

THE VOICE

MAGAZINE

Vol 11 Issue 16
April 16, 2003

AU Tuition and Fee Increases Explained

... continued

Revised Voice Website

Editorial Feature

War Kills More Than a Body

Single Parenting

Plus: Book Reviews, Dear Sandra,
Canadian FedWatch!, X-Press, Library 101,
and news, announcements and
opportunities from your university and
beyond.

THE VOICE

April 16, 2003

Volume 11, Issue 16

Welcome To The Voice PDF

The Voice has an interactive table of contents. Click on a story title or author name to jump to an article. Click the bottom-right corner of any page to return to the contents. Some ads and graphics are also links.

FEATURES

EDITORIAL PAGES

TUITION INCREASES & FUNDING AT AU [pt. 3]

Debbie Jabbour

ARTICLES

WAR KILLS MORE THAN A BODY

Zil-E-Huma Lodhi

HELP AU IMPROVE THEIR WEBSITE

Athabasca University Public Affairs

THE ROLE OF LAW IN CANADIAN LABOUR RELATIONS [1]

Wayne E Benedict

COLUMNS

CANADIAN FEDWATCH

Karl Low

DEAR SANDRA

Sandra

FLICKS AND FOLIOS – Harley Davidson And The Marlborough Man

Laura Seymour

FROM MY PERSPECTIVE – Single Parenting [2]

Debbie Jabbour

X-PRESS

NEWS AND ANNOUNCEMENTS

CAUS JOB POSTING – EXECUTIVE DIRECTOR

CAPITAL CAMPAIGN – WHAT'S COMING FOR AUTISM

SCHOLARSHIP NEWS

BRYON PAEGE MEMORIAL AWARDS

FROM AU

AU/CMA CANADA STRATEGIC ALLIANCE

AU Press Release

NOMINATE TUTORS AND STAFF FOR EXCELLENCE AWARDS

AU Human Resources

NEWS FROM AU – MBAs Get Together; Memorium: Dan Coldeway; Spiders and Bugs

The Insider

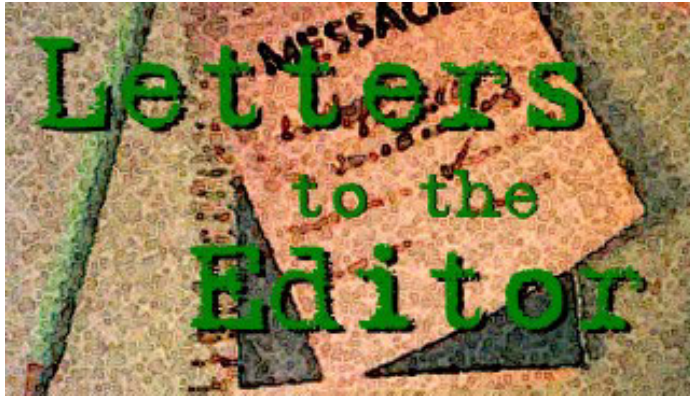
CONFERENCE CONNECTIONS

The Insider

FROM THE READERS

LETTERS TO THE EDITOR

CLASSIFIEDS!



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.

A great civilization is not conquered from without until it has destroyed itself from within.

Ariel Durant

THE VOICE

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EDITORIAL PAGES

THIS WEEK

Revised Voice website – The user interface of the Voice website has been updated based on comments from users. Now all sections of the newspaper, from articles to columns to news and events, are equally accessible. Read below for information on other great new features of the Voice website...

Athabasca University asks students for input in the design of their new site – See "*Help AU To Improve Their Website*" for more information on how you can shape the new Athabasca University web-space. Time is short, so have your responses in this week.

Nominate AU tutors and staff for excellence awards – See the "From AU" section of this issue to find out how you can nominate your favourite tutor or an exceptional AU staff member for an excellence award. Help keep the AU staff and faculty strong by showing how much students value great educators and support staff. Remember, as isolated as you may feel as a distance student, tutors also need input on how they're doing...

CAUS seeks new executive director – New grads in Edmonton might be interested in a great job opportunity from the Council of Alberta University Students...

Wanna Sound Off? – Readers have indicated that they really like the new Sounding Off column, but response lately has been poor. Maybe you have an idea for a topic that we should feature?

REVISED THE VOICE MAGAZINE WEBSITE UP AND RUNNING



10 months after the launch of the Voice website, we have revised the site to improve accessibility and to reflect the changing nature of Voice content.

These revisions were planned from the start. We knew when creating the first site that we could not predict how students would use the site, how the content and layout of the Voice would evolve, and how ideas that worked great in theory would function in practice. The plan was to create a dynamic and flexible database system for storing the articles, and then revise and update the user interface over time to keep pace with the Voice's growth and user needs.

About two months ago it was time to start the revisions, and the Voice contest was posted in order to obtain input from students. You responded with many suggestions, and told us a lot about how you use the site, what you are looking for, and how we could improve access to articles.

NEW LOOK

In February the name of the Voice was changed from The Voice Student's Newspaper to The Voice Magazine, to reflect the unique nature of our publication and its focus on research, variety and the student community. The new name meant a new logo, and we have also designed a new colour scheme and updated the existing Voice graphics for a fresh look. The new site is cleaner, and more consistent.

NEW SECTIONS, NEW LAYOUT

Previously, the Articles section of the paper was the primary location for all articles, while the news and events section was not visited very much due to a slightly different layout. Columns and articles were posted together, making for a very long list where it was easy to miss things. There was little provision for highlighting important or timely articles, or for sorting items like classified ads into their own sections.

The new Voice website has several sections – Features, Articles, Columns, News, Letters, and Classifieds. Each section will feature the same navigation, and a menu bar up top will make switching from section to section very easy. Links for articles that you have already viewed will change colour, so you can easily track what you have read. The features section will include the weekly editorial, as well as one or two selected articles.

READING MADE EASIER

Some improvements have been made to how articles display to improve readability. Some users commented that reading on the old site required a lot of scrolling. The new site has a much wider article pane, and it will resize to a greater width for those who use full screen mode and a higher resolution. More text can fit on the screen, reducing scrolling. Another update that allows more text to display is that the story can now wrap around smaller graphics, instead of breaking before the graphic and continuing below.

READ AN ENTIRE BACK ISSUE ONLINE

The back issues of the Voice have been fully online since July of last year, but people found them less than convenient to access. Any article from a back issue could be found through a search, and you were able to bring up a listing of all of the articles from a given issue, but you then had to select them from the search list one at a time. You could not read an entire back issue in the same format as the current one. Now you can! Using the Archives Online search box, you can select any back issue from the list, and read it in its entirety just as you would a current issue.

PDF ARCHIVES SORTED FOR CONVENIENCE

As always, the Voice will continue to publish each week in both pdf and html format. The pdf archives will remain online indefinitely, but as the list is getting quite large we have broken it down by year. By the end of the year, we hope to have all of the old issues of the Voice, dating back to our first issue in 1993, available online in pdf format.

After this is done, we'll start putting these issues online in html format as well. Bear with us, it's all coming soon...

AUTHOR'S PAGE IMPROVEMENTS

In the past, the author's page was difficult to use. Not only were the regular writers listed, but also all of the Voice contributors including the university, Alberta Learning, and a number of other news organizations. Now the author's page will only list the regular authors, and we'll be posting bios – and perhaps photos – of each author so that you can get to know us a little better. The author's section is in the About The Voice section, which also includes the general and writer's policies [all updated for better readability and to reflect our current working policy] and our contact information.

UNIVERSAL SEARCH

Finally, the old multi-field search has been replaced by a universal search tool. While the old search made it quite simple to search for an article by the author name, having to maintain a database of every author – even one time contributors – was not efficient. The new search will look at the article title and text for whatever information you want to access. It's simple and quick, and takes up less room on the page.

LET US KNOW WHAT YOU THINK

Take a look around and let us know what you think. If we have removed something from the site that you liked, tell us so that we know how you use our site and what features are most useful. If you have any questions or comments, please contact voice@ausu.org

Tamra Ross Low
Editor in Chief
voice@ausu.org

ARE YOU GRADUATING THIS JUNE?



I want to feature graduating AU students for the profiles section in May and June. If you are graduating this year, write to me and I will send you a profile form to fill out or we can arrange for a more in-depth interview. Remember how hard it was when you started at distance education? Well here is your chance to share your wisdom with new students.

Also, if you plan to attend graduation in Athabasca, consider taking some photos to send along to the Voice. Many AU students can't make it to their convocation, so lets give them something that will help them feel like they were there. Anecdotes are welcome too. Photos used in my grad feature will be paid for! Write me for details.

TUITION INCREASES AND NEWS ABOUT UNIVERSITY FUNDING AT ATHABASCA UNIVERSITY [pt.3]

By Debbie Jabbour



[In last week's issue [April 9, 2003; v11 i15], Debbie discussed the multiple course taker [MCT] tuition policy, and AU's counter proposal of a reduction in tuition for students outside of Alberta. After a lengthy discussion, AUSU came to a decision regarding this proposal – a decision Debbie took to the AU Governing Council meeting...

Upon arrival at the AU Governing Council [AUGC] meeting, I immediately spoke directly with Athabasca University President Dominique Abrioux to advise him of what the majority of Council had decided regarding his proposal - that AUSU did not wish to support a tuition model that was discriminatory against Alberta students, and that

as students and Alberta taxpayers, there were concerns that money coming from the Alberta Government should not selectively benefit students outside of Alberta. I advised that we would prefer that the money in question go to reduce tuition overall, rather than to reduce fees for out-of-province students only. Regarding the multiple-course-taker proposal, I advised that if at this time it appeared too costly administratively, we would be in agreement to abandon the proposal for this budget period - on the condition that it would be worked on and implemented in the next budget. I also told him that the majority of Council felt that if the funds were not going to be used to reduce tuition for all AU students, they would prefer that the money go towards improved staffing or better student services (such as needs-based scholarships).

Dominique reminded me that the \$350,000 came from growth in enrollment - the majority of which occurred outside of Alberta, so he could not understand our objection to using it to benefit these students. He also reminded me that AUSU Council was well aware of the intent to reduce the out-of-province differential, and that as student representative on the Strategic Planning Committee (SUP), I knew that AU's business plan required that they focus on growth outside of Alberta. I agreed that I was aware of these things, but that my mandate was to present the decision made by the majority of AUSU Council - and the majority felt that these funds should benefit all AU students, not just the out-of-province ones.

Dominique left to consult with the VP Finance, and shortly after, full AUGC was called to order. At this particular meeting, there was almost double the number in attendance, since quite a few AUGC representatives have had their terms expire, and this was a change-over meeting with some 24 persons in attendance.

When the budget proposal came on the table, it was announced that they had decided to cancel out the two proposed fee increases that were intended to fund the benefit for the multiple-course-takers. It was explained that after trying many ways to make the idea work, they had concluded that it would be very costly administratively, since giving rebates to students after they had reached the 5-course mark would generate all kinds of paperwork. Since the proposal only benefits some 1300 students, the administrative cost could not be justified. At this point AUGC discussion became somewhat heated, with one long-time member commenting that he had not seen such a lively debate before! Most of what arrives at AUGC has already been through so many levels of approval that generally the committee does not question decisions at length. In this case, however, the majority really supported the multiple course taker idea and the notion of encouraging and building loyalty with students who take more courses at AU. No one could understand why it would be so costly to implement.

It was explained that trying to register students with different registration amounts is currently not supported by the Banner registration system, so I asked for specifics. I pointed out that we already have different registration amounts for 6 credit courses and international students, so why would it be so difficult to add a new amount for multiple-course takers? My question prompted a detailed explanation of the difficulty of tracking those taking 5 courses or more, and that this would need to be done by a rebate once the courses were completed. It was very apparent to many AUGC members that they were approaching this backwards, and

many of us asked why it was not possible to implement the idea from the top-down rather than after the fact. Allow students to self-identify upon enrollment that they qualified for the special rate, rather than giving rebates. It appeared that such an approach had not been even considered.

The discussion went on for some time, and finally a consensus was reached that AUGC wanted this proposal implemented, but realized that it could not be done in time for this current budget. A motion of intent was agreed upon - not voted upon but noted in the minutes - that the idea will be actively studied with the goal of implementation in next year's budget.

Then came the presentation of Dominique's out-of-province proposal. He began by stating that AU could no longer justify the \$70 differential fee. At one point service to out-of-province students was more costly, but with technological improvements in communication, this was no longer the case. He explained that 60% of our students are now non-Alberta based, and reminded AUGC that the Strategic University Plan [SUP] and the Business Plan were predicated upon growth. He reminded AUGC that the \$350,000 extra funds received from the Alberta government were a result of the significant out-of-province growth at AU, and that we now have 30% of our students from Ontario. This high growth trend is expected to continue in Ontario (due to the double cohort graduates), and with the 7.3% increase, AU will be among the highest-priced universities in that province. Comments were made that we are already competitively priced in Alberta, and lowering fees in this province would be harmful to our positioning – underpricing distance education would damage our credibility.

Dominique reiterated that AU and AUGC had a long-term goal of completely removing the out-of-province fee, adding the comment that our out-of-province student base provides significant funding towards the university and allows a greater breadth of programming. He therefore proposed that AUGC support the use of these funds for a reduction in out-of-province fees to \$55. He commented that it would have been reduced to \$50 had AUSU agreed to using the amount designated by the Budget Advisory Committee [BAC] for the multiple-course taker proposal to further reduce the out of province fee, but that this would not be in the spirit of what was agreed at BAC, since it was a student representative from AUSU who had initially suggested the multiple course taker plan.

It was clear from the sentiment in the room that all of AUGC considered this an excellent proposal. When I finally had an opportunity to speak, I advised AUGC that AUSU Council had been approached with this proposal and that the majority had decided that it was unfair and discriminatory towards Alberta students. I explained that AUSU Council would support a reduction in tuition overall, but not a proposal that selectively benefited only out-of-province students. I stated that AUSU Council had concerns that Alberta students and taxpayers would have the perception that these funds were coming from the Alberta government but being used to benefit non-Alberta students.

The first comment from an AUGC member was a question. "We have 60% of our students outside of Alberta. Is this reflected in the composition of AUSU?" I had to acknowledge that it was not, that we all happened to live in Alberta. But I emphasized that because we represented all students, AUSU Council could not support a proposal that did not benefit all. A few AUGC members understood that viewpoint, and one suggested a compromise - reduce tuition overall by a few points, and provide a smaller reduction of the out-of-province fee. However, the majority disagreed, since using the complete amount towards the out-of-province fee would have more of a long-term impact on AU's Canadian positioning, and since the proposal fit closely with the goals of the SUP and the Business Plan.

When the final vote for the budget came around, all of AUGC voted in approval, and I was the single vote against. The new fee structure will be implemented in September, 2003.

Next week: The outcome of the proposed change to the Course Extension Policy

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

CANADIAN FED WATCH!

NEWS ACROSS THE NATION...

By Karl Low



Tough Times Coming for AU Students

The Alberta Government released its latest budget documents this past week, and what they say may not prove to be the greatest news for Athabasca University. To begin with, let's start with a look at the Education section [i] of the budget. In this section, they point out things such as how the Adult Education System will be getting 1.3 billion dollars from the provincial government.

Of course, what they don't mention is that the 1.3 billion is not just for post-secondary, but rather for post-secondary, apprenticeship, and other direct training programs. Fortunately, they have a little graph on the side [ii] that shows you the total operating grants given to post-secondary institutions. This shows us that the post-secondary institutions are getting about 1.085

billion instead of the full 1.3 billion. Still, the graph is encouraging, as it shows the total continually going up, and has in the bottom corner the statement that "Operating Grants have increased by over 40% since 1996-97."

This is misleading in a number of ways. First, the value of funding allocated to post secondary education in 1996-97 was actually a lower value than that of years previous. In fact, the 1996-97 year's funding was the lowest the provincial government gave since at least 1994, according to the government's own MLA Post-secondary Funding Review Committee's final report [iii]. Appendix 6 of that report lists university operating grants from 1994 to 1999, and shows that in 1994 post-secondary funding was approximately 800 million dollars.

If we take this value on a quick trip to the Bank of Canada's inflation calculator[iv], we see that in 2002 dollars, the 1994 amount was worth about 940 million. Some simple math lets us see that in today's dollars, the provincial government has only increased post-secondary funding by about 15% since 1994. However, the funding is not the only thing that's gone up since 1994 – so has enrolment. The government's most recent Profile of Alberta's Adult Learning System [v] shows us that from 1994 to 2000 alone post-secondary saw an increase of 12% in enrolment, and that was 3 years ago.

In other words, for all of Alberta's vaunted sound economic management, growth, and surpluses, government funding has basically not increased at all in real dollar/student terms since 1994 – and they think that this is doing a good job.

Of course, all of that is simply background to what's going to happen next.

If you look through the current Alberta Budget, specifically in the Fiscal Plan [vi] for planned program spending, you'll see that after a minor boost of 4.1% this year, half of which is going to support apprentice and high-demand student training, the next three years funding is planned to increase by only 2% per year – likely less than inflation.

Worse than that though is the Loans and Advances [vii] chart. If you take a close look at that chart, you'll see that Alberta Student Finance is expected to go from current loans of \$81 million to expected loans of \$181 million by next year. Such a huge increase in the amount of loan money expected to be given out by student financing can mean only one of two things: enrolment is expected to jump by amounts that will literally crush our institutions if they are not better funded, or that the government is planning on letting Alberta tuitions soar even higher and make up the difference to Albertans by providing more loans.

Athabasca University students not in Alberta however, may have a difficult time convincing their provincial governments to fund the extra amounts that an AU education will require. Which in turn means that Athabasca University's plan to rely on growth outside of Alberta might hit a serious roadblock.

So if you are a student in Alberta, the best time to start writing letters is now. Premier Klein has promised to listen to what Albertans say they want, maybe it's time we started talking to him. If you're not in Alberta, you may want to make sure that your courses are transferable in case you can't afford to continue with AU.

REFERENCES

- [i] http://www.gov.ab.ca/home/budget_2003/Display.cfm?id=6
- [ii] http://www.gov.ab.ca/home/budget_2003/images/operating_grants400.gif
- [iii] <http://www.learning.gov.ab.ca/pubstats/FundingReviewReport/FinalReport.pdf> [PDF]
- [iv] http://www.bankofcanada.ca/en/inflation_calc.htm
- [v] http://www.learning.gov.ab.ca/pubstats/PostSec/Jan2002_Profile.pdf [PDF]
- [vi] <http://www.finance.gov.ab.ca/publications/budget/budget2003/fiscal.html#5>
- [vii] <http://www.finance.gov.ab.ca/publications/budget/budget2003/fiscal.html#34>

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

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Dear Sandra,

Hi, I'm a first year student and I'm very confused about what courses I should be taking. I am in the 4-Year BA program. HELP!!

Dazed & Confused in BC

Dear Dazed & Confused,

You aren't the first student I've heard this complaint from; in fact I myself was in this same position a year ago. It amazes me that an academic counselling session is not mandatory upon registration at AU. Putting together my study plan was like rocket science!

Start by checking in the middle of the AU calendar. There you will find a blank program-planning chart. This chart breaks down exactly how many junior and senior courses you need. Check your chosen major (Anthropology, Psychology, etc...) to fill in the required core courses first. After, fill in the electives with other courses pertaining to your area of study or just ones that generally interest you. Not too many students seem to know that you can do a double major at AU, so if there are two programs areas that particularly interest you, fill in the required core courses for both (there won't be too much room for elective courses though).

After you've filled in the program-planning chart send it away to AU's academic advisors (see contact information below) to make sure you are meeting all the requirements for the degree. Remember you can change this study plan at anytime throughout your degree process - it's not set in stone.

If you visit AU's site at <http://www.athabascau.ca/html/services/advise/advise1.htm> you can also see a few sample study plans. Likewise you can go onto the Students' Union discussion forum at www.ausu.org and ask for a little help from your fellow students. Maybe some of the other 28,000 students will be taking the same program you are and would be willing to share their study plans with you?? Also when it comes to choosing courses it might be a good idea to hear some feedback about particular courses from students. I myself took many unnecessary or difficult courses in the beginning and I have become quite meticulous in choosing my courses wisely. Read through each course's syllabus and check out AUSU's course review section for help on deciding which courses to take.

Good luck, once you make it past this hurdle adjusting to university seems a lot easier, until you actually have to do the assignments ☺.

[ed. don't forget to check the course evaluation surveys on the AUSU website to see if someone has reviewed a course you want to take! Look for the link on the top menu bar.]

AU Academic Advisors can be reached at:

advising@athabascau.ca

or phone toll free from anywhere in Canada or the U.S. at **1-800-788-9041**

In Calgary you can dial local, (403) 263-6465, and in Edmonton dial (780) 421-8700

Advisors are also available to assist you in person at the Calgary and Edmonton Learning Centers of AU, and at the Athabasca University main campus.

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

HELP AU TO IMPROVE THEIR WEBSITE

The Athabasca University Public Affairs and Communications department is seeking student input on the AU website.

The current website contains a lot of useful content, but it is important to ensure that students can locate the information that they seek. You can help by letting AU know what you are looking for on the AU website, and if the current navigation is working for you.

Take a look at the current AU website at: <http://www.athabascau.ca>.



Then answer the following questions:

1). From your perspective, what are the 6 most critical things **NEW or PROSPECTIVE** students are searching for from our site? Please prioritize your list from 1-6 (1 being the most important, 6 being of less importance).

2). From your perspective, what are the 6 most critical things **CURRENT** students are searching for from our site? Please prioritize your list from 1-6 (1 being the most important, 6 being of less importance).

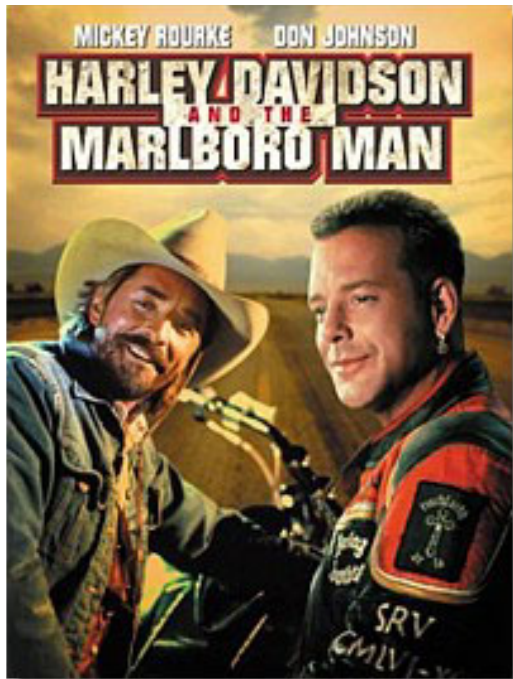
The time limit on this project is rather short, so please respond as quickly as possible. If you do not have enough information to answer the above questions, any comment would be appreciated. Send your responses to voice@ausu.org with AU Website in the subject line, and I will forward the responses to AU in a bundle on the 25th of April.



HARLEY DAVIDSON AND THE MARLBORO MAN

Film review

By Laura Seymour



“He ain’t no cowboy – more like a pretty boy”, the tough Native American in the bar cracks to “Marlboro Man.” So goes poor Don Johnson’s life—resigned to have to club all the men in the face or put up with character descriptions that are anything but masculine. Don’s TV career was inevitably a success. Two great cop characters in separate shows (Miami Vice and Nash Bridges) were projects that caved only after six successful seasons. He succeeds in TV every time! But film? Oh dear. Even his most clever films somehow don’t make box office – like this film.

I knew I was going to argue again with someone’s lame description of this film playing on UPN. They described it as a “generic buddy movie about drifters who mastermind a bank heist to save a friend’s bar.” They *don’t* rob a bank. They rob an armored car and instead of money find a sophisticated uncut drug they don’t want to peddle. They still want to save their buddy’s bar so they decide to hold the drug in exchange for the lease to the bar. The nasty bank wants to tear it down and turn into a skyscraper. The new “rent” is 2.5 million bucks! GAG!

I liked the fun touches and the clever dialogue thrown into this otherwise tough-guy film. Characters are in clever locations, like a bar with an airplane crashed through the roof and an office in a tower. (Watch for the “shoot out”).

Don has clever lines that shoot out faster than his gun.

Mickey Rourke’s character asks him, “How’s it feel to be old?”

“The older the bull—the stiffer the horn,” Don answers.

Don’s character has cowboy boots almost as old as he is--- they’re in hilariously bad condition. He repeatedly repairs them with duct tape...much to Harley (Mickey Rourke)'s annoyance. Finally, Don reveals to his old pal that they are his one and only gift from his father.

There are clever touches added throughout, but like an old Pink Panther movie you have to listen carefully to catch all of the fast dialogue.

During the robbery, the driver has his gun belt shot off as well as something else (I missed it—sorry) by Marlboro Man, Don. He quips,

“You’re about the best shot I’ve seen! Where’d you learn to do that?”

Don ties him up saying, “Read a book – came with the gun.”

Don’s girlfriend, Virginia, played by Chelsea Field mopes and is angry that Don’s not in her life more often and then gratuitously sells out for a marriage to a cop who just made lieutenant. Of course the cop is unseen and all we know is he treats her like #\$\$&*! Sigh... nothing creative there.

Two women are a waste of time and a real drag on this film. An early work for Vanessa Williams has her playing a singing bimbo, Lulu. She spouts a ridiculous line to her ridiculous boyfriend about “us having babies some day” and strolls off with him. The line doesn’t fit and seems thrown in! I felt like I was watching a hastily added character...not fleshed out...all glam and about as clever as a 1960s walking bust job!

The second female waste of time is TV’s Relic Hunter star Tia Carrere in an early role. She is stunning eye candy, but I couldn’t tell you one line she had or one purpose to her role. Poor choices on behalf of the director, producer and writer!

Expect to spend about two hours watching this uneven but still fun film. Watch it because there’s a young ‘n’ handsome Don, and Mickey if he’s your style, a great set of unusual locations, and some clever dialogue. This 1991 film is worth a giggle...and again ...don’t choke on your popcorn!

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. (Psyc).

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FROM MY PERSPECTIVE

SINGLE PARENTING, MY STORY [Pt. 2]

By Debbie Jabbour



My children were small, and for the most part I could immerse myself in their lives and remain satisfied. I wanted them to have the opportunity to develop their artistic talents, so I became very involved in their dance classes by playing piano for ballet, sewing costumes, coaching music - anything that would help pay for their instruction.

My life was full and busy, and my daughters were the complete focus of my existence. We spent hours together, travelling to dance competitions, rehearsing in the studio, learning songs and playing music together. They were wonderful hours that built a strong bond between us, a bond that would sustain us in the difficult years that were yet to come.

As a musician I was always being hit on by guys (and women too, but that's another story). I rejected everyone because I had no interest in a relationship; having been deeply hurt by my ex-husband I was not about to place myself in another vulnerable situation. But being a single parent is a lonely business. It

wears on you, little by little. You often have no friends, because the friends of the marriage don't stand by you. In my case, my ex-husband's erratic behaviour had alienated most of my friends and I had become extremely isolated during the marriage.

The few friends I did have sometimes made things worse. I remember one instance where a friend and her husband invited me, along with several other couples, to dinner at her home. She no doubt thought she was doing me a kindness, however, for some reason the main topic of conversation at the dinner table revolved around everyone recounting the wonderful things they had done for each other on their wedding anniversaries! I went home and cried myself to sleep that night. There were also other well-intentioned friends who would occasionally have what I came to call "pity parties" where they would invite a group of "lonely single mothers" over. For me, all these events did was reinforce how difficult my life was, and that I didn't belong among "normal" families.

My children, of course, came first, and this is not a relationship that is compatible with dating. I longed for something better for my daughters - a future where we were not subject to the humiliation of having to beg for help from social assistance but had some financial security. A future where we actually had a home that was ours, a life we controlled.

After six years alone, I met a man who drew my interest for one particular reason. He was a single father who had fought long and hard for custody of his small daughter. I respected him for this, for his caring and his placing his daughter first in his life. After many months I agreed to a first date, and some time later, I finally married for the second time, believing that I could perhaps offer my daughters something better in life. I've since learned from my psychology courses that children of divorce have better developmental outcomes if the mother becomes involved in a stable male relationship. This is what I hoped for when I remarried, but it was not to be.

Second marriages that attempt to blend families are extremely challenging (what an understatement!). We took five girls and tried to create a new family, one that took his daughter, an indulged and spoiled only child, and plunked her in the middle of my four daughters. Add to that the presence of an ex-wife who suddenly expresses

an interest in a long-abandoned child....add to that cultural and religious differences (yes I once again married outside my religion and culture)....add to that complete family rejection on both sides....and it's a wonder we lasted as long as we did!

It was nice to be married again, though. A mate to share your problems with. Having friends over, entertaining and going out. Having a male authoritative voice when you needed to take a firm stand with the children. A partner to keep you warm at night, to dispel the loneliness. Eventually, however, the external and internal pressures became overwhelming, and after eight years I found myself once again a single parent, left to support my daughters on my own.

This time it was much more difficult. My marriage had resulted in alienation from my family, and now they were even more conditional in their support; more aggressive in their attempts to control my life. I had been out of the work force for years, and I had no clue where to even start. I had a huge debt load, with bill collectors at my throat. My days as a musician had come to an end when I remarried, and I went to dozens of secretarial agencies in hopes of finding some kind of work, determined to not ever again return to the welfare trap.

Eventually I found a job with an oil company, one which I jumped at because it represented some security. However, it was a job at which I was made to feel absolutely worthless and expendable, a job where my immediate supervisor was barely out of her teens. I was so discouraged and felt so low that I would go to work crying every morning, and come home the same way. This went on for two years, during which time my car finally broke down and I was forced to take a two hour bus ride back and forth. I would often leave in the morning at 6 AM, not returning until almost 8 PM...my daughters neglected, my energies sapped, and my hopes and self-esteem at rock bottom.

I remember one day my sister-in-law (not a nice person, but you don't choose your in-laws!) cruelly mocking me, after I had revealed my week's salary to be \$200. She laughed and said "I can make more than that in one day as a nurse". It was a valuable reminder that education and a degree can make all the difference.

A few months before my marriage broke up, I had finally realized my dream of returning to university. I ambitiously had enrolled in three courses at Athabasca University, but in the fallout from my marital problems and the resulting financial stress, I was struggling to keep up. My children were no longer small, and I was now coping with teenagers and adolescent rebellion. Although I would drive my daughters to school each day (until my car broke down), there was no way to guarantee they would stay there. Little by little my daughters started to react to the new lack of family stability and guidance.

They had not been that eager to see me remarry, but the marriage had contributed a level of stability and security that was no longer there, especially since I was now away for more than half the day just trying to make a living. In addition to dealing with my own stress over trying to cope financially and emotionally, I now had major adolescent rebellion problems to face - alone.

I had been fighting depression on and off for some years, but now it took hold and I sunk into a profound depression. For weeks at a time I would drag myself to work, then come home and retreat to my bed, unable to face anything else. I felt completely alone, hopeless and helpless. My years as an entertainer had taught me to be a great actress - I would put on an excellent front in public, then come home and collapse. I had no control over my behaviour, I was lost in depression and had insufficient resources to conquer it.

My oldest daughter bore much of the burden of trying to help her younger sisters, and my youngest daughter became my rock. She would put her arms around me and cuddle up to me as I sat crying hour after hour, reassuring me that she loved me and needed me. My middle two daughters responded with outright rebellion. They didn't understand what I was going through, nor did they understand the nature of depression. No one did. They felt as helpless as I did, and it took its toll on our family.

We endured over two years of this hell. Our power and our phone were cut off, and I fell further and further into debt. One day at work my manager called me into his office. He was just a temporary manager, and he never liked me much from the beginning. However I was totally unprepared for his announcement - I had been laid off!

I was in shock. In all my years of working I had never experienced this. In my depressed state it could have been the final nail in my coffin. But it turned out differently.

Next week: Conclusion & reflections for the future.

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

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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/>
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COUNCIL OF ALBERTA UNIVERSITY STUDENTS (CAUS)

JOB POSTING - EXECUTIVE DIRECTOR

Reporting to the Council of Alberta University Students membership in general and the Chair of the Council of Alberta University Students (CAUS) in particular, the Executive Director for the CAUS will coordinate and develop campaigns based on CAUS policy and approved by the member including but not limited to an external media campaign and a MLA lobby tour. The director will also provide some research, communications and administrative tasks to the CAUS.

Qualifications:

- Undergraduate university degree in a field such as Political Science, Sociology, Canadian Studies, History, Communications or related fields of study
- Excellent and demonstrable writing and communication skills, including ability to write press releases and background documents
- Computer skills: Microsoft Word, Excel, and Access; website development skills a strong asset
- Strong knowledge of the provincial and federal context of post-secondary education, with an ability to analyze policy trends, technical papers and budget information
- Administrative experience and experience in project management
- Highly organized and able to juggle several different tasks at once
- Demonstrated ability to organize and develop campaigns
- Ability to work independently

Responsibilities:

- Develop and coordinate campaigns based on CAUS policy
- Propose and implement at least two province-wide campaigns on issues identified by the CAUS membership as being pressing, timely and of concern to Alberta's university students.
- Day-to-day administration duties of the CAUS
- Assist the researchers at member institutions in gathering all pertinent information on the province of Alberta's post-secondary policies and funding, as well as inter-provincial research in order to design well-researched campaigns
- Maintain communication with the provincial government, including coordinating an annual MLA lobby tour, and meetings with the provincial Minister of Learning, the Minister of Human Resources and the Premier of Alberta
- Maintain a CAUS media presence by responding to all provincial issues of relevance to Alberta university students
- Maintain both a proactive and reactive media presence by responding to government policy directions and by implementing CAUS campaigns

Relationships:

- The CAUS Executive Director will take direction and report to the CAUS membership. The Executive Director is responsible for designing and implementing campaigns and other strategic initiatives for the CAUS membership based on CAUS policy
- The Executive Director will work closely with the researchers at the member schools in the gathering of information, policy analysis and strategic policy advice to better aid in government relations and in designing appropriate campaign materials
- The Executive Director will work closely with the communications officers at the member schools in order to coordinate responses to government post-secondary policies and in order to effectively implement campaigns

Remuneration: \$29,000/year plus benefits

Deadline for application: April 22, 2003

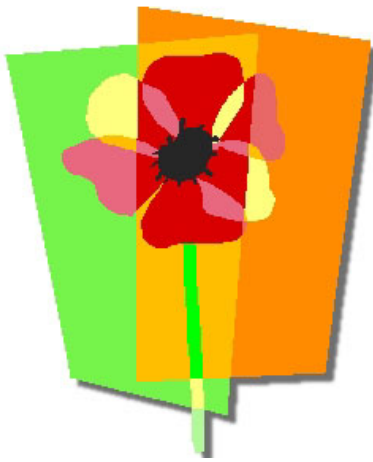
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Please apply to:

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WAR KILLS MORE THAN A BODY

By Zil-E-Huma Lodhi



INTRODUCTION

Humankind has witnessed all kinds of disasters ranging from floods to plague epidemics, but none have been more ruthless than war and no one has inflicted it upon us but ourselves. With so many things threatening our existence on this planet earth, why do we bother adding one more? Some blame wars on the evil, while others say it is for goodness' sake.

In the introduction to his book, *The Spirit of Man*, British poet Robert Bridges defines the importance of faith, hope, and peace and thus justified the actions taken by his country men in the First World War to preserve the higher cause of freedom and honour.

Britons have ever fought well for their country, and their country's Cause is the high Cause of Freedom and Honour. ...We can therefore be happy in our sorrows, happy even in the death of our beloved who fall in the fight; for they die nobly, as heroes and saints die, with hearts and hands unstained by hatred or wrong.

(Robert Bridges, 1916; 20th Century Poetry and War)

Since World War Two, more than 250 wars have been fought and these have claimed 23million lives; countless kids have become orphans and millions have lost their homes (PPU).

This table, adapted from the Peace Pledge Union's website (Britain), show the rising trend in both the frequency and destructiveness of war. Since 1700 there have been over 480 wars (conflicts with deaths of 1,000 or more per year), resulting in over 120,000,000 deaths

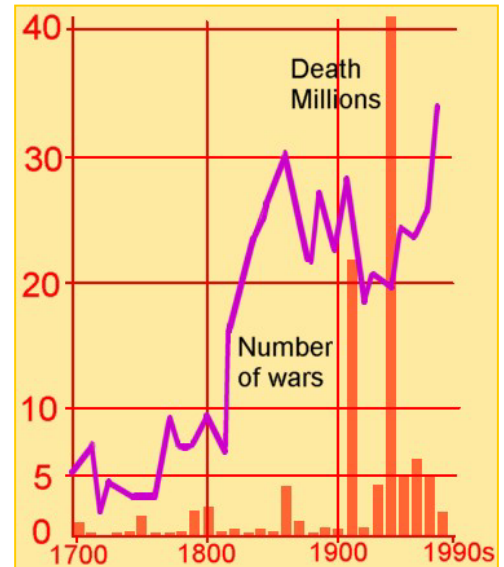
Let's journey back in time to see what factors set the stage for war, and how the post war era changed the face of the world for the better or for the worse.

World War One

The conventional battle of World War One lasted from 1914 to 1918, and consisted of two sides - the Allied Powers, which included France, Great Britain, Russia, and the United States and the Central Powers, comprised of Germany, Austria-Hungary, and the Turkish Empire (LiveStation).

World War One started as a conflict between two nations - Austria-Hungary and Serbia - but its domino effect dragged one nation after another into the battle. The following factors set the stage for the very first world war. (First World War.com)

1)The assassination of Archduke Franz Ferdinand, heir to the Austro-Hungarian throne. A Serbian nationalist secret society, also called the Black Hand, was suspected in the assassination, which resulted in a declaration of war by Austro-Hungarian's against Serbia on the 28th of July, 1914.



- 2) The German dream of becoming the greatest power in the world, which started a race of arms production between Germany and Britain.
- 3) The a French desire to avenge its 1871 defeat by Germany.
- 4) Russia's desire to restore its prestige, which was lost in the battering it took from Japan in 1905.

These diverse factors worked together to create a mass of hostility, and led to increasingly destructive actions by a number of countries. The devastating domino-effect looked like this:

- :: **Russia**, bound by treaty to Serbia ,announced coalition with Serbia.
- :: **Germany**, allied to Austria-Hungry declared war on Russia.
- :: **France**, bound by treaty to Russia, declared war on Germany and, by extension, on Austria-Hungary.
- :: Germany saw an opportunity and invaded neutral **Belgium** to attack France.
- :: **Britain and its colonies Australia, Canada, India, New Zealand and the Union of South Africa**, allied with France and hence declared war on Germany in support of France.
- :: **The United States** was neutral in the whole conflict until Germany's policy of unrestricted submarine warfare threatened America's commercial shipping industry.
- :: **Japan** joined forces with the British led Allies, and was soon followed by Italy.

Post war effects

War's outcome is anyone's guess. With so many variables, no one can predict if it will produce a victory or defeat. World War One ruined the existing global economy and brought upon us The Great Depression (1929-1939) but World War Two set the path for greatest economic boom of our times (Samuelson, February 19, 2003). While the main battle may be won, the after effects of the battle may be devastating.

World War Two

World War Two's origin lies in events which took place long before the war started. Some say it was a continuation of World War One and an outcome of anger built up in Nazi Germany because of the 1919 Peace Treaty of Versailles. The treaty effectively ended WW1, but Germany signed only under extreme duress, and resented the many exorbitant demands and restrictions to which they were then forced to comply. (see: Treaty of Versailles links below).

Under the Treaty of Versailles, Germany suffered:

- a) Territorial losses, e.g. Germany lost its city of Danzig.
- b) Massive military losses, e.g. Germany was not allowed to have any military resources within 30 miles of the east bank of the river in the Rhineland. Germany was no longer permitted to have air force or naval units, and its overall military was reduced significantly.
- c) Financial losses, due to lost of vital industrial territory and other financial penalties like reparations to France and Belgium.
- d) But the biggest humiliation for the Germans in the Treaty of Versailles was the **War Guilt Clause**, which declared Germany responsible for all the damage caused during the war and forced Germany to pay reparations for war damage at an amount not yet determined at the time of the Treaty signing.

Hitler later took advantage of above losses and manipulated the idea of Nationalism. Germany's invasions were his actions to Germany's lost pride and also to take revenge upon those who took part in weakening of Germany. As a result:

- :: The Second World War started on the 15th of March, 1939, when the German army invaded Czechoslovakia.

:: Britain and France then pledged support to Poland, when Germany demanded their lost city of Danzig (now in Poland) on the 3rd of September, 1939.

:: Ultimately, the battle escalated and more countries became involved, until on the 6th of August, 1945, the first Atom bomb was dropped on Hiroshima (by the United States Air force), and the second, shortly after, on Nagasaki, in retaliation for Japan's destruction of Pearl Harbor.

:: The Second World War came to an end with the surrender of the Japanese in Tokyo Bay on the 2nd of September, 1945 (see: The Second World War Encyclopaedia, link below).

Post War Effects

The American economy benefited from the demand for military products at the very start of Second World War but the Vietnam War had the opposite effect. The Vietnam War started when the U.S. economy was at its peak, but following the war America suffered high inflation due to excessive wartime spending (Small, 1999).

Post War Images:

<http://www.worldwar2database.com/html/postwar.htm>

In above link one can see how post-war victory was celebrated by the victors, and how sorrow embraced those who lost. A few similarities can be found on both sides: the destruction which came with the promise of rebuilding, lost lives with the promise of remembrance, and children of war given the promise of tomorrow's peace.

The Iraqi or Gulf War

What are the possible incentives for the Iraqi war, or Gulf War Two?

We are going into this war with hope for a short war and minimal civilian casualties. Like it or not, we are at war again and this time the predicted positive outcomes include:

:: Globalization gains

:: Economical and political modernization, and a curbing of Middle East radicalism.

(Samuelson, February 19, 2003)

However, these gains will come with the price of many negative post war effects, which may not be fully understood until much later...

Possible Post-War Effects of the Iraqi Conflict

Health related effects

In the first Gulf war, both Allied and Iraqi soldiers as well as civilians were exposed to many health threatening agents, for example, vaccines, insecticides, and chemical weapon protectives – these same factors may effect soldiers in the current war. One of the greatest threats today is possible use of chemical and biological weapons, such as mustard gas, SARIN (a nerve agent) and VX. The atomic bomb was already used in World War Two, and in this war we can only pray that no atomic or nuclear weapons will be detonated (IPPNW).

Increased suicides rates found in successive post-war generations of men

The Royal College of Psychiatrists recently issued a released reporting findings that "successive post-war generations of men appear to have an increased risk of suicide, which they carry with them into middle age, according to a new study carried out at the Bristol University. If these trends continue into middle- and old-age, they will lead to increases in overall male suicide rates" (RCP, February 1, 2003).

Will it be a Economic boom or Economic bust?

The world is already facing global economic difficulties such as over-indebted developing countries (i.e., Brazil), economic stagnation in Europe and deflation (decreasing prices) due to cheap product imports from Asia. Over-dependence on the U.S. economy by the rest of the world (it accounted for 64 % of world economic growth from 1995 to 2002), is causing a global economic imbalance (Samuelson, February 19, 2003). How will this war effect the global economy?

The Cost of Freedom Iraq

The price tag of the 1991 Persian Gulf War was \$50 to \$60 billion but it was shared by U.S led coalition forces like Saudi Arabia, Kuwait, and others. This time cost of actual warfare (the military campaign) in Iraq is estimated at around \$93 billion by Congressional Democrats. This figure does not include costs such as U.S. peacekeeping efforts or humanitarian efforts in Iraq, which could end up costing America and its allies between \$12 billion and \$50 billion (U.S.) each year. If there is an oil crisis, no one knows how much is going to cost (Pulse 24, February 7, 2003; CNN, January 1, 2003).

CONCLUSION

The thought of a war is never comforting, whether war is necessary or just forced upon human kind, but we can always hope for peace. As one German soldier once wished as he witnessed a crowd of Russian prisoners:

"A word of command has made these silent figures our enemies, a word of command might transform them into our friends."

(20th Century Poetry and War)

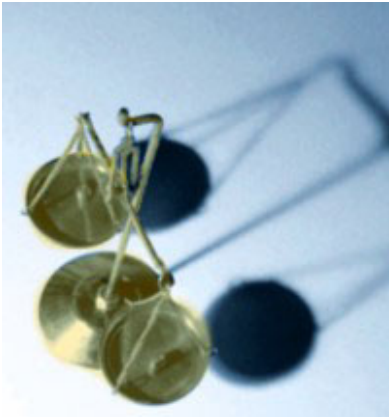
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The Treaty Of Versailles – Page Wise (2001). http://momo.essortment.com/versaillestrea_reif.htm



THE ROLE OF LAW IN CANADIAN LABOUR RELATIONS

Wayne E. Benedict



Any examination of the role that Canadian labour-law plays in industrial relations is necessarily shaped by the author's perspective. Like political views, industrial relations perspectives occupy a full range: from the extreme right, to the extreme left, and all points between. While admitting much overlap between perspectives, Godard (1994, pp. 28-29) has broken the various industrial relations perspectives into five general groups. From right to left, they include: Neoclassical; Managerialist; Orthodox Pluralist; Liberal Reformist; and Radical.

Neoclassicalists believe in maximizing corporate efficiency, and they promote a reduction in union and governmental (labour-law) interference in the "free" market economy. Managerialists believe in maximizing worker loyalty, and they see little need for equalizing legislation if management is properly progressive in promoting labour-management cooperation in achieving their joint-goals (the success of their mutual company). Orthodox Pluralists believe in balancing efficiency and equality, and they strive to protect the right of workers to bargain collectively in recognition of the inherent adversarial nature of labour-management relations. Liberal Reformists believe in the elimination of occupational inequalities and injustices, and they lobby for increased governmental intervention in the form of labour-law reforms. Radicals believe in the elimination of system-wide class-based power imbalances inherent to capitalism, and they advocate radical structural change such as worker ownership and control of the means of production, and even revolutionary worker-controlled (non-capitalist) government.

Examples of authors whose industrial relations writings are coloured by their respective perspectives on the subject include: Paul Weiler, who wrote *Reconcilable Differences* from a decidedly Orthodox Pluralist perspective; and, Leo Panitch & Donald Swartz, who wrote *The Assault on Trade Union Freedoms: From Wage Controls to Social Contract* from a perspective spanning Liberal Reformist and Radical. The utility of these and any author's work is correlated to the perspective of the reader. While I found both of the abovementioned works to be instructive and useful, I identify with Panitch & Swartz as being more illustrative of "the truth" as experienced by workers and their representatives in Canada. This essay will examine the role that law plays in Canadian industrial relations from the perspective that I have incurred through both academic study and personal experiences of labour-law at work in my capacity as a labour advocate.

Canadian labour-law plays two distinct roles in Canadian society; one broad and one narrow. Broadly speaking, Canadian labour-law protects the very system within which we all live and function—capitalism—against radical revolutionary change. The primary purpose of the capitalist state is to provide a relatively favourable investment climate for private capital accumulation. However, it must do so in a manner which will allow its continued existence as a system. Therefore, the state originally enacted labour legislation chiefly to placate the working-class and to forestall fundamental challenges to the political *status quo*. The earliest Canadian history of the legal-labour relationship was antipathetic to say the least. Prior to 1872, workers in Canada were prohibited from organizing at all under the common law which operated in accordance with the British *Combinations Acts* of 1799 & 1800. During the late nineteenth and early twentieth centuries, various worker-based political ideologies—communism; syndicalism; socialism; etc.—vied to harness working-class dissatisfaction in order to affect socio-political change. The prospect of radical change in Canada was not far fetched, particularly after the establishment of communism in the Soviet Union as a result of the Bolshevik Revolution of 1917.

Communists, socialists, craft unionists and others, while holding to different visions, all worked tirelessly in their own ways for the betterment of those segments of the working-class for which they advocated. In the process, capitalists and state leaders were awakened to the realization that the proletarian class had to be recognized and legitimized within Canadian society in order to construct industrial peace and protect production and profits (Benedict, 2001a).

By 1944, the King government found it politically necessary to enact protective labour legislation in order to mollify labour in an attempt to regain some of the electoral support that the Liberals had lost to the Co-operative Commonwealth Federation (CCF) (Benedict, 2001b).

Slowly, and reluctantly, the Canadian and provincial governments began enacting labour legislation which simultaneously gave workers *limited* occupational democratic participation, and incorporated them, their organizations, and industrial conflict into the capitalist system. Chronologically, those nascent labour legislations were passed as follows: the 1872 *Criminal Law Amendment Act*, permitting peaceful picketing; the 1872 *Trade Union Act*, establishing that the purposes of a trade union were not unlawful merely because they were in restraint of trade; the 1900 *Conciliation Act*, promoting voluntary conciliation and establishing the Department of Labour; the 1903 *Railway Disputes Act*, providing for the compulsory investigation of disputes in the railway industry and issuance of non-binding awards; the 1907 *Industrial Disputes Investigation Act*, ensuring that the parties were not free to invoke economic sanctions (strike or lock-out) until after mandatory conciliation; the 1930 *Fair Wages and Eight-Hour Day Act*, calling for fair wages and an eight-hour working day for workers in the federal jurisdiction; the 1930 *Unemployment Relief Act*, providing for a system of relief payments to provinces and municipalities across Canada; the 1943 Ontario *Collective Bargaining Act*, providing Ontarian workers the right to organize and to bargain collectively; and the 1944 *Privy Council Order 1003*, guaranteeing the right of workers to organize and bargain collectively, establishing a procedure for the certification and compulsory recognition of trade unions with majority support, recognizing exclusive bargaining unit rights, defining unfair labour practices, providing for remedies, outlawing company unions, establishing an administrative tribunal to enforce orders, requiring compulsory conciliation prior to a legal strike, prohibiting strike or lockout during the closed period of a collective agreement, installing compulsory arbitration as the “final settlement of disputes without stoppage of work” mechanism, and ensuring that non-managerial employees (excluding certain categories such as agrarian workers) could form and join unions.

One result of the massive bureaucratization and legalization of industrial relations imposed through labour-law is that labour exchanged its power(s) born of radical struggle for security, incorporation and legal constraint. Panitch and Swartz (1993, p. 19) touch on one aspect thus:

The certification approach to recognition did more than just weaken the apparent importance of militant organization. It directed the efforts of union leaders away from mobilizing and organizing, and toward the juridical arena of the labour boards. In this context, different skills were necessary. It was crucial, above all, to know the “law”—including legal rights, procedures, and precedents. These activities tended to foster a legalistic practice and consciousness in which union rights appeared as privileges bestowed by the state, rather than democratic freedoms won of, and to be defended by, collective struggle.

The late Prime Minister of Canada, Pierre Elliot Trudeau, knew early in his career how debilitating legalistic incorporation is to union organization. In 1956, he stated that:

...it is the possibility of the strike which enables workers to negotiate with their employers on terms of approximate equality. It is wrong to think that the unions are in themselves able to secure this equality. If the right to strike is suppressed, or seriously limited, the trade union movement becomes nothing more than one institution among many in the service of capitalism:

a convenient organization for disciplining the workers, occupying their leisure time, and ensuring their profitability for business (Panitch & Swartz, 1993, p. 1).

With class antagonisms and organizational conflict institutionalized, and productive peace preserved through a straightjacket of industrial legality, the democratic capitalist system is safe from serious working-class political challenge. And thus, Canadian labour-law is fulfilling its broad *raison d'être*. Understanding that the capitalist system itself is secured through legal incorporation and institutionalization of workers and their organizations, we can now examine the narrower roles and functions that Canadian labour-law fulfills within that system.


Read next week for the conclusion of The Role Of Law ...

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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.

THE VOICE FICTION



The Voice wants your fiction.

We are accepting creative writing in all genres for a Voice fiction feature.

Send us your stories, poems, and other short fiction.

Send submissions to voice@ausu.org



COLLEGES CONTRIBUTE MILLIONS TO CAPITAL REGION ECONOMY

NAIT News Release

Edmonton, February 3, 2003 – Grant MacEwan College, NAIT and NorQuest contribute over \$815 million annually to the Capital Region economy, according to a province-wide study released today. Over 27,500 jobs in the region are directly or indirectly dependent on the three institutes.

...

The study shows that students of the three institutes enjoyed a 15 per cent rate of return on their educational investment. Graduates with a two-year diploma earn an average of approximately \$40,000 annually, more than 30 per cent more than someone without a high school diploma.

Other highlights:

- Province-wide, graduates save the province approximately \$57 million per year in social expenditures including lower health costs, lower unemployment and lower crime costs
- The annual provincial rate of return on investment for taxpayers is 16 per cent

...

In total, the study found that colleges and technical institutes generate over \$2 billion in annual economic activity across Alberta, or roughly four per cent of the provincial economy.

Read More:

<http://www.nait.ab.ca/news/february2003/report.htm>

SAIT DISCONTINUES MAILING GRADES IN FAVOUR OF ONLINE ACCESS

Notice to Students on the SAIT website

As of January 1, 2003, students of the Southern Alberta Institute of Technology distance education program have full online access to their grades.

The new system promises not only to be convenient, but should also save significant mailings costs. It may also be more secure, since

mail often falls into the hands of people other than the intended recipient.

http://centreforlearning.sait.ca/networked_learning/nl_grades.htm

ON-LINE LEARNING PROVES SUCCESSFUL

Distance learning is taking off in a big way. While Athabasca University is the premier provider of post secondary degree programs in Canada, other institutions are introducing on-line courses and experimenting with new forms of distance learning technology.

The Southern Alberta Institute of Technology [SAIT] is one such institution, and according to a recent article in SAIT's alumni magazine, the results so far have been very positive.

SAIT credits the programs success to exceptional support services, which back up their motto: "You're not alone when you learn at home."

The student featured in the article describes her distance learning experience as "like being part of a family."

SAIT's "student support services [include] instructors, tutors, technical support, and learning resource people."

The article also notes that many SAIT students who obtained traditional degrees are using the on-line learning options to take additional training or upgrading.

Read the article here:

http://centreforlearning.sait.ca/networked_learning/pdf/alumlinkspring02.pdf

GARGANTUAN ENGINEERING CLASS PROJECT

University of Calgary News Release

... a group of University of Calgary Civil Engineering students ... are ending their undergraduate academic careers on a high note. They've recently completed a design proposal for a full-scale housing development in Lisbon, Portugal, which could be the largest class project of its kind anywhere in the world.

At 300 hectares, Lisbon's urban renewal project is currently the largest in Europe and easily dwarfs class assignments undertaken by previous final-year engineering students, such as the Highway 22 Upgrade or the 96th Avenue Airport Road Link in Calgary.

Read more...

<http://www.ucalgary.ca/news/april03/engg-lisbon.html>

CAPITAL CAMPAIGN: WHAT'S COMING FOR AUTISM

CALGARY AREA FUNDRAISING EVENTS

AMANDA LYN BALDWIN

If you live in Calgary you've likely heard or seen information posted by Society for Treatment of Autism: radio spots, brochures, posters on the sides of Calgary's buses and bus stops, as well as all kinds of interviews and media coverage. This has been part of the communication objective that Society for Treatment of Autism had set in place during the last year. This communication objective is/was the preview for Capital Campaign.

In the last few years the increase in demand for treatment services (specifically for autism) has been colossal and it will continue to grow. This escalation has placed a strain on the services offered by Society for Treatment of Autism. For example, past growth has forced different portions of the society to operate out of multiple offices spread throughout the city of Calgary. The solution to this problem: more expansion.

Through expansion, Society for Treatment of Autism [STA] will be able to consolidate Services into one large building allowing for all employees to work as a more effective treatment team. The larger building will house offices and classrooms as well as locker rooms and gym equipment for the staff. As well, additional therapy and sensory equipment for the kids will be more accessible. The official Launch of Capital Campaign is May 2003. It is hoped that construction will begin within a year, and will take a year to complete: the goal is for the building to be completed in 2005.

Expansion will not only be through construction. STA hopes to expand their services to include more diagnostic capabilities as well as an enhancement in adult services (which are presently quite minimal). With a spending goal of three million dollars, the facility will better support both clients and employees. But where this budget come from? Since the government only provides enough money to keep STA operating, additional funding must be obtained through a fundraising drive: Capital Campaign. The drive includes many events ranging from press conferences to wine tasting. The most recent event was held in February at "The Garage."

STA even has a sponsor: Mark Knoll is one of Canada's speed skating champions. His accomplishments include being a member of the '98 Olympic Team, 13th in the 5000m at the World Single Distances Championships 2000, and having a national record in the 5000m at the 2001 World Cup. Mark's brother is diagnosed with autism.

There are many ways that you too, can help. Contact Isabelle Martin (Fund Development Officer) anytime at (403) 258-5529 to find **ways you can help**. All kinds of donations of both money and time (volunteering) are needed. You can also help the Society for Treatment of Autism by attending one of the fundraising events listed below:

❖ Legends Alive Concert

May 22, 2003, 7:30pm

Saddledome

Call (403) 531-6157 for Tickets (\$15 -\$20)

❖ Groovy Garden Party/Auction

June 19, 2003

Bow Valley Square

Contact Isabelle Martin: (403) 258-5529

❖ Annual Fireman's Ball

June 7, 2003

\$100.00 per ticket

Contact Isabelle Martin: (403) 258-5529

❖ 3rd Ann. Wine Tasting

October 18, 2003

Art Space Art Gallery

\$75.00 per ticket

Contact Isabelle Martin: (403) 258-5529

Society For Treatment Of Autism: <http://www.sta-ab.com>

AU/CMA CANADA STRATEGIC ALLIANCE DEVELOPS TOMORROW'S GLOBAL BUSINESS LEADERS

Mississauga, Ontario, March 17, 2003 - Two of Canada's leading management education institutions are teaming up to offer advanced learning opportunities for Certified Management Accountants. Under the terms of a new strategic alliance, Athabasca University's (AU) Centre for Innovative Management and Certified Management Accountants of Canada (CMA Canada) will work together to provide CMAs with enhanced access to AU's Executive MBA programs.

The official signing ceremony to launch the CMA Canada and AU alliance takes place tomorrow, March 18, 2003, at 10:00 am EST in CMA Canada's headquarters in Mississauga, Ontario. Recognizing the CMA designation as a leading international strategic financial management credential, the formal agreement offers CMAs advanced and transfer credit for required financial and accounting courses and electives in Athabasca Executive MBA programs.

Dr. Peter Carr, Executive Director of AU's Centre for Innovative Management, hailed the new alliance with CMA Canada as "another key step in our mission to produce business leaders with advanced strategic management skills and strong management accounting competencies.

"Our new alliance with CMA Canada reflects the critical importance of financial management, corporate governance, and professional ethics in today's graduate management education. By bringing together CMA Canada's international reputation for excellence in the development of strategic financial management professionals and AU's acknowledged leadership in graduate management education, we'll be leveraging our considerable strengths to produce exceptional global business leaders."

Bob Dye, CMA, FCMA, LLD, President and CEO of CMA Canada, said the new partnership with Athabasca University offers CMAs a tremendous opportunity to earn a highly respected MBA degree and further enhance their strategic leadership capabilities.

"The advanced standing being offered to CMAs in Athabasca Executive MBA programs will enable our members to take advantage of their unique management accounting knowledge and skills as they work to acquire a valuable and complementary post-graduate business degree," said Dye. "Like Athabasca University, we are committed to developing global business leaders who build success through new ideas, new perspectives, and sound strategic financial management capabilities.

"We are proud to establish this new alliance with AU as a means of driving the continuous development of management accounting and optimizing the performance of global enterprises." Dye added that Athabasca's innovative approach to providing graduate management education will be highly attractive to CMAs, both in Canada and abroad.

Launched in 1994 as the world's first online MBA, AU's Executive MBA has grown to become Canada's largest Executive MBA with over 1100 students representing Canada's top 20 companies, and 400 companies world-wide. AU's online MBA works in the same interactive, collaborative environments as business today.

The high level of asynchronous interaction between academic staff and students makes it possible to share ideas, insights, and skills on a daily basis across geographic and organizational boundaries. This interaction is a crucial ingredient of a graduate management education that has powerful relevance to the real world of business.

With 35,000 members around the world, CMA Canada grants a professional designation in management accounting and is responsible for standards-setting, accreditation and the continuing professional development of CMAs. CMAs work as senior management professionals in organizations of all sizes, applying best management practices in strategic planning, sales and marketing, information technology, human resources, finance, and operations. CMAs bring a strong market focus to strategic management and resource deployment, synthesizing and analyzing financial and non-financial information to help an organization maintain a long-term competitive advantage.

Information:

AU Centre for Innovative Management - Marilyn Wangler, Manager, Marketing and Communications
Tel: (780) 418-7553 - Email: marilynw@athabascau.ca

CMA Canada - David Fletcher VP, Public Affairs
Tel: (905) 949-3106 - Email: dfletcher@cma-canada.org

Source: http://www.athabascau.ca/media/CIM_CMA_Alliance.htm



NOMINATE TUTORS AND STAFF FOR EXCELLENCE AWARDS

Athabasca University is accepting nominations for the President's Award for Tutoring/Mentoring Excellence, the Craig Cunningham Memorial Award for Teaching Excellence, and the Sue and Derrick Rowlandson Memorial Award for Service Excellence.

These awards recognize outstanding contributions by Athabasca University staff members for teaching, instructional service, or service excellence. Nominations should be forwarded to the Coordinator, Staff Development in Human Resources by Wednesday, April 23, 2003.

PRESIDENT'S AWARD FOR TUTORING/MENTORING EXCELLENCE

Recognizes up to two individuals each year for excellence in instructional service to AU students. CUPE employees (tutors, academic experts, markers), graduate instructors, and academic coaches are eligible for nomination by AU staff and/or students. Graduate recipients are recognized in June at a staff recognition function and undergraduate recipients are recognized at the Learning Services Conference in the fall.

CRAIG CUNNINGHAM MEMORIAL AWARD FOR TEACHING EXCELLENCE

Awarded annually to one faculty member in recognition of excellence for past achievements in teaching at AU. Faculty members (regular/term, part/fulltime) who have continuous service of at least three years are eligible for nomination by AU staff and/or students.

Recipients are recognized at the staff recognition event in June.

SUE AND DERRICK ROWLANDSON MEMORIAL AWARD FOR SERVICE EXCELLENCE

Awarded annually to up to two staff members or teams in recognition of their continual provision of exceptional service to AU and members of the AU community. Support and professional staff (AUPE, AUFA, excluded, permanent or temporary/term) who have continuous service of at least three years are eligible for nomination by AU staff and/or students.

Please contact Joyce Loxam, Coordinator Staff Development for further information. The award guidelines and nomination forms and procedures are available on the Athabasca University website - go to the "Current Students" page.

Joyce Loxam
Coordinator, Staff Development
Human Resources
Athabasca University
1 University Drive
Athabasca, AB T9S 3A3
email: joycel@athabascau.ca
Phone: (780) 675-6139
Fax: (780) 675-6135

NEWS FROM AU - CONTRIBUTED BY *THE INSIDER*

MBA's GET TOGETHER

There was a decidedly positive energy in the Wedgwood Room of the Fairmont Hotel Macdonald on March 19 as more than 70 AU MBA alumni, students and CIM faculty and staff gathered for the annual AU MBA Edmonton Alumni and Student Dinner.

The Honourable Murray Smith, Alberta's Minister of Energy, provided a snapshot of his ministry's work on many of Alberta's critical energy issues - the deregulation of Alberta's energy marketplace, environmental regulations, energy conservation initiatives and Alberta's growing role as a 'safe and secure' energy provider.

"Alberta's energy reservoir includes the second largest oil reserves in the world as well as natural gas, coal and electricity," Smith said. "We also have the expertise, the leadership and the infrastructure to reliably supply energy to our customers within Canada and the United States both now and in the future."

Minister's Smith presentation was followed by a lively question and answer session.

Comments from alumni and students reflected the importance of events such as this to build the AU MBA student/alumni community and keep alumni connections alive.



AU MBA alumni and CIM staff: Lana Lougheed, MBA graduand; Peter Robertson, MBA '02; Butch Brennan, MBA '02; Chris Wheaton, CIM admissions coordinator; Mark Tempest, MBA '01 and Patricia Sorochan, CIM admissions coordinator.

INSECTS, SPIDERS AND OTHER THINGS NICE?

Robert Holmberg, Associate Professor, Biology, reports on upcoming activities of Science Outreach - Athabasca.

Terry Thormin of the Alberta Provincial Museum's Bug Room will be presenting **Alberta Bugs: The Good, The Bad and the Ugly** on April 8 from 7-9 pm at the Nancy Appleby Theatre in Athabasca.

From giant waterbugs to sawtoothed grain beetles, Terry will show slides and talk about insects and other arthropods about which the public regularly asks him questions. Following the presentation, Terry, assisted by members of Science Outreach - Athabasca, will show you some live exotic animals from the Bug Room Gallery and answer questions about insects in general.

Terry has worked for Alberta Provincial Museum for 25 years, currently as an entomologist and supervisor of The Bug Room. He is a naturalist specializing in birds, insects and plants and has traveled extensively in the American tropics. He has appeared on CBC Radio, and many television stations, including the Discovery Channel.

The next presentation by Science Outreach - Athabasca:

A Naturalist in the American Tropics

Speaker: John Acorn, the Nature Nut

May 22 - 7-9 pm - Nancy Appleby Theatre (Athabasca)

To help support expenses, admission will be charged for these two presentations: \$3 - children (2 and under free) and \$5 - adults. Tickets can be obtained from Athabasca IDA, Value Drug Mart, or members of Science Outreach - Athabasca: Linda Lindballe (6653), Robert Holmberg (6203) or Wayne Brehaut (6737). For more information check out the [web site](http://scienceoutreach.ab.ca/) (<http://scienceoutreach.ab.ca/>).

IN MEMORIAM

Gail Crawford from the Centre for Distance Education/Master of Distance Education program shares her memories of long-time colleague Dan Coldeway who died last week.



Dan Coldeway died in Madison, South Dakota on March 26, 2003. He leaves behind many colleagues and friends at Athabasca University and around the world.

We, in the Centre for Distance Education especially, have many memories. Dan came to Athabasca University in 1977 when both he and the University were very young. As the head of Instructional Development, his contributions to the developing University were numerous.

Distance education was a new field. AU was engaged in developing three courses but had little in the way of systematic processes. There was no curriculum development process; there was no course development process. There were no delivery systems. Rather, students enrolled in the courses for an indeterminate time while courses were still in production. Often, students were ready to proceed to the next unit before it had been written. Telephone tutoring had not yet been implemented. The original thinking included interdisciplinary curricula to be taught using the newspapers. Not surprisingly, distance education and life at AU was exciting, challenging and, at times, overwhelming.

When Dan arrived, he was not much over 30 years of age. He was a big, bright, energetic and enthusiastic man with ideas and vision. He came to AU from a private consulting firm as an expert in Instructional Systems Design (ISD). Almost immediately, Dan embarked on the implementation of a systems model to facilitate the planning, designing, development, implementation and evaluation of AU's programs and courses. His work remains in the form of the Seven Phase Planning Model still in use.

But Dan did much more, for example, he received significant funding from Alberta Advanced Education - for the REDEAL Project - this project produced a large number of publications - the first major research generated and published at AU. Dan's contribution here might be argued to have 'single handedly' put AU on the map with respect to publications in distance education. The REDEAL Project also funded the initial hiring of several of AU's key academic faculty, several of whom are still with us today.

Dan continued his contributions to the literature throughout his time at AU and was one of the most cited authors in the field for over a decade. Just after re-location to the town of Athabasca, Dan was instrumental in the creation of the Centre for Distance Education (1986). He was the prime mover in obtaining more than a million dollars of Canadian Federal Government support for the Training for Improved Performance (TIPs) project, which was a major contributor to AU's development in Athabasca. Indeed, parts of the TIPs materials have continued to be used in the Master of Distance Education program up to the present time.

Of course, Dan was also instrumental in the creation and implementation of the MDE program itself, which opened in 1994. While a professor at AU, Dan also taught through the University of Wisconsin (Madison) summer programs for many years and, as an adjunct professor, he taught and conducted research at the University of Alberta.

Dan was a high profile distance educator. His research and publications are likely to continue to have an impact, to remain an enduring legacy and to reflect well on Athabasca University for years to come. During his 23 years at AU, Dan influenced many students, staff, faculty and administrators both at AU and elsewhere. He'll be remembered not only for his academic contributions but also for his joie de vivre, wit and humour as well as for his skills as a raconteur, musician and athlete.

We are planning a permanent academic memorial in Dan's memory and hope to be able to announce this over the next few weeks.

We all wish the best for Dan's family and assure them that his memory and his laughter will remain with us for a long time to come. We appreciated Dan, in all his variety and complexity and will continue to miss him.

BRIEFS

- Human Resources is pleased to accept nominations for the President's Award for Tutoring/Mentoring Excellence, the Craig Cunningham Memorial Award for Teaching Excellence, and the Sue and Derrick Rowlandson Memorial Award for Service Excellence. These awards recognize outstanding contributions by Athabasca University staff members for teaching, instructional service, or service excellence. Nominations should be forwarded to the [Coordinator \(joycel@athabascau.ca\)](mailto:joycel@athabascau.ca), Staff Development in Human Resources by **April 23**.
 - **President's Award for Tutoring/Mentoring Excellence** - Recognizes up to two individuals each year for excellence in instructional service to AU students. CUPE employees, graduate instructors, and academic coaches are eligible for nomination by AU staff and/or students. Graduate teaching recipients are recognized in June at a staff recognition function and undergraduate recipients are recognized at the Learning Services Conference in the fall. Forms and procedures, as well as information about the nature of the award, eligibility, criteria, nominators/seconders, and the review committee and is available at: http://www.athabascau.ca/policy/humanresources/160_003.htm
 - **Craig Cunningham Memorial Award for Teaching Excellence** - Awarded annually to one faculty member in recognition of excellence for past achievements in teaching at AU. Faculty members (regular/term, part/fulltime) who have continuous service of at least three years are eligible for nomination by AU staff and/or students. Recipients are recognized at the staff recognition event in June. Check out: http://www.athabascau.ca/policy/humanresources/160_002.htm
 - **Sue and Derrick Rowlandson Memorial Award for Service Excellence** - Awarded annually to up to two staff members or teams in recognition of their continual provision of exceptional service to AU and members of the AU community. Support and professional staff (AUPE, AUFA, excluded, permanent or temporary/term) who have continuous service of at least three years are eligible for nomination by AU staff and/or students. Check out: http://www.athabascau.ca/policy/humanresources/160_001.htm

SCHOLARSHIPS & AWARDS

For scholarships available through the Athabasca University Student's Union, see the AUSU website at www.ausu.org



WELLSIZING THE WORKPLACE SCHOLARSHIPS (5)

Value: \$2000

DEADLINE: JULY 31, 2003

Administrator: Association of Universities and Colleges of Canada (AUCC)

Notes: Applicant must demonstrate financial need. Awarded to Canadian citizens or permanent residents that have a disability, require financial assistance to pursue education and who are enrolled in full-time studies in a recognized degree, diploma or certificate program.

Contact Information:

Canadian Awards Program
Association of Universities and Colleges of Canada
350 Albert Street, Suite 600
Ottawa, ON K1R 1B1

Phone: (613) 563-1236

Web Site: <http://www.aucc.ca>

E-mail: awards@aucc.ca

WAYNE AND WALTER GRETZKY SCHOLARSHIP FOUNDATION FOR THE BLIND AND YOUTH OF CANADA

Value: \$5000

DEADLINE: AUGUST 01, 2003

Administrator: The Canadian National Institute for the Blind

Notes: For vision impaired students in or entering in their first year of study. To be used to provide assistance to young people, who are blind or visually impaired, studying or planning to study at the post-secondary level. Must be a Canadian citizen or have held landed immigrant status for one year prior to the date of application.

Contact Information:

Walter and Wayne Gretzky Scholarship
Executive Director, CNIB Foundations
1929 Bayview Avenue
Toronto, ON M4G 3E8

Phone: 416-480-7025



A new pacemaker implant saved Max's life.

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Visit our web site www.heartandstroke.ca



2003 BRYON PAEGE MEMORIAL AWARD

CALL FOR NOMINATIONS



CUPE Local 3911 is currently accepting nominations for the 2002 Bryon Paege Memorial Award. This annual \$450 award, sponsored by CUPE Local 3911, is presented at the end of June in each year to a recipient selected by the Bryon Paege Memorial Award Selection Committee from among those nominated. The election committee is composed of two members delegated by CUPE 3911, one member delegated by AUSU, and one member delegated by AU Counselling Services. The Committee will make their best effort to select a worthy recipient from among those nominated, and their decision is final.

Bryon Paege graduated in June 1988 with a Bachelor of Administration from AU. Starting in 1990 he was employed by AU as a tutor, and worked in that capacity until his untimely death in 1995. He really lived the ultimate AU student dream, achieving his degree and then joining the AU academic community in giving his knowledge and expertise back to other AU students.

Bryon was a valued member of the AU family. He is vividly remembered by his sisters and brothers in Local 3911, and it is their intention that his achievements, contributions, dreams and passing never be forgotten.

Any AU tutor, AU counsellor, or AU student may make nominations for the Bryon Paege Memorial Award. Self-nominations are also acceptable. Tutor and counsellor nominators must obtain written consent to disclosure of personal information from their nominee. Self-nominations should be accompanied by a written reference from a teaching or counselling member of an academic community.

Nomination and consent forms are available at <http://www.cupe3911.net/paegie.shtml>

CRITERIA:

A nominee must:

- be currently enrolled in an AU course, or have successfully completed one within the six months prior to the nomination deadline;
- have, in the opinion of the nominator, demonstrated courage and/or resourcefulness worthy of commendation in the overcoming of, or current coping with, some particular challenge or adversity in order to pursue distance education studies. Such challenge or adversity may include:
 - financial adversity;
 - being a member of a minority or marginalized group required to make challenging adjustments to mainstream Canadian academic culture;
 - physical disability, or any challenging health problems, generally;
 - personal loss (for example, loss of family member, loss of job);
 - adjustment to a new country and culture;
 - difficult family circumstances, past or present;
 - other challenge that in the opinion of the nominator corresponds with the spirit of these criteria.

NOMINATION DEADLINE IS JUNE 10TH, 2003

If you have any questions about this award, please direct them to donna@athabascau.ca or (780) 424-2915

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 Chateau Lacombe. Details: <http://cde.athabasca.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-acad2003.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>
- **Distance Teaching & Learning Conference:** - 19th annual - "Working Smarter - Building on Success" - Aug. 13-15, 2003 - Madison, Wisconsin. Details: <http://www.uwex.edu/disted/conference>
- **AU Learning Services Conference** - October 3 & 4, 2003 - Edmonton, Crowne Plaza Chateau Lacombe. Details to follow.

ATTENTION PSYCHOLOGY STUDENTS



Every Monday from 9:30 - 10:30 AM MST and Wednesday from 7-8 PM MST the Athabasca University Psychology Students' Society gets together to chat about issues pertaining to the world of psychology at AU.

To Join the chat, go to the AUPSS website, accessible through: <http://www.ausu.org/clubs/index.php> [you must be logged in to AUSU] and select the discussion forum link, from there click on Psychology at the top written in blue and choose the General Psychology Chat. NOTE: You need to be registered in a psychology course to access the AU psych discussions.

Hope to see you there!

Sandra Moore

Athabasca University Psychology Students' Society



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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