

# THE VOICE

## MAGAZINE

Vol 11 Issue 48  
November 26, 2003

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**CLASSIFIEDS!**



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

Somebody has to do something, and it's just incredibly pathetic that it has to be us.

Jerry Garcia  
(of the Grateful Dead)

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## THE VOICE

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**Editor In Chief** Tamra Ross Low

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**THE VOICE ONLINE:**  
**[WWW.AUSU.ORG/VOICE](http://WWW.AUSU.ORG/VOICE)**

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# ANNUAL READER SURVEY

## **This week The Voice launches its first Annual Reader Survey in years!**

Your input is vital to help the Voice maintain relevance to its diverse audience, and it is also necessary in order to show that The Voice is read and enjoyed by AU students.

At this time, we have no demographics on Voice readers. In order to ensure that the Voice continues to be funded as a priority project of the students' union, we need to show that reader interest is high, and that The Voice is a valuable use of your students' union fees.

And if you happen to feel that this magazine is not money well spent, tell us why!

I am hoping that every Voice reader - be they AU students, staff or faculty - will take a moment to at least fill out the first page of the survey, so that we can establish our reader numbers and demographics. I have not made any field on the survey required, so you can skip items if you like (though you have to go through to the last page in order to submit your form, and you must fill out the first page to be entered in the contest). Please feel free to be as verbose as you like - there is no such thing as too much feedback! The survey will run until November 30th.

Because there are many questions on this survey, I've arranged for some terrific prizes to be given to the first 12 entrants drawn from the names of all respondents.

The first two names drawn will win a fabulous Voice fleece jacket, and the next 10 will receive Voice logo mugs. These soft, thick fleece zip jackets are special Voice purchases, and they only come in the moss-green/navy combination, with a navy embroidered Voice logo. They come in roomy small, medium and large sizes. The mugs are dishwasher safe white ceramic, with the Voice logo on both sides. Sorry, Voice writers are not eligible for prizes, and only AU students may win the jackets.

Click here to fill out the survey: <http://www.ausu.org/voice/annualsurvey/>







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# EDITORIAL PAGES

## THIS WEEK

**NEW HORIZONS....A NEW ATHABASCA COURSE LAUNCHED!** - ORGB 300 is a new course from AU's school of business. Learn about this course's innovative learning features.

**IT'S BECAUSE HE LOVES ME** - Amanda Stamp, and what her case tells us about the value of Canadian laws that are supposed to protect women.

**VOICE CONTENT WINNERS ANNOUNCED** - Read the winning entries in this issue

## Have you filled out the Annual Reader Survey?

This is the last week to have your voice heard! Be counted as a Voice reader, and you might win a prize!

## Nominate articles for Best of The Voice

Do you have a favourite Voice article that was published in 2003? If so, send your pick to [voice@ausu.org](mailto:voice@ausu.org). It might be included in a year-end Best of the Voice issue, or in an upcoming mini-print issue.

## "Bill 43 sends a powerful message about Campus Alberta," says Minister Oberg

Monday I awoke a little too late, prepared to begin hashing together another edition of this magazine. I had a committee meeting at 6:30, but the rest of my day was clear sailing. It was going to be a treat, compared to the day before, when I endured a marathon twelve hour session finishing up my next-to-final assignment for PSYC 343 (great course, but if you plan to take it, make sure you set aside plenty of time!).

Nothing ever goes as you planned it, though. At 10:30 I received a call from the office informing me that the office of the Alberta learning minister had just called to invite me to a telephone press scrum with the minister at 12:30. So much for preparation time!

I'm not going to complain, though. This is the first time the minister's office has directly invited *The Voice* to a press session such as this, and having the opportunity to question the minister on educational issues in the presence of other members of the Alberta university press was a unique and much-appreciated opportunity. So, I did some quick research, called in, and hastily composed some questions while waiting on the phone line for the question period to begin.

I had anticipated that many journalists would be ahead of the curve, asking questions about the brand new amendments to the proposed education Bill 43 in response to dialogues between the minister's office and the Alberta students' associations. Instead, many of the questions seemed to focus on the most basic aspects of the bill, which had been made public many months before. Inquiries centered around such issues as "why was Bill 43 drafted in the first place, " "is there really still a cap on tuition fees, if institutions have the ability to raise fees beyond the cap," and "why does the new bill grant the government the ability to investigate the financial practices of student's organizations." Oberg answered all of these questions succinctly, showing that he's had plenty of practice honing his replies to these basic queries.

They were all important questions, but ones which have already been widely discussed. The more recent amendments to the proposed bill, however, were hardly touched upon. The experience made me realize that AUSU's close relationship with CAUS (the Council of Alberta University Students) has probably made our students more aware of the implications of Bill 43, and perhaps we began delving in to the bill at an earlier stage than other schools. AUSU VP External Shirley Barg is also chair of the CAUS organization, and the primary focus of CAUS for many months has been the proposed new education bill.

Supporting my perception that some schools are only beginning to delve into the ramifications of this bill, was a question to Minister Oberg asking if he was surprised by the controversy around the bill. His response was that he was surprised more by the length of time it took for student's organizations to begin bringing forth concerns about the bill.

So, many of the questions Minister Oberg answered weren't new, but they are worth repeating as many students are only beginning to become aware of the new bill and how it might affect their educations.

To begin, Minister Oberg confirmed that once an institution reaches the 30% cap for income from tuition, the institution can then apply to increase tuition by 2% plus CPI. He also stated that this provision was put in place to assist the institutions within Alberta that are already operating at the level of the cap due to a decrease in operating expenditures (AU is presumably among these). The Minister said that he's concerned that without the provision to increase tuition beyond the cap, some universities might have to increase their expenditures in order to increase the amount of money they can collect from tuition, and that this would be "counter-productive spending of tax payer's dollars."

When asked why Alberta drafted the new bill, Minister Oberg replied that "one of the reasons why was so that colleges and technical schools would have the ability to give degrees." He also stated that combining all of the existing education bills into one piece of legislation sends the message that all colleges and universities in the province are working together and are "all equally as important as one another." This sends a very "powerful message about Campus Alberta," said the Minister.

It has recently been clarified that the limits on how much tuition can be raised each year will also apply to AU's course materials fees in such a way that AU will not be able to raise the materials fee by a percentage higher than that by which tuition is raised. This addresses a major concern of AU students, which has been that if AU cannot get enough money by raising tuition, the course materials fee could be raised inordinately to offset this. This is not a baseless concern. In fact, this past year tuition was increased by 7.3%, but the course materials fee rose by 14%. However, what was not clear is how the current AU differential fee for out of province students would be affected by this legislation. I asked Dr. Oberg if the differential fee would be regulated within the bill.

"There is no cap on the out of province differential fee, that's purely up to them [AU]. This legislation only applies to Alberta students," replied the Minister.

The next question was a source of some amusement. You see, Minister Oberg has been chided many times for neglecting to remember AU when he's speaking about Alberta's post secondary schools. Last year he referred to the "three" universities in Alberta, when AU, of course, makes four. The Minister seems to have taken these criticisms seriously.

When a journalist asked about how the new bill would affect the value of degrees from different universities in Alberta, she referred to students who graduate from schools like Edmonton's Grant MacEwan College, Athabasca or "any of the other smaller schools..."

"Be careful," the Minister interjected, "Athabasca is almost bigger than the U of A."

As heartening as this might be, however, Dr. Oberg still continually refers to AU as the "University of Athabasca." I'm tempted to start referring to the other Alberta Universities as "Calgary University," "Alberta University," and "Lethbridge University" when speaking to the Minister, to see if he corrects me. Which is not to imply that I chat with him often...

I had an opportunity during the session to ask if tuition fees continue to rise, is Alberta prepared to raise the maximum student loans amount to reflect the real cost of tuition. Dr. Oberg responded that the loans amount does typically rise to match tuition increases and the amount allowed for living costs rises each year by the rate of inflation.

Unfortunately, this did not address my question. It is true that each year the amount which a student can apply for per semester does increase, however, the maximum lifetime loans limit does not increase. Therefore, as the yearly limits increase, the effective duration of student loans decreases, and what was once enough money to fund four years of tuition and living allowance now covers less than three years. There are no indications at this time that the lifetime limit will begin to raise on a scale reflective of the actual cost of completing a four year degree.

Regarding the portion of Bill 43 that allows the government to investigate a students' association in case of financial irregularities, Dr. Oberg revealed that this provision was in response to "two cases at colleges in Alberta over the last fifteen years where students' associations have absconded with the money" and he said that the new provisions were put in as failsafe mechanisms at the request of those schools.

I asked Dr. Oberg how this provision was any different from the government becoming a watchdog for any type of union, including labour unions. The Minister replied that other branches of government monitor labour unions, which must adhere to "strict monetary rules." I asked if the provision in bill 43 is similar to the one that labour unions are bound by, to which Dr. Oberg replied: "No, it isn't. This is purely that if there are any financial irregularities that become apparent then we can take a look at it, is quite simply what it is. This is probably the least invasive of any process that is involved, for example, in government we go through the Auditor General and all sorts of different counter-measures. In students' associations those counter-measures aren't necessarily there."

I also wanted to know "what percentage of the universities' operating costs Alberta is prepared to contribute, and ... if student tuition does rise above that 30% cap, is Alberta prepared to match that sort of contribution with a similar government contribution to the schools?"

"The government contribution has been going up," replied the Minister. Last year there was between eight and nine percent put into post-secondary institutions around the province, so it has actually kept pace and indeed has probably gone up more so than students' contributions."

I asked again what percentage of the universities' total operating expenditures the government's contribution represents, however, Dr. Oberg did not supply a figure for this contribution and explained instead that the students' contribution is unlikely to actually reach 30%.

The reality is to the contrary. I found these figures from AU's annual reports:

**For 2001 & 2002:**

Government contribution: 36.2% 2001 & 36.0% for 2002

Undergraduate contribution: 31.5% for 2001 & 32.3% for 2002

Graduate contribution: 16.6% for 2001 & 17.2% for 2002

Total student contribution: 47.5% for 2001 & 49.5% for 2002.

<http://www.athabascau.ca/report2002/operat.htm>

**For 2003:**

"Very significantly, 2002-2003 was the first year that undergraduate student fees exceeded Province of Alberta grants" (p. 56)

Province of Alberta Grants totalled 20,758 million. (33.6% of revenue)

Undergraduate tuition totalled 20,897 million. (33.8% of revenue) (p.62.)

<http://www.athabascau.ca/report2003/report2003.pdf>

These figures may clarify why the government is not prepared to discuss government contributions to the universities in terms of the percentage of operating expenditures.



Another issue touched up is Alberta's commitment to the promotion of distance learning. In response to a question about the accreditation process outlined in bill 43, Minister Oberg commented that he is concerned that the rural colleges in Alberta are unable to grant degrees, and therefore students who want degrees are forced to travel to "Calgary, Edmonton or Lethbridge" in order to get a degree.

"I'm curious about something you said a few minutes ago," I later asked. "You had mentioned that you have concerns that many of the rural institutions in Alberta cannot grant degrees, and that students from these areas generally have to go to Calgary, Edmonton or Lethbridge to study. Obviously this completely neglects the fact that Athabasca University grants masters and bachelors degrees and that people anywhere in Alberta can attend. It seems to go along with a lot of the complaints of distance education students, that Alberta really doesn't recognize Athabasca University."

"I disagree completely," replied the Minister. "Athabasca University is something that is an incredibly important part... We are recognized world wide for our distance learning, and I talk often about it. I think you know as well that there are a lot of people that do not necessarily want distance learning, that they would sooner have the learning in the classroom in the typical university environment. So absolutely you can receive a degree by University of Athabasca, but there is a percentage of people that would much sooner have the teacher in the classroom. The idea behind University of Athabasca is to provide an alternative to the initial learning that is out there right now..."

Minister Oberg closed by responding to a question about why there are so many "misconceptions" about Bill 43. He commented that there has been a great deal of misinformation about the bill, even after changes were made at the request of students' organizations, and that there has been a misconception that the initial draft of the bill was intended to be passed as is. On the contrary, the minister explained, the plan from the beginning was to put the initial draft out in order to provide a starting point for discussions between the ministry and students' organizations.

He stated that it is the responsibility of the students' organizations "provide the honest responses to their constituents, which are the students." He noted that in Alberta his office has had an excellent relationship with students' associations, which is something he would like to see continue.

It is clear that students' organizations and the Learning Ministry have a very different view of many aspects of Bill 43, and that these differences are unlikely to be entirely resolved. However, I have also noticed a propensity from some students' groups to scoff at many of the concessions and comments of the Minister, which may be a valid response, but which make it difficult to determine if these responses are considered ones, or if there is a knee-jerk reaction occurring. There is still much more to be learned about the larger implications of the proposed education bill and how it will affect students.

Much of the concern is not based on what the bill will directly cause to happen, but the loopholes that are left which may allow universities to take unfair advantage of students who are in many ways consumers with very little power, due to a lack of competition in the education market. When every school is full, competition is not a relevant market factor.

**Tamra Ross Low - Editor in Chief**



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# Digital Reading Room

Digital Reading File

■ PROGRAM LINK

■ COURSE LINK

■ OTHER RESOURCES

■ INDEX OF DIGITAL  
READING FILES

## ORGB 300: ORGANIZATIONAL CULTURE

| [Lesson 1](#) | [Lesson 2](#) | [Lesson 3](#) | [Lesson 4](#) | [Lesson 5](#) | [Lesson 6](#) |  
[Lesson 7](#) | [Lesson 8](#) | [Lesson 9](#) | [Show All Lessons](#) |

### NEW HORIZONS....A NEW ATHABASCA COURSE LAUNCHED!

**Katie Patrick**

#### *ORGB 300 is the future of distance learning*

Athabasca University's School of Business has done it again! They've just released an exciting NEW organizational behaviour (ORGB) course that incorporates innovative online technology with the course content, creating the perfect learning atmosphere for you, the distance ed student.

Organizational Culture (ORGB 300), discusses, as its name implies, the cultural aspects of organizations and workplaces across North America. Its first section, consisting of 5 lessons, offers a detailed overview of organizational culture as students study the concept of "culture" and how it can, and currently does, affect those in the workforce. These 5 lessons include thought-provoking topics such as "The Substance of Organizational Culture," "Cultural Forms," "Organizational Passages and Cultural Continuity," and "Subcultures within Organizations."

The second part of the course, comprising 4 lessons, delves into the practical side of organizational culture. This part details relevant topics such as leadership, power, motivation and decision-making, ethics, socialization, and communication—in lessons entitled "The Influence of Culture on Motivation and Decision Making" and "Power, Stratification, and Mobility." Even better, these topics are illustrated at large with current news-related examples to enrich your learning experience and encourage you to think about a wide variety of practical applications for information presented in the course. Neither is the course content lacking in a lighter side; in fact, humour "a la Dilbert" has been added to guarantee a fun-filled learning experience!

Besides its well thought-out course content, this Organizational Culture course maximizes your learning potential by incorporating new technology into the learning materials in the form of a Digital Reading Room (DRR). This "bonus" feature can be compared to an online anthology of readings. The Digital Reading Room's articles for Organizational Culture illustrate the concepts taught in this course, and are considered part of the coursework, since your grades will partly hinge on the information presented in them. Another feature of the Digital Reading Room is that it allows the course professor to continually update the articles—thus providing you with articles that reflect current world issues, in addition to being relevant to the course content. You'll have an abundance of real-life situations, all course-related, at your fingertips! Is your curiosity about the Digital Reading Room piqued? If so, you can "sneak preview" ORGB 300's Digital Reading Room online at: <http://library.athabascau.ca/drr/orgb.php?id=100> to gain insights into this unique learning tool.

The author of Organizational Culture, Claude Dupuis, has an impressive educational and faculty-related background. After receiving his Bachelor of Commerce (with distinction) from the University of Calgary, Claude Dupuis gained his Master of Industrial Relations at Queen's University. He has been quoted in a wide variety of publications, many of which deal with Organizational Behaviour. Additionally, Claude Dupuis is a member of several professional associations, including the Beta Gamma Sigma Honor Society and the Human Resources Institute of Alberta; in 1999 he received the "Teacher of the Year" award for teaching excellence

from the University of Calgary's Engineering Student's Society. Currently a member of Athabasca University's School of Business, he is active in the following Athabasca courses that deal with Organizational Behaviour: ORGB 319 (Motivation and Productivity), ORGB 327 (Leadership in Organizations), ORGB 364 (Organizational Behaviour) and, of course, his latest "invention," Organizational Culture (ORGB 300). For more information on the course professor Claude Dupuis, you can check out: <http://www.athabascau.ca/html/staff/academic/ccas/clauded.htm>

Organizational Culture's marking scheme is student-friendly; your grades are determined through 3 assignments, each of which are worth 25%, and one exam (final) that counts for 25% of the your final mark. Enrolling in the course, which falls in the broad Applied Studies category, is also easy; there are no prerequisites required. In addition, Organizational Culture is conveniently available for you to take either online or in print—it's up to you. Prepare to enroll in Organizational Behaviour (ORGB 300) for an exciting learning experience!

To view the course syllabi for Organizational Culture (ORGB 300), visit: <http://www.athabascau.ca/html/syllabi/orgb/orgb300.htm>

## VOICE MERCHANDIZE INTRODUCTORY SPECIALS!



The same Voice mugs and fleece jackets that you have seen pictured as prizes on the Annual Reader Survey page, are also for sale at great introductory prices.

Own your own Voice logo merchandize, and let everyone know that you are a student of Canada's premier distance education provider!

The Voice coffee mug is a white fired ceramic with a two colour Voice logo on both sides.

The Voice logo fleece jacket is soft, cozy arctic fleece in moss green with navy trim and a matching navy embroidered Voice logo on the breast. It features a full zip front, slash pockets, and a drawstring waist cord. Worn alone, it's perfect for spring and fall, and with a wind breaker on top, it's a light, cozy winter jacket.

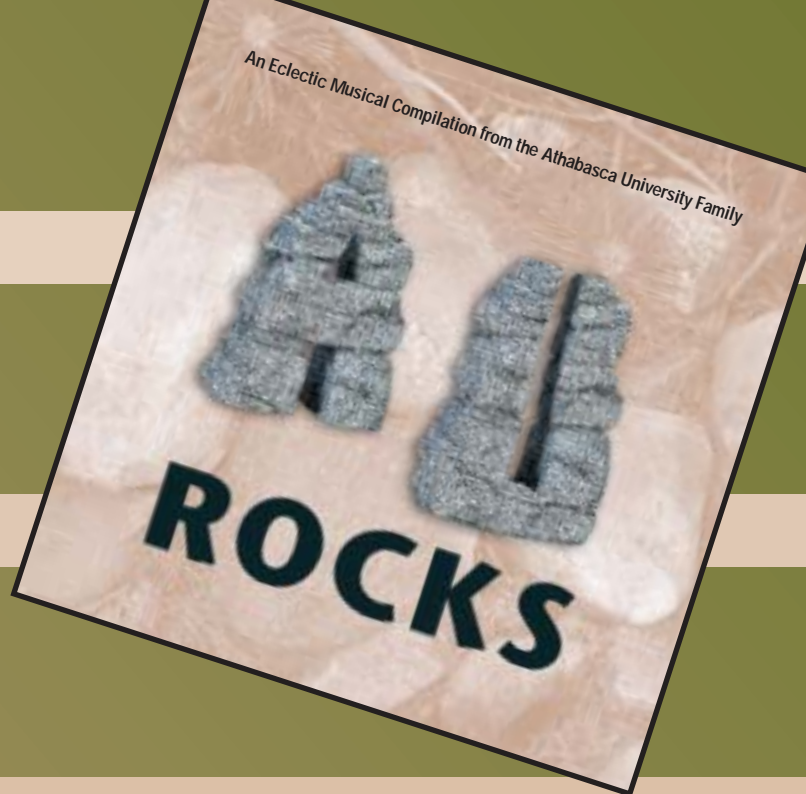
Because these jackets are a special purchase, we only have the one colour combination, but they are available in roomy small, medium and large sizes. Don't delay, quantities are very limited.

Mugs are just \$8 each, and the jackets are \$35 each until the end of January. Contact [voice@ausu.org](mailto:voice@ausu.org) for information on shipping costs and for ordering information.





# Get Your AU ROCKS CD Today!



## Andy deLorme

AU staffer, Andy, writes and performs gentle folk ballads accented by subtle harmonies and intricate harmonica lines.  
*Contact: andyd@athabascau.ca*



## Erin Sullivan

Erin, an AU Student, provides vocals for the group, *The George Bushes*. This group is noted for its innovative songwriting, crisp harmonies and high-energy performances. *Contact: thegeorgebushes@yahoo.com*

## Dave Brundage

*Confluence*, the versatile Edmonton-based group builds upon the guitar, songwriting and singing talent of English department stalwart Dave Brundage.  
*Contact: hall4@telusplanet.net, http://www.confluencemusic.ca*



## Steve Boddington

History Coordinator, Steve Boddington contributes lead guitar, songwriting, and vocal talent to *Hot Cottage* - one of Edmonton's oldest and best-loved blues and boogie bands.  
*Contact: cottage@powersurfr.com*

## Dean Foster

Teacher, singer, musician and songwriter, Dean contributes two polished country rock ballads to this collection. Dean is a student in the MDDE program and is the husband to AU Public Affairs staff Omella Foster. *Contact: omellaf@athabascau.ca*



## Terry Taylor

Terry writes, performs and records music as a hobby. He plays guitar, resophonic guitar, mandolin, bass, and keyboards and is joined by his wife on vocals. Terry tutors for the Centre for Computing and Information Systems and the School of Business. *Contact: budby@shaw.ca*

## Dirk Heydemann

Dirk contributes as a songwriter and guitarist to this Nanaimo-based group, *Amoral Minority*, whose sound is reminiscent of the Doors, The Tragically Hip, and Tea Party. He is the brother of AU Learning Services Outreach Coordinator Angela Heydemann.  
*Contact: dirk@heydemannphoto.com*



## Sean Fulton

Sean has been studying, performing and composing music for many years, and currently applies his talents as a composer and piano/keyboard player to a variety of projects including traditional Jazz, Latin, and Hip Hop. Sean is the son of AU English tutor, Seaneen O'Rourke.  
*Contact: seanfultone@yahoo.ca*

Thank you to the Athabasca University musicians who conceived and developed this project.

Proceeds from CD sales will be donated to Athabasca University scholarships.

Pick up your copy at Public Affairs and Communications in Athabasca or an order form is available at [www.athabascau.ca/aurocks](http://www.athabascau.ca/aurocks)

Price: \$12 (If CD requires mailing a \$2 shipping and handling charge will be added).



Amanda Stamp was dragged kicking and screaming at knifepoint from her apartment in Richmond Hill, Ontario on November 13. The perpetrator is her ex-boyfriend. The same ex-boyfriend who abducted her seven week old baby in April, 2003. The same ex-boyfriend who was released from a Niagara detention center despite an outstanding warrant for his arrest (the warrant was for uttering death threats to Amanda Stamp). A mere few hours after his mistaken release, Amanda's life became in danger and she spent more than three days held hostage by the man she had a child with. On November 19, Amanda's quick thinking had perhaps saved her life. She had a cell phone hidden from her assailant and used that to call 911 which led to her rescue (for the full story go to [www.globeandmail.com](http://www.globeandmail.com)). The emotional trauma she has endured will be with her for the rest of her life. May Amanda find peace after this experience. As for her captor, may God have mercy on his soul and may the justice system none at all.

Domestic violence and stalker laws have come a long way yet they still have more to do. To put this in perspective let's take a look at the *Criminal Code of Canada*. There are no specific laws against harming a family member but rather they are under the general headings like assault. Some of the things that an abuser can be charged with are: assault, assault causing bodily harm, sexual assault, sexual assault causing bodily harm, sexual assault with a weapon, criminal harassment (also known as stalking), uttering threats, mischief, intimidation, forcible confinement, attempted murder, and murder (please see the link <http://www.violetnet.org/info/imp-1.htm> for more information on these charges or visit <http://canada.justice.gc.ca> for more information on the legal processes).

There have been several revisions to these laws to address domestic violence. One example is Bill C-15. This bill proposed to amend the maximum penalty for criminal harassment from five to ten years. Bill C-27 made a murder committed while stalking a victim a first degree murder charge. So there is some progress being made by the lawmakers and courts of Canada.

But to what degree do they actually protect the victims? Can a woman press charges just for feeling she is in danger? Does something actually need to happen before action is taken? Most importantly, why do these women not press charges when they are violated?

Assault charges are the most common types of offences in domestic violence. Any of these are applicable to warrant an arrest: "applying intentional force to another person; trying or threatening to apply force to another person; causing another person to believe reasonably that the abuser has ability to carry out a threat of assault; whilst wearing or holding a weapon openly (or something that looks like a weapon) the abuser accosts a victim" (taken from <http://www.violetnet.org/info/imp-1.htm>). Surely if this were happening a woman would take the proper steps to press charges, right?

Unlike the Amanda Stamp case, usually the one force that can really protect the victim is the victim herself. But why do victims of domestic abuse (women in particular) stay? Much has been made on the so-called "battered woman's syndrome," particularly in regard to Karla Holmoka's criminal defense strategy, but is it real? Does a woman become so acclimatized to violence that it becomes a part of her everyday life? The answer is yes. But sometimes it is up to family and friends to help the victim because they cannot help themselves. We also need to remember it is not only women in straight relationships that are victims. Children in particular are vulnerable



victims of abuse. Same sex relationships are also prone to domestic violence issues, but many may not speak out because of social stigmas.

Upon visiting the website [www.shelternet.ca](http://www.shelternet.ca), I found definitions and examples of what constitutes domestic violence. Physical and emotional abuses were listed as well as others I hadn't previously considered like financial abuse and negligence. Upon reading this list I was stunned. Typically we think of abuse in extremes. Hitting, punching, name calling and rape all come to mind when we hear the word "abusive." On this website the forms of abuse cited also included using credit cards without permission, accusing a spouse of cheating, not respecting privacy and denying sex. Are these all forms of abuse? Is this not what goes on regularly in Canadian homes? The answer to both of those questions is yes. Abuse needs to be taken into context, it can be subtle as well as bold.

Often media downplays or doesn't offer realistic solutions to domestic abuse. Take for example the movie *Enough*. Jennifer Lopez plays a traumatized and abused woman whose wealthy husband is psychotically obsessed with controlling her physically and mentally. So she calls up her estranged, billionaire father who sets her up in deadly hand to hand combat training so she can confront her abuser and ultimately kill him so he doesn't kill her. Yeah, that'll work.

The Hollywood myth of an abuser being easy to spot is quite plainly BS, as are the easy solutions offered in fairy tale movies (don't even get me started on *Pretty Woman* - a man keeps a street prostitute in his hotel room for days. Isn't that romantic.). If your friend or family member is in an abusive relationship you may not recognize it and chances are likely they are too scared or ashamed to confide in you. So read the definitions of abuse on [www.shelternet.ca](http://www.shelternet.ca) and educate yourself and others.

Amanda Stamp went through the proper channels. She contacted police and charges were laid so she could be safe. Unfortunately, glitches in the system, the same system she and others use to protect themselves, were the very things that caused her kidnapping and emotional imprisonment. What happened in this case was serious negligence and obviously a mistake. Is it just an anomaly within the justice system and Canadian society? All too often women and children are forced to literally flee their homes with the clothes on their backs and assume new lives and identities in order to escape the daily terror in which they live. What happened to Amanda Stamp can and does happen daily in Canada and abroad. Sometimes it is up to family and friends of the abused to step in and help. Reach out to those who need it so the woman across the street doesn't become the next Amanda Stamp.

## REFERENCES

*Just The Facts*, "Understanding the Legal Implications of Partner Abuse", <http://www.violetnet.org/info/imp-1.htm>, August 2003, University of Alberta  
*Woman Abuse*, "Are There Different Kinds of Woman Abuse?" [www.shelternet.ca](http://www.shelternet.ca) (go to *Questions and Answers*, then click to *Woman Abuse*)

## RESOURCES

[www.shelternet.ca](http://www.shelternet.ca) –Has the option of "hiding" so the site does not show on the internet history. Abuse, safety and escape plans plus also shelter information are found here.  
[www.violetnet.org](http://www.violetnet.org) –Tons of legal information.  
<http://www.hc-sc.gc.ca/hppb/familyviolence/index.html> –Government website, *National Clearinghouse on Family Violence* lots of legal and practical information.  
<http://www.hotpeachpages.net/canada/index.html> – Searchable list of shelters in over 60 languages.  
For the Canadian Press news story on Amanda Stamp go to the link below. Do a search on "Amanda Stamp" for more news items. : <http://www.globeandmail.com/servlet/story/RTGAM.20031119.wabduc1119/BNStory/National/>

# **BILL 43 - GOVERNMENT DEBATE ENDS TODAY**

**November 26, 2003**

Bill 43 - The Post-Secondary Learning Act, which was tabled last May after first reading by the provincial government, is set to go for third reading in legislature today. Accompanying the Act are 12 amendments, the result of input from institutions and student groups over the past six months.

The best news coming out of the amendments is that tuition for distance education students will remain under the control of the Tuition Fee Policy, although Athabasca University will still be able to charge an out-of-Alberta differential fee as it has been doing. Institutions will also be required to beef up their budget consultation process with students' unions on tuition increases. Other pieces of good news for Athabasca University students is provision for increased undergraduate student representation on Governing Council and Academic Council, and formal government recognition of Athabasca University Students' Union as a representative body of AU students. In the past we've been incorporated under the Alberta Societies Act.

While the amendments make Bill 43 more palatable for students, they don't address two critical issues. The main issue of contention for students is the government's removal of its stated fair balance between a student's personal investment in his or her education and the public's investment. For the last few years the ratio has been 30 percent student contribution to an institution's net operating expenses and 70 percent public contribution. The percentage of student contribution, with the passing of the Bill, will go higher--but only at some institutions, making the disparity of students' financial obligation between institutions even greater. Student groups in Alberta have been fighting against the lifting of the 30 percent cap, but it with the passing of the tuition amendment last night it appears we've lost the battle--for now.

The other contentious issue is on the auditing of students' unions. Amendments will correct a number of concerns students had but the one remaining issue is that the Learning Minister himself will be the one to trigger an audit if "financial irregularities" are found. Students' unions and associations have been pushing for financial accountability to our members to be written into the legislation with student petitions being the trigger for an audit, but the way the amendment is written it appears the Minister can trigger an audit on his own or even at the request of a school's board of governors.

The Council of Alberta University Students (CAUS) has been working hard on behalf of the students at Alberta's universities to get the best deal possible for students. We've met with success on some points in the Bill, but we've kept the fight going on others. The Alberta Liberal and New Democrat parties have been staunch supporters of student concerns throughout the Bill 43 process, as have other provincial groups, including faculty associations.

The Post-Secondary Learning Act will soon be passed and proclaimed. We know we've influenced some of the changes to the Act. We'll continue working on your behalf to effect other positive changes.

**Shirley Barg**

**Chair, Council of Alberta University Students**

**Vice-President External, Athabasca University Students' Union**

# THE FIRST EVER VOICE WRITING CONTEST WINNERS ANNOUNCED

The first Voice Writing Contest was a great success. Not only did it draw a great deal of interest -- both from those who found the time to submit, and those who told me they wished they could have -- but the quality of submissions was exceptional. In particular, competition was very strong in the fiction category - so much so that the judges chose to add two honourable mention prizes, for which there was a provision.

The grand prize winner in each category will each be awarded a \$300 scholarship, while the honourable mentions will receive Voice logo fleece jackets.

And the winners are....

## **Non Fiction Category:**

Grand Prize - Wayne E. Benedict - Saskatchewan

## **Fiction Category:**

Grand Prize - Greg Godard - Alberta

Honourable Mention - Heather Jane Doherty - New Brunswick

Honourable Mention - Bill Pollett - British Columbia

**The Voice would also like to thank our hard working judging panel, who kindly volunteered their time to make this contest a success:**

Bill Thompson - AU English Tutor

Virginia Gillese - AU English Tutor

Shirley Barg - AUSU VP External

All entries were sent to the judging panel with all identifying information removed, and were identified by a code number.

Thank you also to everyone who entered and made this contest a great success.

Read the winning entries in this issue, and read The Voice next week for the two honourable mention selections.



A Voice reader has an assignment for you. She's asked to know why her fellow students chose to study at AU. Send us your comments, in 200 words or less, and we'll print them in the next Sounding Off column. In our reader's own words, "let us know who's out there ... and why they chose AU. I assume it's a diverse university community; and it would be kind of interesting/fun to see who our classmates are."

You will not be graded on this assignment!

Send your comments to [voice@ausu.org](mailto:voice@ausu.org).

## SINKING

Greg Godard

Martin's first warning comes when he sees "cat food" on the grocery bill.

"Cat food, Maggie?"

"Oh, that's funny," she says, looking embarrassed. "You can cross that one off, can't you? Old habits, I guess."

"Cat food, my goodness, Maggie. That was years ago."

His hand on the railing is white at the edges, his arm trembling under the weight of his descent. How one begins to rely on simple screws in two-by-fours, the spacing of the stairboards, the amount of light in the room.

He still drives, which is something. Getting into the car has been a problem at times, but once he's in, when the engine is singing and the landscape is flying past, there is nothing old about Martin Davies.. His hands on the steering wheel, gentle and coaxing, are like those of a young lover, guiding his new bride toward warmer, softer places.

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Margaret was aware of the problem before her husband, several months ago, when she searched her handbag for her lipstick for nearly fifteen minutes before remembering it was in the top drawer of her bedroom bureau. It was always in her bureau, she had never carried it in her purse. Only hussies carry make-up in their purse; make-up belongs at home, in a woman's bedroom, good heavens.

She had been losing other things, too. But the lipstick incident was a catalyst of sorts, a new kind of forgetting. Forgetting not just things, but how to do things, what things were for.

It got worse quickly. There were moments of her day that would slip beneath the surface, just disappear like something heavy sinking out of sight. She would find herself staring at nothing, as though in a trance, desperately searching her thoughts for what may have happened before lunch, and how did the milk get left out for so long, good heavens? And then she would snap out of it, aware, her head hot with shame and terror.

She's always been a bit of a hypochondriac; she knows she overreacts to these sorts of things. But the thought of it, the absurdity of the lipstick incident – leaves a trace of dread in her heart.

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Martin passes the cat food on his way to the produce aisle and lets out an uneasy chuckle. It's not like her to make that sort of mistake. He quickly calculates her age (she's four years younger than he), and feels a flutter of fear pass through his chest.

He shudders briefly. No. He's made the same mistake before. Pringles was with them for a long time, sixteen years, and he remembers only recently waking up and being careful not to knock the cat off the bed, though she's been gone six years.

Still, it's not like Maggie. She's got a good head on her shoulders. She does their books, she manages their schedules. She's clockwork. He wonders.

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It feels like she's being erased. She has paragraphs that are missing from her narrative, blocks of white space. She found a strand of gray hair today when she was fluffing her pillows, and she felt a wave of panic splash her heart. *A gray hair?* – good heavens, she's still so young –

And then, of course, coherent thought returns, and she's like Rip Van Winkle, I'm sixty-five goddamn years, I've been gray half my life. And that's another thing – whence the profanity? She's never sworn. Now, she thinks them every day, these filthy words. They are abhorrent to her, distasteful, like teeth that have suddenly gone black in her mouth. They come unbidden, it's like Tourette's, she can't stop them.

So far, she hasn't let them slip from her mouth, but when she does, then what?

Oh.

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On a Sunday in July, he brings home a case of Friskies, because she insisted, and he couldn't stand the thought of trying to convince her *again*.

Okay, Peg, cat food, I'll pick it up.

He calls her Peg when things are rough. It's unintentional, he doesn't even think about it at the time. Later, he often thinks, *I called her Peg - we're not doing so well, are we?* Sometimes, then, he enters the kitchen and places a hand on her shoulder and puts his bristled cheek in her hair so that his lips touch her ear and he breathes her name: Maggie. It's like he's reinstating their intimacy, calling her back to their marriage as it should be.

And she turns, every time, forty-three years of marriage and it never fails, and slips her arms beneath his and burrows her forehead into the corner of his neck and chin, and they rock on their feet together, a sort of silent waltz, swaying to the music of learned love like two stalks of seaweed that have grown beside each other in unison with the currents.

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The biggest curse for her is coherent thought. It's like seeing the shark approach; you know it's going to devour you, you can feel the teeth digging in, can see your blood beginning to spiral out in the saltwater, and you've got to wait it out. There's nothing you can do to stop it.

Struggling – raging against the dying of the light, as Dylan Thomas pathetically urged – will only make you a sore loser. We're all going there sooner or later, Maggie. Don't make us uncomfortable by reminding us the whole way down.

And there's pride. Good Lord, there's got to be that. What do you do when the urine begins to flow without permission, but submit again to diapers? And what do you do when the mind starts to decay, but hold fast to what fleeting grip you have?

You have to hide these emissions – no one wants to see the contents of your bladder through the flowers of your dress. And the contents of your failing mind?

No. There's pride, still.

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He doesn't talk to her about it; he doesn't want her to know that he notices. She becomes angry with him when he catches her slipping up. Yesterday she put a can of Friskies on his breakfast plate and a steaming, fried egg in the cat's dish.

Martin tried to rescue the egg without her seeing, but she returned from the washroom sooner than he expected.

"What are you doing?" she asked. Her eyes were frightened, and as he moved toward her to comfort her, she seemed to awaken, and she exploded.

"Damn you, Marty! I know that's an egg. I know Pringles isn't with us anymore. Don't play with me! I know!"

He followed her to the bedroom, but she had locked him out, and it was ten minutes before she emerged, looking confused and scared, and entered his embrace.

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He walks her around when she needs to move, like a pet, speaks to her from behind a wall of strangeness. He doesn't know this vulgar woman, this profane creature.

She trembles, constantly, every part of her. It's getting bad enough that he feels his own arms shaking when he holds her. She glares at him like a rabid dog. She does not answer his requests.

Only when he speaks softly into her ear and holds her bone-thin body to his own does she soften and become still. She does not speak, still does not respond to him, but she ceases her trembling. Then he feels that perhaps she is still his wife, still his Maggie, and he tells her this, and he thinks she hears.

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Maggie holds her baby on her right arm, her left hand caressing the tiny, fragile chest. She speaks to him through loving smiles, speaks in his own little language, speech that is high and gargly and devoid of consonants.

She feels full to the brim with pleasure. Motherhood is her fulfillment, her greatest accomplishment.

She looks up and sees Martin, her beautiful husband, at the door. Martin is leaning against the doorframe, hand in pocket like a model from a Sears magazine, smiling his sexy half-smile. She puts a finger to her lips and tilts her head to the baby.

"Oh, Maggie," he says, his eyes moist, and she thinks, he loves me so much, he loves me so deeply, my Martin.

Martin crouches by her chair, places a hand on her shoulder. Puts his lips to her ear and says her name, as she loves to hear it said. He places a hand under her arm, helps lift her from the chair, and she feels a touch dizzy, grows a bit confused – why was she in the rocking chair? – but she leans against the warmth of him, lets him lead her to their bed. She is already in her nightgown (how did that happen?), already diapered and ready for sleep.

And oh, she is so tired.

They sway a bit as they move together toward rest.

**In response to the question: What would you do if you were President of AU?**

## **IF I WERE PRESIDENT OF ATHABASCA UNIVERSITY**

***Wayne E. Benedict***

If I were president of Athabasca University (AU) I would attempt to achieve four main goals during my term in office. First, I would endeavour to protect and advance AU's position as best-in-class in the provision of accessible quality distance university education. Second, I would seek to slow tuition increases by economizing AU operations without reducing qualitative or quantitative services. Third, I would implement policies which would increase student-to-student grading equality. And finally, I would actively promote bilateral communication between myself and AU's geographically disparate student-body—both collectively and individually.

An accelerating number of post-secondary institutions are entering the technological age and distance education providers are increasingly coming under the mounting pressures of national and international competition. Globalization of trade has also affected distance education providers, and domestic and international students have a multitude of educational organizations to choose from—not necessarily within their country of residence. International choice can be both advantageous and disadvantageous to our university. While international students can choose AU, Canadian students can also choose alternate post-secondary institutions across the globe. AU, as Canada's founding distance-based post-secondary education institution, has over thirty years of experience in the field and a substantial head start over universities that have relatively recently begun to offer course delivery at a distance. However, the prospective student can only weigh these facts if he or she is aware of them. If I were president of AU, I would increase advertising both domestically and internationally in order to inform prospective students of our university's substantial experience in delivering high-quality education at a distance, and at a comparably economical price. I am confident that AU is the world-leader amongst distance education providers; however, in order to retain that ranking in an era of technological globalization, it must continue to work hard and cannot afford to rest on its laurels.

To hold down tuition costs to students, the university should concentrate its efforts on three fronts: maintaining pressure on federal and provincial governments for adequate educational funding; increasing student numbers to reap the benefits of economies-of-scale; and reducing material costs of the courses themselves. Increasing the numbers of paying students so as to keep costs down for individual students could be accomplished through vastly increased advertising of the university and the quality services that it offers, as mentioned above. We could also attract new students by expanding the variety of programs that the university offers, particularly in the graduate study areas. Presently the university does not offer graduate programs in numerous areas in which it offers undergraduate programs—industrial relations is but one example. By building on its foundation programs and expanding its graduate-study offerings, AU could attract new students and entice bachelor degree graduates to continue their studies through AU in their chosen fields. I also suggest that AU should maintain its role as a ground-breaking institution by moving into program areas not yet broached by distance education organizations, such as law or medicine.

In order to reduce material costs, I suggest that course materials should be provided in electronic media wherever possible, while leaving the choice up to the student. The world is rapidly advancing into the technological era and an ever-increasing number of AU's students and potential students have access to computer technologies and/or the Internet. The university could save significant amounts of money by providing web-based or disc-based course materials rather than traditional paper-based materials. Of course, the option of receiving traditional course materials must remain open to those students, and potential students, that do not have computer access. Paramount in changes such as these must remain AU's dedication to quality service and education.

My third goal would be to ensure equity and equality amongst AU students, particularly with regard to grading policies. Some students feel that the lack of consistency amongst tutors' preferences results in variations in grades at no fault of the students. If I were president of AU, I would implement a policy wherein tutors would be required to send out their individual preferences and expectations to students along with their introduction letter *prior* to the start date of a course. This would minimize the impact of tutor-to-tutor preference variations on the marks that students would receive for work submitted. Students could adjust their work to the individual demands of the tutor *before* receiving feedback on their first assignments. Further, as president I would attempt to work closely with faculty, staff, the student's organization, and individual students for the furtherance of equity, equality and mutual respect within the AU community.

My final goal would be accomplished by vastly increasing the president's access to the students of AU. The university's unique status as a 100% distance organization makes it difficult to the point of near impossibility for the president to be seen and known by the student body. I suggest that affirmative action is required to remedy that situation. If I were president, I would implement regular monthly online real-time question and answer sessions with students in an administrated electronic chat-room forum. This would allow students to question university policies and practices and receive instant responses from one who knows the answers. I would also set up a quarterly president's report to the AU community, which would outline what the president had done in the previous three-month period, what directions the university executive and faculty were taking, and what would be expected in the near and distant future. Finally, I would increase individual access to the president's office through an e-mail "ask the president" system, wherein students, or any other interested party, could email questions to the president, the answers to which would be posted on a president's web site. Through these means, I would make the president's office open, transparent, and accountable to AU's geographically, culturally, and ideologically disparate community.

To conclude, as president of AU I would protect and advance AU's position as a world-leader in the provision of distance based post-secondary study; try to control the rising costs of tuition; actively promote equity, equality and mutual respect within the AU community; and, increase access to, and accountability of, the office of president.



**WRITE FOR THE VOICE!**

Contact The Voice editor at [voice@ausu.org](mailto:voice@ausu.org) for details on writing for The Voice. Provide a sample selection of writing and preferred genre.

## FROM MY PERSPECTIVE

# Student Unions - part 2

By Debbie Jabbour



Last week I spoke about a disturbing new trend among Edmonton high schools. Student government is no longer being elected democratically by the students, but appointed by teachers instead. This disenfranchisement and loss of democracy is being justified with excuses such as, "student politics is just a popularity contest," "students don't vote anyway," and "teachers will pick qualified students for a more egalitarian model of government."

It's not just high school students, however, who are having their democratic rights challenged. An Edmonton seniors' organization has become a potential candidate for loss of organizational democracy, with their unified voice being hampered by conflict from within.

The problems began on November 10, 2003. In an *Edmonton Journal* article on November 11, 2003, entitled, "Angry row splits new lobby group," we learned about a lobby meeting of Seniors United Now (SUN). This meeting began as a democratic protest, a unification movement among seniors disturbed by recent provincial government cuts to seniors' services. SUN was organized in September by some 700 seniors angered at a 40 percent hike in long-term care fees, and soon the group had swelled to a membership of 4000 seniors. This initially occurred under the leadership of Grahame Blundell, but by the November 10th meeting, he had become the "former acting chairman." When he attempted to enter the meeting as a non-member, a near-riot erupted and police were called.

Why had the organization deteriorated to this point in such a short time? According to initial news reports, as acting chairman of the interim board, Grahame Blundell had hired an office assistant to help process hundreds of new memberships, doing so without permission of the board. As a result of this contravention of society bylaws, Blundell was asked to resign and his membership was revoked.

Blundell attempted to attend the meeting as a non-member, and although the members later voted to allow him in, tempers flared and the police were called to quell the increasing anger. The meeting was being conducted under the leadership of an interim chair, an individual specially appointed due to her expertise in Robert's Rules of Order and proper meeting procedures. Arguments continued, however, with members taking over an hour just to approve the agenda. Debate became mired in an argument over "majority will" versus "proper protocol."

Over the next few days, more bits and pieces of the story began to come out. From all accounts it appears that Blundell and the initial group of seniors began with very good intentions of bringing government attention to the plight of seniors who feel ignored and abandoned by a government that "many of them put in power." It appears that at some point Blundell lost sight of the importance of working as a team and following structure and rules in order to accomplish goals. At the meeting, one SUN member, referring to Blundell, commented, "we're 4000 members, not a one-man orchestra." Another stated that, "if we build this organization on a faulty foundation, it will crumble." Blundell himself admitted that, "I'm not good at bylaws, I'm not good at paperwork, I'm good at what has to be done."

It was Blundell's inability to follow the rules and respect the bylaws that apparently caused his ouster as chairperson. In addition, it appears that he let the idea that he alone was responsible for founding SUN go to his head, and he began to operate as a "one-man show" rather than operating as part of a team. This notion was corrected on November 19th in a Letter to the Editor by Yvonne Sutherland, "former acting secretary, Seniors United Now," who explained the "real story" behind SUN's origins.

As president of AUSU, I can vouch for the importance of respecting policies and bylaws. Far too many people take the attitude shown by Blundell -- the attitude that all that matters is "getting the job done" quickly, without following proper protocol. No organization can be successful unless it is built on a strong foundation of rules and regulations, and no organization can be successful if an individual attempts to hijack the group in order to pursue a personal agenda. Projects done in a hurry, without taking the time to "do the paperwork," or seek input from team members, are doomed to failure.

To his credit, Blundell followed up the fiasco with a letter to the editor in which he threw his support behind the new board and exhorted members of SUN to work together as a group in order to make their voice heard to government. He asked members to not be distracted by previous quarrels and serious disagreements, since they are of little consequence to the long term goals of the organization. The new chairperson of SUN, Albert Opstad, stated that Blundell's ouster was too secretive and says he is open to allowing Blundell to return.

SUN came very close to falling apart as an organization because of the actions of an individual who was bent on pushing projects through quickly without following rules and regulations. Although this individual had good intentions, the results of his not being willing to follow proper policy had potentially disastrous consequences for the organization. Hopefully this worthwhile group will learn from experience, overcome their growing pains and become a viable and powerful voice for seniors in Alberta.

It's an important lesson for any union, student or senior. AUSU has gone through many periods of conflict. Our union, too, has had individuals who were more interested in pursuing an individual agenda, who took personal ownership of projects instead of working within the organizational team framework, individuals who have been in such a hurry to put their name on a project and push it through, that they don't stop to follow rules and regulations. These actions have caused major problems for the organization. There is a well-known saying that those who don't learn from history are doomed to repeat it. I've taken this as my personal philosophy and have tried to look at the past lessons and mistakes made by AUSU in order to improve how we do things in the future.

There were two interesting sidelines to the SUN issue. One writer to the Journal stated that all the trouble was caused by a "non-elected board who installed a non-member to enforce its aims." This allegation has not been expanded on, but it is troubling -- what happens in an organization when a group forms as a club or organization under an individual or small group of individuals, but does not immediately use democratic procedure to elect a board or a board chair as soon as membership grows? Is this not asking for trouble? The self-appointed president or board chair may have a vision for the organization and may be the impetus for starting it, but once others join, the organization cannot move forward unless democratic elections take place.

A second interesting sideline was in the election of a new chair for SUN. Mr. Opstad was elected as chairman at the November 10th meeting - but no one else stepped forward or accepted nominations for the role. Given the fractious state of the meeting and the attitude of the membership toward first chairman Blundell, it's hardly surprising that no one would be eager to take leadership. I can sympathize. Of the many lessons I've learned as president of AUSU, the most important one is that the job of president is the most thankless and difficult of all. Next week I will expand on life at the top - the ups and downs of being president.

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<http://www.canada.com/edmonton/edmontonjournal/archives/story.asp?id=222FCBFB-6341-4443-9564-0790B91559DD>

Closed doors angered seniors <http://www.canada.com/edmonton/edmontonjournal/archives/story.asp?id=9335FF2F-36EF-44A7-B244-029E182E7EA1>

Edmonton Journal, Letters to the Editor. November 18, 2003, "Time for seniors to focus energy on unified effort: Quarrels a distraction from long-term goals". November 19, 2003, "The real story on SUN's start"





This column will focus on educational issues affecting post-secondary students. It will address a wide range of topics. Students are encouraged to submit suggestions and educational topics they are concerned about, or personal experiences with courses or university situations they feel other students should know about.

**Debbie Jabbour**

### **REGISTERED EDUCATION SAVINGS PLANS BENEFIT THE RICH!**

In an amazing flash of insight, a new Statistics Canada survey has "revealed" that the federal government's education savings plan program "disproportionately benefits higher-income families." According to the survey's findings, the Canada Education Savings Grants implemented by Paul Martin's education budget in 1998 are flowing to "high-income families least in need of financial help."

Under the grant program, the federal government gives 20 cents for every dollar contributed to a child's Registered Education Savings Plan to a maximum of \$400 a year. Of the 50 percent of children under age 18 who had savings set aside for them last year, seven out of ten came from families with incomes above \$80,000 a year. These families managed to save a median amount of \$7000 a year. Only one-fourth of families earning less than \$25,000 were able to save toward their children's' education - and the median savings were \$2400 - not even enough to cover a single year's tuition.

According to UBC economist Kevin Milligan, who analyzed the survey data; families in the high-income brackets were four times more likely to contribute to an RESP, and were also able to contribute amounts that were three times greater than those in lower income brackets. These larger contributions resulted in high-income families receiving a significantly disproportionate chunk of the \$342.9 million matching government grant money. Milligan appeared surprised at his own analysis, stating, "What's interesting is that the supposed goal of this program is to improve access to post-secondary education for families who have trouble, but the program is used primarily by high-income families - families least in need of help to access post-secondary education. So the outcome of the program is strongly at odds with its goal" (Sarah Schmidt, CanWest News, Nov. 21/03).

The Canadian Federation of Students (CFS) and the Canadian Alliance of Student Associations (CASA) are not surprised. They've been among the most vocal in denouncing the obvious flaws of the RESP/CESG program since its inception, calling it a "wealth-based," "rich kids' funding" system that benefits those who can afford to save. Paul Martin has assured CASA that he will make accessibility of post-secondary education a top priority in his government. If he plans on using his RESP/CESG program to do so, those of us who don't belong to Martin's rich man's club will be out of luck.

#### **For more information see:**

*The Edmonton Journal*, November 21, 2003. "Better-off families make more use of education savings plan: Study pegs university cost at \$11,200 per year." Sarah Schmidt, CanWest News.

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SUDS Conference July, 2003, D.Jabbour, *The Voice*, August 27-September 17, 2003 issues.

CASA: "Help us make Paul Martin keep his word". <http://www.casa.ca/ecampaign.asp>

Canadian Federation of Students Campaigns & Lobbying: Registered Education Savings Plans.

<http://www.cfs-fcee.ca/html/english/campaigns/resp.php>

<http://www.cfs-fcee.ca/html/english/research/submissions/sub-2002-finance.pdf>

CESG Canada Education Savings Grant Program

[http://www.hrdc.gc.ca/hrib/learnlit/cesg/013/001\\_e.shtml](http://www.hrdc.gc.ca/hrib/learnlit/cesg/013/001_e.shtml)



Have you ever noticed that when you experience something new you suddenly notice similar events all around you? For instance, nearly every time I've purchased a different car, I began seeing the same make of vehicle everywhere I turned. Also, since I began law school, every social transaction has taken on legal connotations. I now find myself reading all of the "small print" on everything I sign. Every time I make a purchase, I consider when the contract is formed, or when the property passed. What used to be messiness is now the "prior creation of a hazard" with tort action likely to follow. And news announcements generate internal debate regarding Criminal or Constitutional Law.

A similar situation arose after I acquired an Industrial First Aid certificate in 1985. Soon after the exam I became a magnet for serious accidents, very few of them in the workplace. Actually, most of the workplace accidents I attended were run-of-the-mill scratched eyes, blood blisters, slivers and the like. Once, before I was an industrial first aid attendant I witnessed the aftermath of an accident where a sawmill worker got his hand crushed in a scrap-chain; that was pretty nasty. Another time, when working in a northern BC logging camp, I had the unfortunate task of informing a worker that his malady was a terrible case of viral herpes—he was off work for six weeks. Another fellow in the same camp was lifting a large tool-chest into the back of a pick-up truck with some other workers. The chest weighed about 500 lbs and when something slipped his head was caught between the chest and the truck cab. When I saw him his jaw was locked and swollen badly. I recommended that he be attended to by a doctor but he refused, took some aspirin, and suffered until his next days off (and long after that, I imagine).

As a trainperson at CP Rail, I was on a train that hit a fourteen year old boy that was walking across a trestle bridge. I was leaning over the front of the locomotive yelling at him to get up on the side of the bridge because I could see that he wouldn't be able to outrun us (the train had its emergency brakes applied, but wasn't stopping fast enough). Unfortunately, he was too panicked to hear me and the locomotive hit him just as he cleared the end of the bridge. I thought he'd be finished but he had been tossed off to the side of the track and rolled down the ballast. He was staggering toward me as I made my way back to him and I applied first aid on the caboose until an ambulance met us at a highway crossing. That was one lucky kid, as he hadn't even broken any bones; he'd just incurred cuts and bruises.

My first aid training has come in very handy in the domestic setting as well, particularly with children around. There are always cuts and scrapes to deal with but I've even had to contend with a couple of choking episodes where the training took over before my conscious mind caught up. These days at home I take a back seat to my wife, who holds her B.Sc. Nursing...

Ironically, the first aid training that I took for use occupationally has been far more useful to me away from the workplace. I have done a lot of driving over the years, both urban and rural, and I suppose that is why I have witnessed so many motor vehicle accidents, or been first to arrive on-scene. Of the many accidents that I attended in BC's Lower Mainland, two stand out in my memory.

The first was a t-bone accident at an intersection. The female driver of the car that was hit on the driver-side was conscious when I got to her. There was a hole right through the driver-side door and the top of her femur was exposed and perfectly framed by that hole—a memory that will stay with me forever. She was still conscious and talking when the ambulance crew took over from me.

The second one was a seemingly minor rear-ender. I arrived after the accident but before the ambulance came on the scene. A female driver had been rear-ended at a stop-light in Port Coquitlam. After the impact she attempted to get out of her car and collapsed. She was laying face-down on the road when I got to her, with her feet suspended awkwardly from the door-opening of her car. She was conscious and speaking to me but had no feeling below her neck. I stayed with her until the ambulance took her away and I have always wondered if she became a quadriplegic that day.

In the Fraser Canyon I came around a curve in the highway to find a man lying in the middle of my lane. He was a motor-cyclist and had hit some gravel while leaning into the curve. His ride had flipped out from under him and he'd skidded along the pavement for some distance. There was already a crowd of onlookers there when I arrived and the ambulance took him away shortly thereafter. It appeared as though his leather jacket and chaps had saved him from further damage, but the bones on all of his fingers were broken and exposed from when his bare hands had made contact with the pavement.

In a separate incident I was driving south on the Coquihalla Highway between Kamloops and Merritt. It was summer and the tourists were out in force. Suddenly the small car that was in front of mine swerved to the right, hit the ditch, and flipped back out across the two southbound lanes. It came to rest on its roof in the green space between the north and southbound lanes. When I got to the car the engine was still racing and I could see that the driver was still strapped upside-down in her seatbelt. There was also a girl of about 5 years crying to get out and an infant strapped upside-down in his car-seat. My first priority was to get the engine off but the car doors were locked. The driver was conscious but in shock and it took some time to get her to turn off the key and unlock her door. By that time there were many people stopped and willing to help. As usual, the last I saw was the victims being loaded into the ambulances and driven away. I have no idea what level of recovery they ultimately made. I've come across several other roll-over accidents, none of which left the same degree of impression on my mind as that one. I often recall the look in that little girl's eyes as she reached for me through the glass of the car.

Once, while driving from Mackenzie to Prince George after an afternoon shift on a yard engine, I came across a pick-up truck lying in the ditch. I would have driven right by it but the dome-light was on, which drew my attention. It was winter and the snow was fresh and deep. I walked to the edge of the highway above the vehicle and noted that there were no foot prints leading away from the wreck. I climbed down the bank and into the box of the truck. The back window was missing and when I leaned into the cab I found that the steering-wheel was distorted from the impact of the driver's body and blood and tissue was on it and the windshield. A streak of blood was also on the roof of the cab and led out the back window. I knew that the driver had been thrown out of the vehicle and must have been very badly injured. I returned to the highway and flagged down another vehicle to go for help and then began searching the area for the driver. The snow was deep and fluffy and I thought that he or she must have landed in it and was buried out of sight. Other drivers and I searched through the snow until the RCMP canine unit arrived over two hours later. The driver had still not been found when I left the scene in the capable hands of the professionals.

Days later I learned the rest of the story. The driver of the vehicle had been heading south (the same direction as myself) when he lost control of his truck and hit the ditch right where a side-road connected with the highway. There had been a rebuilt transmission out of a logging truck sitting in the box of the truck which flew forward caving-in the back of the pick-up's cab. Upon that impact the driver was thrown out the back window and landed in the middle of the highway. A northbound vehicle found him there, picked him up, and drove him back to Mackenzie's hospital. Minutes later I arrived on the scene and initiated a search for the driver who had not walked, but flew, from the wreck; the reason why there were no prints in the snow leading away from it.

On a summer evening I was driving from Prince George to Mackenzie for a night shift on the yard engine when I was first on the scene of the worst accident that I have witnessed. I came around a curve and stopped short of a scene from Hell. A car with three individuals had been travelling southbound and had attempted to pass in the

wrong spot. A chain-reaction collision took place involving four vehicles. One of the passengers from the car had been thrown through the front windshield and had landed in the middle of the highway. Other victims were crawling around in the wreckage. I tried to help the victim lying in the road but she had obviously expired. I and numerous other motorists did what we could for the others until the emergency services arrived—the highway was closed for five hours.

Although I haven't kept my industrial first aid certification current, I make a point of acquiring some level of training annually, and the knowledge tends to come back amazingly clearly in times of need.

I submit that everyone should acquire some level of first aid. You never know when you may need that life-saving knowledge and the casualty that you save could be one of your loved-ones—most certainly will be someone's son or daughter.

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*Wayne E. Benedict has a varied career history and strong links to the Canadian labour movement. He is working part-time toward his Bachelor of Human Resources and Labour Relations at AU, and is a fulltime first-year student of the University of Saskatchewan College of Law. For a more detailed writer bio, see The Voice writers' feature page. Wayne can be reached at [wayneben@sasktel.net](mailto:wayneben@sasktel.net)*

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## STUDENTS INVITED TO JOIN AU IN COMPUTER CONFERENCE

AU wants to talk to you. From November 28 to December 7, the university will be running an asynchronous computer conference which will take the form of an open meeting between the AU executive and AU students.

For the 10 days that the conference is open, students and AU execs will post messages back and forth on an electronic forum, in the form of an extended conversation, and all AU students are invited to participate.

The session will include four concurrent discussions based on the four main topics of the AU Strategic University Plan [SUP]. The individual topics will include: Introduction; Meeting Learners' Needs; Organization and People; Provincial, National, and International Positioning; and Fiscal Health.

A pdf document detailing the SUP can be found here: [http://www.athabascau.ca/sup/sup\\_19\\_06.pdf](http://www.athabascau.ca/sup/sup_19_06.pdf)

Additional information will be available shortly. Watch *The Voice* or the AUSU website for more information. The URL [web address] for the conference will be given out the day before the conference begins.



### A new pacemaker implant saved Max's life.

*Now he can spend more time with his grandfather.*

Max underwent surgery to implant a new kind of pacemaker, one with technological advancements unavailable just 5 years ago. Every time you give to the Heart and Stroke Foundation, you fund research that leads to medical breakthroughs, like the one that saved Max's life.



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# The Net Nerd's Profiles



One's a little bit country and one's a little bit rock and roll, but thank God neither are Donny and Marie (I swear those perky child stars will be the death of me).

<http://www.roughstock.com/>

I am a country music dummy. Ask me anything about country music post 1991 and I won't know "you know what" from shinola. As I grew up, our channel was always set to CMT (Ralph Emery rules!) but in the last ten years I've been completely out of the loop. For example, I didn't find out that The Judds broke up until a few months ago (for years I even thought Naomi was the daughter)! It's not that I don't like country but the closest thing I get to C&W is Blue Rodeo or Stevie Ray so going to *Roughstock.com* is alien territory for me.

The front page of this website is not bad but a little cluttered. From what I gather this site is like one stop shopping for the Country music fan. You can listen to the top 40 countdown for that week (this week's number one is Toby Keith with "I Love This Bar" - intriguing title I must say), check out the latest Country music news, and read "Stacy's Music Row Report" for the latest Nashville happenings. Upon visiting *Roughstock.com* I have learned that if nothing else C&W fans are enthusiastic.

There are a lot of links on this website, mainly for fan pages, but you can also check out "Cowpie" which is a guitar tab/lyric site and very comprehensive. From looking at the "About Us" section, a lot of the staff members also look like they run the linked sites so it's hard to tell if these links are part of *Roughstock* or separate entities. All that aside, *Roughstock.com* seems to have everything a Country fan is looking for (as far as I know anyway).

**Neat Stuff:** *Roughstock* has a list and links of all the US and Canadian Country radio stations that broadcast over the net. You can also check out the archives from previous top 40 countdowns.

**Not so Neat Stuff:** Kind of cluttered and hard to find what you're looking for (if you were looking for something). Seems to focus mainly on top 40 rather than indie and new artists (is there a big indie scene in Country music?).

**Rating:** \*\*\*/5 Interesting site but nothing remarkable. Think mozza not brie.

[www.antimusic.com](http://www.antimusic.com)

This website is definitely more my style but I'll try to stay impartial. *Anitmusic.com* is exactly what it says. Don't expect any slick press releases or die hard fan site links. Just as the name suggests, this website takes a good hard look at the music industry then gives it to us no holds barred (that's my attempt at a slick press release). *Antimusic.com* is sarcastic, informative and damn funny at times.

On the surface *Antimusic* is just another music news site. I have to admit I do frequent this site mainly for the music news that I want to read (*Rolling Stone* and *Blender* don't really care what Jason Newsted is up to - besides it's nice to read some music news without seeing another pop wannabe's ass crack), so when I decided to review this site I was pleasantly surprised by the other things *Antimusic.com* has to offer.



If you scroll down and look on the right hand side you'll find their editorial features, "Views". These are unapologetic rants about the state of Rock and Roll. If you're a fan of Courtney Love, Fred Durst or Avril Lavigne stay away from these unless you're prepared to get pissed off. For the rest of us just laugh and nod away. Other than "Views," this site also offers a ton of reviews and features on numerous bands and artists. For the wannabe critic you can also go to "Write a Review" to sound off. I also liked the "Interviews" section for insightful looks into real musicians lives ( "I lived on my girlfriend's couch until my band saved up enough for a demo...." Cliché but true). Like *Roughstock.com*, *Antimusic.com* has a tab/lyric section. This website also has news on indie scenes and sponsors "battle of the bands" type of competitions and concerts. *Antimusic.com* is a great site for an alternative look at music news.

**Neat Stuff:** This website is dedicated to giving a voice to music fans. After every news item and editorial you have the opportunity to write or rant about what you've read. Some interesting and often immature (but always entertaining) arguments here.

**Not so Neat Stuff:** This is a very cluttered website so it may take a while to navigate it.

**Rating \*\*\*/5** If I was rating the content this would get a 5, but it's just too messy to get that rating. There is also a tendency to get "Comic Book Guy Syndrome"(CBGS) after going to this site. This is the inclination to look down on other music fans if they can't give a 3 hour explanation on why Axl Rose has yet to release "Chinese Democracy" and if it really does exist (Yes I am aware of the need to get a life).

**You've watched *Animal House*, *Van Wilder* and *Old School* and still don't see how it applies to you. Is post secondary education really supposed to be like this? Find out at <http://www.studentnow.com>**

Okay, I am aware that as a distance learning institution we do not have the socializing opportunities that students at other universities have. For the AU student a university party means cracking open a beer while posting messages on the discussion forum (or writing for *The Voice*). *StudentNow.com* promises "College Life, Fun, Resources, Better Grades, Jobs, Dates & Life (TM)." Sounds like a lot of work for just one website. Let's see if they mean it:

1. "College Life"- *StudentNow.com* gives us "Perspective" which is views of individuals from different walks of life. Some of the "Features" are the meanings behind college lingo (Bag Monster: students who sleep all day), surviving on a student budget, and distance learning advice. "Life" has sections on how to kiss and meeting people (interesting but not necessarily applicable to student life).

2. "Fun": This actually has its own section. A lot of comics and online games. Gee it really is fun. Thanks *StudentNow.com* (only a dash of sarcasm, it is kinda fun).

3. "Resources": Look again under "Features" for different resources. Also under "Research" look for all sorts of things to help you with school work like journals, research links and my favorite, the "Quote Machine."

4. "Better Grades": Don't know anything different they can offer here. Under "Features" there are essay writing tips and the like. You can also get better study resources right here at AUSU though I don't think anyone will guarantee better grades.

5. "Jobs": Look under the heading "Jobs." I think that's self explanatory.

6. "Dates": I think this may be pretty much up to you. Just remember your manners and don't try to get past second on a first date! For the single AU'er I would advise you to look in the archives for my review on

[www.match.com](http://www.match.com) (<http://www.ausu.org/voice/archives/articledisplay.php?ART=2121>), rather than leave your romance up to *StudentNow.com*.

7. "Life": Be wary of anything that promises you a better life (other than Oxiclean - that stuff is unbelievable!), but look around this website for lots of tips for student life. The "Hippy Crash Pad" article was interesting (<http://www.studentnow.com/life/crashpad.html>) but I prefer a trailer park motif myself.

Ok, that's *StudentNow.com* in a nutshell. A lot of promises, but can they deliver? You'll have to find out for yourself. Now if you'll excuse me, I think my keg is here (now where is that damn toga?).

**Neat Stuff:** The "Love Advice" section is fun but the advice may not always be sound ("focus on one guy at a time for more attention"- What does that mean? They're not exactly lining up over here.). Overall there is a lot of information here and some of it might even be pertinent to students!

**Not so Neat Stuff:** Some of the slogans and information is a little "fluffy" for my taste. There is also an information overload here that makes it look a little unorganized.

**Rating:** \*\*/5 Although some of the information is interesting a lot of it doesn't apply to AU students or distance ed. students in general. Go to this website maybe for fun but don't expect a lot from it.

## ATTENTION PSYCHOLOGY STUDENTS



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

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

Hope to see you there!

**Sandra Moore**

**Athabasca University Psychology Students' Society**

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Dear Sandra,

**Is it true that there are miracle cures out there for improving memory? I can read a chapter in my textbook and not remember what was at the beginning by the time I get to the end! I'm only in my mid-thirties, and I'm already losing my memory!**

**Can't Even Remember My Name in Saskatchewan ;-)**

Dear Don't Remember Your Name,

I empathize with you. Though my memory is usually quite sharp, there are days when I just can not retain what I read. There are also days, like exam days, where I can not for the life of me recall basic information or directions. Age is not the only factor in memory retention; deficiencies in our bodies, stress and poor study skills are also key factors.

First, to address your reference to miracle cures, I'm assuming you are talking about the studies demonstrating the effects of the ginkgo biloba extract on improving memory and over all mental function. I am not a nutritionist or a homeopathic advisor, but I do know that this extract is often referred to as nature's memory-booster. Green super-foods such as spirulina, wheatgrass juice (used in some smoothies at Booster-Juice) and barley grass juice also provide a high intake of powerful antioxidants that are associated with enhancing mental function. I recently completed a paper on Alzheimer's and through my research came across studies that linked a lack of omega-3 fatty acids (found in some fish and nuts) to poor brain function in children, attention deficit disorder, depression and Alzheimer's. Your local health food store advisor will be able to direct you to these homeopathic "miracle" cures. Remember, before taking any supplements, consult your doctor. Instead of homeopathic remedies your memory fatigue could be medically based; low B-12, low iron, etc. Some homeopathic supplements may interfere with medical prescriptions as well, so it wise to keep your doctor informed as to what supplements, herbs, or extracts you may be taking.

Now, if your poor memory is not a deficiency or medical condition, it may help to look at your stress level. Stress can also contribute to poor memory. If your mind is trying to cope with a million things at once, it's not going to be able to retain Freud's theories or the Changing Masters' Theory in regard to Canadian history. Find ways to alleviate your stress and try to clear your mind with meditation or a quick nap before study time.

Finally, you could be experiencing study skill deficiencies. AUSU provides students with a series of free booklets discussing topics related to studying at AU. Contact the AUSU office at [ausu@ausu.org](mailto:ausu@ausu.org) to have these booklets mailed to you. The AU Counseling department is also a great resource for dealing with study skill deficiencies; contact Julia McDonald at [juliam@athabascau.ca](mailto:juliam@athabascau.ca) for more information on services they provide.

Good luck! Remember to let me know if this information helped.

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

# Primetime Update

Week of November 19, 2003

Amanda Lyn Baldwin

Missed your favorite shows? No problem. Primetime update gives you the rundown.

## Friends

Last week, Monica and Chandler were visited by a social worker, who happened to know Joey from a "past encounter," Ross and Rachel faced their fears of spiders and swing sets, respectively, and Phoebe and Mike, made contemplated giving their wedding money to a children's charity, but after they gave and took multiple times in the process, the charity finally refused their donation.

This week, it's Thanksgiving (got to love how all the American shows air their Thanksgiving specials a month after Canada's holiday - you'd think they'd consider showing them during both country's holiday seasons). Every year, Monica makes the Turkey, but this year, she and Chandler want to relax. Except... Phoebe uses Monica's obsession about competition to talk her into outdoing the dinner she made last year; and so she cooks.

However, the very people that talk Monica into making dinner make plans for the day, knowing full well they'll be late. Phoebe and Rachel take baby Emma to a beauty pageant and, despite Rachel's nervousness about the negative aspects of parading her child around, she wins. Ross and Joey go to a New York Rangers game, after Chandler rejects the third ticket because he knew they'd all end up being late. Instead, he helps Monica with dinner by making the cranberry sauce (which later becomes his obsession).

When the foursome (and Emma) arrive back from their outings an hour late, Monica locks them out of the apartment. Rachel unlocks the door with her old key but Monica has put the chain on, so the door only opens about half a foot. The four poke their heads through the opening and ask for forgiveness that is rejected, however, when three heads are withdrawn, Joey's is stuck. Monica applies Turkey grease to set him free, but he's really stuck. While Monica answers a phone call Chandler pulls the door open, breaking the chain, and Joey crashes into the table sending the food flying. When Monica returns, rather than being mad, she's overjoyed to reveal that a Woman in Ohio selected Monica and Chandler to be the parents of her unborn baby!

*Friends airs on Thursdays at 8:00pm Alberta Time, on Global (channel 7 in Calgary)*

## Survivor: Pearl Islands

Last week every single tribe member contemplated getting rid of Rupert, however they handed him immunity on a silver platter, and Ryan O was the one sacrificed.

This week, Rupert displays insomnia while he misses his wife. Jon talks of how Rupert and his trio are too high and mighty for his taste; and that their confidence is overshadowed by their ignorance that they're not immune without immunity. Jon, Burton, and Lill (who've already decided to get rid of Rupert) approach Tijuana and Darrah with an offer to be part of the final five, and the girls are more than grateful to accept.

The reward challenge takes place on the ruins of an old ship, made into an obstacle course which includes a net climb, rope swing, and sail slide, with bells to ring after completing each task. The tribe was randomly broken into four pairs. In the first round, Burton/Lill beats Christa/Darrah, and then Rupert/Jon beats Tijuana/Sandra. The final round includes puzzle pieces to collect at every bell station, and final completion of the puzzle after using the key collected at the last bell to unlock a treasure chest (the base of the inset puzzle). The final round, Rupert/Jon vs. Burton/Lill, is run dead even until Burton and Lill insert their last piece and win reward of a

fishing expedition on a luxurious catamaran, complete with pizza and beer. Lill keeps the reward for herself, however, when she has a chance to speak to Jon, she expresses her guilt for not giving the reward to Rupert, who would have caught more fish. Burton forfeits his prize to Jon.

On return from her reward, Lill is approached by Rupert who attempts to maintain her loyalty (which she already pledged to Burton and Jon). Rupert leaves feeling that Lill will remain on board with him, unsuspecting that she's already jumped ship.

The immunity challenge is one of skill - it involves a blowgun and a large pie-type target sectioned by 8 colors designated for the individual castaways. Shooting one's own color means that the tribe member can then attempt to shoot another color, and eventually "kill" the other tribe members. Each piece of the pie also has 3 divisions: 1X, 2X, and 3X. It would take 3 points to kill an enemy that hasn't yet hit their own target, and 4 points to kill an enemy that has. Rupert immediately hits the targets he intends, which contrasted to Christa and T, who can't even hit the board. However, Burton quickly shoots at Rupert, hitting the 3X mark, leaving him with only one life left, which is taken, accidentally, by Sandra. After Rupert takes his place among the dead, Burton proceeds to pick off everyone else, and win immunity.

At tribal council, Rupert is "stabbed in the back" by Lill, who along with Burton, Jon, Darrah, and Tijuana vote Rupert into the jury that will in turn decide their fate in the game. So five votes for Rupert, two for Darrah, and one for Jon. Funny, of three of the people Rupert was relying on for a possible 4-4 tie (Rupert vs. Darrah) one (Lill) stabbed him directly in the back, and one (Sandra) cast a wild vote for Jon.

Next week an argument makes enemies of two tribe mates, Christa is accused of tainting the food supply, a compassionate gesture is made at the reward challenge, and conspiracies and secret conversations spark the spirit of insecurity in EVERY castaway.

***Survivor airs on Thursdays at 9:00pm Alberta time on Global (channel 7 in Calgary).***

## **The Bachelor: SEASON FINALE**

The two hour finale comes in two parts: visits by both Kelly-Jo and Estella to Bob's family (Mom, Dad, Sister, Husband, and nephew), as well, each woman spends one evening with Bob, at the Bachelor pad, and then, what we've all been waiting for: The final rose ceremony.

During the first visit, with Estella, the couple has a picnic lunch on the lakeshore and discusses what's to come. Estella expresses the anxiety she feels about meeting Bob's family. He, however, is convinced the whole gang will love her. His fear: the decision he has yet to make. Estella comforts him by telling him to keep it simple, follow his heart.

The two then continue, by boat, to Bob's lakeshore home where the family greets them excitedly. Throughout the night, all express the high feelings they have for the woman they just met, especially Bob's mom, who walks and talks with Estella. Estella expresses a reciprocal love for Bob's family, and says she wishes she didn't have to leave. In response to Mom's query as to whether she's capable of loving Bob with all her heart and soul, Estella says she's already started.

While Estella's on this date in Long Lake, Michigan, Kelly Jo tries on rings in L.A.

On her own visit with Bob's family, Kelly Jo meets Bob on the lakeshore for her picnic lunch, and the two talk of the similarity in energy between Bob's family and Kelly-Jo's. On their way across the lake to actually meet Bob's family, the two take turns driving a jet ski. The powerful aspects of KJ's personality are brought out when she flips him on his butt in the water.



On meeting the family, the couple quickly launches into a detailed account of their small history, complete with the courageous KJ planting a kiss on Bob during their first encounter. KJ blends into the family just as Estella had the day before. KJ and Bob's dad go for a walk on the property, and many words are exchanged about the blending of both families.

After KJ leaves, everyone agrees that Bob has a hard choice to make. However, Nora seems to favor the comfort she felt with Estella over KJ's exuberance. Throughout his contemplation Bob questions whether or not he's even ready to make a commitment, saying he might need more time.

While KJ is on her visit with Bob's family, Estella is in L.A. trying on rings.

Later, in Malibu, Estella meets Bob at the bachelor pad where the couple shares the chore of making pizza from scratch. While it's sizzling in the oven, Estella, for the first time, uses the word "if" in regard to their future. When Bob makes the attempt to discuss the situation, Estella quickly expresses that she'd rather just have a good time with him, and they do. Later discussion involves Estella's plea to Bob to give at least one of the ladies a try, instead of getting scared and walking away alone. She says she loves him, and that she only wants to be someone who'll love her with their whole heart and soul. They agree that someday she'll get that.

KJ's date at "the pad" is one of grilling, talking of the wonders of love, and burning the steaks. In his attempt to save the meat, Bob knocks over his drink and sends the hibachi lid crashing to the ground. Since no one was hungry anyway, the two laugh, kiss, and talk. When asked if she's frustrated by Bob's inability to communicate his feelings to her, KJ says she can't be, because she's too comfortable with her own feelings.

Before the final ceremonies, Bob expresses the bitter-sweetness of the situation. First, he's chosen a beautiful woman who he is optimistic about spending his life with, but in the back of his mind lingers the fact that he literally has to break up with a woman who's done nothing but love him.

With that, Kelly Jo is first to arrive. Bob tells her that he appreciates the loving open arms she's given to him, and says that she deserves at least that in return. He also says that he doesn't know that they're meant to be together. KJ is tough, she doesn't cry, just pulls her hands away. She allows him to walk her to the limo, where she feels angry, shocked, and alone. Considering his final decision, she's better off without the shlub.

When Estella arrives, it's nothing but smiles from the sucker who fell for the good old "feel how fast my heart is beating," trick. Bob says that Estella turned him from a cynic about the whole situation (funny, since this is the second time he's gone through the process) with her personality. He gives her the ring he's bought, but instead of a real proposal, like a real man would give, he says the ring is a symbol of hope for the future. He just wants to see what can happen. Again, what a shlub. The fairytale becomes complete with a kiss and a happy woman, who says she knew in her heart that they were meant to be together. I guess I'm the cynic now.

The finale aired on Wednesday, November 19th. On Thursday (at the same time *Survivor* is on) ABC aired an update show that I recorded, but due to not changing the time on my VCR since a few months ago (daylight savings time) it stopped recording an hour before I wanted it to. I'm not sad though, since I heard Bob and Estella are happy as hell together, which irks me real bad. I think I'm bitter because I wanted Bob for myself, and knowing that wasn't possible, I was rooting for the girl most similar to me, Kelly Jo.

*The Bachelor* airs Wednesdays at 10:00pm Alberta Time on ABC

**If there are any other shows you want updates on, or any comments you wish to make, please email me at [abaldwin@shaw.ca](mailto:abaldwin@shaw.ca)!**

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# CANADIAN FED WATCH!

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## NEWS ACROSS THE NATION...

*By Karl Low*



### A Freeze Hits Alberta

The Alberta government seems to have an interesting set of priorities. For instance, it recently announced Bill 53 would place a freeze on auto-insurance premiums.

It also recently announced that Bill 43, even with the amendments, would remove any type of tuition cap from the public post-secondary system.

Now let's compare these two things. On the one hand, we have private insurance corporations, presumably setting their rates based on what the market will bear. Corporations that receive no funding from tax dollars and for which, if a person does not want to pay insurance, they simply make the choice to not drive.

On the other hand, we have publicly funded post-secondary institutions, setting their rates in a strictly regulated manner, and which receive a great deal of funding from the Alberta taxpayer. A person in Alberta really doesn't have a choice as to whether they will be funding post-secondary institutions, as it's part of their tax burden.

Perhaps it's just me, but I tend to think that if I'm paying into something on the public side, it makes sense for Albertans to be receiving the benefit of that, perhaps in the form of the costs for those who use the service being held strongly in check. I also tend to think that if the government is not funding something, and it has no relation to public health, the government probably does not have any right to be interfering in whatever that is. Yet it seems I must be crazy, as the current Alberta government is going ahead with the exact opposite of these two ideas.

Of course, this is more palatable for the government because it does not have to put out any money of its own, it simply tells the insurance companies what they are allowed to do and not do.

Really it seems to be a typical move for the Alberta government, seeking more control over the daily aspects of our lives while at the same time denying any responsibility for paying for that control. The Bill 43 amendments includes a government board appointed to provide quality checks and recommendations to the learning minister about whether new university programs should be allowed. At the same time, the bill does not commit the government to providing additional funding to cover the costs of preparing these programs for their "quality review."

What I find most interesting about all of this though is that it seems post-secondary funding issues, especially around Bill 43, are finally starting to push their way into the mainstream media. As an ex-journalist, Premier Klein should know that if the media starts reporting on a long-ignored issue, it means things are getting serious.

Perhaps the threat of an educationally driven election might convince the Premier that Lifelong Learning needs to be more than just a government platitude.

## Parents Planning Ahead

Statistics Canada has released the results of a survey on the way that parents look at their children's future educational needs. Not terribly surprising, most parents start out believing that their child will go on to gain a university degree. As the kids grow, however, parents tend to lower their expectations as they realize the aptitude and interests of their children.

These revisions do not mean that they've written off post-secondary for their child entirely though. Instead, parents look toward colleges and trades training programs for their kids. The long and the short of it is that 93% of parents anticipate their child will go on to some form of post-secondary education.

To help them along with this, just under half of the parents surveyed had started a savings plan to try to put their child through college. Another third said that they were planning to start one in the future. However, expectations do not automatically match up with results. If the family was of a lower level income, it was more likely than not (around three-quarters more likely than not) that the parents would not be able to put any money away.

In addition, about 30% of the children in the study had parents who thought their kids would be able to receive additional funding through needs-based bursaries or scholarships. In reality, only about 15% of children were able to receive that type of funding.

For scholarships based on academic achievement, the disconnect is even more apparent. About 40% of the children had parents who believed they would be receiving some kind of academic scholarship. Yet again, only 15% of students were actually able to receive these kind of awards.

So, what does this all mean? It simply means a continuing trend of people who are wealthy being able to send their kids to post-secondary, while those who are not wealthy generally cannot, even though they want to. It also means that most of the public doesn't realize just how poor the supports for children who don't come from the elite classes really are. It's this kind of belief that allows our governments to continue to drop the ball in properly funding post-secondary education at all levels.

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

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The advertisement features a bright green background. At the top left, a red circle contains the text "Want to STOP smoking?". To the right of this is a lit cigarette with a trail of red dots leading down to a red rotary telephone handset. Below the telephone, the text "It's easier with HELP." is displayed, with "HELP." in red. At the bottom, a red banner contains the text "Smoker's Help Line 1-866-33AADAC". In the bottom right corner, there are logos for AADAC (Alberta Alcohol and Drug Abuse Counselling Agency of the Government of Alberta) and Alberta Health Services (HEALTH FIRST).

Want to **STOP** smoking?

It's easier with **HELP.**

Smoker's Help Line **1-866-33AADAC**

**AADAC**  
Alberta Alcohol and Drug Abuse Counselling  
Agency of the Government of Alberta

**alberta**  
HEALTH FIRST

[www.aadac.com](http://www.aadac.com)



## BULLET TO BEIJING (1995)

### Film Review

By Laura Seymour

In most of Michael Caine's films he plays a loud Cockney – an irritating but charming fellow - but not so with this spy thriller with more twists and turns than a mountain road!

The film begins by revealing some of the traits of Caine's character, Harry Palmer. He's a healthy, sexually interested Brit who happens to see his soon-to-be ex-boss' secretary in the paper in the arms of many men. She's a hotty, no doubt about that...and frankly it's a lovely dig at British politics. In fact much of this film is a lovely dig at political nonsense. You don't have to be up on what's what with all the governments to get the joke, but it does help.

Harry Palmer is soon laid off from his MI-5 job (British Intelligence—old name and technically number) and after giving his boss a good ear full he walks out.

Pretty darn quick Harry is phoned by some folks who state that they have seen that he's no longer employed announced in the newspaper. They arrange a meeting and as soon as that's done he's whisked off to St. Petersburg, Russia. No sooner does he arrive by car than he's being chased by the bad guys! So we get a birds' eye view of the city and after a quick fly past he's popped onto a boat to get away from them.

One host is British/Russian while the other is American/Russian. Well, soon we can't tell who is working for whom and what the hell their jobs are. Harry starts calling in some favors in Russia after being hired to find a duo combination genetic poison that can kill a million people with one drop. The two parts are harmless when separate but when together are deadly. Its code name is Red Death.

One of the people Harry calls in some help from has a sweet little grandson and Harry manages to get the kid and his grandpa safely away from another shoot-em-up incident. He's therefore completely accepting when the child comes to his hotel room to deliver a traditional folk craft of Matryoshkas.

You've probably seen this adorable wooden gift of Russian women in traditional dress. Every time you unscrew the wood it reveals another wooden carved woman in a smaller size. The toy gets smaller and smaller and...well you get the idea.

With the gift is a note from the grandpa telling Harry to take "the Bullet to Beijing." This later began to make my husband a bit buggy because he recognized that the train Harry was on wasn't a bullet train, but eventually the mystery of the request is figured out which made my hubby much happier.





Is the ex-CIA agent that Harry runs into on the train really "ex" or has he suddenly turned to working for the bad guys? Harry keeps bumping into ex-agents. Some ex-KGB, ex-CIA and ex-MI-5 agents are suddenly working for everyone else. Or are they? Everyone starts to get suspicious of everyone else.

Meanwhile the train trip is moving along nicely until Harry spots a guy who tried to shoot him on a platform. After quickly plopping the guy off the train they investigate the contents of a trunk heading for the North Korean Embassy in China-- except that gets *them* dumped off the train.

How fast can they get to a nearby village and find a phone? Well, pretty quick...and they find a plane to get them where they're going. And of course it's NOT going where they want to be... because no instruments work on the plane! By now I'm getting frustrated for poor Harry. The fact that reports of so many unworking objects have come out of poorer countries like Russia actually sustains the plot. The idea wouldn't work in, say, Europe or North America.

Soon Harry has landed "somewhere near Siberia" and the group goes off in a couples' banged up car to drive the necessary miles to the nearby train station. Of course that means that another set of bad guys have to figure out where they are and start to chase them. Harry cracks, "I'm too old for this!" as he catches up to the train seconds before it disappears from the end of the platform and gets back on the case.

His old buddy the ex-CIA operative turns out to be a DEA agent. Let's hope you know all your government initials!! Harry of course has even more to do before he manages to get the mystery solved and get away from more flying bullets, but there is no way in hell I'm going to ruin a lovely twist of an ending for you! Be sure to catch this film when you're in a spy thriller mood. It plays on local TV stations often enough and is a great romp.

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

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THE VOICE

FICTION



The Voice wants your fiction.

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

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

Send submissions to [voice@ausu.org](mailto:voice@ausu.org)



## AUSU THIS MONTH

### LEGISLATIVE COMMITTEE CALL FOR VOLUNTEERS

The AUSU Legislative Committee is looking for active members who can help us create and change AUSU policy for the benefit of all our members.

We need volunteers who have a good sense of right and wrong, who are able to understand policy documents, who can extrapolate well to predict likely possibilities of policy decisions, who are willing to speak up, have their ideas heard and debated, but most importantly, who are willing to get involved in the process.

Volunteers should also be VERY comfortable with email, have reliable email access that can handle attachments, and a copy of Word 97 or something compatible, as the revision tool is used extensively for final drafts.

The current AUSU policies can be found at this site: <http://www.ausu.org/bylaws/policies.php>

Interested people can mail the Legislative Committee chair at [klow@ausu.org](mailto:klow@ausu.org), or contact AUSU Council.

### AUSU IN PERSON DISCUSSION GROUPS

Getting together physically with fellow AU students adds to your university experience. Other students will be able to understand and relate to the joys and frustrations of distance learning. It's also a way to stay abreast of information relating to AU and the Athabasca University Students' Union.

See the Coffee Groups web page on the AUSU site, at <http://www.ausu.org/coffee> for a list of groups.

Anyone interested in starting up a group in your area (anywhere in Canada, from small towns to major centres) please contact SANDRA at [smoore@ausu.org](mailto:smoore@ausu.org).

### NEEDED – VOLUNTEER MENTORS FOR NEW STUDENTS

Do you remember your first few months at AU? Do you remember all the questions you had and the confusions you encountered? Every month at AU there are close to 1500 new registrations and these new students will be in the same boat you were once in. How about helping these students out by offering to be an AUSU mentor? AUSU mentors are "experienced" AU students who are willing to provide a little guidance and support to new AU students. If you are interested in participating in this new venture of AUSU's or if you'd like more information please contact Sandra Moore at [smoore@ausu.org](mailto:smoore@ausu.org)

### 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](http://www.ausu.org). You will need an AUSU web site account.] **Times are MST**

Mondays at 8:00 PM Councillor Karl Low

**More chat times to be posted soon...**

### NEW CLUB COMING SOON

The AUSU Business Students' Club will be starting up soon. Watch the AUSU website for details, or contact [aubsa@ausu.org](mailto:aubsa@ausu.org) if you would like to join.

## **Bill 43: Post-secondary Learning Act, 2003**

### **open letter from Dr. Lyle Oberg, Minister of Learning**

I would like to take this opportunity to share my insights regarding *Bill 43: the Post-secondary Learning Act, 2003* that is currently being debated in the Legislature.

This is the first time since 1981 that a major review of Alberta's post-secondary learning legislation was completed. We can't take our system into the 21st century with 1981 legislation. Bill 43 was tabled in May with the intent that stakeholders would have an opportunity throughout the summer to provide feedback on it. Government expected to make changes to this legislation based on input from students, institutions and other stakeholders, and we continued to consult extensively with these groups throughout the summer and fall.

The resulting legislation and amendments, now before the Alberta Legislature, will drive the Campus Alberta vision for a post-secondary education system where students will have better access to opportunities for learning, no matter where in the province they choose to do that learning. This seamless learning system means students will have better access to courses and programs throughout the province, as well as increased access to degree-granting opportunities.

Bill 43 also provides an opportunity to address concerns. I recognize rising tuitions are a concern for students, just as the increased costs of providing services is a concern for institutions. In Bill 43, we've proposed revisions to give institutions the flexibility they need to grow, clarify exactly what tuition fees should include, and ensure institutions remain open and accountable to their students, while continuing to make sure tuition increases are predictable and manageable for students.

The new tuition fee policy replaces the current 30 per cent cap with other controls to protect students. Right now, tuitions at most institutions are still less than 30 per cent of their operating expenditures, and these will continue to be regulated exactly as they are now – limited to a maximum annual increase of \$276 in 2004-05, with annual adjustments based on Alberta Consumer Price Index (CPI). For the few institutions that would go over the 30 per cent threshold, they will only be permitted maximum annual tuition fee increases of CPI plus two per cent – up to a maximum of five percent total.

The new policy also makes sure that any material and service fees required for the completion of courses and programs are included as part of tuition fees. Right now there are limited restrictions to what extra course and program fees can be charged. With Bill 43, these additional fees will be subject to the same controls and restrictions we are putting on tuition increases and must be included in that calculation.

Bill 43 also responds to concerns that were expressed to me regarding the accountability of student associations and the funds they control on behalf of students. Student association executives are responsible for substantial amounts of student funds, and they must be accountable for these funds. I consulted extensively with student associations in building this portion of the legislation to find out what level of accountability they would find acceptable. As a result, this legislation gives the Minister of Learning the authority to investigate into a student association ONLY in cases of demonstrated financial irregularities.

Post-secondary education is one of the best investments anyone can make, especially in Alberta where there are great jobs, the cost of living is low and the standard of living is high. Alberta graduates enjoy among the highest gross salaries in the country. They also have the highest net salaries considering Alberta's standard of living and lower tax burden.

We have an excellent learning system in Alberta, and I believe Bill 43 will ensure we are prepared to bring our learning system into the future.

Yours truly,

Dr. Lyle Oberg  
Minister of Learning

## **Athabasca University Town Hall Meeting to Discuss the Alberta Supernet November 26, 2003 - 7:00 pm**

**Calgary, Alberta** – The seventh in a series of town hall meetings set up to introduce communities to the university-based research team studying the Alberta SuperNet will be held in Athabasca on Wednesday, November 26, 2003, at 7:00 pm at Athabasca University, Governing Council Chambers, 1 University Drive. In all, ten such meetings are being held in selected communities between October and December.

The meetings are being conducted by the Alberta SuperNet Research Alliance – a 14-member team set-up to study the social and economic impacts on communities of the Alberta SuperNet. The Alberta SuperNet is a Government of Alberta initiative to build a high-capacity communications network linking 4,700 government offices, schools, health-care facilities and libraries in 422 Alberta communities. The project is designed to allow telecommunications companies and internet service providers to "piggyback" onto the network and offer high-speed services to areas that until now have been too expensive or difficult to reach.

"We're looking forward to getting the meetings under way as this marks the first concerted research effort in the communities themselves that will be impacted by the SuperNet," said lead investigator, Dr. David Mitchell, of the University of Calgary. "We'll be explaining what we plan to do over the next two years but, based on the positive and enthusiastic response we've already had from these communities, we hope to learn a great deal ourselves from these encounters."

The town hall meetings will introduce researchers and administrative members of the Alliance to the community and give local citizens a chance to ask questions and get more information about the research and the SuperNet itself.

The 14 researchers making up the Alliance are leading experts in their fields and represent the universities of Calgary, Alberta, Athabasca and Simon Fraser University in Vancouver. Overall, the Alliance is conducting research in eight sub-project areas, including assessing the potential of the SuperNet to enhance services to communities in the areas of telehealth, distance education, disaster and emergency response, library use and business competitiveness.

Funded by the Social Sciences and Humanities Research Council (SSHRC) – one of three federally supported research bodies in Canada – the Alberta SuperNet Research Alliance is one of 15 projects selected last year to undertake research in areas related to SSHRC's Initiative on the New Economy (INE). Other INE projects include research into education and lifelong learning, business competitiveness and governance.

The Alliance is holding town hall meetings in Athabasca, Canmore, Drumheller, Grande Cache, Morinville, Oyen, Pincher Creek, Rocky Mountain House, and Vulcan.

For more information, please visit our website at [supernet.ucalgary.ca](http://supernet.ucalgary.ca), or contact Christine Shellska, Project Manager, at (403) 256-1574.





## THE SIRC RESEARCH AWARD

### CALL FOR SPORT RESEARCH PAPERS

The Sport Information Resource Centre (SIRC) leads the world in sport, fitness and sports medicine information provided through their bibliographic database SPORTDiscus. For 30 years, SIRC has been identifying, organizing and disseminating sport and fitness information through a variety of products and services.

In commemorating 30 years of excellence, SIRC is pleased to announce the creation of the SIRC Research Award. From basketball to goalie masks, zippers to pace makers, coaching to volunteer development, Canadian research has changed the world of sport. The SIRC Research Award will recognize Canadian innovations in sport related research.

For more information how to qualify for this award, please visit:

[www.canadiansport.com](http://www.canadiansport.com)

**Celebrating  
Canadian  
Sport Research**

**La célébration  
de la recherche  
du sport canadien**

Photo by: Andrew Dobrowolsky, McGill Sports Info Office

**SIRC**

Photo courtesy of CAWWS / Photo gracieuse de l'ACAFS - Mariela Hiedra Photography

[www.canadiansport.com](http://www.canadiansport.com)



# SCHOLARSHIPS & AWARDS

For scholarships available through the Athabasca University Students' Union, see the AUSU website at [www.ausu.org](http://www.ausu.org)



## BRANDON UNIVERSITY ALUMNI ASSOCIATION GRADUATE SCHOLARSHIP

**Value: \$1500**

**Deadline: March 29, 2004**

**Administrator:** Grant MacEwan College

**Notes:** Awarded to a graduating student of academic distinction who proceeds directly to full-time studies in graduate or professional studies at an approved institution. Applicant should be in or entering their final year.

### Contact Information:

Senate Office  
Scholarships/Awards Secretary  
270 - 18th Street  
Brandon, Manitoba R7A 6A9

Phone: (204) 727-9737

Fax: (204) 726-4573

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

E-mail: [wood@brandonu.ca](mailto:wood@brandonu.ca)

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## ALBERTA N.W.T. COMMAND THE ROYAL CANADIAN LEGION BURSARY

**Value: \$500**

**Deadline: January 23, 2004**

**Administrator:** Grant MacEwan College

**Notes:** Awarded to a son or daughter of a deceased or disabled War Veteran, or the son or daughter of a War Veteran, or an Ex-Service person. Based on financial need and academic merit.

### Contact Information:

Danielle Wycott or Barbara Greaves  
Student Resources Centre, Room 7-112, Grant MacEwan College  
10400 - 107 St.  
Edmonton, Alberta T5J 2P2

Phone: (780) 497-5063

Fax: (780) 497-4656

Web Site: <http://www.gmcc.ab.ca/General/FinancialAwards.shtml>

E-mail: [wycottd@admin.gmcc.ab.ca](mailto:wycottd@admin.gmcc.ab.ca) or [greavesb@admin.gmcc.ab.ca](mailto:greavesb@admin.gmcc.ab.ca)





## **CUTC 2004 (Canadian Undergraduate Technology Conference)** **January 22 - 24, 2004 - Delta Toronto East Hotel**

The Canadian Undergraduate Technology Conference (CUTC) is about technology, innovative ideas, and the people who turn these ideas into reality. The Canadian Undergraduate Technology Conference was started in 2000 by a few visionary students from the University of Waterloo, and is now in its fifth year and continues to be organized exclusively by university students from across Canada.

The last four conferences sold out, each bringing together approximately 500 students from 20 universities across Canada from every aspect of technology. The three-day conference features hands-on workshops and seminars featuring leading speakers from industry and academia. Filled with events such as ThinkTank, TechExpo, CareerExpo, TechPanel, TechShops and TechTours, all of this is made possible by the generous support of our past sponsors, including Bell Canada, Redknee, Microsoft Canada and IBM Canada Ltd.

We are excited to announce that Glenn Edens, Vice President of Research and Director of Sun Labs, will be a keynote speaker for CUTC 2004. Other speakers include David Kirk, Chief Scientist and VP of Architecture at NVIDIA, who will give a glimpse of future graphics technologies and explore the factors that make inventors out of engineers, and Ray Mowling, past president of Monsanto and currently the Executive Director for the Council for Biotechnology Information, who will be speaking about genetically modified foods.

For more information, visit our website at <http://www.cutc.ca> or contact [info@cutc.ca](mailto:info@cutc.ca).

### **Contributed By AU's *The Insider***

- **ONLINE EDUCA BERLIN 2003** - December 3-5 - Berlin, Germany. Details: [http://www.global-learning.de/g-learn/cgi-bin/gl\\_userpage.cgi?StructuredContent=m1301](http://www.global-learning.de/g-learn/cgi-bin/gl_userpage.cgi?StructuredContent=m1301)
- **ISIMD 2004** - Jan. 5 - 7, 2004 - Istanbul, Turkey - "2nd International Symposium of Interactive Media Design." Details: <http://isimd2004.yeditepe.edu.tr/>
- **LEARNTEC 2004** - Feb. 10 - 13 - Karlsruhe, Germany - 12th European Conference and Specialist Trade Fair for Educational and Informational Technology. Details: <http://www.learntec.de>
- **ICDE 2004** - Feb. 18 - 21 - Hong Kong - 21st ICDE World Conference on Open Learning and Distance Education. Details: <http://www.ouhk.edu.hk/hk2004/>

### **OTHER CONFERENCES**

- **WITHINSIGHT 2004** - January 21-24, 2004 - Ottawa, Ontario. Details: "A four day forum for the discussion and exploration of prominent Canadian issues based on an interactive format of communication with current Canadian leaders. Open to post-secondary students from all across Canada and from all disciplines. Applications are due by November 3rd." [http://www.withinsight.ca/en\\_site/index.html](http://www.withinsight.ca/en_site/index.html)

**Know of a conference that is not on this list? Contact [voice@ausu.org](mailto:voice@ausu.org) with the details and we'll list it in Conference Connections.**

# classifieds

Classifieds are free for AU students! Contact [voice@ausu.org](mailto:voice@ausu.org) for more information.

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## LEGISLATIVE COMMITTEE CALL FOR VOLUNTEERS

AUSU Legislative Committee needs volunteers with a good sense of right and wrong who are able to understand policy documents, extrapolate to predict outcome of policy decisions, and are willing to have their ideas heard and debated, but most importantly, are willing to get involved.

Volunteers should be VERY comfortable with email, have reliable email access that can handle attachments, and Word 97 or something compatible. Contact [klow@ausu.org](mailto:klow@ausu.org) for more info.

## RED DEER COFFEE GROUPS

Red Deer Athabasca University students meet at the Chapter's Starbucks on the last Thursday of every month. From 8 pm to 9 pm, the goal is to share ideas that will help us all be successful AU students and collectively resolve our specific issues. Contact Ryan, [lowrystcol@hotmail.com](mailto:lowrystcol@hotmail.com)

## THE VOICE

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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

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***THE VOICE ONLINE: [WWW.AUSU.ORG/VOICE](http://WWW.AUSU.ORG/VOICE)***

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