

THE VOICE

MAGAZINE

Vol 11 Issue 23
June 4, 2003

AGM SPECIAL
EDITION

AUSU Anniversary AGM

Reports on your AGM, AUSU history, and student involvement

Work Rage

Could it happen at your job?

New Life in the Nest

New chicks herald spring

Propaganda

Can you spot it?

Weed Watch

Sandra tackles your garden woes

Plus: Canadian FedWatch!, Flicks & Folios, From My Perspective, and news, announcements and opportunities from your university and beyond.

THE VOICE

Jun 4, 2003

Volume 11, Issue 23

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We love to hear from you! Send your letters to voice@ausu.org, and please indicate if we may publish your letter in the Voice.

Quote of the Week

**One never notices what has been done;
one can only see what remains to be
done.**

-- Marie Curie

THE VOICE

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EDITORIAL PAGES

Convocation is almost here! For an upcoming Sounding Off column, send us your congratulatory messages for this year's grads, or, if you are graduating, tell us what convocation means to you!

Friday, June 13m - Convocation - Graduate Ceremony
Saturday, June 14 - Convocation - Undergraduate Ceremony

THIS WEEK

THE AUSU 10TH ANNIVERSARY AGM - Reports in this week's editorial and by Debbie Jabbour

WORK RAGE - Wayne Benedict talks about the causes of work related violence, and how you can recognize the signs. Read this important article and learn now to make your work environment safer.

GRADUATION SPECIAL - Part one in Debbie Jabbour's 3 part series on graduation

AUSU COMMITTEES SEEK MEMBERS



AUSU Committees are looking for student members who can volunteer just a few hours a month to answer email or attend teleconferences. Anyone who wants to become more involved with AUSU Student Council can gain great experience and insight through committee work.

The External Committee, chaired by Shirley Barg, needs representatives from Atlantic Canada, Saskatchewan, Manitoba, and Northern Canada. Contact Shirley at sbarg@ausu.org if you would like to get involved, and help improve services to AU students in your area.

The Student Planner Committee, chaired by Sandra Moore, needs student input into the design and features of the next AUSU student planner. This is a short term committee, but input into this student gift is extremely valuable. Contact Sandra at smoore@ausu.org if you are interested.

The Academic Committee was dormant for awhile, but now it's back up and running under chair Tamra Ross Low. We will be working on ways to help assess student satisfaction with AU's academic services, and need student input into how we should collect data, and what questions we should be asking. A past project of the Academic Committee was the Course and Program surveys on the AUSU website. If you want to have some input into our next project, contact Tamra at trosslow@ausu.org for more information.

IT'S ALL OVER THE AUSU 10TH ANNIVERSARY AGM WINDS DOWN



For on-the-scene coverage of the AGM, see Debbie Jabbour's article *10th Anniversary AGM* in this issue.

May 24th marked the 10th anniversary Annual General Meeting of AUSU. This landmark occasion was celebrated as part of an open meeting of the AUSU executive and Council, and all interested student members. Students attended the meeting in person at the Edmonton office, and also via teleconference. Your Voice editor was in attendance over the phone as well.

The meeting began with a welcome message from AUSU President Debbie Jabbour, who also gave a brief overview of how your students' union was founded back in 1993, and how shaky that first fledgling year was for the newly formed council.



As the Annual General Meeting is the only occasion at which student members may vote on resolutions of Council, student input is of particular importance, and this year students were on hand to provide some valuable insight on the new set of AUSU bylaws.

These bylaws, which replace a set that has been used since 1996, represent nearly two years work. The legislative committee, led by Karl Low, has been primarily responsible for drafting this set of bylaws, but throughout the process all members of AUSU Council have had input into the final draft. Nevertheless, despite the length of time spent on these bylaws and the number of eyes that looked them over, there's always room for improvement. Thanks to the sharp eyes of

the students who attended this year's AGM, a few small revisions were made and the final version of the new bylaws was unanimously passed by all attendees. Pending approval by the Alberta Government's Corporate Registry department, these new bylaws will soon come into effect, ending a long term project of this current AUSU council. Next up, council will work on revising the very old and out of date operational policies.

Other items up for discussion at the AGM included AUSU finances for the 2002 financial year. The remaining information presented is mostly contained within the AGM information packet, created for student members of AUSU. This packet will be available online shortly so that any student member may review it, and you can still contact the AUSU office and request a hard copy of the report. As a special treat, all members who receive the packet also receive a photocopy of the very first voice issue, entitled *The Paper*,



which was published in the Spring of 1993. Echoing my recent retrospective editorial, President Debbie Jabbour commented that many articles in that first Voice issue address issues that are strikingly similar to those facing students' today. A review of this landmark issue shows that for Alberta post-secondary students at least, the more things change, the more they stay the same.

At the end of the meeting, AUSU President Debbie Jabbour invited attending students to say a few words to Council and fellow students regarding their AUSU experience.

Following the Annual General Meeting, students were treated to free food and entertainment courtesy of AUSU, as well as two very special guest speakers -- Athabasca University President Dominique Abrioux, and AU Acting VP Academic Judith Hughes, who traveled from Athabasca to speak to the students. Unfortunately, their contribution was not part of the main meeting, so those of us who phoned in and left at the end of the AGM did not hear them. We also missed out on the free food, but those are the breaks when you attend from a distance!.

For superior coverage of this year's AGM and anniversary celebration, make sure to read Debbie Jabbour's AGM article this week, and keep your eyes on the AUSU website for a feature page including commentary and photographs from the AGM.

From the perspective of The Voice - which is also celebrating its 10 year anniversary - having this opportunity to delve in to the archives and explore some of the issues that have been facing Athabasca University students since the inception of our union has been both fascinating and illuminating. As important as it is for post secondary students to be aware of the ways in which government, university and student actions can affect the quality and availability of educational opportunities, it is now apparent to me that it is equally important to understand where we have come from so that we don't repeat the mistakes of the past, or continue taking the same actions expecting a different result.

This anniversary AGM has been an opportunity to explore our past and gain a new perspective on just how challenging it is for many people to obtain a post-secondary education in this province -- especially for those who are starting school later in life, who don't have parental support, or who have financial or familial challenges to overcome.

Tamra Ross Low - Editor in Chief



Attention Artists

AUSU is seeking artwork for the cover of the 2003/04 student planner.

A prize of \$250 is being offered, and your work will be seen by thousands of students.

Entries may include sketches, photos or paintings - be creative!

Deadline – July 15, 2003

Email entries to ausu@ausu.org

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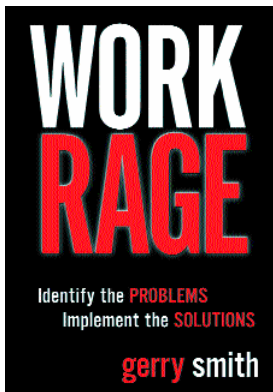


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On Tuesday, Oct. 15, 2002, 55-year-old Richard Anderson, a BC Ministry of Water, Land and Air Protection manager in Kamloops BC, walked into the office building where he worked. He entered through the back door with a gun, shot and killed his boss, shot and killed a union representative, and finally, shot and killed himself. On Tuesday, May 20, 2003 52-year-old Bryan Bruce Heron walked into Mission Memorial Hospital in Mission, BC, entered room 223, and shot and killed his wife and her mother. His body was found several days later by RCMP, after having taken his own life. A nurse with 33 years experience at the hospital stated: "We have more violence in our workplace than police and firefighters combined."

In fact, instances of "work rage" are rampant and on the rise in Canadian society. At my own workplace, in the early morning hours of May 20, 2003, an enraged employee threatened to retrieve his hunting rifle from his home and shoot the co-worker that he was quarrelling with, in addition to a specified group of other co-workers. The RCMP is involved in the incident and luckily no violence has come of it—yet. BC Rail has been undergoing massive reorganization and downsizing for several years and it is the target of impending privatization with projected job loss at up to 456 management jobs and 767 union jobs—a total of 1,223 jobs, or nearly 70 per cent of its current workforce of 1,600. Stresses and uncertainties such as these breed work rage and BC Rail is but one of thousands undergoing radical change as our society makes its uneasy transition from industrial capitalism to post-industrialism.

Thinking about these recent events caused me to recall an excellent book that I first read in May 2000. The work is entitled *Work Rage: Identify the Problems; Implement the Solutions*. The author is Scottish-born Gerry Smith, who now resides in Toronto, Canada and who has been involved in trauma support for decades, first as a Catholic Priest in Glasgow and then as an employee assistance specialist in Toronto. At the time of the book's publication, the author was manager of the National Trauma Response Service for Warren Shepell, the largest employee assistance provider in Canada (www.warrenshepell.com). Facing the prospect of work rage first-hand as a labour advocate, I decided to re-read Smith's work to refresh my memory on the issues.

According to Gerry Smith, "Work rage cannot and should not be tolerated in any way, shape, or form." While workplace homicide is not as great a problem in Canada as in the US (there are at least three workplace homicides in the United States every day of the year, according to the author), various forms of work rage are rampant throughout Canadian society. In order to discuss work rage, the phenomenon must be defined. Smith defines it as

...any physical assault, behaviour considered to be threatening or abuse in a verbal manner that occurs in the work setting. It has to include, but is not limited to, the following examples: beatings, stabbings, suicides and near suicides, rapes and shootings. Rage also includes inducing psychological trauma through such means as obscene phone calls, threats and a presence of another person that can be considered intimidating. As well as this, the definition of rage should include any type of harassment, such as being sworn at, shouted at, or stalked.

...work rage is any action, directed at a person or a situation, that demonstrates loss of physical, verbal, or emotional control.

Smith maintains that "... everyone has the right to respect ... the right to be free from discrimination and harassment ... the right to be free from fear and intimidation." But how can society keep workplaces free of work rage? It is up to everyone involved—managers, union representatives, and employees—to proactively address work rage and "one of the first prerequisites in creating a safe environment is to observe the 'normal' behaviour employees display in the work environment. Then, by observing changing behaviour, managers and supervisors [and co-workers] will be able to spot the subtle conflicts that begin to occur, and the quiet aggression that might build to a boiling point."

While recognizing that there are variations, Smith details statistical probabilities that one should be aware of in order to spot potential work rage in an employee before it erupts. He notes that: "...men in their mid-thirties to mid-forties initiate most violence..."; "the most common violent offender in the workplace: the white, Anglo-Saxon ... male"; " ... people with an aggressive disposition are quick to blame others for things that go wrong for them ... [and] will often have a view of the world that might best be described as black-and-white, right-and-wrong or good-and-bad"; "... what precipitates an episode of rage is a difficult or stressful situation, either in their personal life or in their work"; "[Offenders]... often currently have—or have had in the past—a problem with alcohol, drug or other substance abuse ... will more than likely be having difficulty controlling addictive behaviours." Watch for the "paranoid person"; "the isolated person, the withdrawn person, the one who does not mix well or who is almost antisocial." He "will already be known to colleagues and friends as someone who can't control his temper and who seems to thrive on confrontation. Arguments develop easily..." with this person, who is "...known for his confrontational attitude toward peers and perceived authority... has either a collection of guns or an unusual interest in different types of weapons ... [is] described as unstable, different, bizarre, or even plain weird". While it is most likely that a person prone to display work rage will exhibit one or more of the foregoing attributes, "profiling" is certainly not an exact science.

In addition to his examination of personal attributes displaying the propensity for work rage in individuals, Smith covers systematic organizational attributes that will more or less likely lead to incidences of rage in the workplace. He states that:

... Much of the "corporate culture" takes its lead from the top. For example, if the person at the top is perceived to be a controlling person, you'll probably find many of the middle managers will emulate the controlling style. When the leader is a mentor and a guide, many of the "followers" will also be guides.

... When the person at the helm of an organization is known to be a "control freak", there is perceived to be tacit permission that "controlling" is an acceptable form of behaviour within the company.

... one of the biggest contributors to the problem of rage in the workplace is the growing lack of respect for people as people that is endemic in Canada. Any organization, therefore, that wants to stand out as a "good company to work for" has to be extremely vigilant in how it *selects, trains and promotes* into management. Management sets the tone for the entire organization.

... Turning a blind eye to aggression and ignoring the aggressor is like giving tacit permission for all staff to behave similarly.

Smith also recognizes that effectors external to the work organization play a role in work rage: "When there are high levels of poverty, high unemployment, greater demands on food banks and a large number of welfare recipients, the aggression levels in society rise." Other causal factors include: familial conditions; robberies; irate and/or inebriated customers; and interpersonal relations with "difficult" people. The author also studies the interrelations of work rage with: trauma, legal liabilities of employers, workplace respect, risk assessment,

employee assistance programs, and future challenges. He writes in an easy-to-read and comprehensible style, and he makes *Work Rage* interesting with a plethora of real-life examples from both news-worthy events and his own personal experiences in *trauma response*.

This book is a must-read for anyone and everyone involved in the social relations of production in the twenty-first century. With the organization of work undergoing radical changes that are vastly increasing the insecurity and instability of work for those in the huge and growing peripheral sector, while simultaneously intensifying the speed and hours of work required of those left in the core sector, it follows that stress levels of workers are explosively high. It is no surprise then that "...statistics indicate that although the national homicide rate is stable, there is an increasing problem with workplace violence. In fact, throughout North America, workplace violence is the fastest-growing category of crime."

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LIBRARY 101 [From *The Insider*]

Continuing the series of ***Things You Should Know About the Library***, librarian Elaine Magusin shares additional Frequently Asked Questions:



Q: *I was looking in the Digital Reference Centre and noticed that you have e-books. What exactly is an e-book and how do I access them?*

A: E-books, or electronic books, are books that are either published electronically, or those that have been converted to digital format, often by scanning. Many e-books are searchable. AU Library has a collection of both subscription based and non-subscription e-books in our Digital Reference Centre. Many of our subscription e-books are available through netLibrary but we are also in the process of adding e-books from other vendors. E-

books from netLibrary and some other vendors are included in the library catalogue. We also have added links to freely available e-books on the web. These collections are generally out of print editions of classic works, like Jane Eyre, etc.

Q: *I'm working on a paper for philosophy and need to find some background information on a philosopher. Can you help?*

A: We have included two philosophy encyclopedias in the Dictionaries and Encyclopedias section of the Digital Reference Centre. They are The Internet Encyclopedia of Philosophy, an encyclopedia is based on submissions from philosophy professors or graduate students and the Stanford Encyclopedia of Philosophy, an encyclopedia published by The Metaphysics Research Lab Center for the Study of Language and Information, Stanford University. Each entry is maintained and updated by an expert, or group of experts, in the field.

10th Anniversary AGM - Special Report

Debbie Jabbour, AUSU President

On May 24, 2003, AUSU held our 10th Anniversary AGM, at the Edmonton Learning Centre at 4 PM M.S.T. It was a beautiful, sunny day in Edmonton, with the temperature above 25 degrees celsius. In addition to all seven Council members, Mac, Karl, Shirley, Sandra, Nick, Karie-Anne and myself; and two staff members who are AUSU students, Carla & Tamra - we were very pleased to also have four non-Council students in attendance - Brad, Kerry and Gurpreet in Edmonton and Teresa via teleconference from Saskatchewan. Although we were somewhat disappointed that another 6 or 7 students who had confirmed their attendance did not make it after all, we greatly appreciated the participation of those who did. Over the years it has always been a challenge to get students to attend the AGM, and a few times quorum could not be met. The reality is that AU students are very busy people, and this 10th anniversary meeting was no different.

We were also pleased to have AU President Dominique Abrioux and AU's Acting VP Academic, Judith Hughes, join us afterwards for the reception, on behalf of the university. Although Dr. Hughes came prepared with an official speech, we decided to be less formal and she and Dr. Abrioux just mingled with the students instead. The new Executive of External Affairs, Stephen Murgatroyd, also joined us. Stephen will be taking over the job Judith vacated when she moved into the VP Academic role, and as such, he is the new contact between AUSU and the university. Several tutors and staff members who are students also came by for the reception as well. The caterers prepared an excellent variety of hot and cold snacks, and background music was provided by guitarist Brent Leibham to complete the atmosphere. A lovely time was had by all!

Preparation for the AGM began some months ago and went into high gear during these last few weeks. Due to a major office move in April, a significant amount of time was involved just getting the office in order. As part of the 10th Anniversary AGM, I had been preparing a history of AUSU. Although I had managed to gather up a great deal of documentation, with the huge disorder the office was still in, there was not enough time to get it written. It is a very interesting story, however, and I will be sharing it with Voice readers in the months to come.

AUSU's history goes back to 1991, when student Richard LeClerc began to work with AU president Terry Morrison to form a student union. Richard was the student representative on AUGC, and although he tried to drum up interest in the student union, he was not successful until early 1992, when AU held a student/staff/tutor mixer event up in Athabasca. At that event, Richard managed to enlist enough AU students who were willing to form a steering committee to create a student association. In February, 1992, Richard took on the role of student union executive director, and elections were set for September of that year. In the interim, the steering



committee developed a set of bylaws, and on July 16, 1992, these were approved by Alberta Corporate Registries and AUSA* became a legal organization. After elections were held, AUSA Council was formed, and in November, 1993, the First Annual General meeting was held. At that time, AUSA's budget was \$80,000 and 12,000 students were represented. Tuition was \$255 a course, and student union fees were \$4 per 3 credit course.

One of the features of this year's reception was a bulletin board, prepared by VP Finance Sandra Moore, that detailed our history through pictures and old promotional items. We also included a copy of the very first edition of the Voice in each AGM meeting package. One of the meeting attendees commented that it was interesting to read that 10-year-old edition and note that some things had not changed - student tuition was being hiked (by 15%), and Ralph Klein was premier!

Since its inception, the organization has gone through many changes, both positive and negative, and it's often been a rough ride. In going through the history, I was amazed to realize that so many of the things we worked so hard to accomplish this year were things that many of the original Council members envisioned right from the start. I also realized that we are still a very young organization, and as we enter the second decade it feels like we've finally left our childhood and are ready to start to grow in a new, mature direction. I'm sure our second decade will be an eventful and productive one as we continue to develop and change.

Any students who are interested can contact the office and receive a hardcopy of the AGM Package. The AGM report will also be available online in pdf, and the AGM page will be a permanent feature of the site where we will continue to add relevant activities, pictures, and other related items.



**AUSA refers to the legal name, Athabasca University Students' Association, that was originally registered with Alberta Corporate Registries. Because we are not recognized under the Universities' Act, we were registered as an Association rather than a Union.*

NATURE NOTES:

FROM THE BACKYARD TO THE BIOSPHERE

NEW LIFE IN THE NEST

by Zoe Dalton



There's nothing quite like the sound and sight of birds to convince one that summer really is finally on its way. The sign of the first northward migration, the little busy bodies in the yard, picking at the newly emerged delicacies from the turned soil, the colours in the sky, like flying flowers overhead. Birds are our little springtime treasures. But for many of us, they are little more than a lovely and lively decoration come to bless us with their charms.

Even for those of us with an interest in the natural world, knowledge of the haunts and habits of the bird world goes in many cases little further than a collection of memorized names. With so much to learn about these lovely little creatures, what can a short article such as this really cover? Well, in all honesty - not much. But today, given the sun, the breeze, and the lovely calls emanating from the outdoors, I have chosen to write briefly on the truest of spring's trademarks: babies.

While we may not often consider the issue of avian romance, baby birds are only the final stage in the all-important process of courting, finding a suitable mate and setting up house. Birds are special in the animal kingdom in the way in which they partner with one another for child-rearing purposes. One characteristic of the avian world particularly charming to humans is the relationship formed between male and female birds. While devotion to a single mate is rare in the animal kingdom, birds score high on the monogamy index: 90% of avian species will choose and stay with their one spring love while raising the season's family. With a female ill-equipped to feed young on her own, and a complex territorial system in which the male must stake out, defend and attract a mate to his chosen turf, the two-parent family works best for the majority of birds.

Once the couple has established itself, the next stage may begin. In many species, this phase of parenthood is all about nest-building. Birds vary greatly in the extent of resources they will put into nest creation, with some building elaborate structures, and others simply laying their eggs directly on the ground. Once a safe and cozy home has been found or built, however, the egg-laying and incubation process is fairly similar for many species. In general, the incubation period is quite short. Birds are hot creatures: with an extraordinarily high metabolic rate, they are able to produce enough heat to keep the eggs toasty warm for the entire incubation period, from laying to hatching. When the all-exciting time finally comes, and little pecking sounds are heard from inside the shell, the avian parent can expect the emergence of one of two types of young: precocial or altricial baby birds.

The primary difference between these two types of birds is the stage of the chicks' development at hatching time. Precocial chicks emerge from the shell covered with down, and are able to run, swim and feed themselves almost immediately. Such precocious little creatures are busy from the start – darting this way and that – and are generally the most familiar to humans. The most common of the precocial birds we see are the fuzzy ducklings and goslings – those creatures that seem to truly embody the concept of cuteness. Most waterbirds have precocial young, as do some terrestrial-based species. While little direct parental care is needed for these well-developed young creatures, the parent's role in a young precocial bird's life is that of a guidance-counselor, in which appropriate food sources and habitat, as well as dangers, are pointed out.

Altricial young, on the other hand, hatch as funny-looking, eyes-sealed, naked and squawking little creatures entirely dependent on their parents for a constant supply of food. While these young birds grow rapidly, eating more than their body weight in food each day, the parenting process is intense and very demanding, requiring almost constant food collection and feeding. The hungry young of most species are ready to chow down on a full meal approximately every twenty minutes. The fledgling stage – when the young emerge from the nest for the first time to test their life skills in the real world – must seem like a dream come true for the work-worn mom and dad. Of course, lacking the ability to fly for at least the initial fledging period, the young birds are at this stage very vulnerable to predation and other dangers. But the fledgling stage is a necessary part of the development process for young birds, and all altricial species go through such a period.

So, in wrapping up the tale of young birds, let us talk a little Darwin. From an evolutionary perspective, altricial species can be considered to have evolved so that the young hatch at an earlier developmental stage than the young of precocial species. As seems logical, given the amount of work required in raising altricial young, birds of these species typically have fewer young than those raising precocial babies. Just picture the long line of ducklings following its parents across the park or through the water. These species follow the pattern of having lots of young, many of which likely don't make it past the initial stages of life. The sparrow or robin, on the other hand, produces only a couple of young at each nesting, but with such an investment of parental resources, a good percentage of those that hatch are likely to make it. And thank goodness - imagine life with a whole whack of altricial mouths to feed...

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

AUSU STUDENT GIFT PACKS NOW AVAILABLE



AUSU students can now order their student gift packs, free courtesy of your students' union.

The packs are filled with AUSU logo items to help you study, relax, and learn more about AUSU.

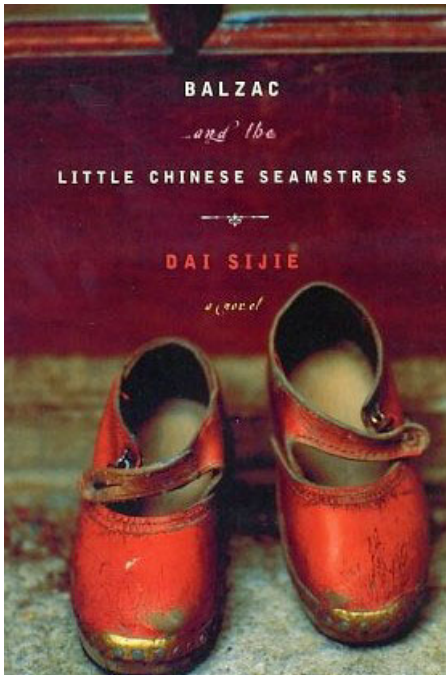
Contact ausu@ausu.org to order your gift pack today!



BALZAC AND THE LITTLE CHINESE SEAMSTRESS

Book Review

By Laura Seymour



Honestly, I'll admit I'm usually a very "North American" reader. All of my authors of choice generally write in English as a first language and describe my cultural background. I guess one day that got awfully boring.

Therefore, it is a distinct pleasure to have such a lovely introduction into the world of Chinese authors. *Balzac and the Little Chinese Seamstress* was my reading material while away on my vacation. I sat for a few minutes each day in between ship activities reading this charming story by author Dai Sijie. The 2001 Anchor Books novel is richly praised.

"A funny, touching, sly and altogether delightful novel ... about the power of art to enlarge our imaginations," says The Washington Post Book World. Other lush praise comes from New York Times, San Francisco Chronicle, Boston Globe, Chicago Tribune -- it just goes on.

The descriptive paragraph on the back says, "In this enchanting tale about the magic of reading and the wonder of romantic awakening, two hapless city boys are exiled to a remote mountain village for reeducation during China's infamous Cultural Revolution. There they meet the daughter of the

local tailor and discover a hidden stash of Western classics in Chinese translation. As they flirt with the seamstress and secretly devour these banned works, they find transit from their grim surroundings to worlds they never imagined." For once I actually agree with a write up. Dai Sijie captures the transportation beautifully. I truly wish I could write half that well!

Most of the time I'm not the type to buy a book from the hit list, but the cover got me curious, and the opening paragraph grabbed my attention. I was also in the mood for a new author. The rest of the book lived up to the curiosity I had. I am charmed.

Life in China during the Cultural Revolution must have been awful, especially for those who were educated and desired to learn more. The story gives us a look from the author's perspective of China post 1968. At the end of that year, Chairman Mao Zedong decided to close the universities and send the boys and girls who had graduated to the country to be "reeducated" by the peasants. Life took an abrupt turn for those people.

The story is told through the eyes of a boy and his friend, Luo. For the life of me I don't think that main character has a name! Luo and the boy endure working in a mine, Luo's girlfriend getting pregnant, and others on the mountain infested with insects, and yet the story is filled with charm and life!

The boys find Four Eyes, a boy in the village who has managed to get away with some rare books by Western authors. The stories, originally written in French and other languages, have been translated to Chinese and are enough to light up the dreadful lives of the two boys who read the stories in the secret suitcase holding the illegal books. They then tell the stories to others as a way to entertain, enlighten and win favor for extras in the mountain purgatory to which they are all confined.

When we crawl into the descriptions, some will tantalize, while many other passages tell us about an existence I am grateful I never had to experience. My heart goes out to anyone who experienced any of these cultural travesties personally. What a life that must have been!

On the other hand, as I said, there are passages in the book that leave you breathless. I also found the well-placed humor a true delight! Take, for instance, the section where the two boys manage to sneak in to Four Eyes home to try to steal his books. They become trapped and are forced to wait hovering over the house's unemptied chamber pot. They lay trapped for ages and the conversations of Four Eyes and his mother are priceless! I held my breath along with the characters.

The book is available from Calgary Public Library as well as your local bookstores. I give it my best recommendation. Snuggle up after a long day of studying and enjoy.

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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The first Master of Nursing degree program to be delivered fully online in Canada receives approval from Alberta Learning

Athabasca, May 9, 2003 – The Centre for Nursing and Health Studies at Athabasca University announces government approval of the first Canadian Master of Nursing (MN) program to be delivered completely online. Although other universities have offered partially online programs, Athabasca University is the first to offer a fully online format of study that does not require an on-site residency. This gives graduate students "anytime, anywhere" accessibility to complete a course-based or project-based Master of Nursing program.

Dr. Margaret Edwards, Professor and Coordinator of Graduate Programs for Athabasca University's Centre for Nursing and Health Studies explained, "While there has been much discussion in the media regarding the shortage of front-line nurses, there is also a shortage of Master's-prepared nurses who can provide nursing leadership and teach in basic nursing education programs."

The Athabasca University MN program was developed to meet or exceed professional standards for nursing excellence. Dr. Jeanne Besner, President, Alberta Association of Registered Nurses said, "This program is a revolutionary step in graduate nursing education and demonstrates the international leadership of Alberta's nursing educators." Dr. Besner added, "It offers nursing students another option to pursue the knowledge needed to enhance the services they offer to the public and their profession."

Athabasca University has earned a respected international reputation as "Canada's Open University" with over 30 years of delivering distance and online undergraduate and graduate programs to students throughout Canada and around the world. This "open university" concept maximizes flexibility for online course delivery regardless of place of residence, work schedules, family commitments or transportation constraints. This MN program now allows nurses to complete their Master's degree without having to leave their jobs or home, unlike other programs that include mandatory site-based components of study. Current students in the Master of Nursing degree program hail from all provinces and territories in Canada and internationally from Saudi Arabia, Australia, Bermuda, Germany, United Arab Emirates, United States and Germany.

Dr. Francine Girard, Vice President and Chief Nursing Officer, Calgary Health Region, congratulated Athabasca University for the new program and said, "This program will provide diverse opportunities for nurses to advance their nursing knowledge."

The Master of Nursing program offers two streams of study: Advanced Nursing Practice and Generalist. The Advanced Nursing Practice stream prepares Nurse Practitioners to provide greater public access to primary health care services. Students in the Generalist stream are able to tailor their program to meet their personal and professional interests.

Registration information and course descriptions are available online at www.athabascau.ca/cnhs or contact the Centre for Nursing and Health Studies at 1-800-788-9041 local 6381.

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CANADIAN FED WATCH!

NEWS ACROSS THE NATION...

By Karl Low



Working to Learn not Working?

Statistics Canada has recently released a report on the correlation between dropping out of high school and working. Not surprisingly, they have found that students who work 30 hours per week or more at paid employment are more likely to drop out than students who work moderate hours or not at all while going to high school. While high school and post-secondary are different things, it stands to reason that this same study has implications that the Provinces would do well to consider.

The implications are of course that by continuing to encourage tuition hikes and by allowing students to work to afford their education, we are also encouraging students simply not to go on with their education. The study indicates that high school students who work moderately are actually less likely to drop out than students that do not work at all, but of course there is a key difference in that post-secondary students often have to work much more than moderately to afford their tuition, books, and living expenses.

There is some acknowledgement of this by the Provincial Government. Alberta, at least, recently increased the yearly allowable maximums for student financing. They neglected to raise the total maximum allowable however, which means that the final year of studies for those students having to use the maximum student loans is the one where they will have to work the hardest outside of their studies. Of course, this is the worst time to have to work more hours, since the education itself is the most difficult in this last year.

The problem is that to governments obsessed with the bottom line, post-secondary education is simply not a productive enterprise. Students do very little to improve the GNP or GDP, but people who work cause things like pay rolls and taxes to go up, indicators that the economy is moving. So the more the government can get students working rather than just educating themselves, the more it looks like they are improving the economy as a whole.

Political Eh!

On the bright side, it seems there are some politicians who understand the value of post-secondary education. Deputy Prime Minister John Manley seems to be one of them. If he lives up to his speech in Vancouver, it looks like there may be a reason to be optimistic about the future of post-secondary education, and thus the long-term future of Canada.

The speech was delivered to the Kitsilano High School, and outlined Manley's education agenda should he be elected as leader of the Federal Liberal Party and Prime Minister thereafter. In it, he states: "In the 21st century, countries that learn are countries that lead. And Canada must be a leader in learning – for your future – for Canada's future." Manley outlines 4 actions that he believes will take us there.

The first is that "we have to make access to affordable, world-class early childhood development and post-secondary education a right – not a privilege." Of course he's preaching to the choir here. It's strange to see that out of all the politicians, only a few bother to think about post-secondary education and what it means for Canada's future, and of those, even fewer acknowledge that key word "affordable". You can have all the access in the world, empty desks, waiting professors and tutors, world class learning aids, no entry requirements, but if it is not affordable, people simply will not go.

The second of Manley's actions is that "Canada must be THE world leader in e-learning and web-based education." As distance education students, a lot of us would agree with this, simply because it means an increase in value for our degrees. Should Mr. Manley manage to achieve this goal, it means some interesting times ahead for Athabasca University. It stands to reason that we would see more funding into the university, while at the same time seeing a lot more competition as well. I hope, for AU's sake, that should Mr. Manley be elected, AU leverages its current lead in the field and doesn't allow the competition to quickly overtake us.

The third action is that "this country has to create the best research and innovation climate in the world." There is nothing terribly new about this one. Even Premier Klein has caught on to the advantages of research and innovation. The hope is that, like Mr. Klein and the current federal government, the research and innovation part of the package doesn't eclipse the undergraduate educational aspects.

Finally, Manley makes the fairly standard statement in favour of "a culture of lifelong learning in Canada where employees continue to get the skills they need, long after they leave school." While not a new sentiment, Mr. Manley makes some indications in his speech of backing this up not only with support for on the job training programs, but support to businesses who have their employees undertake further training.

I hope Mr. Manley is able to live up to his words, and that his words are able to live up to his goals in the Liberal Party and the federal government. It would just be a nice change to be able to vote for a politician who seems to care about many of the same things that I do.

United States Wrong.. Again.

International Trade Minister Pierre Pettigrew was pleased to announce the recent WTO interim panel decision on the softwood lumber issue. Basically, the panel said that Canada is correct and the United States is wrong in their assessment of illegal subsidies being applied to our lumber.

This will be the third time the United States has attempted to blame the Canadian Government for Canadian companies selling better quality lumber cheaper than United States companies are able to do domestically. Of course in reality, even if in the end Canada is ruled as being completely in the right, we still lose. The duties that the US has been collecting have been being passed directly to the US companies that brought forward the complaint against Canada according to the United States' Byrd Amendment. If eventually it is ruled that those duties should not have been paid, do we expect the companies will be able to pay that money back? Considering the reason for the complaint was their dire financial straits to begin with, it seems unlikely. In short, Canada will get shafted once again by our "Friend to the South", and the Americans will get shafted by their government's corporate welfare programs, as those duties will have to be paid back from somewhere. If the companies aren't able to, then the American taxpayer will.

So while I am happy Minister Pettigrew has stuck to his guns on this issue, it's still not perfect. What really needs to be done is to be able to apply severe penalties to countries that continuously make false accusations. That might make countries think twice about attempting these harassment techniques.

However Minister Pettigrew is not exactly in my good graces either, as his recent submission to the WTO stating that Europe's unwillingness to import or sell any GMO foods in their stores is an illegal trade barrier is completely wrong. A country should be entirely free to say what will and will not be on its store shelves. So long as they do not sell a domestic version of the product, I feel a country is perfectly within its rights under free trade to refuse to sell or purchase foreign equivalents.

FROM MY PERSPECTIVE

Graduation Special - The Class of 2003

by Debbie Jabbour

Author's note: This is the first of three articles that will detail three very special and very different graduation experiences. I have the privilege this year of participating in three graduations - my youngest daughter has graduated from high school, my second eldest daughter has graduated from university, and I will be graduating myself on June 14! Each of us will be celebrating a very unique kind of achievement, and each of us face very different futures.



As I watched my youngest daughter walk across the stage to receive her grade twelve diploma last Thursday, her dad leaned over and asked me if this brought back any memories for me of my own graduation. It didn't. Even though I had attended the same high school that she was now graduating from, when I graduated from grade twelve it was no big deal to me. Not only was I a shy loner in high school, with few friends; my family did not place high value on education, so I didn't even bother attending my ceremonies. Her dad commented that he had missed his graduation too, but for a different reason. As a newly-arrived immigrant and refugee from a war-torn country, high school was difficult for him and he had not managed to graduate at all, only achieving a high school diploma many years later.

My daughter, however, had taken things to the opposite extreme. She had been preparing for this day for months. For her, absolute graduation essentials included a limousine, an expensive evening gown (likely never to be worn again), getting her hair, nails and make-up professionally done, an elaborate banquet dinner, and several days of after-grad parties. I did not agree with all this excess, but with the help of her dad and her income tax return, she managed to realize the

graduation of her dreams. What bothered me the most was how little importance seemed to be placed on the actual commencement ceremonies themselves - walking across the stage in cap and gown to receive a diploma seemed of far less interest to my daughter and her friends than the celebration that followed.

I tried to puzzle it out as I sat across from her at the graduation banquet. She looked exquisite in her finery, far more mature than sixteen. We had been through quite a panic the day previously as she prepared for commencement and graduation. The day had begun with a tight schedule of hair and makeup appointments, and in the frantic pace of getting ready that morning, she had broken one of her nails - a fancy acrylic jewel-inset number done the day previously. The miniature jewel had fallen out, and suddenly overwhelmed, she sat on the kitchen floor and sobbed. At that moment I felt very sorry for being so impatient and unsupportive about the whole thing and I hugged her and reassured her that I would help her that day and that we could get it fixed. Although I had student union activities



planned for that whole day, I decided that it was time my family came first, and I dropped everything else to spend the day helping her get ready for her graduation. Even if I didn't understand why things had to be so elaborate - if it meant that much to her - then I owed it to her to be there and support her.

I made a quick call to the nail salon to confirm that the nail could be repaired, quickly got dressed, and rushed my now somewhat-consolated daughter to her hair appointment. It was now almost noon, and commencement started at 6:30 P.M., and she still had to find a matching shawl and jewellery. Although she had begged me to go shopping with her for these items the previous week, I had been so busy with preparations for the AUSU Annual General Meeting that I had not been available to spend any time with her. So I promised her that I would remedy this and go and shop for her while she was getting her hair done. For the next few hours, one of her sisters and I rushed through the mall trying to match shawl to purse, examining every piece of gold jewellery in shop after shop. Shortly before we were due to pick her up, we managed to find a perfect necklace and earrings set, but no shawl. It was already almost 3 PM when I picked her up from her hair appointment and headed across the city to the nail salon. I had a meeting scheduled for 5 PM and was starting to be very conscious of the clock.



Fortunately the repair job only took a few minutes and the nail was as good as new. A fabric store was nearby, so we decided to see if we could find something appropriate so I could make her a shawl. It took a while, but we finally found a piece of fabric that matched perfectly, and we arrived home with only minutes to spare before my meeting. I had to attend part of my meeting on the phone in transit to her commencement, but at least she had everything in place for graduation.



It all seemed worthwhile that evening as I proudly watched her cross the stage in her cap and gown. Although a very strange rule of "no pictures" was in place, this didn't stop me, or most of the other proud parents, from bringing our cameras. We applauded for hours as over 400 graduates crossed the stage to accept their diplomas. Several weeks previously, at my other daughter's convocation, they had attempted to enforce the "no applause until the end" rule - something I can never figure out, since it goes so completely against human nature to try and prevent the audience from acknowledging the success of each individual. Something that really surprised me during these ceremonies was several groups of

people who brought along bullhorns (the football/hockey game type), which they blasted loudly to cheer some of the graduates. I don't know if it was an ethnic custom (they all seemed to be part of a certain ethnic group), but it bordered on rudeness, particularly when the excessive noise obscured the announcement of the name of the next graduate.

The few speeches were rather indifferent; a favourite science teacher (a 'hottie' according to all the girls!) gave a humorous talk; but I was surprised that no one gave any inspirational "you are the future" type discourse. Aside from the grad song, "Dreams Will Make Us," an original piece of music written and performed by two of the graduates - there was little talk of what lay ahead. Although I had begged my daughter to keep her cap and

gown on so I could get some pictures afterwards, by the time I found her in the crowd she had already divested herself of the gown and returned it. Again I was struck by how unimportant this part of the ceremony seemed to be for her.

However, seeing how beautiful and grown-up she looked at the banquet the following night, I was glad that I had done my part to make this day special for her, in the way she wanted it to be. As I watched her equally beautiful and elegant friends playing dress-up in their tuxedos, long gowns and corsages, it finally dawned on me just why all this elaborate ritual was necessary to them, and a wave of sadness washed over me.

When I graduated from grade twelve, the diploma was most important, because at that time a high school diploma really meant something. Nowadays this is no longer true, and young people know that the achievement of a grade twelve diploma is simply the first small step. At my graduation, our world was much smaller, our future more secure. We knew we were moving into another phase of our lives, one where we would likely never see our high school friends again, but we still lived in a world where we were confident that we would remain grounded and safe. Most of us were still in the process of making our transition into adulthood, and we knew we had plenty of time to take it slow.

Now, graduating from high school has become an important rite of passage into adulthood, a movement from idealistic security within the cocoon of school, friends and family, into a new, independent, and somewhat uncertain future in a fast-paced world where time waits for no one. For the Class of 2003, graduation is the last time they will be able to create a dream world of limousines and fancy dress. Their days of relative innocence are gone, and they do not have the luxury of taking it slow and enjoying the transition into adulthood. They will be taking responsibility, not just for themselves and their families, but for a "global village" that extends far beyond Alberta or even Canada. They are facing a new and very different environment, one where optimism and cynicism are inextricably linked, where hope and fear are firmly wedded together. A very heavy weight of responsibility awaits them, with no guarantees of success and no positive predictions. So they make their graduation the most perfect party it can be, a final, wonderful, dream-filled illusion - knowing their lives will never again be the same once they get out of their limousines and enter the real world.

Every grade twelve graduating class has its own grad song, one that seems to sum up the feeling of that generation, and their thoughts of what lies ahead. It is no different for my daughter's graduating class, and I think young songwriters Candice Andres and Kelsey Wrightson managed to effectively capture the uncertainty of the very new and different world that lies ahead for the Grade Twelve Class of 2003, a world where youthful dreams will shortly give way to harsh reality:

*"All these years, so many memories
So fond, but yet they scare me...*

*Don't be afraid
We walk the road less travelled, on our way
We too may fall
But dreams will make us
Soar above our fears
And conquer things we never thought we could
...dreams will make us strong"*

*Dreams Will Make Us, by Candice Andres & Kelsey Wrightson
McNally High School Senior Class Commencement, May 29, 2003.*

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.



Hey Readers! Here's the other gardening question I promised you last week!

Dear Sandra,

My wife and I just moved into a beautiful older home, problem is that it was empty for a year before we moved in and weeds overrun the gardens. Besides spraying and constant plucking, is there anything else we can do?

No Green Thumb in Saskatchewan

Dear No Green Thumb,

Last year my husband and I tried in vain to plant a garden and it was a beauty, until we "forgot" about it for a week or two and returned to find it looking like a miniature forest!

Weeds are pretty much invincible. It takes a lot of work and patience to keep them to a minimum. Unfortunately, if you are like us and live next door to a breeding ground for weeds (hope my neighbours read this!) you are going to have to work overtime to defeat those things.

The thing with weeds is that they can be dormant for years and germinate when the soil is cultivated or fertilized – which means disturbing the soil wakes them up. You are going to have to start by getting rid of them somehow, whether it is pulling them all by hand (here's where you hope you have misbehaving kids to punish) or using long or short handled hoes or claws. Don't just mow them down; it's the entire plant, root and all, that you need to get rid of.

Once you have a semi-weed-free area, put a layer of mulch or black weed plastic (available at hardware, department and gardening stores) on the ground around bushes, shrubs, plants and walkways. This will inhibit the growth of the weeds. Around your plants be very attentive in pulling weeds while they are still small. If you want to have a garden, might I suggest box gardening? Above ground boxes are built with cement or mulch walkways alongside to help alleviate weeds and keep gardens looking organized.

To save yourself some time, be vigilant after your harvest and do a thorough clean-sweep of your garden.

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

PROPAGANDA IN OUR SOCIETY

By Shahzadi Bhatti



Propaganda is a "phenomenon that blurs many fine distinctions" (Doob, 1948). It has been around for a very long time. How do we decide enough is enough, someone has spoke more than they should, or that the reasonable has become unreasonable. Deciding what to believe, differentiating reasonable from the unreasonable, the exciting from the dangerous, these are all key factors to consider when answering: "what is propaganda?"

Propaganda originated in the early days of the Catholic Church. However, the word "propaganda" came into use after three centuries, during the period of the Renaissance. Propaganda was also used during World War I. It was extremely successful, as it has influenced the outcomes of the war immensely.

During my education and career, I have witnessed propaganda at many stages. I would have to say that the place where I witnessed propaganda the most is in the area of mass media. This may be for one of two reasons. First, I was studying in the field of Digital Media during College and therefore constantly learning about the techniques of advertising. There was a great deal of information on propaganda presented in many of my class lectures. Also, by being surrounded with so much advertisements at bus stops, on television, and on the Internet, one is guaranteed to come across propaganda in one way or another. I must say that I have also been educated enough to differentiate right from wrong; hence, as far as I could remember, I have not been drawn into false advertisements or any other form of propaganda. I think education plays a big role in my attitude towards propaganda. For instance, by studying how propaganda can be used in the mass media industry, and the different techniques companies use to market their products, I have become very knowledgeable when it comes to distinguishing propaganda and education. Thus, it is important to be educated on what propaganda is in order to be careful of being drawn into it.

Many writers have given their opinions on what propaganda is to them and how it affects society as a whole. Leonard Doob, who closely examines the crowds of individuals in his publication *Public Opinion and Propaganda*, 1948, presents one of the more interesting phenomena. According to Doob, membership in any particular group is an essential determinant of the opinions held by the group members, although within a group, each individual has the right to make his or her own choice.

Doob continues by giving propaganda educational values. According to Doob, there is a fine line that exists between education and propaganda. To begin with, education tries to "pass along knowledge and skills deemed by society to be valuable." On the other hand, propaganda is provoked by doubtful values; hence, it tries to control each individual's attitude and behaviour. It is difficult to determine what is right and wrong for a society as a whole. As time changes, values change. Although both education and propaganda use similar techniques such as repetition and variation, they seem to differ in the attempt to control an individual's thought or doing. For instance, education allows one to think for him or herself, as the student has the right to agree or disagree with their professor. Whereas, propaganda does not allow for such intellectuality, "it needs to close decision making by creating a false sense of urgency, false notions of availability, and choice."

Although it may be difficult to draw the line between education and propaganda, it is certainly not impossible. Depending on the circumstances, one has to make a choice to differentiate between education and propaganda. In my opinion, one should go with his or her instincts or gut feelings when making a decision between education and propaganda. As a society, we need to be educated on what propaganda is and how it affects our daily lives. For example, when we see a commercial for Nike shoes, we should think twice before purchasing the shoe. Will it really make you a better basketball player? Will the shoe make you jump higher? Or is it just

marketing for a brand name? Once we are educated and know how to question ourselves before making a purchase of \$150 on a pair of shoes, I think it will become easier to differentiate between right and wrong. Hence, education is needed to understand and be aware of propaganda.

There is so much propaganda present around us that we hardly notice it. Hence, propaganda has permeated all aspects of modern life to such an extent that propaganda has become a part of our daily lives. In our modern day society, by means of such massive advertisement and the rise of technology, we have become more immune to propaganda than ever before. If I had to pick one time or phase of life where propaganda became extremely common in our lives, it would be the September 11th attack on the World Trade Centre. Everyone was glued to his or her television sets to get the latest news, checking out CNN.com on the Internet, or reading newspapers on the subway on their way to work. Although some of the news forecasts conflicted and contradicted, people did not give up and continued listening and believing what they heard. What better example can one give to prove how much we can be drawn into propaganda, as a society? Hence, it is important not to forget our traditional and cultural values when there is propaganda present in our lives.

Reference

Doob, Leonard W. *Public Opinion and Propaganda*. 2nd ed. Connecticut: Archon Books, 1966.

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NEWS FROM AU

Contributed by *The Insider*



'Bug Guy' brings provincial Bug Room to Athabasca

Science Outreach-Athabasca recently hosted a presentation of "Alberta Bugs: The Good, The Bad and the Ugly." Terry Thormin, from the Alberta Provincial Museum's Bug Room spoke on April 8, 2003 in the Nancy Appleby Theatre. He brought along a variety of "friends" from the Provincial Museum, including a preying mantis, an Australian stick bug, tarantulas, a black widow spider and some millipedes. The presentation consisted of a slide presentation with Terry discussing his vast knowledge of Alberta Bugs, and a hands-on display, which was a big hit with kids and parents alike.

Coming soon: Science Outreach-Athabasca proudly presents ... John Acorn, "The Nature Nut" from the Discovery Channel speaking on "A Naturalist in the American Tropics" on Thursday, May 22nd at 7:00 pm in the Nancy Appleby Theatre. Tickets are available from Value Drugs, Rexall Drugs and through Science Outreach-Athabasca at 675-6653. Tickets are selling fast - get yours today!

- submitted by Science Outreach-Athabasca

Facilities Director reveals the origins of humidity



In this first part of a three-part series, Greg Wiens, the Director of Facilities and Services at Athabasca University, takes the time to educate us about what humidity is, and how it is created. Tune into future issues of the Insider to learn about how humidity comes into play in the comfort levels in the halls of Athabasca University.

Most people know that water evaporates to become a mixture of gases and water vapour. We refer to this water in the air as "humidity." The most common term used to express the amount of water in the air is "relative humidity." This value is expressed as a percentage that represents the amount of water in the air relative to the amount of water the air could hold at the same temperature. Relative humidity could range from 0% (dry) to 100% (saturated) at any given temperature. Exceeding 100% humidity will result in water 'falling' out of the air as condensation, rain, hoarfrost or snow – depending on the temperature.

The relationship between air and moisture has been studied for decades. These studies have shown that, at any given barometric pressure, temperature is the key factor in how much water the air can retain. Simply put, warm air can hold more moisture than cold air. Cooling the air will result in a natural increase in its relative humidity. Conversely, warming the air will result in a natural decrease in its relative humidity. This means that, for occupants of the same building receiving ventilation air from the same source, an office kept at 19° C will have a higher relative humidity than one kept at 23° C. This will occur even though the two offices are right beside each other.

Nature is constantly changing outdoor humidity levels that are, for the most part, based on geography, weather and the seasons. This natural outdoor humidity creates the baseline for indoor humidity levels as we heat or cool the air to satisfy our desired comfort range for temperature.

Human beings generate moisture from exhalation and precipitation, cooking, cleaning, watering indoor plants, and so on. We intentionally increase indoor moisture levels by using humidifiers, or decrease them by using

dehumidifiers. Natural ambient levels of relative humidity in Central or Northern Alberta, however, make dehumidification rare.

Relative humidity levels, either inside or outside, are affected by many variables. Personal comfort preferences add the human variable to these constantly changing natural dynamics of temperature and relative humidity.

AU staff discovering benefits of walking



According to Cheryl Wiese and Dianne Smith, bad weather isn't a reason to stay inside. More often than not, these Convocation Office staff members skip their coffee breaks, so they have time to go walking at lunch. Wiese can recall one day in February they went walking - despite the raging snowstorm.

"Everyone was stopping and saying, 'Are you crazy?!' she recalled, adding that she would be crazy to not walk. According to Wiese, walking is a simple way to produce profound physical benefits.

"I've noticed that I can go longer distances in a shorter period of time and my heart doesn't want to pound out of my chest," she said, explaining that the easy exercise also does wonders for her mental clarity. "Walking does rejuvenate me for the afternoon. It does increase my energy and help me get through those gruelling afternoon hours."

Smith echoes this view. She's a self-described "walker from way back," and walks every chance she gets. "You just enjoy the scenery," she explained. "But I find after working inside, if you take that 45 minutes at noon, you come back revitalized."

Smith and Wiese are not the only ones who feel this way. Smith has noticed that there are a number of AU staff members who have discovered the joys and benefits of the mid-day walk, and who regularly head for the roads and trails that surround the campus.

"We go out at different times," Smith said, "but there's staff from Computing and the Info Centre. It depends on the weather."

Governments and health agencies all over the continent are stepping up emphasis on the importance of a healthy lifestyle in the prevention of disease, and walking is touted as a fun and easy way to improve blood and lymph circulation, increase heart rate and burn calories.

Walking is also a "green" way to get around. Each time you walk instead of driving, there is that much less air pollution, and that much more fossil fuel left for future use.

Find out more about the benefits of walking. The Alberta Centre for Healthy Living (ACHL) has devoted a Web-site page to the topic of walking, its benefits and walking culture. It also features links to other health-friendly sites. Click on <http://www.centre4activeliving.ca/Education/Resources/Pedometers.html>

Next month, the Canadian Health Network Web-site will feature an article on walking written by Joanne Gesell, Education Co-ordinator at ACHL. Check out that, and more, at <http://www.canadian-health-network.ca/customtools/homee.html>.

As well this summer, Health Canada and Alberta Community Development are delivering SummerActive, a national six-week campaign geared to promoting physical activity and healthy lifestyles generally. Find out more by logging on to <http://www.summeractive.canoe.ca>.

SCHOLARSHIPS & AWARDS

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

ATHABASCA UNIVERSITY MILDRED ROWE WESTON MEMORIAL SCHOLARSHIP

Value: \$600

DEADLINE: OCTOBER 31, 2003

Administrator: Athabasca University

Notes: Available to Alberta students with an academic standing of 80% or more. Must have completed between three and five courses at Athabasca within the last year. Open to graduates of an Alberta secondary school who have not previously attended a post-secondary institution. Based on academic achievement. Contact for more information.

Contact Information:

Office of the Registrar, 1 University Drive
Athabasca, AB T9S 3A3

Phone: (780) 675-6249

Fax: (780) 675-6174

Toll Free: (800) 788-9041

Web Site: <http://www.athabascau.ca/html/depts/registry/studawrd.htm>

E-mail: auinfo@athabascau.ca

THE KINSMEN AND KINETTES BURSARY (VARIES)

Value: \$1000

DEADLINE: February 1, 2003

Administrator: Kinsmen & Kinette Clubs of Canada

Notes: To be eligible you must be a Canadian citizen or a landed immigrant and plan to register as a full-time student, in September of the upcoming school year, at a recognized University, Community College, Technical Institute or other post-secondary institution for advanced learning. Applications must be submitted to the Kinsmen, Kinette, or Kin Club nearest your permanent residence. Please visit the Web site for more information and club locations.

Contact Information:

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

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

Fax: (519) 650-1091

Web Site: <http://www.bellevillekinsmen.ca/bursary/>

E-mail: bzak@kinclubs.ca

Application Address: <http://www.bellevillekinsmen.ca/bursary/MariyIn-Students/2003HREFApplication.pdf>



T-Shirts all in the wash?

Buy a new one, from AUSU



CONFERENCE CONNECTIONS

Contributed By AU's *The Insider*



- **ICDE World Conference** - 21st annual - June 1-5, 2003 - Hong Kong. **POSTPONED INDEFINATELY** Details: http://www.ouhk.edu.hk/hk2003/e_postpone.html
- **CADE** - June 7-11, 2003 - St. John's, NF. Details: <http://www.cade-aced2003.ca/>
- **"Women and Leadership in Higher Education: How Thick is the Glass Ceiling?"** - International Conference - June 12-14, 2003 - Monterrey, Nuevo León, Mexico. Details: http://www.swaac.ca/Prof_Dev.htm or <http://www.swaac.ca/Regional.htm>
- **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.

OTHER CONFERENCES

- **CAPDHHE [Canadian Association for the Prevention of Discrimination and Harassment in Higher Education]** - To be held in Calgary, October 29 - November 1, 2003. <http://www.capdhhe.org/conference2/index.htm>
- **Teaching In A Digital Age** - the impact of new communication technologies on teaching and pedagogy. l'Université de Montréal. <http://profetic.org:16080/coll2003/> [French only]
- **China Conference 2003** - Edinburgh July 2003. China Conference Info welcomes people from the commercial and educational sector involved in E-Learning, Distance Learning, Training, HR, IT Training, Localisation, ICT or Knowledge Management, to this world first international event. China represents the biggest target market for these sectors ever and is still largely untapped.

Entering the Chinese market place is a complex move. This conference provides a forum on exchange of market information not only on product and service requirements, but on specialist market entrance requirements. If you are working in any of these sectors you should seriously consider entering this event in your diary. The conference will be patronised by professionals from, China, the USA, Europe and Australia and represents the largest collective gathering of these specialists centred around the Chinese market ever!

For more information:

<http://www.chinaconferenceinfo.com>

Know of an educational conference that is not on this list? Contact voice@ausu.org with the details and we'll list it in Conference Connections.

The VOICE
wants your

FICTION

Write:
voice@ausu.org
for information.

Summer Symposium on Health Ethics

Wednesday 6 August 2003
Stollery Executive Development Centre
Business Building, University of Alberta
11211 Saskatchewan Drive
Edmonton, Alberta

The John Dossetor Health Ethics Centre (JDHEC) invites you to attend a one-day symposium on health ethics. This course will offer a series of presentations by JDHEC Faculty that will challenge you to examine and explore the essential place of ethics in health care practice.

Sign Up for:

Full Day Symposium: \$100 + GST
Student/Limited Income \$ 50 + GST for students
Price Includes Lunch

Who should attend?

- Health care professionals
- Administrators
- Students in health sciences, law and humanities
- Ethics committee members

Speakers:

Worried, troubled or anxious? It may be moral distress

Wendy Austin, RN, PhD

This session is an exploration of the distress arising when moral choices in healthcare practice are thwarted by constraints.

Ethics in the Trenches

Paul Byrne, MB, ChB, FRCPC

This session will focus on the practical aspects of clinical ethics consultation and education.

"So you want to do research..."

Glenn Griener, PhD

This session is an outline of the main principles of research ethics and their application to projects ranging from clinical trials to chart reviews.

Bodies Here, There, and Everywhere

Barbara Russell, PhD, MBA

Philosophers and ethicists debate how our bodies impact our individuality and humanity. This session will focus on insights and ideas from this debate that are relevant to providing care for people.

From a Glint in the Eye to Bringing Up Baby: Ethics and Reproduction

Laura Shanner, PhD

This session explores the implications of family relationships in assisted reproduction and pregnancy management.

For more information:

Website www.ualberta.ca/bioethics
Email Dossetor.Centre@ualberta.ca
Phone 780-492-6676

Community Networks Group

To suggest listings for events, conferences, or opportunities in your area, contact voice@ausu.org.

Big Party for Public Education

Sunday June 01, 2003 noon - 4:00 p.m. @ McKernan School, 11330 - 76 Avenue Free ETS Tix. Available

INFO: **444-3749**

E-mail: giantletter@shaw.ca

Dear Edmontonian / Parent,

Parents in Alberta are organizing a Big Party for Education on June 1st at McKernan school field. We wish to celebrate the best of Public education and what it could be. It is also a chance to have some fun with the children and end a difficult year with some happy memories. There will be speakers, games, prizes and community ... and an inspirational gathering to imagine what our educational system could be like, what is good about it, and what need to be changed... Join us! and bring your kids & family along, tell your story, add your voice, celebrate, suggest ...

For further information, please contact:

Tel: **444-3749** / E-mail: giantletter@shaw.ca



WRITE FOR THE VOICE!

Contact The Voice editor at voice@ausu.org for details on writing for The Voice. Provide a sample selection of writing and preferred genre.



CLASSIFIEDS:

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
2nd Floor, 10030-107th Street, Edmonton, AB T5J 3E4
800.788.9041 ext. 3413

Editor In Chief Tamra Ross Low

THE VOICE ONLINE: WWW.AUSU.ORG/VOICE

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