info.asp)



**COMMENTARY AND FEEDBACK!**

**LETTERS TO THE EDITOR**

**Letter To The Editor:**

Hello,

I was under the impression you may be interested in a new initiative that we are starting here on Parliament Hill. It concerns the website [www.ingenuitycanada.com](http://www.ingenuitycanada.com). I'll provide a little information about the website and the initiative, any other questions you have feel free to contact me personally. This initiative allows the common Canadian, who otherwise might continue to feel disconnected from Federal policy making, to get involved.

It allows individuals to post their ingenious or creative ideas to the website, and if these ideas are deemed legitimate they will be brought before the corresponding minister. As well, ministers will be asked for a prompt response and held accountable, as their response will be posted to the site. Finally, two of the best ideas will be rewarded a 10,000 internship on Parliament Hill (If the individual is over a certain age then they can send an intern in their place.) We would greatly appreciate your help in getting the message out, particularly in involving the students at your university. We feel it is of the utmost importance to involve young Canadians, as they are

undoubtedly a source for fresh ideas that will shape our future. Any help you could give us would be greatly appreciated.

Yours sincerely,

Michael Mendel  
(613) 992-7771  
mendel747@hotmail.com

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**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 (link from the cover page) or they can be found on the internal pages under “Download PDF Version of The Voice” at the bottom of the right hand index list.**

**Thank-you for your readership and support!**

**Tammy Moore**

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**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](mailto: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**

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## ENLIGHTENING INFORMATION!

### WRITE FOR THE VOICE!

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



## Indulgence

**November 5, 2002**

**@ the Crowne Plaza Chateau Lacombe**

**Time: 7:00 p.m. INFOLINE: 433-9739**

Don't miss the food and wine party of the season!

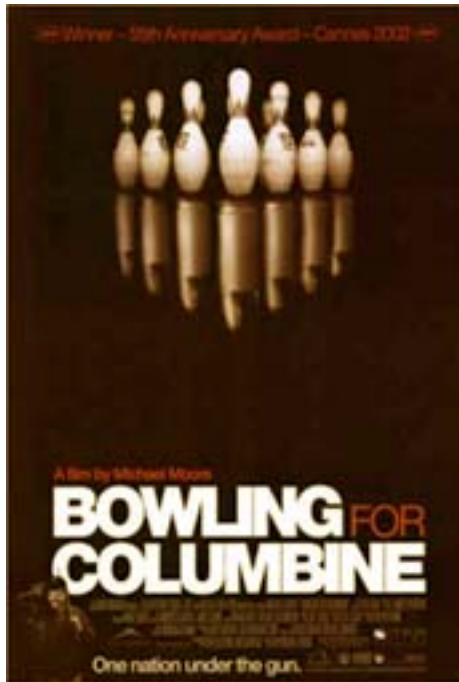
**Indulgence**, a Canadian epic of food and wine (**fundraiser for the Junior League**) will be held at the Crowne Plaza Chateau Lacombe Tuesday, November 5 starting at 7:00 p.m. Join Edmonton best restaurants, award winning VQA wineries and local food producers for an

evening of profound flavours and spicy personalities. In addition to meeting local producers and chefs and tasting their offerings, there will be a live band, prizes, and a live auction with **Nick Lees**. This event is sponsored and organized by the local chapters of Cuisine Canada and Slow Food\*.

**A word about the Junior Chefs program:** This is a new program being developed by the Edmonton Junior League chapter and will feature local chefs teaching kids at risk basic cooking skills -- helping them break their reliance on poor quality fast foods. We are really pleased with being involved with this event. It's food at its most basic -- providing nutrition and care. We feel this program embodies the philosophy of slow and regional cuisine in an extremely meaningful way. Last years Indulgence event has provided the seed money for this program and this year's program will help provide ongoing funding.

Tickets are \$40. 00 per person from the Junior League of Edmonton  
Call **433-9739** and reserve your place now!





## 'Bowling for Columbine'

A brand new documentary by *Michael Moore*  
Opening at the Garneau Theatre on October  
25, 2002

Show Times: 7:00 p.m. & 9:20 p.m. / Infoline:  
433-0728

From the director of such acclaimed films as *Roger and Me*, *The Big One* and *Canadian Bacon*, comes a new documentary that examines US gun-obsessive culture.

**Bowling for Columbine**, which won a Cannes jury prize this past May, is an incisive look at the gun culture in the US ... The filmmaker crosses the United States and parts of Ontario in search of an answer for America's obsession with guns... Going beyond the Columbine tragedy,

**Bowling for Columbine** looks at the Oklahoma City bombing, U.S. government policy overseas, the shooting death of a six-year-old girl by a six-year-old boy in his home town of Flint, Mich., and the sensitive topic of September 11.



## Nepal Day!

Saturday, October 26, 2002  
@ ACCA Centre, 3530 - 91 Street  
Infoline: 459-6781 / 450-3957

The Society of Friends of Nepal (SOFON) invites you to the Celebration of Nepal Day, hosted by well-known artist *Urmila Garg* (painter, weaver and ceramicist) who in 1983 founded Nepal's first craft school, Kalaguthi and the Nepal Creative Arts Trust. The day's program includes:

**Craft Exhibition** 4:30 p.m. to 6:30 p.m.

**Documentary on Nepal Project** 6:30 p.m. to 7:15 p.m.

**Dinner\*** (Nepalese/East Indian Cuisine) 7:15 p.m. to 8:45 p.m.

**President Address** (Mr. Koilpillai) 8:45 to 8:55 p.m.

**Words of Gratitude** (Mrs. Urmila Garg) 8:55 p.m. to 9:00 p.m.

Exhibition remains open for viewing 9:00 p.m. onward

Master of Ceremony: Dr. Ram Metha

\* Dinner tickets: \$20.00/person. Please contact:

Mrs. Urmila Garg (459-6781) or Dr. Metha (450-3957)

RSVP by October 21, 2002 to **Mrs. Urmila Garg at 459-6781.**

**Note:** If paying by cheque, it should be made payable to:

SOFON and mailed to #34 Broadview Crescent, St. Albert, AB (Canada) T8N 0B2

### **A word about His Late Majesty King Birendra (1945 - 2001)**

*King Birendra Beer Bikram Sha Dev was born on December 28, 1945 at the Narayanhiti Royal Palace in Kathmandu, Nepal. The then Crown Prince Birendra began his education at St. Paul School in Darjeeling, India and later studied at Eton College in London, Harvard (USA) and Tokyo University (Japan). Crown Prince Birendra married Princess Aishwarya in February 1970. The royal couple had three children: Prince Dipendra, Princess Shruti and Prince Nirajan. He ascended the throne to become the King of Nepal on January 31, 1972.*

*Kin Birendra was an accomplished artist, a soft spoken, gentle and kind person. The king was deeply committed to the social and economic development of the Nepalese people. He divided the country into five development regions as a strategy for an effective implementation of his vision. He proposed to declare Nepal a Zone of Peace. It's during his reign that in 1990 Nepal adopted a multiparty democratic system with a constitutional monarchy. Queen Aishwarya besides being an accomplished poet was also a social worker. She was the founder of Nepal's Social Welfare Council. Tragically, King Birendra, Queen Aishwarya and all their children were killed in a mysterious royal massacre on June 01, 2001.*

**The Society of Friends of Nepal (SOFON)** works in Nepal in partnership with Kalaguthi, which in 2002 was awarded the Tulsi Meher Social Service Award. For information and or to volunteer with SOFON, please contact **459-6781.**



## **Just Christmas 2002**

Infoline: 474-6058 (or) 995-6819

*An early Announcement*

**Just Christmas** (from 'justice at Christmas') is an alternative global marketplace for quality fair trade crafts and other goods. Marketplace participants are not-for-profit organizations whose mandate is to foster global awareness and to support international development projects in Asia, Africa and Latin America.

This year the event takes place on Nov. 29-30 at the Prince of Wales Armouries, 10440 - 108 A Avenue, and will feature a special international fashion show highlighting the work of 10,000 Villages ... Please see details below.

**Just Christmas 2002** is a Global Craft Marketplace featuring fair trade crafts and other worldly goods, live entertainment, delicious finger foods and refreshments.

The Prince of Wales Armouries  
10440 - 108 A Avenue

Friday November 29  
6:00 p.m. - 9:30 p.m.

Saturday November 30  
9:30 a.m. - 4:30 p.m.

Wheelchair Accessible. Admission is free but **donations are welcomed**.  
e-mail: leocamposa@aol.com

**Just Christmas 2002 is:** CEBES, Change for Children, Guatemala Support Group, Latin Crafts, Romero House, Sombrilla Refugee Society, 10.000 Villages, UNICEF, 10 Days for Global Justice, Amnesty International, HumanServe International, Awareness Programs, Changing Together, P.E.T. Project, Ghana Friendship Association, Filipino Canadian Women's Association, Peruvian Rett Syndrome Society, WUSC, Habitat for Humanity, CSS - Host Program, Canada-Tibet Committee, Guatemalan Canadian Society, Doctors Without Borders, Lingap Institute, Canadian Crossroads International ...

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## 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**

**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](mailto: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](mailto: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](http://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.

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## [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 **9<sup>th</sup> of May**, Europe Day, and closes on the **26<sup>th</sup> 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.

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## **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](mailto:info@breakingbreadforwomen.com) (or) visit:  
<http://www.breakingbreadforwomen.com>

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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](http://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.

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## What We Accept

We gladly accept donations of:

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

Canadian Diabetes  
Association

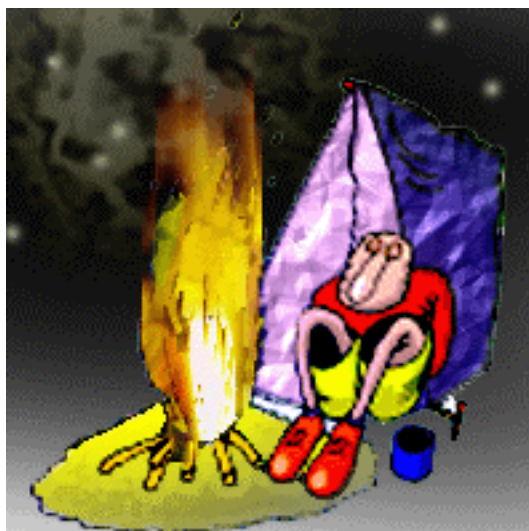
403.509.0070

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

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### **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](mailto: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](mailto:tmoore@ausu.org) for details on writing for The Voice, providing a sample selection of writing and preferred genre.

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## **‘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](http://www.athabascau.ca).

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## **CLASSIFIEDS:**

**PUBLISHED IN THE VOICE October 23, 2002**

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### **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.

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