

THE VOICE

MAGAZINE

Vol 11 Issue 13
March 26, 2003

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The AU Perspective

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*Plus: Flicks and Folios, Dear Sandra,
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your university and beyond.*

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March 26, 2003

Volume 11, Issue 13

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We love to hear from you!

Please continue providing your opinions, comments and ideas; any submissions can be sent to voice@ausu.org.

Please indicate if we may publish your letter.

Quote of the Week:

Prejudices, it is well known, are most difficult to eradicate from the heart whose soil has never been loosened or fertilized by education; they grow there, firm as weeds among rocks.

Charlotte Bronte.

THE VOICE

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frequent contributions

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EDITORIAL PAGES

THIS WEEK:

More from the First National Forum on Post-Secondary Education. Read what AU's own Judith Hughes had to say.

Coverage of the March 20th AUSU council meeting. Secretary Treasurer resigns and council member Sandra Moore is asked to take his place.

Tons of great information from AU's The Insider, including a description of the Middle States Accreditation process and what it means to AU.

WOULDN'T IT BE GREAT

Wouldn't it be great if we lived in a world where technology would allow us to communicate face-to-face though we lived miles apart.

Wouldn't it be great if university lectures could be recorded – on audio tape, video tape, compact disk, dvd, mp3, mpg, avi or ogg, and mailed or broadcast to students in all corners of the earth to be viewed at their leisure.

Wouldn't it be great if the technology existed that would allow students in diverse locations to comments and ask questions of a live speakers, and have the answers to those questions broadcast for other students to hear.

Wouldn't it be great if we could see our tutors, share their wisdom, and learn a little more about their tutors before revealing to them our greatest academic aspirations, and our embarrassing shortcomings.

In such a world, distance education would have all of the advantages of in-class learning, plus all of the benefits of learning at home. We could work at our own pace, at our own time, but with the support and input of other students at our disposal.

We could listen to lectures over and over, until we were certain we knew the material inside and out, and by this method gain considerably more benefit from that lecture than a student who sat in a classroom and had to rely on her notes to remember what was said. Assuming, of course, that she was able to get enough information from the lecture as she scribbled furiously to capture a few salient points on her notepad.

In such a world, when events happened at a distance university, we could all watch together via live moving pictures on the university website, and possible even type in comments that other students could read as they watched. We could watch the grads walk down the aisle and type congratulatory messages to them, and those who could not make their own graduation could share the experience from afar. Imagine that.

Imagine the possibilities... stretch your mind.

Now ask yourself – if low-budget self-help TV shows and local news talk programs can use this technology with ease, why can't the world's premier distance education institution?

How come they can't train all of their tutors to use email, so that they are not unduly distressed by the imposition of this 'new' technology, and so that international students can truly have access to their tutors any time of day?

Why can't all tutors have an introductory video like Dr. Alan LeBoeuf? Watch his video, get to know him – don't you want him to be your tutor?

Thanks Alan. You really rock. I'll even forgive you for using Real Player format :)

Tamra Ross Low
Editor in Chief

Voice Contest

The Voice is going through some changes. Soon the website will be updated and more new content will be introduced. In order to make the new Voice everything that you want it to be, we need your input.

As a thank you for taking the time to comment, we'll enter everyone who fills out our entry before the end of March into a draw for an AUSU T-shirt. Only AU students are eligible for this prize.

THE ENTRY FORM CAN BE FOUND HERE:
http://www.ausu.org/voice/contest_form.html

NEW TUTOR PROFILE On AUSU Website



Learn more about Theresa Ferguson, AU Anthropology and Indigenous Studies Tutor, by reading her profile on the AUSU website.

"When Bruce Morrison, a former Anthropology coordinator, asked me in 1983 to conduct a seminar on Contemporary Aboriginal Issues at the Alexander reserve, I had no idea that this would be a '20 years and counting' part-time career..."

To read the entire profile go to:
<http://www.ausu.org/tutor/index.php>



Last week we asked readers to send us their feelings on the new Proposed AU tuition policy [see last week's Over Extended for more information – v11 i11, March 12, 2003].

For next week's Sounding Off, send me your thoughts on the following topic:

AU Tutors. Some of them are adored, others .. well... not so much. Whatever the case, students have a lot to say about their tutors. Let us know what you think – and feel free to submit anonymously on this one.

I've also had a number of people interested in commenting on topics that we have already covered, or on topics that we have not yet posted. Therefore, I will accept comments on previous topics as well, and feel free to suggest future topics as well.

Well I am appalled by the new tuition increases of 7%. If AU prices keep going up as an out of province student I will start considering other options. The Editor is right when they say that AU doesn't have to maintain buildings and classrooms. Heck there is no lecture as you read it all yourself. Tuition should be going down not up. The President of the school should be forced to justify its costs over this newsletter. Hey Editor how about an exclusive interview? Now I am not going to say that I am a dissatisfied student. I am not. I like AU but they really have to justify these new expenditures! Here in Ontario the Liberals are proposing a 2 year tuition freeze until they can examine the situation. What really irks me as an out of province student is that I can't vote that red-neck hick out of office. Well all I can say to Albertans is with the last election and the number seats you gave him is "You get the government you elect you get the government you deserve." Your no sales tax and tax cuts are work!

**Arthur Setka
Computer Science Student
Peterborough, Ontario**

[I'll try to get that interview! For changes to out of province tuition, and an update to the proposed fee increases, read the Voice next week...]

Is anyone as upset as I am about the ever increasing costs of furthering one's education. If you didn't read last week's editorial on the increase (yet again) of tuition and other fees, stop right now and go and read it [ed. March 19, 2003, v11 i12]. Tamra made some very interesting points in a very informative article on issues that we should all be paying closer attention to. Not the least of which is her comments on COMP 200. Yeah, is what I say, how come I have to pay for material and book costs when my entire course is online? I understand that collectively as students in this province we are all suffering with the huge increases we have seen in recent

years. An example of such is my ex-husband. When he finished his education in 1995, after 8 years of University, his total repayment for his student loans was just over \$11,000. To put that into perspective 8 years later, at the end of my 3 year degree, the amount I will have paid will be over \$17,000.

Am I the only one who thinks there is something wrong with this picture? I challenge all students, not just at AU, but across the province to send a letter to our wonderful Minister of Education and say, "we aren't going to take it anymore." It will only take a minute, and you certainly can spare it if you are reading this. So do it!!! Why are students obligated to remain poor for many years to come, when all we are trying to attempt is to better ourselves? We need to stand up and say, "take the money from the rich, instead of making them richer, and stop making the poor, even poorer." If the government raised the Capital Gains tax amount from the present 50% to 100% as I believe it should be, that alone would generate enough money to pass on in transfers for the provinces, so that all students could stop being penalized for wanting to do something with our lives.

Here is the link to the Minister, so you don't have to search :
http://www.gov.ab.ca/home/ministries/ministries_detail.cfm?MIN_ID=15

If we don't speak up, nothing will change!!!

Jacquie Poier

I've had a number of other comments on this topic in my email box this week. Rest assured, there will be more discussion on these increases...

For next week's Sounding Off, send me your thoughts on the following topic:

AU Tutors. Some of them are adored, other .. well... not so much. Whatever the case, students have a lot to say about their tutors. Let us know what you think – and feel free to submit anonymously on this one.

C A U S
Council of Alberta University Students
Athabasca • Calgary • Alberta • Lethbridge

CAUS represents university students across Alberta. Visit the CAUS and the Tuition CAUSE websites to learn more about what CAUS is doing to keep Alberta tuitions affordable.

CAUS: <http://www.su.ucalgary.ca/caus/alpha/>
Tuition Cause: <http://tc.su.ualberta.ca/>

T-Shirts all in the wash?

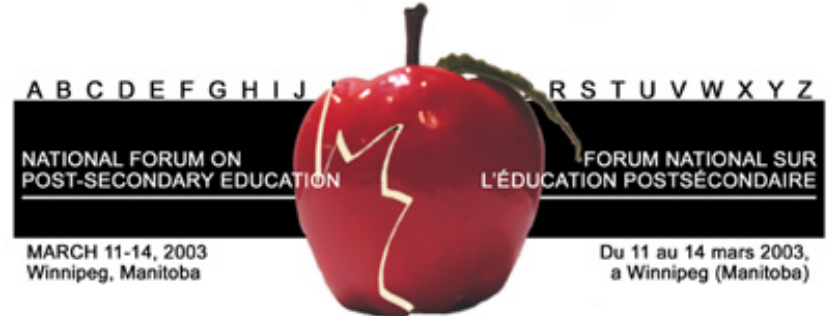
Buy a new one, from AUSU



FORUM ON POST-SECONDARY EDUCATION THE AU PERSPECTIVE

By Sandra Moore

For full coverage of the First National Forum on Post-Secondary Education, read last week's Voice, volume 11; issue 12.



On March 11 to March 14, 2003, the Student Union of the University of Manitoba in Winnipeg hosted the first Nation Forum on Post-Secondary education. Judith Hughes of AU and Sandra Moore of AUSU attended the forum on behalf of AU students. Sandra's report continues this week.

Following Diane McGifford, the discussion of the Changing Delivery of Education continued with a presentation by Dr. Judith Hughes, Vice-President of External Relations for Athabasca University.

Now as an AU student, I'm not sucking up with central administration by stating that Dr. Hughes' presentation was by far the best of the forum; she was the first to use a Power Point presentation! She opened by explaining that she would not be talking about the brick and mortar of our university but instead talking about the students of AU. She gave statistics showing that 2/3 of AU undergrad students are female, the MBA program is dominated primarily by men while the MAIS is dominated primarily by females and that the undergrad program is comprised of 50% Albertans, while Ontarians make up over half of the grad students. She made an excellent comment about AU's views toward students "as academics; it isn't about us it's about the learning," she continued. "Everyone is responsible: students, administration, etc..."

Students should have more of a say in their education, according to Hughes. Why? Because they are making a great investment in their education; because people go through 4-5 career shifts in their lifetimes, making lifelong learning a priority; because students know their learning styles - they know how they learn best; and finally because it is a student's basic right to be involved in their education. Education is about access of choice; there is no real access if there isn't choice. Dr. Hughes also pointed out to the delegates that the student satisfaction rate at AU is immense.

Dr. Hughes continued on and gave the delegates some information about the newly formed University of the Arctic. She explained how this school delivers a program pertinent to citizens of the North: a B.A. in Circumpolar Studies. Learning is no longer isolated to classrooms. Technology has made it possible for even the remotest of students to obtain an education. Dr. Hughes asked the question - "What will the new Educational Environment look like?" She believes it will involve learning based on resources, a partnership with student unions, individualized culture, flexibility and mobility, more choice and collaboration, cross cultural environments, various entry points to learning, well trained staff, digital reading rooms, and continuous feedback loops.

After Judith's speech, many of the delegates inquired with me about AU. A lot of people still believe that AU is the university that sends you the card in the mail where you choose a career, mark off a reply card and get your degree a year later. On the other hand, many people are impressed with how much self-motivation and

dedication it must take to be able to complete courses this way. Dr. Hughes mentioned in her presentation that distance learning is not for everyone, and I tried to reiterate this to the delegates since many were concerned that distance education would one day replace the traditional universities. Distance education is only an option to traditional universities, not a competition.

Before the presentations for Topic 4 started we were treated to a lunch hour presentation from national columnist Gwynne Dyer on his views of the situation in Iraq. Mr. Dyer, for those of you who don't recognize the name, is a syndicated columnist known for his candid discussions about international affairs. He obtained a PhD in military and Middle Eastern history from the University of London and taught for a while before turning into a journalist and lecturer. Mr. Dyer's passion-filled speech educated the delegates about the other side of war, the one we never hear about, and the other side of the American President George W. Bush's story. Mr. Dyer spoke from experience and from the heart as he answered a gamut of questions on topics ranging from the position of Britain in the upcoming war, to the role of the terrorists. If you are interested in Gwynne Dyer's views, pick up any major newspaper.

Mr. Dyer was a tough act to follow, and unfortunately many people chose not to attend the fourth session later that afternoon.

1. Enhancing Research and Development
 - ❑ Funding Research and Development
 - ❑ Market and Industry Demand
 - ❑ The Different Roles of Universities and Colleges
 - ❑ Matching Students with Employment
 - ❑ Increasing the Benefits for Researching

The first speaker up was Thomas Brzustowski, President of the Natural Sciences and Engineering Research Council of Canada. For those of you who, like myself, don't know about NSERC, it is Canada's federal research granting agency that supports Canada's university research in the natural sciences and engineering. Now to be honest with you, I have no mathematical abilities at all, and Dr. Brzustowski's presentation was Greek to me. It was another Power Point presentation, but with a lot of equations. I tried - I really did - to follow, but the information was too far above my intelligence level. Damn, aerospace engineers!

What I did get was that the Prime Minister recently announced in his speech from the throne that he would like Canada to move from the current position of 15th to the position of 5th in the global research and development effort by 2013. It will be an expensive goal to achieve, but it will lead to a better life for Canadian people. The rumblings I heard from the delegates were that Dr. Brzustowski's focus was on research commodities and not on human services research.

Following Dr. Brzustowski's presentation was Dr. Digvir Jayas, Associate VP (Research) for the University of Manitoba. Once again my brain does not comprehend economics or anything else even remotely mathematical and Dr. Jayas's thick accent had me stop trying to take notes about 4 minutes into his presentation. I was not the only one; my whole table was just as confused as I was. From what I did gather the University of Manitoba has made some prominent medical discoveries in the past few years.

The final day, Friday the 14th, covered the final topic.

5. Emerging Trends
 - ❑ International Mobility
 - ❑ International Standards
 - ❑ Differential Fees
 - ❑ Exporting Knowledge
 - ❑ Importing Research

Starting off the talks was forum organizer and University of Manitoba Students' Union President Nicholas Louizos. One of the first emerging trends that Mr. Louizos brought up was the increase in capacity. Most PSE institutions are already at their physical capacity. In order to meet the predicted demand of students wanting to obtain a PSE in the next 10 years, Canada needs to build the equivalent of an additional 10 Universities of Alberta. In addition to building these additional universities, they will need to be staffed and supplied with infrastructure. With the average Canadian faculty member being 55 years of age, what will happen in 10 years when the majority of professors reach the mandatory retirement age of 65?

The number of Masters degrees and PhD's that Canada is producing is on a rapid decline. Qualified immigrants arriving in our countries with degrees and PhD's must go through a rigorous retraining process and for many the expense and bother is simply not worth it. Those of you who are wondering what to do with your degree, go on to become a professor; the demand will be there shortly.

If there is not adequate capacity to hold the growing numbers of students what will happen? Entrance requirements will go up, access will be denied to some, middle class parents and university alumni will then start complaining that their children are being denied access and new political pressures will arise.

Mr. Louizos also talked about modifying student loans. Some students cannot get the necessary finances to attend school or their costs turn out to be greater than their resources and they are unable to finish school. The scrutiny involved with public student loans has prohibited some students from obtaining government loans and they are then forced to get private loans. The drawback of private loans is that they accrue interest while you go to school, and payments are also expected monthly. Considering the current average debt load for a four-year student is \$21,000, we can only assume that increasing student debt will be a major emerging trend in education.

Another emerging trend brought up was international mobility. 44,000 students came to Canada in 1997/1998 to obtain their PSE; in contrast only 5,000 Canadian chose to obtain their PSE abroad. Choosing to study abroad can provide a different perspective on one's field of study. Canadians need to be reassured that obtaining a degree in a different country will still be beneficial to them. For the many international students crossing our border to study every year a different issue is presented. Canadian Universities profit from these students by increasing tuition; they lead foreign students to believe that access is higher and the level of education is higher.

Rob South, Government Relations for the Canadian Alliance of Student Associations (CASA) closed the forum by basically reiterating what a lot of the other speakers had touched on and encouraging student delegates to take back to their members the importance of making PSE a national priority!

All in all, I would say that this conference was very beneficial to students. We need to speak with one united voice toward the government in order to start making a difference. Once the summary of this forum is compiled I will post it on the AUSU website for all of you to read.

Sandra Moore is an AUSU councillor, the head of the groups and clubs committee, a mother of two, and a full time AU psychology major. Somehow she finds time to also write for The voice.

CANADIAN FED WATCH!

NEWS ACROSS THE NATION...

By Karl Low



Same Old, Same Old

It seems every week the same things happen across Canada. Provincial Governments such as British Columbia, Saskatchewan, and New Brunswick, as well as the Federal Government all put hundreds of thousands if not millions into boosting research activities of Canadian Universities, and basically nothing into making education easier to access for underprivileged students.

Every week I rail about this lack of true forward thinking. I point out things like the well- documented shortage of professors that we will soon be facing, or how post-secondary educated citizens cost the governments less in social programs and make them more money in taxes. I write about how investing in big building projects could be changed to more affordable distance education methods, and how buildings are generally money losing propositions, while technology infrastructure that enables distance education can be a money-making venture by using it for businesses as well. I show how tuition and debt increases adversely affect the chances of low-income students even going to University in the first place, and how people stuck in a low-income situation are also people who statistically cost the government the most in social programs.

I can understand this somewhat on the part of the Federal Government, as research is the only area they are allowed to directly fund when it comes to Universities, otherwise they have to give the money to the provinces and let each province decide where it's going to go.

But for the Provinces to be doing this is nearly criminal. Consider that it would cost only eight million dollars to implement a tuition freeze at the University of Alberta. Instead, the government raised the amount going to the university by only 2%, which is less than inflation, and expects the university to make up any shortfall. The university is experiencing increasing enrolment, and is prohibited by legislation from running a deficit, so guess where the extra money they require is going to come from? I say it is nearly criminal because Alberta's own figures show that 44% of high school graduates who are not going on to post-secondary give the cost as the main reason.

Yet each week it's the same thing. The country is trying to deal with a shortage of researchers by enticing those from other countries to live here, rather than signing deals with our own citizens to get them to become researchers and stay. The provinces are trying to deal with a shortage of student spaces by creating buildings instead of distance education infrastructure. The provinces are trying to deal with low-income people by... well.. they're not really. They seem to be hoping that if they can just keep the economy going long enough, the low-income earners will magically start getting paid better incomes, despite not having affordable opportunities to improve their skills.

Premier Klein is apparently a student of Athabasca University; you'd think he'd be interested enough to read his university's newspaper. As it is, sometimes I wonder why I bother.

A Ray Of Hope

Though things seem bleak for the state of Canada's post-secondary education system in general, there is one province that seems to have clued in. The Province of Newfoundland and Labrador has realized that education is the best insurance against economic downturns, and they're using Canada's current prosperity to start building that insurance up.

The recent Throne Speech of Newfoundland and Labrador had a focus on education that is better than any that I have seen across Canada. Among the things that the province is doing include moving their entire high-school curriculum to an e-learning format, so that no matter where a student is, there will be access to a high-school education, even if the government doesn't happen to have the money to build a new high-school in an area. As it is, the government is not skimping on that front either, building 23 new schools and renovating 49 others. They are maintaining the best pupil-teacher ratio in Canada for kindergarten to grade 3 students at only 13.5 pupils for every teacher. They are reducing, not increasing, not holding steady, but reducing post-secondary tuition by 25% over the course of their term in government.

Their reward for this? They have been cited as the province with the fastest growing economy in the country by major banks. Their GDP growth rate has tripled in the last two years. Part of this depends on where you come from, of course, it's easy to grow quickly from small numbers, but it is still an encouraging sign.

Personally, I wish Newfoundland and Labrador all the success in the world, if only so that other Provinces start looking to them and realizing that we can no longer simply pay lip-service to a knowledge based economy, we actually have to promote it by ensuring that our citizens have the knowledge to compete in it.

Fun With Lyle

Alberta's Minister of Education, Lyle Oberg, was recently heckled by a concerned parent. She says that she "grew tired of hearing Oberg deny there is a funding problem in the province's schools". If he is denying it, I can see why she'd grow tired quickly, especially when you read the February 27th report by the CBC about how Mr. Oberg says he will consider allowing the Edmonton Public School system to run a deficit if there is no more money to be saved. How he could consider allowing our public school system to run a deficit not to be a funding problem is beyond me.

For some more interesting quotes from Mr. Oberg, we need look no further than our own government Public Accounts Committee reports. If you go to <http://www.assembly.ab.ca/pro/pac-sim.asp> and choose the Wednesday, March 5, 2003 Public Accounts Committee Meeting (they unfortunately make it impossible to directly link to the minutes) you'll be able to see Mr. Oberg in action.

Some of the choice quotes include when he says, "The average financial assistance awarded to postsecondary students increased to \$7,577. The target of at or above \$7, 200 was met." It seems peculiar to me that our government would actually have a target of "at or above" when it comes to student financial assistance. Why is student debt considered acceptable while government debt is not?

Another choice quote is Mr. Oberg declaring that "we also met our target with respect to learners being well prepared for work, as evidenced by the employment rate of postsecondary graduates at an impressive 93 percent." It's strange that he's proud of an employment rate of 93% when the unemployment rate for the province is only 5.3%. 1.7% may not be a lot of difference, but it is certainly not a reason to be crowing.

In short, Mr. Oberg's term as Learning Minister has been disastrous to the funding of our post-secondary education system. We can see from these quotes that this is not merely a mistake, but a result of his actual outlook on the education system – "at or above"?

He should consider himself lucky he has only been heckled the once.

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.

A PORTRAIT OF AUTISM

By Amanda Lyn Baldwin



From down the hall I hear a noise that sounds like a half grunt, half moan; almost like the revving of a 1981 Ford truck. Upon sight, the destruction of this child radiates throughout the room. Everything is scattered around every corner; from the blue gel filled teething toy, to the soiled diaper beside the bathroom door. The smell of the room is twenty times more putrid than the sight. The child has managed to strip his clothing, a red and white pair of cotton pants and a matching cotton shirt, from his body and he now sits soaking wet in the middle of his plastic-sheeted single bed.

Two deep-set blue eyes gaze at me as if asking for help. "Take away these horrible feelings!" he cries to me. But it is all in my head; he cannot speak. He crawls to the floor and getting on all fours tucks his tiny legs underneath his body. His head comes down, as if to rest on his hands, only he begins ferociously banging his forehead against his clasped hands. He is banging so hard that the whole of his body is vibrating each time contact is made. I make no attempt to stop him, since he is not in immediate danger, and after all, anger (if that's what this is) is a healthy form of expression. When the tantrum is finished two hands come up and cover his eyes and the groan, that awful groan, begins once more.

My eyes come to rest on the self-destruction evidenced by the scrapes and bruises on his forearm. The bite marks on his hand have turned into dark purple and blue splotches surrounded in a rash that has obviously been brutally scratched. His legs are much the same way, but one foot is turned out which causes his walk to have a slight limp, almost a bump, as if his knee did not bend at all.

I take him in my arms, and try to calm him but it is no use. It is no use because he does not hear me. His diaper is changed and once again he allows me to dress him, this time in a pair of sweatpants that resembles the colour of a bowl of pea soup and a fleece sweater that is as green as the rainforest with a bright yellow stripe, which adds a ray of sunshine to the bleak world in which this child exists. I take his feet, tickling them a little, and cover them with two gray socks, but they are removed when I return with his brush. His golden hair is thick. Strands of it are coated in ketchup from this morning's eggs.

I take one hand, the left one, and lead him into the kitchen where I seat him in his special chair. In the kitchen is a hot bowl of tomato soup, one of his favorites. After fastening the little silver snap on his bib, I hand him a

small spoon and he begins the ritual that has become his mealtime. Spoon after spoon continuously go into the mouth, most of which are half emptied from the ferocious speed. The amount of food in his mouth becomes too much and the thick orange liquid begins to spill out; but the spoon doesn't stop.

When the spoon is finally returned to me, the soup is all over the bib, face, and hair of this infantile child. However, a grin finally extends from one ear to the other and two eyes are open wide in satisfaction. The hands, which are also dripping in tomatoey goodness, begin to bang on the table in demand for more of the tummy-warming treat.

When we are finished it's back to the bedroom, which has been cleaned and now smells like bleach (mixed with the child's excrement), and into the bathroom to remove a whole bowl of soup from the child's hands, face, and hair. For every inch toward the child the faded blue facecloth gets, the child moves twice as far backward. It's a challenge, but eventually the bruising and redness of the face are visible beneath his overgrown mass of hair.

My task being done, I leave this boy to his own devices, of which he decides to sprawl out on the floor and chew on the gel teething toy. This boy is 13 years old. He has a cognitive age of less than 12 months. This boy is autistic.

Autism is a neurological dysfunction that usually appears within the first 3 years of a child's life. The exact features of the dysfunction as well as any definitive cure are unknown. The prevalence of this disorder is approximately 1 in 500 people (STA). The Diagnostic and Statistical Manual – Fourth Edition (DSM-IV), the primary diagnostic tool of mental disorders, uses the following characteristics to diagnose autism (STA):

- Impaired ability to engage in social interaction
- Impaired communication (including general language) skills
- Specific behavioral patterns (i.e. Preoccupation, resistance to change, adherence to non-functional routines and stereotyped and repetitive behaviors such as head banging)

As well as the possible presence of the following (STA):

- Special abilities
- Unusual fears/anxieties
- Short attention span/impulsivity
- Self-injurious behaviors
- Abnormalities of mood
- Odd responses to sensory input
- Uneven profile of skill development
- Abnormal patterns of eating/drinking/sleeping

The most successful method for treating autism and the related disorders is through a structured and integrative behavioral therapy plan. "Through effective intervention, autistic individuals can be assisted to fulfill their unique potential and lead happier and more productive lives" (STA).

Reference:

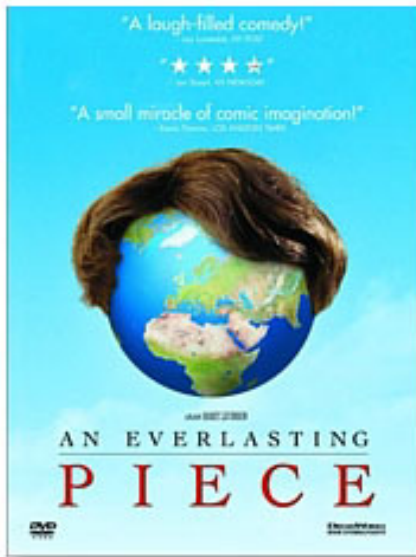
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AN EVERLASTING PIECE (2000)

Film Review

By Laura Seymour



As usual here is the brief description of the film posted by Moviecentral.ca: *"Two men from Belfast, one Catholic and one Protestant, become business partners in a wig business."*

I wish I could say that one little line puts this film into perspective, but it doesn't. The film is delightful in so many ways. Now playing on local movie channels this little treasure shot in Ireland is worth watching.

Academy Award®-winning director Barry Levinson, who also did *Rain Man*, pulled off another offbeat comedy so well. (Many film buffs may know that *Rain Man* went through several attempts to be made and that several people were attached to the directing process. Problems abounded and too many "nay sayers" in Hollywood bet the film would not be made. Thankfully, it was.)

Barry Levinson directed Barry McEvoy's screenplay. McEvoy also stars as Colm, a Catholic with a family that belongs in classic comedy. The family is a diverse little brood of funny folk living under one roof. Lovely touches abound in the film. Colm's mother wears men's cotton underwear on her head when she lights up a cigarette to keep the smoke from changing her hair colour!

Brian F. O'Byrne (a Tony nominee for *The Beauty Queen of Leenane* on Broadway) stars as George. George is not so heavily flushed out with his family but is integral to the film to show Colm's life. Happily his character is the best friend of Colm. Neither of them pushes the other aside because of their religious differences. That in itself is heartening as so many films and TV productions take the easy way out on characters and would easily make the Irish setting a case of Catholic against Protestant.

Anna Friel (from Broadway's *Closer*) comes in as Bronagh. She is Colm's girlfriend and handles tough problems quickly and efficiently though somewhat indelicately. Her character is also used to explain the demographics of the situation in Ireland. Although the entire situation is "glossed over" into a simplistic view, it is obvious that a complex issue like this would not lend itself to a comedy unless handled that way.

Popular Scottish comedian Billy Connolly (*Mrs. Brown*, *Indecent Proposal*) comes in for a cute addition. Connolly fans should be aware that he is doing yet another wild character but he is not central to the film.

How about some plot now?

Against the turbulent backdrop of Belfast in the 1980s, two fellow barbers - Colm, a Catholic, and George, a Protestant - form an unlikely partnership to corner the toupee market in Northern Ireland. But with a rival hairpiece company, Toupee or Not Toupee, getting a jump on the competition, Colm and George have to come up with some creative sales techniques to bring a different kind of "piece" to Northern Ireland.

The film stretches our understandings of Ireland. No longer is the country shown as only inhabited by angry people concerned with genealogy and religion, but as a country filled with characters and real people.

Composer Hans Zimmer agreed to write the score for the over-budget film for a fee of one dollar, as a favor to director and friend Barry Levinson. (SOURCE: New York Daily News).

Although many people have trouble figuring out what actors with accents are saying I recommend this film anyway. I saw such ability to take the situation of a country steeped in centuries of anger and twist the focus around to a diverse group of people just getting by. This left me in tears – from laughter at the well-scripted way this was handled.

One particular scene jumps to mind. The IRA gets hold of George and Colm on a dark night. Wearing balaclavas to disguise themselves they begin sounding like typical bullies. They are armed and a group of thugs on a lonely road - when you're lost that can be mighty scary. George and Colm eventually have to show them the contents of their car to prove they are indeed selling toupees to the locals. A cute argument starts over whether one of their customers is really bald or not. As the head thug of the IRA sees the wigs he starts to ponder whether he might be able to look good in one. We expect him to steal their merchandise but no...in great comic fashion he buys one. At home he discovers by the bathroom light that it's the wrong colour and as his wife impatiently waits outside the door as he hastily colours the mop!! Further on he loses the wig when out in the bush! Next he sends the IRA with a monster order for the lads and they don't know if they can fill it. But WHO would turn down the IRA—especially when they show up at night, at your home –and dripping wet.

This gem of a film came out in 2000. Expect to spend 2 hours watching and if you can understand the Irish accents you won't want popcorn to choke you. In my book, this film is a crack up!

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

Notice to AU Graduate Students and Those Considering Grad 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 grad students' association:

- Grad 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 [sbarg@ausu.org], Vice-President
Athabasca University Students' Union
Call: 1-800-788-9041 ext 3413

KNOWING A HORSE... WORTH A SECOND LOOK

By Teresa Neuman



Man's relationship with the horse is complex, spanning many centuries. Domesticated for about 5,000 years, horses have enabled human transportation, agriculture, and sport. A member of the family *equidae*, in the order *Perissodactyla*, the domestic horse or *equus caballus* belongs to the same family as zebras and

asses. Horses evolved from a four-toed, small-browsing animal to the modern horse, a large grazing animal with a single leg bone and enlarged middle toe.

60 million years ago, horses were the size of a dog; modern horses stand between 14 and 16 hands. Over 100 breeds of horses are found today, each selectively bred by man to have certain characteristics or to perform specific kinds of work.

Most equids originated from a common ancestor about four million years ago. After the ice age, horses were hunted to the point of near extinction. About 7,000 years ago, the only remaining horses were found in the open grass steppes of the Ukraine and Central Asia. Although horses were primarily considered a food source, the people of that area first began to ride horses about 6,000 years ago. Evidence of this is found in ritual graves where horses have been buried with antler tines with holes in them. Scientists have concluded these antler tines were the cheek part of ancient rope bridles. The teeth of these horses have been analyzed under a microscope and have been found to have markings similar to the teeth of modern day horses that carry bits in their mouths.

Once domesticated by man, horse populations flourished and today about 60 million domestic horses can be found worldwide. The domestication of the horse enabled the growth of civilizations as mobility allowed tribes to wage warfare on their stationary neighbours. By 2000 BC, the horse and chariot enabled civilizations to conquer each other. Replaced by the car as a means of transportation, horses are still found today in sports like polo and rodeo riding.

My relationship with horses started last summer, during a vacation in Jasper. Looking for a break from the traditional tourist activities, my husband and I thought that a trail ride might be the activity we were looking for. The stable's brochure promised dramatic and scenic vistas. We booked the "three hour tour" which promised a scenic climb up a mountain. My horse "Buddy" was very old and was only interested in eating. I had to keep my wits about me as he tried to brush me off on every tree and shrub on the trail. In spite of his efforts, the morning passed pleasantly and, as promised, the view on the mountain was incredible. Soaking in the hot springs after the ride to ease the saddle sores, I realized that a new opportunity had presented itself for exploring the beauty that Canada has to offer.

My husband surprised me with riding lessons as an anniversary gift, and I have started to learn how to ride "Western" style on a horse named "Tennessee". Included in the lessons is time for grooming the animal. Horses are very social, and develop attachments to other horses. Mares will often pair off and groom each

other, scratching the other's neck and back with their teeth. Most herds have distinct social or "pecking" orders. Order is kept in the herd by a system of signals such as pinned back ears, which signals aggressiveness. Humans have learned to take advantage of the horse's need for bonding and social order. Grooming the horse allows the owner to enter the horse's "space" and cements the bond between the horse and its owner. Once the horse identifies the human as having higher social standing, very little punishment is needed to train the animal.

Grooming is necessary to keep dirt from beneath the saddle and girth, and it keeps the horse looking neat, especially in spring when the horse sheds its winter coat. Grooming Tennessee is relaxing and sheds any stress that I might be carrying. Once Tennessee is groomed and his saddle and bridle are on, the lesson begins. Tennessee stands 15 hands 3 high or 63" at the withers, which is a point in his spine between his shoulders and back. Putting the bridle on can be comedic as at his withers, Tennessee is as tall as I am. When I reach up to put the bridle on, his head towers above me.

Once we are in the riding ring, getting into the saddle is the next challenge of the day. Once I am securely in the saddle, we cover a number of exercises designed to help learn how the horse moves. The lesson then focuses on some aspect of riding – turning, slowing down from a jog, or riding in a straight line. I am amazed at how fast the lesson goes. In no time, I am grooming Tennessee, putting his tack away, and sweeping the stable.

At school, a lot of my friends were crazy about horses. Now that I am learning to ride, I understand their affection for these beautiful and intelligent animals. My instructor says that the time she spends with the horses is her favorite part of the day. Maybe someday, I can own a horse. In the meantime, I plan to explore Canada's diverse regions on horseback as my ancestors did on the steppes of Western Europe all those centuries ago.

Teresa is enrolled in the Bachelor of Professional Arts Program, Communications Studies, at Athabasca University and is enjoying returning to school after 18 years. Teresa enjoys writing, union activism and gardening, and lives and works in Regina, Saskatchewan, with her partner Kevin and son Adam.



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CLASSIFYING PATRICK

By Heather Wrigley



My friend Patrick is not a child: he is thirty-four years old. He has a small but spotless apartment, a Siamese cat, and a job that he loves. He pays taxes, volunteers at the Humane Society, and wouldn't think of littering. His friends are diverse and fascinating, and he has plans with them nearly every night.

Most of the time, Patrick is a genuinely happy man. He has one source of frustration in his life, however: he wishes that more people would see him as an adult. He knows that he has limitations, just like anyone else with Down syndrome. But he is a grown man, with many adult responsibilities, and even those who know him well

sometimes seem to forget that.

Patrick's sense of humour is a little unsophisticated. Like most kids, he laughs a great deal and can find pleasure in common things. His intelligence may be below the average, but he has found that strong and persistent happiness that many people spend their lives seeking. Patrick's sunny demeanour makes him a joy to know: his frequent laugh may have the deep baritone timbre of a man's, but it is as infectious as that of a baby.

Patrick is considered to be quite 'high-functioning', but in many ways he does remind me of a child. He is slow to learn new concepts, and he lacks the insight that most adults have. When he is learning something new, it is important that the person teaching him explains the concept thoroughly. The ramifications of a procedural change at work, for example, must be explained in careful detail, because Patrick will not realize them intuitively. Once a change is explained, he needs practice to master it. He may lapse into doing things the old way out of habit, but only for a day or two. Like a toddler whose routine has been upset, Patrick requires a little time to adjust. Once he understands the new way, however, he will adhere to it consistently. Few of his 'normal' co-workers can be counted upon to be so reliable.

Patrick has been living by himself for eight years. His lifestyle is completely sane, but a little unconventional; he often reminds me of a boy whose parents have left him alone for the first time. He jumps on the couch with joy when his favourite hockey team wins, he collects banana stickers (which are plastered all over his refrigerator and kitchen cabinets), and he frequently takes his cat for walks on a leash. He doesn't like to cook or wash dishes, so he lives on cold foods of the sort most people reserve for snacks: fruit, cereal, chocolate milk, and peanut-butter sandwiches are his favourites. It may seem childish to some, but in fact Patrick's diet is healthier than that of most men his age.

It's true that Patrick is childlike in some ways, but all of them seem superficial to me. In reality, He is very much an adult, and is more responsible than many 'normal' adults his age. He is often frustrated (and I am appalled) by the fact that he is denied the respect and basic rights that most adults enjoy. There are few formal limitations placed upon developmentally disabled adults in Canada, but Patrick experiences informal restrictions every day. When he goes for a drink with his co-workers on payday, it's not unusual for a well-meaning bartender to hesitate, or even refuse, to serve him alcohol- just as they would if he was underage. There's always a look of uncertainty on the face of the ticket clerk when Patrick buys a ticket for an R-rated movie. He once giggled and blushed as he confessed to me that he had been on a date the night before (with a lovely woman his own age, who also has Down syndrome). While I was delighted for him, most of the others

who knew about this were aghast. Despite the fact that Patrick is a grown man with the same natural desire for romantic companionship as any other man his age, it is expected that due to his intellectual limitations, he should forgo that part of his life. Patrick's accomplishments are forgotten in these situations; he is seen simply as a child in a grown man's body. But despite the minor similarities, he is not a child, and there is no reason that he should be treated as one.

Patrick will never write a book or get a university degree. He'll probably never even get his driver's licence. But there are many things of which he has proven himself capable, and he is in every way a contributing member of society. In recent decades, Canadians have made great strides toward the acceptance of developmentally delayed people in our society. The final step we must take is perhaps the hardest one of all: the recognition that Patrick, and others like him, are not children at all.

Heather Wrigley recently abandoned a safe, but dull, Human Resources career to finish her Athabasca University B.Sc. in Human Science. When she's not studying, she volunteers at the local Children's Hospital and at the Women's Health Centre. She also loves to garden, bike, drum, fish, read, and take long walks with her Border Terrier. She lives in Calgary.



Dear Sandra;

I'm having a hard time dealing with all the intensive coverage of the war in Iraq. Everywhere I turn war is staring me in the face, whether it's on the television or the front page of the morning news. I feel terrible for the innocent people living through this war in Iraq. I feel helpless that I can do nothing to help them get through this horrible time in their lives, and even feel guilty that I sit comfortably in my house with no worries while mothers fear for their children's safety and women wonder if their husbands will make it home. How do people deal with these feelings?

Traumatized in Terrace, B.C.

Dear Traumatized,

War is never pretty, and it's not something that the media should be turning into a ratings game. Society does not need 24-hour coverage and exposure to graphic images of the war. It's evident by the recent marches all around the world, particularly the one this weekend in New York where 200,000 people marched in protest of the war, that you are not the only one deeply troubled by this war.

Since it has become apparent that no amount of protesting is going to stop this war any time in the near future, society needs to be able to deal with their feelings. You may be feeling horrible, yet your neighbour may be feeling proud. I believe that most people feel this war is wrong (not that taking out Hussein is wrong, just the way the US is doing it with the “shock and awe” campaign against all of Iraq), but there are people who will be close minded and will believe that all Iraqi’s are just like Hussein and therefore a “few” of them dying won’t matter. But it’s more than a few that are dying or being injured. To the close-minded people, I encourage you to educate yourself about the other side of the story. Don’t just listen to what the media tells you. Read as many differing viewpoints as you can so that you are informed enough to actually have an opinion of your own. Most importantly, respect other’s opinions. On the issue of war vs. peace, we must agree to disagree. In view of the fact that we cannot express the moral superiority of our position, we should respect others' positions even if they disagree with our own.

Once you learn to respect other’s feelings about the war, how do you deal with your own? Praying seems to increase in times of distress in the world. I do not belong to any religious group, but I am spiritual. I do believe that there is a God and my conversations with him have increased dramatically over the last couple of weeks. It really helps to articulate your feelings in prayer, to an understanding friend or to a blank sheet of paper. Write your confusions, frustrations and anger out to help cleanse your mind of the free flowing thoughts that the barrage of media coverage has instilled in there.

Stay away from the coverage of the war. The up to the minute updates informing us about the number of bombs dropped only adds to our helplessness and feelings of fear for ourselves and those in the middle of the war. Do all you can to feel like you are making a contribution to keeping this world safe and secure. Participate in marches and demonstrations, even if the group’s voice is only heard at a whisper, you will still be with people who share the same feelings you do and you won’t feel like you are doing anything anymore. The organizers of these groups will also be able to inform you about other measure’s to take to try and end this war or possibly to help the citizens of Iraq in the aftermath.

Most importantly, keep a positive outlook. Be optimistic that this war will end soon and that a minimal amount of lives will be lost. Do not give up on humanity, remember that the majority of this world is good and kind and do your best to keep contributing so that it stays that way.

Sandra

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

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

EQUALITY IN THE WORKPLACE: PROBLEMS FACED BY WOMEN

Part [2]

By Wayne E. Benedict



Although most facets of systematic gender discrimination remain shrouded to the uninitiated observer; affected workers, union advocates, governments & employer human resources/labour relations practitioners have wrestled with, debated, and attempted various methods of redress for decades—some of which are markedly more effective than others. Legislative action has taken two forms in the employment equality field: complaints based legislation, such as the various Human Rights Acts/Codes; and affirmative action based legislation, such as the federal Employment Equity Act (Ontario also enacted an Employment Equity Act in 1993, but it was repealed in 1995).

A complaints based system, as the phrase implies, relies on an individual who believes that he or she has been discriminated against making a complaint to the appropriate board or tribunal in order to initiate a response under the applicable legislation. The onus, in other words, is placed on the worker to come forward and publicly accuse his or her employer of acting discriminatorily; an inherent flaw that anyone should readily see. An example of this type of legislation can be found in British Columbia's Human Rights Code:

Discrimination in Employment

13 (1) A person must not (a) refuse to employ or refuse to continue to employ a person, or (b) **discriminate against a person** regarding employment or any term or condition of employment because of the race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, **sex**, sexual orientation or age of that person or because that person has been convicted of a criminal or summary conviction offence that is unrelated to the employment or to the intended employment of that person (Human Rights Code, 1996) (emphasis added).

The difference between this more passive legislation and affirmative action based legislation is marked. Affirmative action has been defined as “measures designed to compensate for the effects of discrimination” (Sack & Poskanzer, 1984, p. 23). However, “affirmative action” is one of those confusing terms that holds a different meaning depending on the word's user: “For example, many feminists define ‘affirmative action’ as positive, mandatory programmes [designed] to improve women's labour market position. Opponents of affirmative action will often imply that it means only a rigid quota system, and equate the term with ‘reverse discrimination’” (Lewis, 1988, p. 11). Affirmative action based legislation imposes actual measurable goals which employers must meet in order to actively deal with employment-based systematic discrimination, periodic obligatory reporting of progress toward those goals, and measures for prosecutorial enforcement against recalcitrant employers. “The goal of employment equity policies is for employers to have a representation in their internal workforce that is comparable to that which exists in the externally available labour market” (Falkenberg, Stone & Meltz, 1999, p. 52). The federal Employment Equity Act, which works in conjunction with, and in addition to, the federal Human Rights Act, is an example of such legislation. It came into effect in 1986:

Purpose of Act

2. The purpose of this Act is to achieve equality in the workplace so that no person shall be denied employment opportunities or benefits for reasons unrelated to ability and, in the fulfilment of that goal, to correct the conditions of disadvantage in employment experienced by women, aboriginal peoples, persons with disabilities and members of visible minorities by giving effect to the principle that employment equity means more than treating persons in the same way but also requires special measures and the accommodation of differences (Employment Equity Act, 1995) (emphasis added).

The issue of sexual discrimination in employment is a complex problem for employers. Human Resource Management (HRM) professionals must be diligent in their attention to the applicable legislation(s) governing the issue in their respective jurisdictions. Contraventions of the legal requirements in this regard can be very costly; not only in litigation, but in reputation as well. Charges of human rights abuses are a public relations nightmare for employers and repeated instances, or a highly repugnant single case, can severely damage a company's ability to attract and recruit the best-qualified employees. A poor reputation could also push consumers of the company's goods and/or services into the waiting arms of a competing company.

Despite the obvious deterrents against gender discrimination, compliance with the laws in this area is not a black-and-white issue. As the passage from the BC Human Rights Code outlined *supra* aptly shows, legislation is merely a guideline and is far from a comprehensive how-to-comply guide for employers. In fact, the law in this area, as in others, is actually composed of a nebulous collection of jurisprudence handed down by courts, tribunals, boards, and the like, in their interpretations of the legislation. To complicate matters, legislation is ever-changing, constantly being repealed, updated, replaced, etc. Keeping up on the intricacies of the law is a daunting task for even the most capable human resources department with adequate resources at its disposal. For the smaller employer with no human resource specialist(s), it is a practical impossibility. However, ignorance of the law is no defense, and recalcitrant employers are liable to litigation as well as public condemnation. Employers must be conscientious and are well advised to take advantage of publications designed to aid them in legal compliance which are made available through applicable legislative enforcement agencies. In most jurisdictions, the law extends protection against employer discrimination even to individuals whom have yet to make contact with a particular employer. An example is found in BC's Human Rights Code:

Discrimination in employment advertisements

11) A person must not publish or cause to be published an advertisement in connection with employment or prospective employment that expresses a limitation, specification or preference as to race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation or age unless the limitation, specification or preference is based on a bona fide occupational requirement (HRC, 1996).

An increasing number of companies are discovering that merely complying with the law is not enough to satisfy the public/labour market's perceptions of fairness and equity. Those employers enact voluntary affirmative action programs in spite of the fact that the legislation in their particular jurisdiction does not require it. Other employers that are not forced by law to aggressively compensate for systematic gender (and other forms of) discrimination, enact policies which *appear* to address the problem(s). In actuality, however, these programs do little, if anything, to correct residual patterns of gender discrimination left over from decades bygone. "The term equal employment opportunity (EEO) indicates fair access to all available jobs for all persons" (Falkenberg, Stone & Meltz, 1999, p. 52). On the surface, who could argue against a statement of equal treatment such as this? But what about a company that has had systematic gender discrimination incorporated into its hiring, placement, and promotion policies for decades or even hundreds of years? In such a place of employment, gender employment inequality is already a well established distributional feature of the workforce—women are

underrepresented and/or clustered in historically “less-skilled, female” jobs that pay less, are more menial, and exhibit fewer upward-mobility opportunities than positions held by their male co-workers. By implementing an EEO hiring policy, a company with such internal problems will, at best, promulgate the *status quo* in regard to gender distribution within its workforce.

BC Rail is an example of such a company. Although BC has no legislation designed to tackle workplace discrimination on affirmative action principles such as the Employment Equity Act in the federal jurisdiction, it does have its Human Rights Code which passively protects individuals from numerous forms of discrimination and is complaints based as outlined *supra*. Instead of actively and progressively attacking institutionalized gender discrimination (which it is not required to do by law); BC Rail has chosen to follow a voluntary EEO-based internal and external hiring policy. On the bottom of each of its advertised job descriptions is printed:

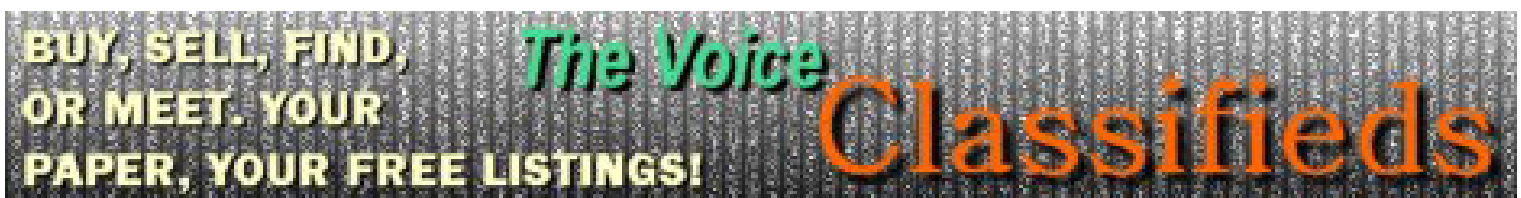
“BC RAIL IS COMMITTED TO BUILDING A DIVERSE WORKFORCE AND ENCOURAGES APPLICATIONS FROM ALL QUALIFIED CANDIDATES.”

The statement sounds as noble as the description of EEO in the preceding paragraph; however, the policy has done little, if anything, to rectify approximately 100 years of systematic gender discrimination. For example, in the entire existence of BC Rail and its predecessor the Pacific Great Eastern (PGE), there has never been one single female locomotive engineer. To this day, with a roster of 165 locomotive engineers employed at BC Rail, none are female. This situation is in marked contrast to the federally regulated railways which, it is no coincidence, fall within the scope of the affirmative action based federal Employment Equity Act. Both CP Rail and CN Rail experienced decades of similar internal gender distributional problems resulting from institutionalized systematic discrimination. Today, however, both of these carriers employ many female locomotive engineers. This illustrates the effectiveness of mandatory vis-à-vis voluntary programmes, no matter how well-intentioned the latter is. “‘Mandatory’ means that employers must take positive action when a group is shown to be disadvantaged, or be subject to some kind of negative sanction, often a fine” (Lewis, 1988, p. 13).

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Wayne E. Benedict is a Locomotive Engineer at BC Rail and President of the National, Automobile, Aerospace, Transportation and General Workers Union of Canada (CAW) Local 110. He is working toward his Bachelor of Human Resources and Labour Relations at Athabasca University.



CANADIAN HEALTH

By Zil-E-Huma Lodhi



To live a healthy life one must understand the concepts of health and disease. Only after that will we be able to determine how to improve the quality of life and sense of wellness and enjoy empowerment. According to a Canadian Health promotion survey by the Government of Canada (1985), only **"61% of Canadians report their health as good or excellent; 42% report that they are very happy."** Clearly there is much room for improvement.

Here are the terms that will be able us to understand how to achieve a healthy life style.

What is health:

The World Health Organization (WHO) defines health as **"a complete state of physical, mental and social well-being and not merely the absence of illness."**

However, the WHO definition does not addresses the important ecological context of our lives which is the relationship between humans and their physical, biological and social environment.

Concepts of disease:

Disease is an objective phenomenon that can be diagnosed by a health professional and can be characterized in relation to specific organ. Diseases are treatable through bio-medical interventions but sometimes they can not be cured either because of the extent of damage done by disease or simply because there is no cure yet available.

Determinants of Health are simply factors that make Canadians Healthy or Unhealthy:

In the past, the primary focus was on **diagnosing and treating** existing disease. More recently, however, this approach has been replaced by the concept of **prevention**. The Canadian view of the determinants of health includes:

- 1) human biology;
- 2) environment;
- 3) lifestyle;
- 4) and the health care organization.

Gender and Ethnicity are also recently incorporated into determinants of health.

Here is a brief look at the determinants of health and their overall effects on human health.

(Shah, 1998; Health Canada Determinants, 2003)

1) Human biology

The Genetic make-up of an individual can make them susceptible to certain some diseases. For example, sickle cell anaemia is most prominent in the black population. Age and sex are also factors that determine the susceptibility of Canadians to certain health conditions, e.g. women are more prone to chronic depression due to specific hormones present in women bodies only. As we age, our immune system becomes less tolerant to disease; arthritis and broken bones are very common in old people because their bodies produce less calcium as compared to young people.

2) Environment

Daily interaction between us and our physical environment makes us vulnerable to the contaminants in air and water. These pollutants or contaminants not only the cause of variety of health ailments but also contribute toward mortality in the Canadian population. According to the *Second Report on the Health of Canadians*, **“The prevalence of childhood asthma, a respiratory disease that is highly sensitive to airborne contaminants, has increased sharply over the last two decades, especially among the age group 0 to 5.”**

3) Life style and behavioural risk factors :

(Shah, 1998, p.87; Health Canada Determinants, 2003)

Risk factors related to a person's lifestyle, economic status, sex or age may make them more susceptible to certain illnesses. For example, a high income and social status results in more control and discretion in one's life. Lifestyle risk factors, like the lack of seat belt use, are a major cause of death and disability in the Canadian population today.

These risk factors can be influenced by a person's social and physical environment. An excellent example of how this can occur, is the risk incurred by teens who smoke due to peer pressure.

Morbidity and Mortality

Mortality is the scientific term for death and morbidity is the state of sickness.

Morbidity and mortality are two factors that help us measure the health of a population. According to the author of *Public Health and Preventive Medicine in Canada* (Shah, 1998, p.122), "The major causes of death for both men and women are ischemic heart diseases, cancer, suicide, motor vehicle accidents, AIDS and stroke. This information about morbidity and mortality plays an important role in developing preventive strategies. These strategies must be based on a better understanding of disease, and the preventable risk factors that play a role in creating disease. Some of the most significant causes of Canadian mortality, along with their risk factors, are:

Cancer

Cancer accounted for almost 28% of all deaths in Canada in 1994. Cancer is caused by the abnormal growth of human cells. A few cancers are associated with inherited genetic factors while the rest are caused by environmental factors, diet, lifestyle choices (smoking and alcohol) etc.

More than one out of every three Canadians will develop some form of cancer in their lifetime. The three leading cancers in women are breast cancer, colorectal cancer and lung cancer; in men these are prostate cancer, lung cancer and colorectal cancer.

Cardiovascular Disease (CVD) and stroke

Heart disease is the second leading cause of death to Canadians and accounted for 25% of the total deaths in 1994. The most common forms of CVD are ischemic or coronary heart disease, acute myocardial infarctions (heart attacks), and cerebrovascular disease (stroke). Smoking, high blood pressure, lack of physical activity and elevated levels of cholesterol are a few contributing factors of CVD.

Suicides and Motor vehicle Accidents:

Suicide is classified under intentional injury. According to *Public health and Preventive medicine in Canada* “suicide has accounted for about 2% of all deaths in Canada annually since the late 1970s” (Shah, 1998, p. 185). Guns and explosives are the most common means of suicide in males, while poisoning is the main cause of suicide death among females. People with AIDS, homeless people, and those with mental illnesses (e.g. schizophrenia) are at high risk for committing suicide.

Motor vehicle accidents, conversely, are categorized as non-intentional injuries. Motor related deaths are highest in the 15-24 year age group, and driving while intoxicated is a major factor in collisions. Not using a seat belt and negligent behaviour regarding traffic rules and regulations are further factors contributing to fatal accidents.

HIV/AIDS

AIDS stands for Acquired Immunodeficiency Syndrome and HIV stands for Human Immunodeficiency Virus. According to the Canadian-health-Network (1999) HIV is the virus that causes AIDS by passing from one individual to another through bodily fluid exchange. Blood, semen, vaginal fluid, breast milk and other body fluids containing blood are known to spread the HIV virus. A baby born to an infected mother can also have HIV infection which later in life can develop into the full blown fatal disease AIDS. One thing to remember is that HIV is not contagious - you can not spread this disease simply by shaking hands or sneezing. **Intravenous drug users**, and anyone who has **unprotected sex** are the people who are at greatest risk for acquiring this disease. (CDC, 2002)

“Up to December 1997, laboratory reports estimate that 41,680 people tested positive for HIV. Each year in Canada, there are an estimated 3,000 to 5,000 new infections” (Canadian-Health-Network, 1999)

Clearly the state of Canadian health can be improved, and the new focus on prevention may accomplish this. The more we learn about the causes of disease, and the interaction between humans and their environment, the more effective these prevention strategies will become.

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AUSU COUNCIL MEETING

MARCH 4, 2003 – 8:45 pm to 11:30 pm

Reported By Tamra Ross Low



On March 20th AUSU council convened for a regularly scheduled council meeting. Present were AUSU council, with the exception of Gurpreet Dulai, Voice Editor Tamra Ross Low, and AUSU Admin Assistant, Carla Benavides. The meeting started at 8:45 pm, at which time the minutes of the March 4 council meeting were presented and discussed, and after a couple of minor revisions these were passed and the agenda for the current meeting was also approved.

The first item of business was the resignation of Gurpreet Dulai, AUSU Secretary Treasurer. This was accepted by all council members. Sandra Moore was then asked if she would like to continue with her motion of dismissal against Mr. Dulai, and she questioned if this was even possible after his resignation had been entered. President Debbie Jabbour explained that the motion could still be pursued as a matter of record, but Ms. Moore felt that this was not necessary and the motion was withdrawn.

Next, council had a lengthy discussion over how to deal with the leased laptop computer that Mr. Dulai had been using in his position as treasurer. Ms. Jabbour reminded council that the councillor's computer purchase plan had often been discussed, but had not been finalized. As a reference, she mentioned that Athabasca University has a plan whereby they will purchase computers for staff who require them, and depreciate the computer over three years. If the employee leaves within that three year time period, then they can choose to purchase the computer at the depreciated amount.

Council felt that this was a reasonable plan, and if Mr. Dulai should choose he could purchase his one year old laptop computer for about 1/3 off the original price, with details to be finalized later. Additionally, Mr. Dulai is eligible for the council service honorarium of \$10 for each month he served on the current council, as are all councillors who leave council in good standing.

The next item on the agenda was the nomination for the new AUSU secretary treasurer. President Jabbour suggested that Sandra Moore be considered for the position because for many months she had been putting in the same number of hours as an executive council member already, and clearly she had the commitment for the job, plus she has done bookkeeping for other groups. Sandra was asked if she has any formal finance training, and she replied that she holds a diploma in computerized accounting. Council unanimously agreed that Ms. Moore is the best choice for the position of secretary treasurer and asked Ms. Moore if she would be willing to take on the position. She agreed and council voted unanimously that she be the new Secretary Treasurer.

Next President Jabbour informed council of the results of her proposals asking AU to use a small surplus in funds to reduce the tuition of students who take multiple courses. This idea is based on the fact that multiple course tuition is lower in most universities and that AU students should receive the same benefit. AU replied that this program would be too difficult to administer but they would consider it in the future. Instead, AU proposed using the surplus funds to reduce the differential fee for students outside Alberta.

Council debated for some time on this issue, questioning why the reduction was only being offered out of province and not to all students. It was noted that a large portion of AU's growth is from out of province, and that the out of province fee makes AU tuition quite high in some markets. On the other hand, I brought up that

Alberta gives significant tax dollars to AU, but no other province does, therefore Albertan's are already supporting AU in more than one way. Some councillors felt that growth benefits all students, so the AU proposal may be reasonable.

After much debate, the decision of AU council was that it could not support lower tuition increases for one group of students, and not others. Therefore council decided they would ask that the funds be applied to reduce the tuition of all AUSU members, or they be used to purchase improved services or to hire more tutors.
[read next week's Voice to learn what AU decided on this matter.]

Following these items there was a brief discussion of items that would be handled during the weekend councillor retreat, and which items – such as the new AUSU bylaws – must be completed prior to the upcoming Annual General Meeting in May. All other items and reports were tabled until the next council meeting, and the meeting was adjourned around 11:30 pm.

AUSU has also had many recent discussions about the upcoming AGM, which is shaping up to be a fantastic event! This year's AGM will mark AUSU's 10th anniversary, as well as 10 years in publication for the Voice. Read the Voice and watch the AUSU website for updates on this event and how you can be involved.

THIS WEEK: The AUSU website features a new tutor profile. Go to <http://www.ausu.org> to learn more about AU Anthropology and Indigenous Studies tutor, Theresa Ferguson.


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NEWS FROM AU - CONTRIBUTED BY THE INSIDER

SCIENCE OUTREACH UPDATE; GOOD MORNING VIENTIANE

Science Outreach Update

Robert Holmberg, Associate Professor, Biology, reports on recent activities of Science Outreach - Athabasca:

Did you know that you can see up to 222 birds, 60 butterflies, 55 mammals, and at least 16 species of dragonflies in the Athabasca region? Information about these animals can be found in five brochures produced by Science Outreach - Athabasca, Crooked Creek Conservancy Association of Athabasca, and several individuals.

The brochures now available are:

- bird checklist
- butterfly checklist
- dragonfly description and checklist
- mammal checklist
- mammal descriptions with illustrations



The primary workers on these brochures were: Joan Sherman, Kirsten Kolind (of Athabasca Regional Recreation), Tim Terry, Bill Fuller, and Angela Wagner. Those who helped with content, illustrations, layout and editing included more than two dozen people from Athabasca University, the Athabasca area, and Edmonton, as well as participants of the Athabasca butterfly and Christmas bird counts. Thanks to them all for their assistance.

The purpose of these brochures is to encourage the general public to appreciate the diversity of wildlife that we have in this area and, hopefully, to help preserve it. The brochures are available to the public at places such as Athabasca University Library, Athabasca Public Library, the Athabasca tourist information centre, Junior Forest Warden camp as well as area provincial parks. The brochures have been handed out to students of our BIOL 345: Ecology and to wildlife classes at Edwin Parr Community School.

Two other brochures are in preliminary stages of development: Mushrooms and Other Fungi and Biting Flies - what you can do to avoid them. Other possible



CDE's online field trips

topics include: trees and shrubs, amphibians and fish, aquatic plants, aquatic insects, mollusks, lichens, and orchids. We are also interested in brochures on non-wildlife, including: rocks, minerals, land forms, constellations, etc. If you would like copies of these brochures or are interested in helping in any way, please contact [Linda Lindballe](#).

"Good Morning, Vientiane ..."

The Centre for Distance Education continues to expand its global borders. This week more than 40 MDE students took part in a six-hour online video-conference 'talk show' with DE experts across Asia and around the world.

Professor Jon Baggaley was in Vientiane, the capital of Laos, to organize the event. His workshop about online conferencing methods was a part of the PanAsia Networking Conference organized by the International Development Research Centre. As the day began in Indochina, it was already evening in Canada, but MDE students remained online until far into the night, talking to their new contacts in countries including Laos, Cambodia, China, Mongolia and Vietnam. As the day ended in Laos, Professor Johnny Widen joined the webcast from his office at the University of Lulea in Sweden, where it was dawn.

This was the latest in the series of 'CDE Live' seminars, which bring MDE students into contact with international distance education experts (see map, above). Jon also chaired the DE component of the PanAsia conference. While in Laos, he met Sangay Jamtsho, lecturer at the National Institute of Education, Bhutan, who is a new MDE student (right).



NEWS FROM AU - CONTRIBUTED BY THE INSIDER

MIDDLE STATES ACCREDITATION



Spearheading AU's Middle States accreditation efforts are Nancy Parker (liaison officer), Sandy Sales (committee recording secretary), and Ken Collier (committee chair).

Athabasca University is proceeding with its efforts to achieve full accreditation with the Middle States Commission on Higher Education, an accomplishment that will help facilitate AU's expansion into the US market. Ken Collier, chair of the steering committee, provides an update.

Why Accreditation?

Athabasca University recently achieved "candidate" status with the Middle States Commission on Higher Education on the path toward accreditation in the USA. A representative committee and 11 task forces are working toward that goal. AU staff work on organizing the needed documents and resources. "But why are we doing this?" some have asked.

In 1999, the Strategic University Plan update process committed AU to enter the US higher education market. Research and consultation led to the conclusion that US accreditation would be needed. American and visiting students to the USA are reluctant to enroll at unaccredited institutions. Credit transfer and general academic recognition hinge around accreditation.

Diploma mills and fly-by-night operators cloud the American education climate. Potential students are suspicious of universities with whom they are not familiar. Though the Canadian scene is less concerned with accreditation, an additional benefit of US accreditation will be that AU will also be better recognized in Canada and internationally, where concerns about diploma mills may be less prominent than in the US, but nevertheless a reality.

Accreditation goes a long way toward easing these fears. Dr. John Bear, who visited AU a few years ago (and whose best-selling *Bear's Guides to non-traditional degrees, degrees by mail and modem, etc.* mention AU favourably) makes the case for accreditation at: http://www.degree.net/guides/accreditation_guide.html

Though there is no formal accrediting body in Canada, the Association of Universities and Colleges of Canada

(AUCC, publisher of *University Affairs*) is exploring a full accreditation role, though its realization is both uncertain and many years off. AU, as a full AUCC member, could bring both experience and DE distinctiveness to this function, should it occur.

Why Middle States?

The AU Executive group and the International Projects office explored US accreditors. Six American regional bodies do this work. They have similar, yet slightly varying, missions and criteria. Some have more experience with distance education and open learning than others. At the time of application, only two regional accreditation bodies accepted applications from institutions that were not incorporated in the US, and as AU wants to serve this market without creating a new infrastructure (as did the USOU) this reduced the alternatives significantly.

Middle States was chosen because it showed some understanding and active interest in Athabasca University's approach - both to distance education and to the accreditation process.

The Accreditation Process

Much can be learned about a university's own functioning through accreditation. This is not just an act of supplication to a distant - foreign - body. If that was all the accreditation bid amounted to, neither AU nor Middle States would be interested.

Rather, AU gets to see itself through somewhat dispassionate eyes. It also sees itself through its own utterances - how it states its own mission and goals, how it carries out its educational roles, how it explains itself to others, what practical deed it commits, and ultimately, what the implications of all those activities are.

The accreditation process invites stakeholders to show their relationship to AU. Students, tenured academics, tutors, subject matter experts, administrative and maintenance staff and interested observers get to measure AU against recognized criteria. Middle States gets more experience with a distance education university. Middle States already knows other institutions with considerable DE approaches. The [Middle States web site directory](#) lists the variety of institutions they accredit.

They also have an interests in AU as a Canadian university to be accredited in the USA (they already have a few) and as a solely DE provider. AU's unique features, while eminently accreditable, also provide input to their processes that will surely meet many more DE institutions in the future. AU gains membership in this accrediting body and can influence its policies and directions through active engagement with other US and global higher education organizations.

Next up: Going Global

NEWS FROM AU - CONTRIBUTED BY THE INSIDER

SCIENCE OUTREACH UPDATE; AU WHERE ARE YOU; BRIEFS

Science Outreach Update

Robert Holmberg, Associate Professor, Biology, reports on recent activities of Science Outreach - Athabasca:



Conservation in the Boreal Forest

Elston Dzus from Alberta-Pacific Forest Industries spoke at AU Central on March 20 as part of Science Outreach's public presentations. Many Albertans have little knowledge about this secretive

member of the deer family that currently sits on the provincial and national list of species at risk. Elston provided an overview of the biology, distribution and factors affecting the survival of woodland caribou in Alberta. He challenged the audience to get involved in the conservation of this majestic (but seldom seen) creature of the boreal forest.

Elston started studying caribou in 1996 as a post-doctoral fellow at the University of Alberta. He has continued his interest in these endangered mammals along with his other work, such as biodiversity and fire ecology studies, as a forest ecologist.

Other upcoming presentations by Science Outreach - Athabasca:

Alberta Bugs: The Good, the Bad and the Ugly
Speaker: Terry Thormin, Alberta Provincial Museum
April 8, 7-9 pm, Nancy Appleby Theatre (Athabasca)

A Naturalist in the American Tropics

Speaker: John Acorn, the Nature Nut
May 22, 7-9 pm, Nancy Appleby Theatre (Athabasca)

Tickets for these presentations can be obtained from Linda Lindballe (6653), Robert Holmberg (6203) or Wayne Brehaut (6737). For more information check out our [web site](#).

AU - Where are You?



AU's reach extends to all corners of the world - even to the Taj Mahal. Marguerite Koole, web integration coordinator, took time out of her vacation in India to help spread the AU message.

Briefs

The Centre for World Indigenous Knowledge and Research (CWIKR) presents the latest in its Four Seasons Indigenous Speaker Series:

Who: Tracey Lindberg, Associate Professor

Where: Edmonton Learning Centre, Room 225

When: Friday, March 28 - Noon to 1 pm

Topic: "Legislating and Adjudicating Race and Culture in Canada: The Creation and Entrenchment of Stereotypes about Indigenous People."

Tracey Lindberg is Cree from northern Alberta. She is currently on sabbatical leave from AU, teaching and working on her Doctorate in Law at the U of Ottawa.

Everyone is invited, particularly tutors, faculty, and staff whose work involves Indigenous peoples. The presentation will also be videoconferenced to the Governing Council chambers. For further information, contact [Janice](#) (428-2064).

NSERC Matchmaking Service: The [NSERC Concourse](#) is a space designed to allow students, researchers and companies to find research partners in areas of mutual interest by submitting descriptive postings. This free service is offered to individuals and to organizations involved in research falling under NSERC's mandate. Submit postings via email directly to match@nserc.ca and appear for a maximum of 90 days.

The new eduSource web site is up and running

Take a tour of the resources and information available online.

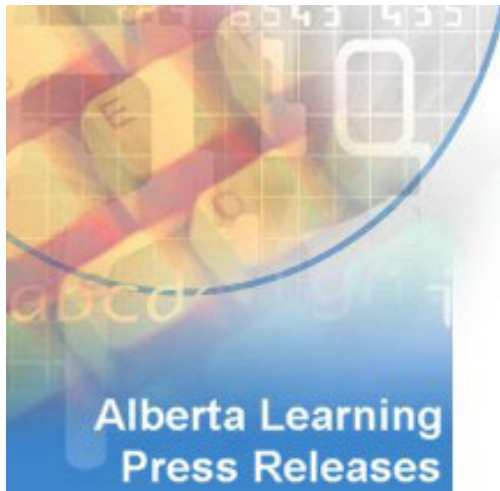
Canada Research Chair Martin Connors points out that AU is getting around

The [Office of Learning Technologies web site](#) (Human Resources Development Canada) uses the example of "lifelong learning" when offering tips on how to search its site, followed by "Terry Anderson" (AU's other Canada Research Chair) as an example of how to capitalize proper names to get precise matching. The AU word is spreading!

The Centre for Innovative Management (CIM) has entered into a strategic alliance with the Certified Management Accountants of Canada (CMA Canada) to provide enhanced access to AU's Executive MBA programs. On March 18, Peter Carr and Lee Weissling of CIM attended the official signing ceremony in the Mississauga headquarters of CMA Canada.

Under the terms of the agreement, CIM recognizes the CMA designation as a leading international strategic financial management credential, and offers CMAs advanced and transfer credit for required financial and accounting courses and some electives in the AU MBA. This alliance is one of two that CIM has formed with financial management professional associations, the first one was launched with CGA--Canada in September 2001.

OIL AND GAS INDUSTRY PUMPED ABOUT ALBERTA'S APPRENTICESHIP TRAINING



Edmonton... Alberta Learning is working with The Canadian Association of Oilwell Drilling Contractors (CAODC) to assess the viability of creating a new oil and gas well driller trade.

"Alberta's apprenticeship and industry training system works with employers to help them build the workforce they need," said Minister of Learning, Dr. Lyle Oberg. "The CAODC has expressed a desire to meet the training needs of its industry through apprenticeship and the creation of a new trade. We will be consulting with industry to take a close look at this possibility."

The Canadian Association of Oilwell Drilling Contractors, which represents employers in this sector in Alberta, is hopeful that the designation of oil and gas well driller as a trade will bring more consistent standards, better quality training, and improved workplace safety and productivity to its' growing and rapidly changing industry.

"The days when all you needed to start a career as a driller were a pair of steel-toed boots and a strong work ethic are over," said CAODC President Don Herring. "Today, drillers need to be part technologist, part scientist, part manager and part mechanic. They need high quality training - our members believe that Alberta's apprenticeship system is the best way to deliver it."

To be designated as a trade, an occupation must fit with the apprenticeship model. It must, for example, be able to provide apprentices with sufficient guidance and supervision from a certified journeyman. There must also be broad industry support for the new trade. Alberta Learning will be consulting with employers and employees in the oil and gas well drilling industry to assess their support for the trade. The Alberta Apprenticeship and Industry Training Board will review the results of the consultations and the CAODC application before making a recommendation on the application.

"This is just the beginning," said Alberta Apprenticeship and Industry Training Board Chair, Cliff Williams. "There are many factors that must be taken into account before we reach any final decisions. That being said, this is an exciting possibility and we're looking forward to exploring it."

If the CAODC's application is successful, oil and gas well driller would become a compulsory certification trade, meaning that all drillers would need to be either certified journeymen or registered apprentices. A grandfathering process would be implemented to accommodate those already working in the field. There are approximately 6500 people in skilled oil and gas drilling occupations.



SCHOLARSHIPS & AWARDS

For information on scholarships offered by the Athabasca University Students' Union [AUSU], see:
<http://www.ausu.org/services/scholarships.php>



STUDENT AWARDS GREAT CANADIAN SCHOLARSHIPS

Value: \$1500 - \$2500

DEADLINE: APRIL 25, 2003

Administrator: Student Awards

Notes: Available to all StudentAward.com members

Contact Information:

Website: <http://www.studentawards.com/campaign/greatsa/landing.asp>

LOUISE MCKINNEY POST-SECONDARY SCHOLARSHIPS

Value: \$2500

DEADLINE: JUNE 01, 2003

Administrator: Alberta Scholarship Programs

Notes: Available to Alberta students. Applicants must plan to enrol at a university, college or technical institute, in the second or subsequent year of full-time study. Alberta students studying outside the province because their program of study is not offered in Alberta will be considered for a scholarship if their class standing is in the top two percent of their program. Please see the Web site for more details.

Contact Information:

Alberta Scholarship Program
9940 - 106 Street, 9th Floor, P.O. Box 28000, Station Main
Edmonton, AB T5J 4R4

Phone: (780) 427-8640 Fax: (780) 422-4516

Web Site: <http://www.alberta-learning.ab.ca/scholarships>

E-mail: heritage@gov.ab.ca

Application Address: <http://www.alis.gov.ab.ca/scholarships/forms.asp>

CANADIAN ENERGY EFFICIENCY AWARDS PANEL IS ACCEPTING NOMINATIONS.

These awards "recognize and honour Canadian innovation and achievement in energy efficiency as part of Canada's response to the global challenge of climate change."

"Winners receive a trophy inspired by an original work of art by a Canadian sculptor. More important, they join a select group of previous winners -- this is the only national competition of its kind in Canada -- and gain well-deserved recognition across Canada and around the world."

Awards are available in the following categories:

Equipment and Technology; Housing; Buildings; Industry; Transportation (on-road); Outreach; Media;
Student Competition (includes a \$2,000 prize)

See the awards website for more information on this unique opportunity. <http://oee.nrcan.gc.ca/awards/home.cfm>



NGO Youth Camp - Greece **Voluntary Action for Youth's Ages 18-32**

<http://www.youthcamp.gr/>

The NGO YouthCamp - Voluntary Action for Youth is an independent, voluntary youth organization that is aiming to play a major role in the area of international voluntarism in Greece and Cyprus.

Aims

- a) The protection, conservation and development of natural and social environment.
- b) The promotion of voluntarism as an alternative way of democratic participation in all areas of social activity.
- c) The development of cultural relations among youth with different national backgrounds.

Activities

- a) Organize and administrate short term voluntary projects (workcamps) in Greece and Cyprus, during summer time!
- b) Take part in NGO networks of humanitarian, environmental and social orientation.
- c) Develop action for the promotion of voluntarism's movement.
- d) Implement projects-actions in cooperation with the public sector, European Union and International Organizations

An international workcamp is a voluntary project of young participants, from all over the world, and in collaboration with local authorities.

What type of workcamp? The workcamps are focusing on environmental, social, cultural, archeological and constructive issues.

Who can participate? Everybody can participate in international workcamps. The conditions of participation are, at least:

- a) To be between 18-32 years old
- b) To have basic knowledge of English

When it takes place? Workcamps are available at the beginning of June till the middle of September. The usual duration is 2-3 weeks depending on the local community's needs.

Which Language ? English is the communication language of all workcamps.

Accommodation The accommodation is FREE. It is going to be at local school or community center. Living conditions provide all facilities to volunteers.

Meals The meals are FREE. Volunteers are provided by all supplies to cook. In some workcamps volunteers are going to take their meals in a local tavern or restaurant.

Fee of Participation The participation fee is 100 Euro per workcamp and covers part of our administration cost (Our funds are limited). Travel arrangements & payments are covered by the volunteer.

Contact

YouthCamp – Voluntary Action for Youth

Athinas 13,
Agia Varvara, Athens,
Postal Code 123 51
Greece

Tel: 0030-210-5610728

Fax: 0030-210-5621093

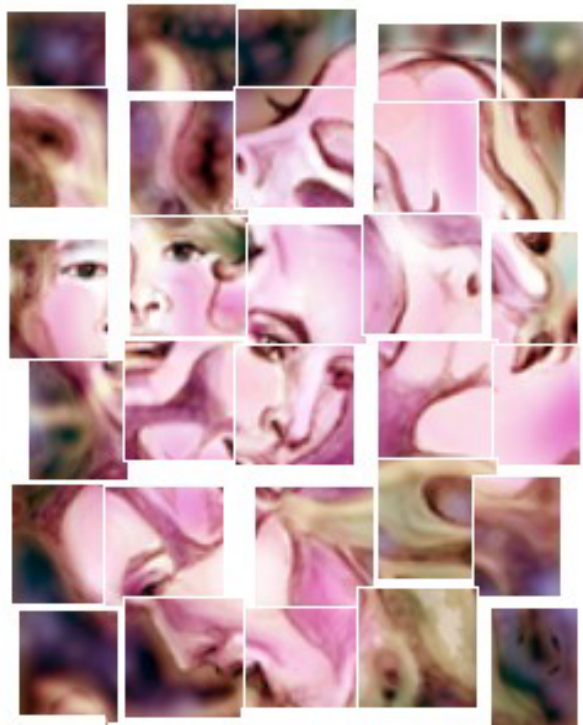
E-mail: info@youthcamp.gr
kpikramenos@hotmail.com

CONFERENCE CONNECTIONS

Contributed By AU's *The Insider*



- **CU Expo** - Community-University Institute for Social Research - "Partnerships, Policy & Progress" - May 8-10, 2003, Saskatoon, SK. Details: <http://www.usask.ca/cuisr/cuexpo>
- **Distance Education Technology Symposium (DETS-03)** - sponsored by the Centre for Distance Education - May 15 - 17, 2003 - Edmonton, Crowne Plaza Hotel. Details: <http://cde.athabascau.ca/DET/2003/> or contact [Pat Fahy](#).
- **AMTEC (Association of Media & Technology in Education in Canada)** - "E-convergence: Education, Media & Technology" - May 25-28, 2003, Montreal, PQ. Details: <http://www.amtec.ca>
- **ICDE World Conference** - 21st annual - June 1-5, 2003 - Hong Kong. Details: <http://www.ouhk.edu.hk/HK2003>
- **CADE** - June 7-11, 2003 - St. John's, NF. Details: <http://www.cade-aced2003.ca/>
- **"Women and Leadership in Higher Education: How Thick is the Glass Ceiling?"** - International Conference - June 12 - 14, 2003 - Monterrey, Nuevo León, Mexico. Details: http://www.swaac.ca/Prof_Dev.htm or <http://www.swaac.ca/Regional.htm>



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FREE MICROSOFT .NET STUDENT EVENT

Join us in a city near you to hear the latest information on creating next-generation applications. Learn all about developing and accessing XML Web Services on the Windows .NET Framework and Shared Source CLI (Rotor). Be one of the first to check out new mobile device programming techniques and preview the upcoming Visual Studio .NET 2003.

Dinner will be provided. All attendees will receive a free copy of Visual Studio .NET Academic (\$109 value), and variety of academic resources including tutorials, and code samples. Please be aware that you must be a student with a valid student ID to attend these events.

FREE SOFTWARE FOR STUDENTS WHO ATTEND!

EVENT AGENDA

4:00 pm – 4:30 pm	Registration
4:30 pm – 5:15 pm	.NET Overview
5:15 pm – 6:00 pm	.NET Languages
6:00 pm – 6:45 pm	Dinner
6:45 pm – 7:45 pm	Shared Source CLI (Rotor)
7:45 pm – 8:30 pm	XML Web Services demo
8:30 pm – 8:45 pm	Tablet PC Demo and Academic Programs

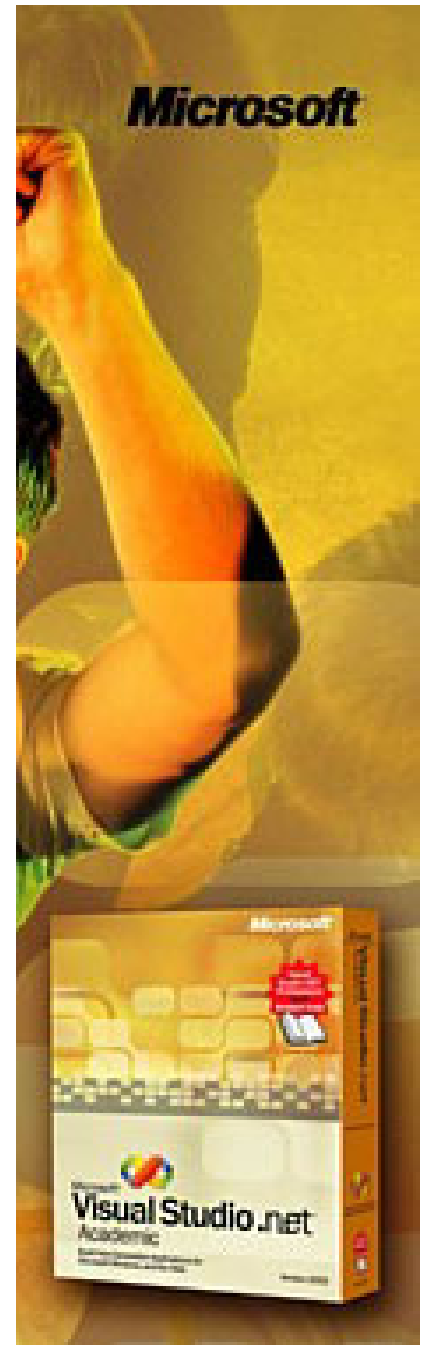
REGISTRATION

For more information and to register for an event in a city near you, please visit: <http://www.msdnua.net/canada/studenttour>. Below is the tour itinerary:

Final date:

Edmonton Wednesday, April 2, 2003

We look forward to seeing you at this exciting event!



T-Shirts in the wash?
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CLASSIFIEDS:

CLASSIFIED SPACE:

Students of AU may print classifieds in *The Voice* free of charge (maximum three per issue) as long as they are not representing a company or product.

Classified ads should be submitted to the editor at voice@ausu.org with 'CLASSIFIED AD' listed in the subject title.

The Editor reserves the right to refuse any classified advertisement at her discretion. Thank-you.

THE VOICE

c/o Athabasca University Students' Union
#306, 10030-107th Street, Edmonton, AB T5J 3E4
800.788.9041 ext. 3413

Editor In Chief Tamra Ross Low

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