

THE VOICE

MAGAZINE

Vol 11 Issue 29
July 16, 2003

TUTOR DEMANDS

Inconsistent expectations lead students into academic mine-fields

RateMyProfessor.com

Students do the grading

Music Review

Blur's Think Tank an eclectic mix

More graduate profiles...

Plus: Canadian FedWatch!, Flicks & Folios, Dear Sandra, news from AU, and news, announcements and opportunities from your university and beyond.

THE VOICE

Jul 16, 2003

Volume 11, Issue 29

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

TUTOR DEMANDS: VARIATIONS AND FRUSTRATIONS

Wayne E. Benedict

ARTICLES

RateMyProfessors.com - DE students benefit from other's experience

Tamra Ross Low

MUSIC REVIEW: *Thank Tank* by Blur

Karl Low

GOOD CHINA

Debbie Jabbour

COLUMNS

AU PROFILES - Graduate Student Tony Ratcliffe

DEAR SANDRA

FLICKS & FOLIOS - A Knight's Tale

Laura Seymour

CANADIAN FEDWATCH

Karl Low

NEWS AND ANNOUNCEMENTS

SCHOLARSHIP NEWS

FROM AU

CONFERENCE CONNECTIONS

The Insider

NEWS FROM AU - Mystery Of The Rock Revealed; Belland follows heart to end of 42-km run;
AU Copyright Issues Parallel Those Of Other Institutions; New Research Microsite

The Insider

FROM THE READERS

LETTERS TO THE EDITOR

CLASSIFIEDS!

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

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

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



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.

Athabasca University.
The Voice.
Dear Editor,

Re: Assignment Manuals on the Internet

I'd like to see the "Assignment Manuals" for all the AU courses on the Internet. A student can check out the specific assignment requirements, loan materials, and any other information relevant to the student's needs. Most AU Assignment Manuals do arrive in the mail after the student registers, but knowing this information before I register would help me be better organized and prepared. For instance, if I know that an ANTH course requires 12 videos, 6 books, 4000-word research papers and requires 12 hours a week, I can schedule my study and library items accordingly for that period.

Sometimes, all the loan materials are out and the student ends up waiting for months. An approach similar to the informative Center for Psychology website would suffice.

Sincerely
Nimra Ahmed
AU Student

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

The Voice is funded by the
Athabasca University Students'
Union, for the students of Athabasca
university

The Voice is published every
Wednesday in html and pdf format

Contact *The Voice* at:
VOICE@AUSU.ORG

To subscribe for weekly email
reminders as each issue is posted,
see the 'subscribe' link on *The Voice*
front page

www.ausu.org/voice

The Voice does not share its
subscriber list with anyone

Special thanks to Athabasca
University's *The Insider* for its
frequent contributions

© 2003 by The Voice

EDITORIAL PAGES

THIS WEEK

RateMyProfessors.com - It's quickly becoming the most talked about web site for students in the US in Canada. Find out what RateMyProfessors.com can do ease the peer-support drought afflicting distance education students.

Good China - family heirlooms should be for the pleasure of the family.

Review - Think Tank by Blur - Not what you might expect

What's wrong with students' unions?

Before I ran for a position on AUSU council, I began to hear stories of the strife that had rocked the union for years.

Starting with the very first AUSU council in 1993, which fired the entire executive only months into the union's existence, AUSU has been a hotbed of personality conflict, accusations of unethical behavior, and revolving door memberships.

Many reasons have been posited as to why this has occurred - the most common being that our position as a distance university leads to low student interest in the union. This, in turn, leads to a small pool of people willing to be councillors, and very little student input into what the union does.

The reasoning seems sound, but if this were the case AUSU would be the only union which suffered such conflict.

The problem seems endemic to students' unions, however. Just this week, I received a copy of the June 11th issue of the Excalibur - student newspaper of York University, and the front page article - YFS President Deposed (by Aliza Libman and Angie Oliveira) - caught my eye.

York's Students' Council - known as the York Federation of Students (YFS) - consists of a whopping 40 members, (28 voting members) compared to AUSU's maximum of 9 members. Currently, their council has 4 vacant positions, which still leaves 36 members, indicative of a high level of student interest. Nevertheless, on May 28th of this year, YFS voted unanimously to remove their president, Angie Joshi, over accusations that she had missed three meetings without explanation. Two months previous the council initiated impeachment proceedings against their vice-president, Michael Novak, citing "insurance fraud... embezzlement..." and "...deliberately misleading council," but the charges were later dropped and Novak now serves as president in Joshi's place.

Bizarrely, Ms. Joshi claims that she was present at the meetings in question, but did not sign the attendance sheet because she was too busy helping other members. I say that this is bizarre, because it does not seem possible for a council to be in disagreement over whether the president was at the meetings, but YFS seems to have just such a conflict. In fact, the union was not able to present minutes of any of these meetings in question either as evidence at the removal proceedings (which probably makes the whole process illegal), or to the university newspaper on request.

The fact that minutes are not available to students is mentioned as a final note on the last page of the long article, and little weight is given to this matter. YFS says that the minutes are not available due to "audits" that are in progress. This is not an insignificant fact, as the Excalibur article would have us believe. To prevent student members of a student funded organization from viewing minutes is the highest level of irresponsibility and probably grounds for an audit of the proceedings of the entire union. However, the fact that this situation

exists - and that the YFS president was deposed without any evidence being submitted - indicates that students have probably shown little interest in what the union does.

I'm not picking on YFS - lord knows our own union has many skeletons in its closet (although I can't imagine AUSU ever making minutes unavailable on such a lame excuse). I'm interested, though, to understand why the same problems seem to plague so many students' organizations. Certainly there are bylaws and procedures in place which give students and council members power to address these problems, but it seems that there is not enough interest from students to keep their representatives in check.

I suppose this should not surprise me. The students' union situation could easily be considered a microcosm of the larger political situation across Canada. Our municipal, provincial, and federal politicians are responsible for representing the views of their constituents, yet these leaders consistently and openly make policy based on their own biases - without regard for public input - and no one seems too concerned. One current example of this is Alberta Premier Ralph Klein's insistence that he will use the notwithstanding clause of the federal government to allow Alberta to opt-out of any legislation legalizing gay marriages, despite the fact that the majority of Albertans do not appear to support this action. However, Klein feels confident that he can impose his will on this decision, and why shouldn't he? Albertans have shown, again and again, that they won't kick up much of a fuss and that we expect our leaders to do as they choose, not as we want.

This attitude seems to have filtered down from a national consciousness -or unconsciousness - which created hardly a murmur when Brian Mulroney used deeply imbedded constitutional loopholes to stack the senate in his favour, and which said hardly a word when young students in BC were viciously pepper-sprayed for exercising their constitutional rights.

If Canadians are not likely to fight unethical and unconstitutional behavior in our federal government, it seems absurd to expect busy students to expend much energy in watch-dogging their students' organizations.

Given this, you would think that I would support the coming changes in Bill 43, which would allow a university to call for the audit of a students' union without student support. I don't support this, though, for the same reason that I don't support the right of any foreign body - even a coalition of countries - to overthrow an elected government because it's not adequately representing its people. As long as there is a democratic process in place for addressing the concerns of the populace, and as long as the populace has chosen not to exercise that right, then we have to assume that the populace is more or less satisfied with the representation that they receive, or that the quality of that representation is not of significant importance. AU student Arthur Setka said it well in a Letter To The Editor - "You get the government you deserve."

Oddly, I feel much better about our students' union after reading the Excalibur article. AUSU has had a rocky past, but even a cursory glance through the records of the last decade shows a great increase in productivity and student programs under the current council, and while some members have left before the end of their terms (including me), there have been many productive sessions and the group is positive overall. The last council meeting (to be reported on in the next issue) lasted nearly four hours, and while debate was lively, not a single argument or harsh word was heard - a far cry from the apparent bedlam of the YFS.

The problems endemic to students' unions seem to stem from an overall lack of interest in politics in the minds of Canadians and probably all North Americans. One thing I learned from my time on council, however, is just how valuable input from members can be. Far from ignoring the wants and needs of students, AUSU spends many long, long, long (!!) hours trying to come up with ways to get more input, so that they can be sure that programs are addressing your needs. This makes me wonder if a lot of the problems with our larger governments stems from a lack of input from the populace.

One thing I do know, is that when input is sparse, the voice of a single student can carry a lot of weight. After all, it may be all the union has to go off of. If the same is true of our municipal and provincial governments, it seems that it is well worth it to contact your local representatives and make your opinions known. If very few people do so, your opinions may carry a lot of weight.

AUSU THIS MONTH



CHAT WITH AUSU ONLINE

If you have a question for AUSU, or would like to get to know your council, drop by the chat-room [accessible through the 'Message Forums' option on the AUSU home page www.ausu.org. You will need an AUSU web site account.] during one of our chat times and talk live with AUSU council members or your Voice editor. **All times are MST**

Sunday, July 20	6:00 PM	Councillors Nick and Sandra
Wednesday, July 23	9:00 AM	Sandra
Monday, July 28	10:00 AM	Councillor Shirley
Thursday, July 31	4:00 PM	Shirley
Friday, August 1	7:00 PM	Councillor Karl
Saturday, August 2	2:00 PM	Voice Editor Tamra
Tuesday, August 5	2:00 PM	Karl

More chat times to be posted soon...

WATCH YOUR MAILBOX!

The second AUSU newsletter will be arriving in mailboxes this week. Watch for it, and be sure to enter the contest to win great AUSU prizes. An online version will be available shortly.

NEW FEATURED TUTOR ON THE AUSU WEB SITE

Nanci Langford

History and Women's Studies

Nanci Langford is a tutor in History and Women's Studies, currently teaching the six courses that make up the core requirements for a degree in Women's Studies. For the next year, until August 2004 she is also an acting coordinator of Women's Studies. Nanci began her career with Athabasca in 1992...

Read more at: <http://www.ausu.org/tutor/index.php>



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 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, 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 Academic Committee is 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. Contact Tamra at trosslow@ausu.org for more information.

TUTOR DEMANDS: VARIATIONS AND FRUSTRATIONS

By Wayne E. Benedict



I have been taking courses, off and on, through Athabasca University since 1996 and for the most part I love to learn through distance education. In fact, distance education is an old friend of mine. I experienced difficulties in high school due to my own lack of self-discipline and rebellious attitude toward authority figures—teachers in the instant context. With age and maturity I have learned patience, tolerance and respect. The academic challenges that I faced as a youth were not attributable to a lack of ability or intelligence, but they nonetheless resulted in my leaving high school half-way through grade 10. I completed my High School Commercial Upgrading 10-12 through National College's distance education program and found that I easily achieved high marks through non-classroom based self-study. When, in the mid-1990s, I felt the desire to learn again, Athabasca University's distance education was a perfect fit for me.

Interestingly, the greatest frustrations that I face studying through Athabasca are not academic at all, but rather the result of student-tutor relations. These frustrations are markedly different than those I faced as a student in high school relating to my teachers—those were almost all personality conflicts. Conversely, I have yet to work with an AU tutor whose knowledge I didn't respect and whose personality I haven't enjoyed on some level. My frustrations, which are extreme and seem to be growing as I take and complete more courses, find their roots in the marked variations between tutors; specifically their respective preferences and demands on students.

I have been marked down by some tutors for writing paragraphs that are too short, only to be marked down by other tutors for paragraphs that are too long. Some tutors decry my writing as too verbose, while others feel that my writing is succinct and concise. Tutors have demanded more citations to support my assertions, others fewer citations of authorities so as to expand on my own ideas. But the biggest problem that I have with tutor-to-tutor variation is word limits. Some tutors demand strict adherence to the word limits of an assignment, while others are far more concerned with quality than quantity. As one tutor has explained: “Forget the suggested word count. I do not believe in word or page limitations. The suggested word lengths are just that, a suggestion of appropriate length, but to me they represent the antithesis of intelligent writing. I would suggest that you spend your time writing an answer with which you are satisfied and ignore counting words. I'll take it from there.”

Another tutor marked me down for submitting a paper that was too brief, when in fact it was over the stated word limit (granted, the mark was raised when this fact was pointed out). The most recently marked paper that I received had the following comments: “A marvellous analysis... I have little to comment regarding your argument. It is thorough and well-thought out. Well done! ...you clearly have an excellent grasp of the material and a strong mind for this subject. I hope you pursue it more in the future.” But then: “However, I felt I had no choice but to reduce the grade I would have otherwise given due to the excessive length of the paper...” This one was the straw that broke the proverbial camel's back and I felt that I had no choice but to appeal the mark under the University's guidelines (section 12.20 of the university calendar).

The point that I am trying to make here is that there is little, if any, consistency between tutors, which in turn, places the student at a disadvantage going into each and every new course. He or she must learn the niggling preferences of every tutor over again and try to tailor assignments to please them. Marks are lost while adjusting to the new relationship and just as student-tutor relations are getting comfortable, the course is over and a new tutor with different demands is assigned for the next course. To make matters worse, individual preferences are normally communicated as feedback to the first assignments—marks are already lost *before* the preferences are communicated. In fact, I have worked with over a dozen tutors and only one of them sent me preferences and

expectations prior to the course start date. I was very impressed and appreciative of receiving this information unsolicited *and before* any assignments were submitted.

I feel that there should be an attempt made at tutor consistency on the part of the university. Although it wouldn't be easy, policies could be written to at least minimize the impact of these variations. A good start would be the implementation of a policy that would require tutors to send out their individual preferences and expectations to students along with their introduction letter *prior* to the start date of a course. I'd be interested to know whether other AU students are experiencing frustrations due to tutor-to-tutor preferential variations, or whether I am an anomaly in the student-body in this regard. I can be reached at wayneben@telus.net

NOTE: Wayne's appeal was successful and his mark was raised 10% over the original mark, 5% over what the tutor had offered to raise it to.

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.

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!



A new pacemaker implant saved Max's life.

Now he can spend more time with his grandfather.

Please give to the Heart and Stroke Foundation

Call toll free 1 888 HSF INFO (1 888 473 4636)

Visit our web site www.heartandstroke.ca



RateMyProfessors.com HELPS DISTANCE ED STUDENTS BENEFIT FROM OTHER'S EXPERIENCE

by Tamra Ross Low



An advantage of attending a traditional university is the ability to compare notes with other students about which classes to take, where to park, where to find a cheap meal, and most importantly, which professors to study under.

Distance Education (DE) students are therefore disadvantaged in that we must negotiate university without the benefit of much peer support, and often we learn about pitfalls by falling face-first into them [see Wayne Benedict's article this week for just one example of how this happens].

Apparently even students at traditional schools have use for a more sophisticated method of sharing their experiences with others, and thus the web site called TeacherRatings.com was formed.

Now titled RateMyProfessors.com (RMP), the site is built around a very simple survey database where students can rate their professors in terms of their Easiness (how easy is it to score highly in this professor's course), Helpfulness (how willing is the teacher to answer questions and assist you after class), and Clarity (how well the professor explains the materials - arguably the most important factor in selecting an instructor). The latter two items are used to compile an overall numeric score for each rating, which ranges from 1.0-5.0. Easiness is not used in the overall rating because the programmers of RMP recognize that an easy class or professor is not always a good one.

Students may also enter comments to explain their rating or to advise future students on how to succeed in this prof's class.

Tutors who rate the highest are noted as "Hot" by the addition of a red chilli pepper icon below their name. The 'hotness' score is actually meant to be a rating on the prof's physical appeal, but clearly is used by many students to indicate a prof that they really like or respect.

In case you are wondering, Athabasca University is on the list of rateable universities, but so far only 31 AU tutors have been rated, and the majority of those have only received a rating from one student, which makes the results a lot less useful than they could be. There is only one AU tutor who has been rated 5 times - Philosophy 333 tutor Scott Jones - and according to his students, he's hot, hot, hot! From reading his ratings, you can also learn that the textbook for PHIL 333 is terrible [I've taken the course, so I can verify this fact.] This is useful information, but only once there is a larger bank of ratings will AU students really be able to benefit from this site.

One other option for AU students, however, is to look up their tutor's ratings at other schools, since many AU tutors teach at more than one university, as detailed in their tutor introduction letters.

Obviously the best place to find AU specific course ratings information is on the AUSU website course reviews and in the AUSU forums, but RateMyProfessors.com has the benefit of being an impartial third party web site, so students will feel that they can rate their tutors with impunity - an important factor because you can be certain that many professors are less than happy about this type of public comparison method.

In fact, RMP is clearly aware that the site is not making any friends among Canada's academic staff. A recent RMP press release begins: "Professors Beware: Students Are Doing the Grading."

It continues: "Students have turned the tables on their professors at RateMyProfessors.com, the Internet's largest listing of college professor ratings. The free website offers a public review (and sometimes a public flogging) of university professors from across the United States and Canada. Online since 1999, RateMyProfessors now contains over 200,000 ratings for professors from 1700 schools, with hundreds of new ratings added each day."

However, not all profs resent the ratings system, and at least one - George Watson, assistant professor Marshall's University College of Education and Services - feels that profs are partly to blame for the creation of the web site. In a Herald-Dispatch article, Watson states that professors created "this problem by refusing to allow students to view our own student evaluation data."

Watson notes that at his school, "near the end of every semester, students are offered an opportunity to evaluate their instructors by filling out a survey. The survey questions deal with teacher effectiveness, course content and a variety of other academic-oriented topics. Currently, only the instructor and department chairperson view the data."

Athabasca University offers similar course and tutor rating forms, which are viewed by members of the Tutor Services office, and then are used to create aggregate results sheets for tutors.

At Watson's school, "a few years ago, students petitioned to have this data made public to allow students the ability to assess the effectiveness and quality of instructors, and thereby make good choices when picking classes. Our Faculty Senate voted that proposal down."

Students at other schools, including AU, have asked to have such data available to them, or have complained that the university sanctioned ratings forms often 'tip off' professors as to the identity of unhappy students.

Because this important data is not released to students, Watson believes that professors "cannot complain when [students] seek to gather information themselves. If we do not agree with the mechanism they have, maybe we should look again at giving them our evaluation data."

There is justification for students demanding this data. Ours is a free market society, but university is one of few purchases that a person is expected to make without the benefit of research and ratings data to inform their decisions. For many, it is the largest purchase of their lives, with the possible exception of a new home. Students have few means to assess the quality of the service they are purchasing beforehand, as they would with other expensive items like houses, cars, furniture, or computers. Other professional service providers - from landscapers to carpenters, music schools to computer dealers - are subject to ratings by organizations like the Better Business Bureau, and a number of online ratings web sites like BizRate and Epinions.com, while students are asked to make blind choices and hope for the best. There are some structures in place to help disappointed students file complaints after the fact, but this does little to address the concerns of a student who feels she has wasted her money on a confusing course with an unhelpful professor. It is also concerning that a

university has little incentive to remove professors who rate poorly on their internal surveys, since students will be unaware of those ratings and continue enrolling in that professor's classes anyway.

RateMyProfessor.com promises to help students to make informed choices, and use the experience of other students to their advantage.

Contrary to what some expect, RMP is not a free-for-all forum for angry students. In fact, you are warned to keep your comments clean, and that "anything libellous will be deleted." RateMyProfessor also claims that over 60% of their ratings are positive. There is one major point of concern, however:

You do not create an account on RMP to add a professor or to vote. Therefore, anyone can rate a professor multiple times, significantly swaying any result. In fact, any professor could rate his or herself as many times as they liked. RMP has informed me that they do have some structures in place to prevent this, but they are not difficult to work around. However, a more secure system is said to be in the works.

I also find RMPs colour system to be confusing. They use a green smiley face to indicate a mediocre rating, while yellow indicates a good rating and blue is bad. This is in conflict with the coloured smiley faces used on popular ratings sites like Bizrate, where Green is always the best, yellow is mediocre, and red is bad. Somehow green just 'pops out' at me as the most positive result and yellow suggests a merely satisfactory rating.

A problem for AU students, is that RMP assumes that a student can use the information contained within to choose professors who rate highly. Unfortunately, at AU we do not have that option, as tutors are assigned based on availability, and tutor seniority. Many students have complained about this fact, but at this time, we have no say in which tutor we get. Nevertheless, AU students still might find the ratings useful as a way of assessing a tutor prior to a course - and a means of avoiding pitfalls that have stymied other students.

My favourite part of the site is the top 15 funniest ratings. My favourites included: "Miserable professor - I wish I could sum him up without foul language" and "BORING! But I learned there are 137 tiles on the ceiling."

The best, however, is "If I was tested on her family, I would have gotten an A." This flooded me with memories of my grade 10 biology teacher, who among other intimacies, shared a story of when she had to ice her husband's testicles to protect his sperm from the DNA ravaging effects of a high fever... talk about information that I did not need to know!

Check it out RateMyProfessors.com. At the very least, it's sure to be entertaining.

A poster for the AUSU Art Competition. The background is a light green and yellow pattern. The text is in various colors: red, purple, and black. The text reads: "Attention Artists" in large red letters, "AUSU is seeking artwork for the cover of the 2003/04 student planner." in red, "A prize of \$250 is being offered, and your work will be seen by thousands of students." in red, "Entries may include sketches, photos or paintings - be creative!" in red, "Extended Deadline: July 31, 2003" in purple, and "Email entries to ausu@ausu.org" in red.

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!

Extended Deadline: July 31, 2003

Email entries to ausu@ausu.org

Think Tank

Blur

EMI Records

review by Karl Low



I have to admit I'm not terribly familiar with Blur's work, really knowing them only for their two singles that charted in North America, the dance-pop "Girls and Boys" and the harder, anthemic "Song 2" (more commonly known as 'the woo-hoo song'). Given these two tracks as background, I expected this album to be a combination of fast dance, fast rock, and a wealth of solid hooks.

The first track on the disc immediately let my expectations know that they weren't welcome here. *Think Tank* is an album that tells you in no uncertain terms that the boys in Blur are not going to be pigeon-holed any time soon. The album doesn't let itself sit still in any one groove for very long. Starting out with hard edged electric beat-box type of music, even the first track changes into something resembling 80s slow romantic pop. It's an odd mix, but it seems to work.

A good portion of the album is a light romantic pop sound, I suppose "brit-pop" would be the appropriate moniker, but fortunately the boys in Blur break it up with some interesting pieces of electronica that range from grunge to jazz influenced sounds. A bit of the blues, a bit of gospel, a bit of punk, a bit of funk, *Think Tank* takes it all and brings it together with electronic underpinnings that unite what would otherwise be a hugely disparate album.

The weak points of the disc would have to be in those parts where Blur slows down to try to give us more standard romantic fare. It's perfectly passable romantic pop, and as such perfectly forgettable as well. If the band just remembered that their strength lies in their creativity and innovation the album would be a definite must-buy. If all you know of Blur are the same songs that I knew, you'll probably be disappointed. If you're looking for something a little different but at the same time very listenable, you could certainly do worse.

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.



Are you an artist?

AUSU supports
the arts!

AUSU is interested in purchasing original works of art from students for promotional purposes. These promotions may include: gifts from AUSU to graduates at convocation, tokens of appreciation for volunteers, special presentations, etc.

The works of art must:

- be created by an AU student
- have a value range \$0-\$500
- be accessible or easily transportable to Alberta

If you are an artist of any kind who creates a product you feel we would be able to use for such a purpose, contact:

Debbie Jabbour
[djabbour@ausu.org].

Supply a description of the object, a picture if you have it, and its market value.

FROM MY PERSPECTIVE

Good China

By Debbie Jabbour



Do you have a dining cabinet where you keep all your good china? Or perhaps a kitchen cupboard that is designated as a special storage location? I think most of us do, based on a long tradition of keeping one set of dishes and glasses for everyday use by the family, and another for when special visitors arrive.

As a child, I used to peer through my grandmother's dining cabinet at the lovely pieces inside, wishing I was important enough to be able to eat off those plates and drink out of those glasses. But they only came out on very special and rare occasions such as anniversary or holiday celebrations, or if an invited guest came by. As a child I couldn't quite put my finger on why this bothered me, but as an adult I've come to ask the question - why are not your immediate family, the people you love the most, treated as special guests everyday? Should not your time with your family always be a special occasion meriting the use of your very best china, silverware and crystal glasses?

My mother took a slightly different viewpoint of this tradition. Every once in a while she would pull out the lace tablecloth, and set the table with the good dishes for dinner. The first time she did this I was surprised and asked who was coming over. She replied that she just wanted to have a special dinner for the family and thought we deserved to be treated like special guests once in a while. It was a nice gesture that made us feel very special and important, but it felt a bit like play-acting, since we didn't do it very often.

My philosophy, therefore, has always been to treat my family as if they were special guests everyday. I take it another step, and don't differentiate between the good china and my everyday tableware. This is relatively easy, of course, since I don't own very much good china or silverware! I do, however, love crystal glasses and other elegant types of glassware and serving dishes. A few of my dishes are antiques, inherited from my grandmother's china cabinet (unfortunately my sister ended up with the cabinet itself), and although I'd love to use them everyday, wear and tear might result in the loss of these precious items. I do use them on special family occasions. But my crystal glasses and serving dishes are something we use and enjoy everyday, and meals in the dining room with the lace tablecloth are commonplace events.

The down side of this, of course, is that constant use results in breakage and wear. I've gone through several sets of crystal glasses, and my lace tablecloth is becoming frayed around the edge from repeated washings. It's interesting to note, however, that most breakage has not occurred at my children's hands. Even when they were very small they treated these items carefully and respectfully, developing the table manners required of special dinnerware. It has tended to be guests who break glasses or spill drinks all over the lace tablecloth.

Even when things do get damaged, I try to not get too worried about it. I'd rather share with my family the enjoyment of using my special china and glassware whenever we want, rather than reserving them for so-called "special" occasions only. These are only material things, after all, and it is just one small way I can show my family how much I value them and the time we spend together.

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.

AU Profiles:

Here's something a little bit different this week, a graduate student profile. Tony volunteered to be interviewed at the AU Alumni Reception on June 13th, 2003 after receiving his final AU degree, a Masters in Distance Education.

PROFILE OF AU GRADUATE TONY RATCLIFFE BY SANDRA MOORE

Age: 45

Resides in: Edmonton, Alberta

Completed at AU

1. Bachelor of Administration, 1992
2. Advanced Graduate Diploma in Distance Education (Technology), 1999
3. Master of Distance Education, 2002 (December)

As a full-fledged alumnus with 20 1/2 years of AU education under his belt Tony now plans to be active in AU's Alumni Association

Years to complete

1. 13
2. 2
3. 5 1/2



Tony was a police constable when he commenced his Bachelor of Administration. He continued to work on his program as he started his own business. He then spent a number of years employed with the federal and provincial governments. He finished his master's degree (and advanced graduate diploma) about the same time as he has started teaching in the Police and Security Program at Grant MacEwan College. Tony left his full-time employment with the provincial government soon after, giving time for focused studies and part-time teaching. The teaching hours eventually grew, and studies slowed down. Oh, it wasn't the courses--it was the thesis that Tony was determined to complete despite slow progress.

Tony continues to teach in the Police and Security Program at Grant MacEwan College, presently coordinating field placements. He also owns and operates a small business seeking distance education and training opportunities.

Favorite Course:

Adult Learning and Development, in the MDE program, is Tony's favourite. It provided a good grounding for the MDE studies and a very successful outcome convinced Tony that he could handle a master's program.

Favorite Tutor/Professor:

There were so many wonderful tutors and professors that it is too difficult for Tony to name a favourite. He remembers those that went out of their way to provide extra special attention, such as meeting personally to discuss assignments or to attend social functions. In the MDE, daily contact by email or telephone was readily

available if needed. A special recognition must be given to the faculty in the MDE program who continue to contribute so much to the field of distance education, far beyond the AU programs. To the late Professor Dan Coldeway, your contributions will always be remembered by Tony and others.

Advice

Tony thinks it is great that distance education offers flexibility and many opportunities for the programs to follow student needs and time schedules. However, he recommends that students set and abide by a predetermined schedule. It is too easy to procrastinate. Also, Tony wants to point out that so many tutors and professors have so much to share about their subject area, so be sure to engage in conversations with them.

Other comments

Tony knew he would someday have an opportunity to poke a little fun at an administrative boo-boo :-). He thought this question offered the chance. For Convocation 2003, assumingly wanting a little information for the biographies to be read, one unnamed staff member in the President's Office took it upon herself to go further and ask graduands for biological information! She admitted to Tony how red her face was when this slip was identified. Yes, we can have fun at AU--even at a distance.

Congratulations Tony Ratcliffe, B.Admin, MDE

Look for more grad profiles in upcoming Voice issues. If you are an AU grad and you were not interviewed on convocation day, contact voice@ausu.org to be a part of AU profiles. As always, we are seeking undergrads, tutors and staff for profiles as well.

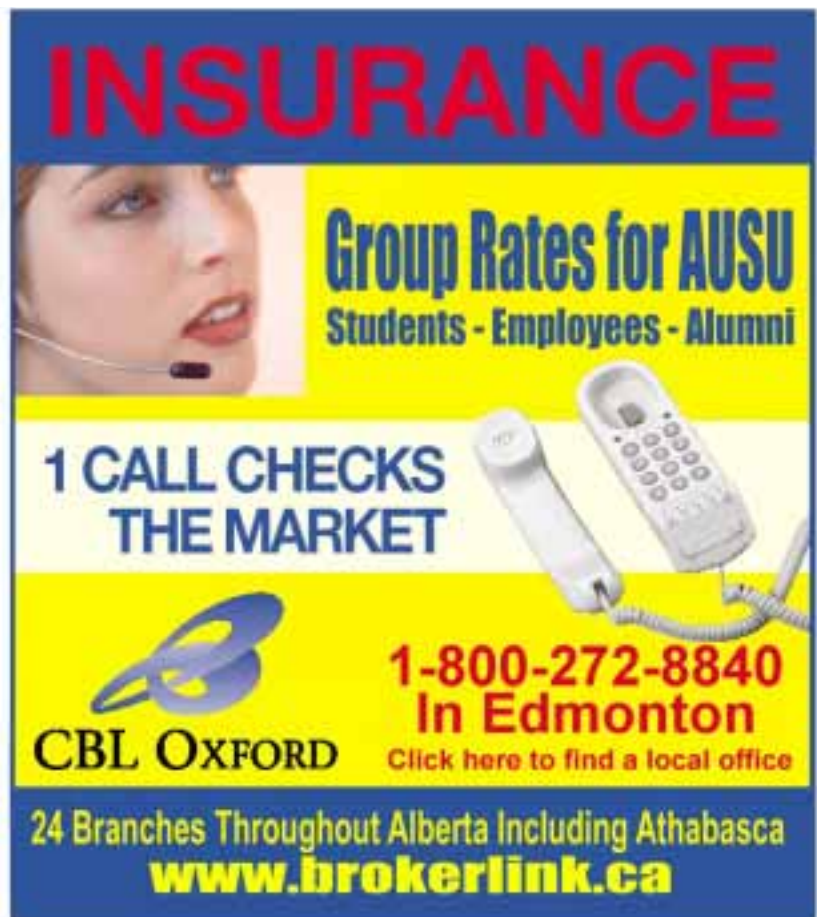


when
People
need an ally ...

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

 CANADIAN
DIABETES
ASSOCIATION


ASSOCIATION
CANADIENNE
DU DIABÈTE



INSURANCE

Group Rates for AUSU
Students - Employees - Alumni

**1 CALL CHECKS
THE MARKET**

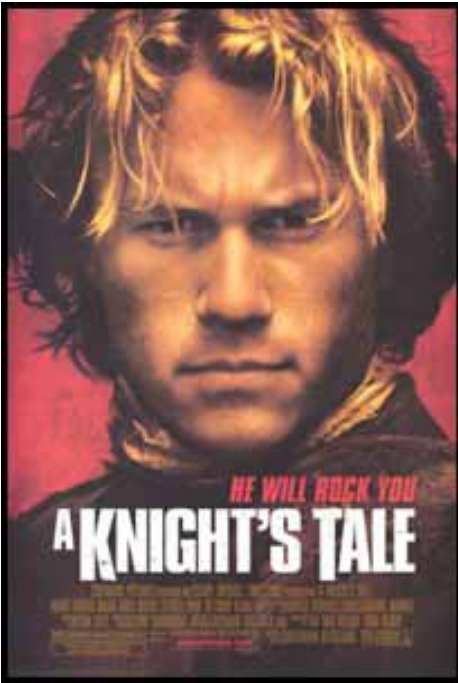
 **1-800-272-8840**
In Edmonton
Click here to find a local office

24 Branches Throughout Alberta Including Athabasca
www.brokerlink.ca



A KNIGHT'S TALE (2001) Film Review

By Laura Seymour



There have been some odd concepts for movies in the past but I am truly shocked at this one. Even more shocking – the unique concept worked for the most part.

I haven't been a huge Heath Ledger fan but I am a fan of Mark Addy (*The Full Monty*) who plays Roland. Heath (as William) is really one of three servants to a knight. Slumped under a tree, the errant knight poses a problem for the three lads.

He is to fight in the local jousting games and he likely won't do very well – since he's dead!

Because the lads are starving they decide that there is only one thing to do...Heath's character William Thatcher steps up to put on the costume and fight in the knight's place. So how is this an odd concept? Well, the jousting match and the entire film is accompanied by modern rock music. For instance the first song at a match is Queen's *We Will Rock You*.

Ummm, I don't think I remember that song in the Middle Ages – but I could be wrong. As a matter of fact I was delighted when a proper dance of the time was being done, but then it bled into a David Bowie hit – *Golden Years*. The dance style changed as the music did. For some reason it worked.

A couple of touching scenes from Thatcher's childhood don't quite work on screen, however. I found I was a bit lost in the time shifts and wondered who the little kid was and why they were in a boat.

As the boys approach more competition they find they require faked paperwork. That is how they meet a nude Geoffrey Chaucer played by Paul Bettany.

Chaucer lost his clothes for being unable to pay his debts in a card game! Unfortunately, Chaucer is portrayed as a gambling addict and wrestling-style announcer at the jousting matches as he introduces his fictitious knight. Chaucer creates useable papers for the boys, saying William is Sir Ulrich von Liechtenstein of Gelderland.

Sir Ulrich meets up with a couple of bad guys played by Rufus Sewell (Count Adhemar), and James Purefoy (Edward, Black Prince of Wales).

Shannyn Sossamon (Jocelyn) is Sir Ulrich's ladylove. He is smitten with her but going nowhere fast! She is a lady of the church and will not, at first, accept the interests of the knight. Of course she *will* accept the advances of one of our bad guys, which is how we hear Sir Ulrich slandered and build up our bad guy's reputation.

Sir Ulrich, of course, has to prove his love for Jocelyn, and to do this she tells him to lose a match. At first he says he can't do that, but as the match begins he throws the event. Soon she signals that he is to recover and win...(women! We do change our minds!).

Sir Ulrich is virtually unbeatable. He has a good chance to win the world matches. Eventually Sir Ulrich's luck runs out and he winds up in a stockade while his helpers wonder if the locals are going to pelt them with tomatoes for hours on end.

It is at that point that we find one of the bad guys (The Black Prince of Wales) finally willing to come forward and admit his being heir to the throne.

The future king is good enough to admit that he and Sir Ulrich are both impostors for their love of the sport. He decrees Sir Ulrich is free and then everyone is happy as he knights him for real.

Anyway, there is brief nudity and a sexual conversation but I wouldn't exactly call this a "spicy" film. It is a good bit of film. I just wouldn't recommend using this film as a reference for any Middle Ages history classes as there are too many liberties taken with the presentation of the time period.

Expect to spend two hours and twenty minutes watching. Check for local showings in Alberta on MovieCentral.ca.

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).





Pensions over Post-Secondary

You would think that in a province where privatization is a holy word, where the government seems to be doing as much as it can to remove as many things from their books in the name of "efficiency" and "simplification" as possible, where the Premier feels comfortable insulting people who are forced to live in homeless shelters, you would think that such a province would certainly not want to be caught increasing the benefits, complexity, and government responsibility for funding of people who may or may not be working, but almost assuredly are not in dire straits.

Yet not only is the Alberta provincial government doing this, it's even announcing this new program. The program is in the pension plan for MLAs who were elected before 1989. Their pensions will now be increased each year by 60% of the cost of inflation. Looking at the article shows that this increase works out to \$31,000 for the rest of this year and part of 2004, and \$140,000 for 2004-2005. It is also expected to increase about 3% every year thereafter.

What is really irksome about this is that it does nothing to benefit anybody except a very select group of Albertans, and was not even in the original contract that MLA's were to receive. How many private companies do you know of that, if they even have a pension plan, would decide to go around increasing it from what was initially agreed upon?

Now turn around and think about what this money could have done if instead it had been applied to a system of post-secondary bursaries for those who needed it? With the Heritage Scholarship now hardly paying for even a single semester's tuition, it is rapidly getting to the point where money is becoming a factor even for the best and brightest of our students. But instead of such a forward thinking strategy, the Klein government is trying to suck up to MLAs who were voted out, or decided not to run anymore.

Incidentally, Premier Klein was first elected as an MLA in 1989. No doubt a number of his colleagues – the very ones who made him the leader of the PC party, were elected before that. Perhaps this is not as far-fetched as it first seems then, after all, Klein has always been big on paying back debts – especially with taxpayer money.

Degrees Up, Doctorates Down

Statistics Canada has released a report on the number and types of degrees that were awarded in 2000. Not surprisingly, the number of bachelor level degrees has increased, as more and more society requires these types of degrees to move ahead. More surprising is that the number of doctorates awarded has gone down. This is especially surprising when you consider the amount of research awards and the emphasis on research funding that has been being pushed by federal and provincial governments.

However, one factor that might play in is that early 2000 was still in the stock-market boom period. Trained people were in very high demand, so high that a simple bachelors was often enough to get you in the door at various companies. With the economy in Canada starting to slow down, people may decide it's time to finish up their schooling, and perhaps look toward research opportunities.

More important than this though is the type of degrees awarded. While there has been an increase in science and engineering degrees, there has also been a drop in humanities and medical degrees. The drop in medical degrees should be seen as especially concerning to both federal and provincial governments, as it seems diseases are coming becoming more rapid and more diverse, with the SARS incident fresh in our minds, and the increase in both West Nile Virus and monkeypox. We need more medical graduates so that we are ready to intercept, study, and prevent future outbreaks of these and other diseases.

One good note to all of this though is that it calms my fears somewhat about how our government seemed to be concentrating far too much on graduate studies as opposed to undergraduate. Seeing that the number of doctorates awarded was in decline in 2000, perhaps I need to wait a while and re-assess my opinion. It could be that graduate funding makes more sense for all of us in the long run.

BC Students to get Log Cabin

Ever on the cutting edge, the province of British Columbia is spending twelve million dollars on a new Health Sciences Centre at the University of Northern British Columbia. The centre will be 4000 square meters and will "showcase the use of wood in construction".

Could someone explain the relevance of that to me? For some reason, the BC government thought it worthwhile to point out that the building would be made of wood. The only thing I can think of is that considerable expense must be being planned for in the creation of this showcase of wood. Of course, opening new spaces for medical students, despite Statistics Canada's report that medical degrees have been declining shows the forethought that seems to be typical of the British Columbia Government, so maybe the log cabin idea is something along these lines.

Personally, I'd suggest they worry about getting people to undertake the medical training before worrying about building a grand log cabin to house them all in.

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.



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.



Dear Sandra,

I would like to apply to some of the advertisements in newspapers and magazines advertising for stay at home workers but how do I know if they are legitimate ads or scam ads?

Looking for Extra Cash in SK

Dear Looking,

Yes, those advertisements sound promising don't they? I looked through a few different magazines and my local newspaper to see advertisements enticing people to work at home assembling products (earrings, buttons, crafts), reading manuscripts or putting together mailing packages earning \$25 per hour to \$2500 weekly! That's a lot of money just for doing low skill jobs at home that could easily be done by minimum wage workers or interns. If it sounds too good to be true, it probably is.

That's not to say that there are not legitimate companies out there looking for stay at home workers. Keep a few things in mind when you reply to these advertisements that are a constant in the help wanted sections of newspapers, magazines, laundry mat bulletin boards and even telephone poles along the highway.

1. If the company asks you to send them a non-refundable deposit to prove that you are a serious at home worker you should never send them money. When you apply for regular jobs do you give a non-refundable deposit? These types of companies are only looking for people to open up their cheque-books, collecting fees from hundreds of people and moving on to another scam.
2. A lot of these companies advertise for stuffing envelopes or stapling booklets but really all they are doing is disguising elaborate pyramid schemes. For those of you who don't know how a pyramid scheme works, it basically can be summed up as; the originator of the scam (the top of the pyramid) gets richer by scamming people who in turn are promised to get richer by scamming those below them.
3. Read between the lines. Why would companies pay people astronomical amounts to stuff envelopes or read manuscripts when they have interns to do it? These companies advertise for people to read manuscripts claiming they can earn up to \$100-\$500 just for reading a book, but in reality it is only a company selling a book or list to those who reply to the ad, listing addresses of publishing companies which are incorrect or were just pulled from the phonebook or internet without the companies' approval.
4. Think of the times. Do you really believe that you can make \$1000 a week making bead earrings or "dough darlings"? Who buys these products? These craft companies state that the products you make must adhere to strict manufacturing guidelines; they have no obligation to pay you for your finished product if the product does not meet their requirements. (Authors' Note: I have made beaded earrings with my 7-year old daughters' bead kit, it is not easy, believe me!)

So, how do you find legitimate companies offering at home employment?

1. Check with your local Better Business Bureau (or the BBB where the company is based) to see if there have been any complaints about the company in question.

2. Check references. Ask the company for contact information on 10-15 former or present participants. Contact as many as you can to get an accurate picture of the company.
3. Ask questions and get the answers in writing. What will I be required to do? What standards must my work meet? Are there any costs (membership fees, supplies or equipment costs)? Do I need to find my own customers? When, how much and by whom will I be paid?

Just keep your eyes, ears and mind open when applying for these types of jobs. Be on your guard and remember people who earn ten grand a month usually have extensive training and education and their services or products justify their income, they are rarely envelope stuffers or beaded earring makers.

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

REBATES ARE COOL

TAKING THE TRAIN JUST GOT COOLER

Get **\$16*** off the purchase of your next VIA Rail Canada ticket when you buy your ISIC — International Student Identity Card.

Show your ISIC card when you buy a VIA Rail ticket and get **35% off** in Economy class, **anytime**.

Show your card to buy VIA 6 PAK — get 3 round-trips for **50% off**!

6 Pak VIA
You get 6 for 1

www.viacampus.ca
Your new student travel community

STUDENT
International Student Identity Card
University of Phoenix
14000 72879

VIA
VIA Rail Canada
1 888 VIA-RAIL
*Valid until December 31, 2009.
** Trademark owned by VIA Rail Canada Inc.

TRAVEL CUTS

Mystery Of The Rock Revealed

Science Outreach - Athabasca has shed some light on the origins of a rock mounted on a concrete pedestal just east of Athabasca University's headquarters. The large spherical rock has remained a sheltered and mysterious occupant on University grounds - until now.

Recently, Science Outreach - Athabasca created and erected a plaque that celebrates and explains the origins of the curious formation. Nearly 1.5 m in diameter, the rock is embedded with many clam and snail fossils from critters that lived 100-166 million years ago - when Alberta was covered by an ocean.

The plaque explains that Bertram and Blanche Watson discovered the rock on their farm several years ago, and donated it to Athabasca University for the public to enjoy. Bruno Wiskel delivered it.

Members of Science Outreach - Athabasca also thank Don Kvill who helped with the written description, and Athabasca University Facilities staff who built the shed and mounted the plaque.

Belland follows heart to end of 42-km run



Some might call her crazy, but you have to admire her fortitude.

AU Public Affairs' own Nicole Belland ran Edmonton's Twilight Marathon - all 42 km - on June 21, just because. Five hours, 45 minutes and 44 seconds later, an elated Belland burst past the run's finish line feeling "absolutely awesome, euphoric, excited."

"There's just something about being out there, going through the range of thoughts and emotions," Belland said, admitting that there were tough moments along the route.

"But never once did I think I couldn't do it," she said. "That leaves too much of a window for negativity. You just keep running."

Belland, who spends a great deal of time playing sports, began training for the event just three weeks before. Her "grueling" regimen comprised running four practice runs: one six-km, a ten-km and two 20-km runs.

She feels strongly that people need to conquer the inner voices that prevent them following their hearts and dreams.

"You can truly do anything you set your mind to," she said. "Just do it."

AU Copyright Issues Parallel Those Of Other Institutions



There was a time when western Canadian copyright officers were relegated to the periphery of literary conferences. Faced with workshops that only related to them indirectly, these copyright officers would seek each other out to discuss burning copyright issues.

That's all changed, thanks in part to AU Copyright Officer Lori-Ann Claerhout. Claerhout was one of three key planners of a western Canadian copyright conference held recently at The Banff Centre. The informal event brought together copyright officers from post-secondary institutions, libraries, and bookstores all over the region to discuss copyright laws and realities in Canada.

Claerhout says she came away from the discussion sessions feeling encouraged. "I found that the things we're struggling with, the rest of Western Canada is struggling with," she noted, pointing out examples of issues such as the need to expedite permission to put material online.

"We're all in the same boat," she said. "It's not unique. The rules that course coordinators have to follow aren't specific to Athabasca University. (Copyright) is not a simple procedure anywhere because we're all dealing with issues."

In fact, Claerhout said, Athabasca University has an advantage over many institutions that have only recently opened copyright offices.

"I found (at AU) we have a lot of background, 30 years of files to draw from. Basically, at AU and Open Learning Agency, our offices had been in situations that others had been asking about."

Besides an annual conference devoted to copyright issues, Claerhout also came away from the experience with more resources to apply to her work at Athabasca University. She has set up an online discussion board, and conference participants regularly contact each other with questions.

"I think I have a great pool of people to get information from, or bounce ideas off of," Claerhout said.

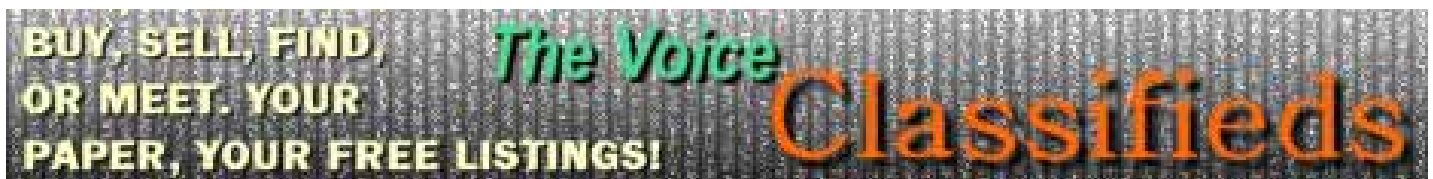


New Research Microsite

Convocation coordinator Ann Humphries can't help but be impressed by the Athabasca University Research Centre's new micro-site.

And it's so easy to find.

<http://www.athabascau.ca/research>



SCHOLARSHIPS & AWARDS

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



CIPS NATIONAL AWARDS OF ACHIEVEMENT

Value: \$1500/\$2500

DEADLINE: n/s

Administrator: Canadian Information Processing Society

Notes: Awarded to students of Computer and Information Science, entering or in their second year of study. One \$1500 scholarship available to an applicant from a Canadian college or university. One \$2500 scholarship available to an applicant from CIPS-accredited college, university or MIS degree programs. Please see Web site for more information.

Contact Information:

CIPS Awards of Achievement
2800 Skymark Ave., Suite 402
Mississauga, Ontario L4W 5A6

Web Site: <http://www.cips.ca/students/scholarships>

EDSF SCHOLARSHIPS

Value: \$2000

DEADLINE: n/s

Administrator: Electronic Document Systems Foundation

Notes: Must be entering or in third year of study in a Computer & Information Science program, with an academic average of 70%. Please visit the Web site for more information.

Contact Information:

EDSF
24238 Hawthorne Blvd.
Torrance, California
United States 90505-6505

Phone: 310-541-1481
Fax: 310-541-4803
Web Site: <http://www.EDSF.org>
E-mail: info@edsf.org
Application Address:
<http://www.EDSF.org/scholarships.htm>

NEW YORK TIMES-GASPESIA SCHOLARSHIP

Value: \$1000

DEADLINE: n/s

Administrator: University of New Brunswick

Notes: The Scholarship is available for study in any recognized Canadian university. Basis for selection will be scholastic standing, financial need, extra-curricular activities and personal interviews. The winners will be assured of summer employment during the years they are in receipt of the scholarship.

Contact Information:

Financial Services
8 Bailey Drive, P.O. Box 4400
Fredericton, New Brunswick E3B 5A3

Phone: 506-453-4624
Fax: 506-453-4572
Web Site: <http://www.unb.ca/>
E-mail: finserve@unb.ca

CONFERENCE CONNECTIONS

Contributed By AU's *The Insider*



- **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>

Summer Symposium on Health Ethics

Wednesday 6 August 2003

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.

For more information:

Website www.ualberta.ca/bioethics

Email Dossetor.Centre@ualberta.ca

Phone 780-492-6676

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.



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

The Voice is funded by the Athabasca University Students' Union, for the students of Athabasca university

The Voice is published every Wednesday in html and pdf format

Contact *The Voice* at: **VOICE@AUSU.ORG**

To subscribe for weekly email reminders as each issue is posted, see the 'subscribe' link on *The Voice* front page
www.ausu.org/voice

The Voice does not share its subscriber list with anyone

Special thanks to Athabasca University's *The Insider* for its frequent contributions
© 2003 by The Voice