

THE VOICE MAGAZINE

February 25, 2004
Volume 12 Issue 8



The Physically Disabled Know No Bounds

Sports for the disabled are fun for everyone

Eldercare - Who's responsible?

Farch Blues

Whiling away the late-winter blues

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From my Perspective

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THE VOICE

Feb 25, 2004

Volume 12, Issue 08

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

THE VOICE

c/o Athabasca University Students' Union
2nd Floor, 10030-107th Street,
Edmonton, AB T5J 3E4
800.788.9041 ext. 3413

Publisher Athabasca University
Students' Union

Editor In Chief Tamra Ross Low

News Contributor Lonita Fraser

THE VOICE ONLINE:
WWW.AUSU.ORG/VOICE

The Voice is published every
Wednesday in html and pdf format

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

To subscribe for weekly email
reminders as each issue is posted,
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Special thanks to Athabasca
University's *The Insider* for its
frequent contributions

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EDITORIAL PAGES

THIS WEEK

AUSU ELECTION COVERAGE

This week, the first three interviews with candidates for the next AUSU council! Watch for more in the next two issues....

Where you live...

AU students are situated all around the world, and on every continent [well, probably not Antarctica, but you never know!]. A reader suggested that it would be interesting to receive articles from AU students about the place where they live - sort of a city profile. If any reader wants to send in a brief article about their home town, city, or country, contact voice@ausu.org for details.

Council reporters wanted

The Voice needs reporters who are able to write clear, critical and balanced reviews of what goes on at AUSU council meetings. Meetings take place about once a month, and may be attended by teleconference from almost anywhere in the world. Inquire with the Voice editor at voice@ausu.org if you would like more information on this opportunity. Did I mention we pay?



WRITE FOR THE VOICE!

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



First on the docket of this month's AUSU council meeting was AU's current standards of quality; I think we've all received the green, photocopied Student Handbooks with our course materials, and some students have even received photocopied versions of textbooks. Rest assured, the situation is being looked into, and a letter to AU will be submitted, inquiring on the situation.

Also on the agenda was student-instructor relationships; instances of students hiring outside tutors have been a source of concern, and the council will be examining measures in which to make it easier for students to access the assistance they need, and recover AU student-tutor connections. Additionally, the council wants your feedback, and will be posting corresponding questions on AUSU website polls. You are encouraged to offer your opinion - after all, it's the quality of your education. More information on this topic will be coming, I'm sure.

The council also received a proposal from the Canadian Federation of Students, a national union that would provide AU students with internationally recognized student I.D. cards, presenting full-time students with 25-35% discounts with ViaRail and Greyhound Bus Lines, Air Canada, and other travel discounts, working with TravelCuts and various international hotels. For part-time students, the CFS provides a Student Saver Discount Card, which offers coupons and discounts for local communities. While these offers are mostly campus-based, there would be online elements, like TravelCuts.com, for distance ed students.

The Canadian Federation also offers the Student Work Abroad Program, National Student Health Insurance, and is an affiliate of Homesforstudents.com, a website offering a searchable database of student housing for your area.

To join the Canadian Federation of Students would require a fee of \$3.60 per student, per semester. To do the math on that one would equal a 72 cent increase on your tuition invoice for every course (based on a 5-course-per-semester example.) AUSU likes the idea of these benefits for students, but the council has made no commitment, though they have heard propositions from a similar organization. If AUSU were to consider membership to the CFS, a student referendum would be applied first, and based on student vote, would go from there.

Finally, I'm happy to report that something is being done about the AUSU forums. The council has given the go-ahead to transfer the forums to new a new format and/or server. Some existing forum threads will be archived, while older ones may be deleted, so it is suggested that if there are threads students wish to preserve, they save them at their earliest convenience.

Stephanie Antscherl is an AU student providing student coverage of AUSU council meetings. She is not affiliated with AUSU. For more information on any AUSU initiative, please contact council.



Election 2004

VOICE CANDIDATE INTERVIEWS

AUSU COUNCIL CANDIDATE - Lonita Fraser

See <http://www.ausu.org/election/candidates.php> for a list of all of the candidates.

How did you first become aware of AUSU Council, and why do you want to be a part of council in 2004?

I first became aware of the AUSU and Council about two years ago when I first started as an AU student. I had been browsing the AU website, looking at everything that was up there, and found a link to the AUSU website via the Student Services section of the AU website. Later, after the forums had gone up on the AUSU website, I was invited to participate in one of the Council's many committees, which gave me a taste of dealing with Council directly. I've decided to run for Council, as I wanted to increase my involvement in the student and school community, and in a way that will hopefully benefit all AU students.

Tell me a little about your experience with distance education: How many AU or distance ed courses have you completed, and what have you found hardest, or most rewarding, about distance study.

AU has been my first experience with distance education (something I'm extremely happy AU provides in the manner it does), and since embarking on my Bachelor of General Studies degree in early 2002 I've taken 12 courses. What I appreciate most about the way AU runs, is that I can do my work at my own pace, and learn in a manner that's suited to myself; I set my own pace, study when it's most convenient for me, and have felt that education is far less of a chore than it was when I was younger. The challenge, of course, is self-discipline, which distance education has helped me to develop.

What role, if any, has AUSU played in your AU experience so far? If AUSU has not played a role, what could it have done to facilitate your learning?

Contact with the AUSU and its many affiliates, like The Voice and various committees, has put me in touch with other students, which is something that wasn't likely to happen otherwise. I don't feel quite so isolated from the rest of the AU educational community now, and the AUSU has helped me to develop a couple of friendships as well as given me a place to go if I have any questions, problems, or just want to share something - their creation of the discussion forums is a fabulous tool for communicating with others on various levels.

What work or life experience(s) have you had that you feel will be particularly valuable to you in working with council?

I have extensive experience with using the Internet and its various tools, and feel that experience would be invaluable to a community that so largely depends on the Internet; this includes a great deal of experience in communications of various sorts, and communicating with many different kinds of people. Also, I feel my skills as a writer would be helpful in communicating on behalf of Council, and as a sight-impaired person I could certainly contribute my viewpoints on web usability for the disabled.

If someone were to ask you why they should choose to attend AU, over other universities, what would you tell them?

I would, without hesitation, tell them to do so. AU, and distance education in general, provide a freedom in learning that doesn't exist in a more traditional classroom setting, which makes it particularly appealing for those who can't afford to take time away from a paying job in order to spend their time in a classroom. Also, I've had such good experiences with AU staff and tutors, far better than I had in a more traditional university, that I want others to share in that.

Speaking generally, what do you feel is the primary role of a students' union (ie, student advocacy, services, financial support, etc)?

I think the two primary purposes of a students' union are student advocacy and the promotion of a healthy student life; this includes acting as an intermediary in student conflicts, working as an intermediary between the student and the university, promotion of services beneficial to a student's educational and social well-being while at school, pursuing whatever avenues are necessary to ensure that a student receives a fair educational existence, and the inception and promotion of services and other resources that will give a student a sense of community and a place to turn for other needs.

Is there one, most important thing that you want to do for AU students as a member of council?

The most important thing I would attempt to do, is whatever it would take (within sensible reason) to increase student involvement in the services that the AUSU provides - mainly to decrease any feelings of isolation our body of distance students might be feeling. I want the AU student community to be aware that there are ways for them to communicate with each other, that they don't have live incommunicado with each other, and that they can have a student experience similar to what students at other universities enjoy; this includes clubs and other forms of socialisation.

Working with AUSU council means working with a group. What do you see as the benefits and/or disadvantages of working as a part of a large group or board, rather than as an individual.

Working as an individual means working alone, and although this can be beneficial when you need to concentrate, it also means that there's no one to help you if you need it. When one works with a group one has the benefit of others to aid you in your efforts; you also have the benefit of others' opinions, which are valuable when it's fair criticism, and which are an endless source of fresh ideas. The only drawbacks I see to working with a group are personality conflicts. However, if one remains calm and retains at least some vestige of maturity, those conflicts can be put aside or resolved in order that the whole can work towards the common good.

AUSU COUNCIL CANDIDATE - Melanie Gray

See <http://www.ausu.org/election/candidates.php> for a list of all of the candidates.

How did you first become aware of AUSU Council, and why do you want to be a part of council in 2004?

I started at AU in August 2002 and found my way to AUSU forums through website navigation which is how I found out about the Council and their programs. I have always been involved in my geographical and internet communities and would love the chance to represent students in my educational community.

Tell me a little about your experience with distance education: How many AU or distance education courses have you completed, and what have you found hardest, or most rewarding, about distance study.

I have a whopping 24 credits under my belt with another 12 credits in the next 6 weeks. While studying at a "traditional university" I took some distance education courses mainly because the classes were full. That was when I discovered that I excelled at distance education classes. I like not having to attend stuffy classes where the professor spouts the textbook verbatim and I love the fact that I can work at my own pace and get it done as quickly or not as quickly. The hardest part of distance education is the lack of daily face to face contact but the use of forums and chats can help lessen that aspect of distance education isolation.

What role, if any, has AUSU played in your AU experience so far? If AUSU has not played a role, what could it have done to facilitate your learning?

Last year I hit some hard times with my now ex-husband and I applied and received an emergency bursary from AUSU which made a significant impact on me at the time. In the university setting most traditional schools offer emergency funding in the way of a loan but that is always there waiting to be paid back. With AUSU it did not have to be paid back and I was not putting myself into deeper debt to stay in school. AUSU council have also listened to the posts on the forums and responded with help and caring, including issues with course registration by being an intermediary between me and some other students and AU. It has also been wonderful to have a website to keep everyone up to date on school issues and national issues relating to education.

What work or life experience(s) have you had that you feel will be particularly valuable to you in working with council?

I have been a community volunteer since I could walk, at the time helping my grandparents with the Knights of Columbus or Lions events. When I hit high school, I became a charter member of the Penticton Leo's Club and treasurer. After moving to Alberta in my 20s, I joined the Kinetite Club of Fort McMurray, where I also became bulletin editor. I have stuck with Kinetites, although I have moved a couple times since. With Kinetites, I have also become bulletin editor (again), secretary, and finally club president. While serving as bulletin editor I won an award for my bulletin beating many other clubs throughout BC and the Yukon. I have also won an award for an article I wrote about my Kinetite club once again beating many people in the BC and Yukon for that honour.

If someone were to ask you why they should choose to attend AU, over other universities, what would you tell them?

Having been asked this already, I know what I would say. AU offers a huge selection of courses that are challenging and, in certain cases, fun. AU has everything that any other school has except dorms. You can work at your own pace and are marked accordingly. The tutors, academic experts and everyone else at the school are nice and helpful and the other students are helpful and friendly. What other school offers course that can be taken internationally and be applied internationally? The best is that you attend AU and get a degree from AU, not from a different school which holds distance education centre under its wing.

Speaking generally, what do you feel is the primary role of a students' union (i.e., student advocacy, services, financial support, etc)?

Providing student advocacy has to be the most important role of a student's union with all the other services coming close behind. It is the student's union job to be the voice of the students and to be the go-between. Many students are on the periphery students union but it is important to listen to and communicate for all the students.

Is there one, most important thing that you want to do for AU students as a member of council?

I am determined to find a new forum and possibly chat format for the website, offering a more user friendly option for the students as well as bringing more students into the discussions, even if I have to call everyone myself and tell them where to go (but in a good way!!).

Working with AUSU council means working with a group. What do you see as the benefits and/or disadvantages of working as a part of a large group or board, rather than as an individual.

Working as a group provides the opportunity for more ideas to be brought forth and for those ideas to be better shaped for the students needs. The problems that can arise with large groups is when feelings get hurt but that can be sorted out as long as it is done at the time it happened and then group can move ahead and be victorious.

AUSU COUNCIL CANDIDATE - Stacey Steele

See <http://www.ausu.org/election/candidates.php> for a list of all of the candidates.

How did you first become aware of AUSU Council, and why do you want to be a part of council in 2004?

I had taken a course at AU a few years ago. At that time I had no clue (or I heard about AUSU in passing) that a students' union existed. A while later I saw a mom from my daughter's grade 2 class wearing an AU t-shirt (former Councillor Sandra Moore). We got talking about AU and educational goals. She also told me about AUSU.

I wanted to continue my education, but until I had resources (cold hard cash!) I was unable to start. While waiting for these resources in spring 2003, I researched the AUSU website, and the AU site to get more information. I was eager to be involved with AUSU in any way I could, so when AUSU Council put out the call to students to fill 3 vacant Councillor positions I jumped at the chance.

I want to stay on Council for 2004/2005 so I can continue serving AU students, and to be a part of a valuable organization.

Tell me a little about your experience with distance education: How many AU or distance ed courses have you completed, and what have you found hardest, or most rewarding, about distance study.

My experience with distance education started in 1994 with the University of Saskatchewan. I took a year and a half of courses through U of S by means of satellite and classroom (like AU's group study) and independent studies (like AU's individualized study). My education was interrupted for a while by motherhood, work, and family life. The time came to get on with my education and in July 2003 I enrolled in AU's BA program with a major in Psychology. So far I have 51 credits (including transfer) with 69 credits left to go and I hope to complete them all at AU.

Quite honestly, I love distance learning. My learning habits were erratic sometimes with classroom study (I was the student who showed up only for exams and the days we had donuts after class!), and distance education pushes me to succeed on my own terms. But now as an adult student, I do have a strong "keener" streak that wasn't present before and I sometimes crave the face to face interaction with profs and other students (and those donut days after class!).

What role, if any, has AUSU played in your AU experience so far? If AUSU has not played a role, what could it have done to facilitate your learning?

AUSU has given me, and others, a community of students to identify with. I've never been an online "chatter" or forum poster, but now this online community is something fulfills that craving for interaction with other students. I never thought I would grow to care about and depend so much on people I've never even seen before!

What work or life experience(s) have you had that you feel will be particularly valuable to you in working with council?

Well, that would be the 2 years I spent with J.D. Salinger and perhaps the time I taught Castro how to ski..... All joking aside, I have had several interesting experiences (well, interesting to me!) with work and life. I really don't see my particular experiences as being more valuable than anyone else's. Each individual has their own unique perspective on life experience that is meaningful to them. The combined life perspectives and contributions of 9 people can result in a rich and productive AUSU Council.

If someone were to ask you why they should choose to attend AU, over other universities, what would you tell them?

Good question! Promoting the AU "brand" is essential and needed. With the recent numbers showing enrolment at an all time high, it indicates that AU is becoming more legit in the minds of prospective students. Flexibility, broad and diverse courses, complete undergrad and graduate programs, and personalized attention all combine to serve students, that for whatever reason, cannot attend on campus universities. Achieving success with AU is the best way an individual student can promote this university's unique and esteemed presence on the Canadian and global education scene.

It's not my nature to tell someone which university to go to, but I would suggest that they look into AU themselves and see what AU has to offer them.

Speaking generally, what do you feel is the primary role of a students' union (i.e., student advocacy, services, financial support, etc)?

A students' union is all of the above. The many roles of a students' union vary in importance from student to student. At any given time we need to treat each function of AUSU with equal importance.

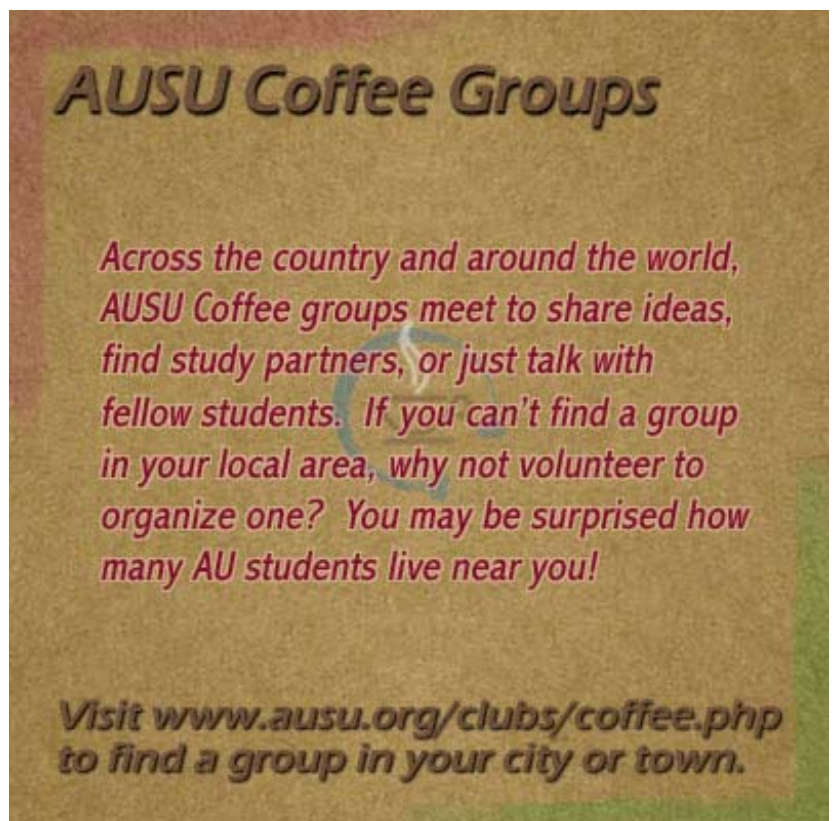
Is there one, most important thing that you want to do for AU students as a member of council?

The one single thing I would like to do for AU students as a member of Council is to promote a community of students. There are many things Council can do to facilitate this and I would appreciate the opportunity to work with other members of AUSU Council and students in general to work towards this goal.

Working with AUSU council means working with a group. What do you see as the benefits and/or disadvantages of working as a part of a large group or board, rather than as an individual.

Although AUSU Council is not a huge group, the many volunteers and others involved with AUSU functions add up to many people. Serving on council this far has been a learning experience, but a very fulfilling one. The drawback is not in association with the amount of people, but relying on e-mail as the primary means of communication. This disadvantage that AUSU Council has, is one that has been embraced and resolved and has proved how truly unique this students' union is.

The benefit of working with a group is seeing viewpoints that may not have been previously considered. Debate (and dare I say arguments!) almost always ends in a better solution than would have resulted as a person working alone. There is not a better feeling than seeing the positive concrete results of something everyone has worked on as part of a team!

A poster with a textured, brownish-green background. At the top, the title "AUSU Coffee Groups" is written in a large, bold, dark brown font. Below the title, a paragraph of text in a red, serif font reads: "Across the country and around the world, AUSU Coffee groups meet to share ideas, find study partners, or just talk with fellow students. If you can't find a group in your local area, why not volunteer to organize one? You may be surprised how many AU students live near you!". At the bottom, another line of text in a dark brown, sans-serif font says: "Visit www.ausu.org/clubs/coffee.php to find a group in your city or town." There is a faint, circular logo in the background of the poster.

AUSU Coffee Groups

Across the country and around the world, AUSU Coffee groups meet to share ideas, find study partners, or just talk with fellow students. If you can't find a group in your local area, why not volunteer to organize one? You may be surprised how many AU students live near you!

Visit www.ausu.org/clubs/coffee.php to find a group in your city or town.

THE PHYSICALLY DISABLED KNOW NO BOUNDS

By Shannon Maguire



Some people have a grim outlook about the capabilities of the disabled; they believe that a disability may somehow lower a person's quality of life. But the people who do have physical disabilities are constantly showing us that these people are wrong. One of the most exciting areas in which they do this is the world of sports. People with physical disabilities have found very creative ways to continue to play a wide range of very challenging sports. Some people play these sports at the amateur level and others go on to become Olympic athletes. The sports that are being played by people with physical disabilities are not what most people would expect. I was pleasantly surprised when I found out that there seems to be a sport for almost every disability, there is a way to play highly competitive and physical sports such as hockey, and there are some sports, that I have never even heard of, that were created with the physically disabled in mind.

Did you know that the Martin 16 sailboat can be rigged for use by a person with quadriplegia? You can control the sailboat by breathing into a straw attached to your chest. This is just one of the many innovations that have been developed to ensure that everyone regardless of their physical condition can participate in the sports they love. At the Olympic level there are restrictions on which athletes can compete in certain sports. For instance, only blind or partially sighted individuals can play goal ball professionally. Community leagues, on the other hand, often do not place restrictions on who can play. They welcome everyone, even individuals without disabilities. Many people without disabilities are also becoming involved in sports leagues and using equipment designed for individuals with disabilities. One example is the Martin 16 sailboat which is often used by people without disabilities because the boat is safer and easier to use than many other types of sailboats.

Did you know that people with quadriplegia can play rugby and people with a locomotor disability can play hockey? Wheelchair rugby and sledge hockey are both Paralympic sports along with soccer, wheelchair basketball and judo. These sports are quite physical and competitive, but that does not stop people with physical disabilities from playing them. There are also many other team and individual sports being played in the summer Paralympics. Some sports that can be seen in this summer's Olympic and Paralympic Games in Athens, Greece are:

Archery	Fencing	Shooting
Athletics	Football	Swimming
Basketball	Goalball	Table Tennis
Boccia	Judo	Tennis
Cycling	Powerlifting	Volleyball
Equestrian	Sailing	Wheelchair Rugby

It is estimated that 160 Canadian athletes will be participating in the Paralympic Games this summer. The current winter Paralympic sports are:

Alpine Skiing	Sledge Hockey
Nordic skiing	Wheelchair curling

There are also many sports that I was not aware of before I visited the Canadian Paralympic Committee's website. One of these is goal ball, which was designed for people who are blind or partially sighted. The object

of this sport is to roll the ball across the court to the other team's goal while opposing players attempt to stop the ball. Everyone, regardless of the extent of their vision impairment, must wear a blindfold. The ball is equipped with bells to allow players to locate it and the court contains raised lines to help players position themselves. Another sport that is new to me is boccia. This sport is played in wheelchairs and the object is to place your team's balls closer than the opposing team's balls to another ball called the jack. It is quite a complex and interesting team sport.

As you can see, a physical disability is not going to prevent people from continuing to play sports. Creativity, hard work and a determination to remain active and have fun has resulted in numerous sports being played recreationally and competitively by many people with physical disabilities. If you would like to learn more about these sports you can visit:

The Canadian Paralympic Committee website at www.paralympic.ca

The 2004 Olympic and Paralympic Games website at www.athens2004.com

The Athabasca University Sports Club has links to other sport sites for people with and without physical disabilities at www.ausu.org/clubs/ausc/index.php

STUDENT WRITES

Lonita Fraser

We tend to think of note taking as simply the action of writing things down, but there are techniques that can make your notes much more effective, both while you're taking them and later when you're using them for review.

If, for example, you're attending an in-class lecture, actually dating your notes is a good idea. The dating can help keep things in order, and if you need to ask the lecturer a question regarding the material, you can make it a little easier on the both of you by having the date of the lecture to give as a reference point. Another handy retrieval tool is titling each section of the notes, and making note of headings and subheadings as well. This will help you find material later on when reviewing, and can help you in keeping your notes ordered by subject. Leave some space between headings and notes so that you can fill in any missing information later on. This is one reason why it's helpful to write only on one side of a page as you take notes, so that you can put additional information on the other side of the page, or even use it to answer questions you've made note of during the lecture. Enough separation between sections is also a good visual cue as to where each section begins and ends.

Using a uniform style of organization throughout your notes not only helps keep things neat, it also aids you in seeing how the details relate to main points. Also, make sure you note down enough examples and details to ensure the ideas you're learning about are clear; if they aren't, talk to your tutor or professor after the class/when you're done your reading.

Rereading, recopying only if necessary, your lecture notes as soon as possible after the class, and neatening up the organization, is an excellent way to a) review the material which keeps it fresh, and b) make it easier to review the material later. The sooner you review your notes after a lecture, the more likely you are to realize any gaps in information that might be present. Review gives you a chance to fill in any of that missing, unclear, or incorrect information.

Most importantly, though, make sure you can read your own handwriting. If you can't read what you wrote, what you wrote isn't going to be terribly useful. You don't need perfect penmanship during note taking, but make sure it's clear enough that you can read it later on. Also, it's handy to develop your own style of shorthand when note taking, so that you can mark things down quickly. It's only useful if you remember what your shorthand means, though; I've had days where I've forgotten my own notation, but after many years of habit it becomes second nature.

BEST BEFORE



From
Where
I Sit

Hazel Anaka

Have you ever felt like your "best before" date has come and gone? I certainly have, on occasion.

Most days, though, I think I'm handling this whole aging business quite gracefully, especially when I consider the alternative. Last year a painter friend of mine died in a motor vehicle accident just days after her 50th birthday. Deb will never see her kids marry or hold a grandchild or take another trip with Gord or live in their dream home. So most days I feel damn lucky. As someone once said, any day above ground is a good day.

Yet this getting old kind of snuck up on me. Gradually I've learned to accept the signs and signals that things aren't like they used to be. I've stopped talking about being a child bride of 19.

I've accepted the bifocals--what choice did I have--because reading is such a big part of my life.

I've accepted that a chiropractor, masseuse, and physiotherapist are part of my healthcare team as I deal with sciatica and a rotator cuff problem.

If I had a nickel for everyone I know who has orthotics for her foot problems I'd be a rich woman. And I'd probably pay it all back for an uninterrupted, bathroom-free sleep.

Now I'm contending with my first arthritic joint. How can one tiny joint in a baby finger hurt that much? Will the glucosamine I'm taking reverse or at least halt the progress of this insidious ailment? Who knows?

I've accepted the irregularity of my menstrual cycle and hope I'm spared the horrendous menopause experience some women undergo. This winter I thought I had a hot flash: then I realized Hilary had cranked up the thermostat while I was

wearing my 'Murray Smith cardigan'. Whew, close call.

I've accepted that it can take hours or even days to remember someone's name or the sequence of events or where I've stashed something for safekeeping.

I know that mammograms are now a regular part of my health regime along with a physical, pap smear, blood and urine work.

It shocks me that when I'm with friends more often than not the conversations turn to comparison of ailments and test results. We compare notes on pharmaceuticals, home remedies, alternative medicine. We laugh at ourselves and our declining state. We bemoan the difficulty in finding the right doctor. You know the one....with just the right mix of expertise, caring and TIME to hear our concerns, spoken or otherwise. Time to explain causes, options, prognoses.

What I can't abide are the unreasonable and dangerous waiting times for diagnostic tests like MRIs or specialist appointments.

Maybe what aging gracefully boils down to is contained in the Serenity Prayer. "God grant me the serenity to accept the things I cannot change, courage to change the things I can and the wisdom to know the difference." At least that's the straw I'm clinging to, from where I sit.

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AU Profiles:

AU Student: Gitanjali Mitchell

What province and city/town do you live in?

I live in Calgary, AB

Do you have a family/ kids/ pets ?

I am married with 4 kids- ages 10 ½, 7 ½, 5 and 3

What are your hobbies / interests/ activities/ etc.

I love languages. When I was in college, I could carry on a half decent conversation in 9 languages. I have retained three. I also am very much interested in psychology, and counselling.

Can you tell us about the AU Courses you are taking at the moment, or a favourite course?

I am taking French 401, 402, 387, and Spanish 301

How long have you been a student? (And where)

I went back to school full time at Athabasca university in Oct. 2002

What do you think of your courses/ the AU experience/ distance education?

I think distance ed. is great if you have the discipline to make yourself complete the course work. Because my husband is a full-time student as well, and I work full time to support us, distance ed is the only way to go in order to be able to complete my degree and still spend time with my kids.

Do you work? What do you do?

Yes, I work full time in for DMX music - a satellite music company. I provide bilingual customer service, answer billing inquiries, do the close-out of accounts, etc.

How is AU helping you toward your goals?

Well, like I said, I am able to complete my degree at home at my own pace, while still being able to work and still give my kids what they need.

What are your future goals?

I would like to get a Master's degree as well, probably when my youngest is in school and my husband is out of school.

Do you have any advice or words of wisdom for other students?

Yes, go and get your education before having children!!!

Anything else we should know? Funny stories about the dog eating your laptop/ praise for AU, a friend or a tutor?

I have had a wonderful experience with all of my tutors. However, the French ones have been the best!! Thanks in particular to Audrey O'Brien and Nicole Kunzle! These two ladies really care about their students...And of course Fresia Sanchez who is the tutor for Spanish 300 and 301. She is wonderful too!

Are you an AU student who has not yet been profiled by The Voice? Write voice@ausu.org. We'll even send you a free Voice logo coffee mug for participating.



Recently, eighty-seven year old Brantford Ontario nursing home resident Norma Stenson was abused by staff-members of two separate private facilities. The abuse was captured on hidden video and broadcast on CTV's W-5 program (1). Two staff-members of Charlotte Villa Retirement Home were charged prior to airing of the videos with criminal offences: Amanda LaPierre, was charged with four counts of assault and two counts of theft; and Shelley Grisdale, was charged with one count of assault and two counts of theft. After the videos showing the woman being robbed and physically assaulted were broadcast on W-5, the police reopened their investigation into the abuse as further charges could result (2).

Regrettably, the abuse of the elderly in Canada does not seem to be confined to isolated incidents. A simple search of news archives will result in numerous reports of the elderly being abused and even killed at the hands of those paid to care for them. Considering the frequency of reported/discovered cases, one has to wonder the degree to which these events occur and are never brought to light. There appears to be a *prima facie* argument to be made that Canadian elderly suffer systematic abuse within our eldercare facilities as opposed to isolated anomalous incidents.

In examining this issue, I can't help but compare North American culture with that of other countries and races. The former appears to discard its elders as unproductive and useless burdens on the family and society; citizens incapable of contributing to capitalism once retired from productive work and whose presence in the family home would attenuate the productive (and consumptive) capabilities of the modern double-income family-unit.

Canadian children (and I am one of them) are instilled at an early age with the desire to move out of the nest (away from the parents) and make their own way separately and individually. Each sibling, so the culture dictates, should have its own home, its own cars, and its own life, separate from those of their parents. It is not surprising that grown children are loath to disrupt their own overly busy lives to repatriate aged parents into their individual abode in order to care for them once they can't care for themselves. Hence the wide-spread warehousing of Canada's elderly in palliative "Nursing" or "Retirement" homes.

According to Sharleen Stewart, international Canadian vice-president of the Service Employees International Union, "Private nursing homes operate only on the basis of the profit motive...residents are just a commodity that keep the cash flowing" (3).

Contrast the typical western-cultural experience with some other examples; most notably East Indian. I don't profess to be any sort of expert, but as an outsider looking in, it appears that the multi-generational familial dwelling in which many East Indians cohabit is far more conducive to mutual-assistance and social cohesion. It is my understanding that East Indians venerate their elders much as North American Aborigines do. Although physically frail, the elderly have lived long lives and accumulated vast knowledge and experiences that can be passed to younger generations—if the latter take the time to listen. There are many means in which elderly parents or grandparents can continue to contribute to the family and I suggest that they deserve to be cared for with dignity when they become in need of palliative care.

It would seem that some cultures are more likely than others to provide dignified palliative care to elderly family members. Unfortunately, mainstream North American culture does not generally fall into the former category. However, there are anomalies. My father and his siblings took turns in round-the-clock shifts for months caring for their ailing parents in the latter's own home so that they could die with dignity and avoid the "Retirement" home. Similarly, my step-father and mother have donated months of their time in caring for his

aged mother and her (now deceased) husband. They made those sacrifices to their own lives despite the fact that they were generally raised in individualist liberal North American culture.

At this time my wife is 1200 km away in Vancouver BC caring for her ailing grandfather. She has been there since February 9, 2004 and we have no idea how long she will be there. I am now juggling the care of my two children in addition law school studies. These sacrifices are very onerous for our family but I wouldn't have it any other way. I am very proud of my wife; that she would, at great self-sacrifice, separate herself from her immediate family so as to provide her grandfather with a dignified death in his own home. I suggest that not many contemporary mainstream North Americans would do as she is doing; but she is so giving that it hasn't surprised me in the least.

(1) Help Me: Elder Abuse in Canada. CTV.ca.

http://www.ctv.ca/servlet/ArticleNews/story/CTVNews/1076082613040_71491813/

(2) Elder abuse case to be reinvestigated: Police. CTV.ca

http://www.ctv.ca/servlet/ArticleNews/story/CTVNews/1076294771056_71703971

(3) McCarten, James (February 12, 2004). Union calls for inquiry into nursing home abuse. C-Health. Online at: http://chealth.canoe.ca/health_news_detail.asp?channel_id=53&news_id=9727

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. He 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 under 'About The Voice'. If you would like to send article-feedback to Wayne, he can be reached at wayneben@sasktel.net

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Mugs are just \$8 each, and the jackets are \$35 each until the end of February. Contact voice@ausu.org for information on shipping costs and for ordering information.





As we all know, the months of February and March - "Farch" - can be a particularly dreary time of year. Sunk in the trough between the excitement of the winter holiday season and the first rejuvenating signs of Spring, it is not uncommon to find oneself experiencing heavy duty doldrums whilst travelling through this bleak temporal landscape.

It needn't be so, however. Put your mind to it, and you'll soon see it's possible to engage in a wide variety of fun and stimulating leisure activities that will contribute to a memorable first quarter of the year.

The following are just a few examples - I'm sure you can come up with many more of your own.

1. Take advantage of "indoors weather" to complete some of those nagging household projects that you've been putting off. Interior painting and decorating, kitchen renovations, and closet reorganizing are all good bets. For my part, I recently mail-ordered a *Sea Monkeys* growing kit, and am in the process of cleaning out a goldfish bowl to accommodate them.
2. How about having a group of friends over for a "games night"? For added interest, remember to think "outside the box" here. Parcheesi, Yahtzee and Twister are enjoyable possibilities - but with a few nails, a quart or two of shellac, and some two-by-fours you can easily convert that seldom-used basement storage room or workshop into a makeshift jai alai court.
3. Explore new outdoor winter activities. Have you ever, for instance, considered the exciting sport of biathlon? Simply bundle up the family, grab some skis and high-calibre firearms, and head out into the woods for a fun and memorable afternoon. Or how about ice fishing? Despite what many "experts" will tell you, this is a sport that requires very little in the way of specialized equipment, or even common sense. Attach a length of rope to a sturdy metal bucket, bring along a sledgehammer, head to the local slough in sub-zero weather, and you'll soon be hauling in as many chunks of ice as you could possibly want.
4. Organize a "winter theme" getaway. A flat of beer, some spoiled bean dip, an unreliable means of transport, and a handful of friends, for instance, is all that it takes to enact your own version of the Franklin Expedition.
5. Romantic dinners at home. Nothing elaborate is required. Gather together a bottle of Creme-de-Menthe, a Grand Funk Railroad eight-track, some defrosted fugu, and that special someone to enjoy them with, and you'll soon find yourself regretting that the nights are getting shorter.

Remember, all it takes is a little planning and imagination, and you'll be Farching happily into Spring.

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FROM MY PERSPECTIVE

Random Acts of Kindness

By Debbie Jabbour



Or perhaps not so random. Today I received a beautiful gift. What made it even more beautiful was that it was so completely unexpected. Ironically, this past week was the Canadian "Random Acts of Kindness" week, an initiative dedicated to "building a kinder and more compassionate country and world" that started in Edmonton almost ten years ago. This gift had nothing to do with any particular celebration, however.

Through my articles in *The Voice*, I get feedback. Sometimes this comes via the editor or a letter to the editor. Other times, students take the time to write directly to me, something I greatly appreciate. Its hard to write an article every week, particularly when it's sometimes about controversial topics, or things that make people angry. It seems lately I've had my share of angry feedback over articles I've written. On the other hand, I've had really positive feedback too.

Through that feedback I've come to know more about my fellow students than I would have known otherwise. Because I'm carrying an extremely heavy workload, including full-time work, full-time student, and President of AUSU, I don't often have the luxury of visiting with my fellow students. I would love to interact regularly on the forums and in chat sessions; and as a founding member & CPA rep, I've often wished I could be more actively involved with other student members of the Psychology Association. I've never found the time to attend an Edmonton coffee group, even though I've faithfully marked the meetings on my calendar, week after week. I'm just way too busy, juggling responsibilities - taking time to stop and have coffee or visit with a fellow student always ends up on the back burner. When I do find the odd free moment, my family comes first.

I may not have the time to go out for coffee, but I do enjoy staying in touch with fellow students at any time of day or night through email. Some months ago after writing about seeing the miracle of my daughter's ultrasound, I received an email from a fellow student. She wrote to me about what it is like being a grandmother; encouraging words; about how life-altering yet wonderful this experience would be. Since that time we've exchanged emails on a few occasions. I've learned a bit more about her life, and when I've written articles about feeling discouraged, she has emailed me with positive sentiments. But as busy as I am, our conversations have been few and far between. After I announced the birth of my grandchild, I was pleased to receive a congratulatory email from her.

Some days later I would discover that this was not the end of it. I went in to the AUSU office and discovered a fat envelope sitting in my in-basket. I opened it to find a beautiful hand-knit little red and navy sweater. The front was adorned with an animal wearing a little bell (my daughter and I debated whether it was a reindeer, but ironically it bears a strong resemblance to her dog!). Accompanying the sweater was a card expressing thoughtful sentiments - from one AU student & grandmother to another! I was amazed!

This student's "random act" of kindness touched me deeply. It made me really stop and think about the importance of the "little things" that we do for one another. She doesn't know me, and we may never meet in person. But this kind and incredibly thoughtful gesture has brought us close and taught me a valuable lesson. She could have just sent me the email, but instead, she took it a step further and gave a gift from the heart.


How often do we think of doing things like this for others? I know I think about it - but don't follow through often enough. Spontaneously sending flowers or an encouraging card to someone who is going through a rough time; picking up the phone to give a kind word here and there; giving a small gift to someone for no particular reason; shovelling someone's walk; offering a neighbour a lift on a rainy day; helping a fellow student figure out an assignment.

There are so many random acts of kindness we can do for others. When I stop to think about it, I realize that in any given week I may be the recipient of many such kind acts. They don't have to take a great deal of time or effort, and they reap such great rewards. Not only do these acts make both the recipient and giver feel good - they have a cumulative effect, motivating us to behave in kind and generous ways towards others. In our busy, stressful lives, it is far too easy to become irritable and impatient with others. An unexpected moment of kindness forces us to stop and take notice - reminding us who we are and what life is all about.

Random Acts of Kindness week:

http://www.kindacts.net/ideas_resources/RAK_week/RAK_week.shtml


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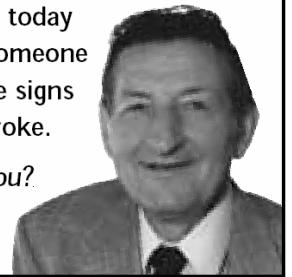
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Dear Heather,

My husband and I are in our early 30s and have been very happily married for almost five years. We have no children, and are getting very tired of people (family, friends, strangers) asking us when we're going to have a baby. Usually, we try to ignore these questions, because the truth is, neither of us wants to have children. We like our life the way it is and don't have a strong parental drive. If we tell people that, I know they won't understand. I think it's none of their business. How can we politely get people to just stop asking us?

Sara S., Regina

Dear Sara:

First off, congratulations on knowing your own mind and finding a compatible mate. In a society where having kids still seems to be the default choice, you have made a decision that many people will find hard to understand. Try to remember that it is a responsible and perfectly valid choice, regardless of what

other people may think. You have no obligation to justify your decision to others, or even to answer their questions. This is a very personal issue, and you're right - it's nobody else's business.

Unfortunately, as you have discovered, if you avoid the question people will just keep asking. That would be fine if it didn't bother you, but it sounds like it does. If you really want to make these intrusive questions stop, you may find that you have to answer them somehow. There are a lot of ways to do this, of which the simplest is to tell the person, as politely as possible, that you prefer not to answer such a personal question. Unfortunately, no matter how gently you word it, some people will be offended by that response. They may not feel it is at all a personal question (a childless friend of mine used to make people reconsider their manners by adopting a look of sadness and pain, and replying, "Oh, we're infertile.").

If you choose to simply tell the person that you and your spouse have decided to remain childless, you will have joined the ranks of many voluntarily childless people who are trying to make their choice more socially acceptable by talking about it. Be prepared, however: this is not the easiest approach, and if personal questions make you uncomfortable, it may not be for you. The insensitive people who ask why you haven't had a baby yet are the same ones who will have no qualms about challenging your choice. Here are just a few of the responses you might get:

- *How could anyone not want kids?* (Sure to make you feel cold and heartless.)
- *But having children changed my life!* (Exactly. You *like* your life how it is.)
- *Oh, you'll change your mind.* (As if you're just not mature enough to decide yet. As if absolutely *every* normal human wants kids, once they 'grow up'. No exceptions.)

Some people consider the voluntarily childless (especially childless women) to be selfish, irresponsible or uncaring, and you may also be faced with those stereotypes. If this perception bothers you, you can reassure yourself by making an extra effort to be generous and caring in other ways: by being a loving friend and family member, adopting some furry 'children' from the animal shelter, volunteering in the community, or (if you do like children) even by caring for other people's kids. This way, you're meeting an important need that already exists (rather than creating a new one to fulfill).

There are people who will never understand your choice, and many of them will feel compelled to try to change your mind. This is frustrating, but remember that those people don't need to live with your decisions, or even accept them - only you and your husband do. If you are happy with your childless life, then you have made the right decision for *you*.

Thanks for writing,
Heather

E-mail your questions to Heather at advice.voice@ausu.org. Some submissions may be edited for length or to protect confidentiality: your real name and location will never be printed. This column is for entertainment only. Heather is an AU student offering objective advice to her peers; she is not a professional counsellor and this column is not intended to take the place of professional advice.

SLAVERY

Zil-E-Huma Lodhi



The Slave's Dream
Beside the ungathered rice he lay,
His sickle in his hand;
His breast was bare, his matted hair
Was buried in the sand.
Again, in the mist and shadow of sleep,
He saw his Native Land
...
He did not feel the driver's whip,
Nor the burning heat of day;
For Death had illumined the Land of Sleep,
And his lifeless body lay
A worn-out fetter, that the soul
Had broken and thrown away!

In *The Slave's Dream* by Henry Wadsworth Longfellow, one can feel the misery and suffering that slavery can inflict upon a person. Slavery is an ancient practice, which is shamelessly going on even today, but according to records, its roots have been found as far as 3500 BC in the region of Mesopotamia.

Why do people seek to enslave their own kind? Reasons include the quest for land, economic reasons, and sometimes, a need to fulfill their own goals. In ancient Egypt, pharaohs used slaves to build their pyramids or empires. Unfortunately, we have plenty of pharaohs in our time too.

The beginning of the slave trade

The Portuguese were the first to re-introduce slavery around 1562. The practice grew from 1646 up until 1790. What brought slavery to early fifteenth century America was a demand for humans to work on the plantations. Slaves were once considered as valuable commodity; as a matter of fact they were once referred to as Black Gold.

Slaves didn't have any freedom, so if they refused to do anything they were considered to be disobeying. They weren't allowed to carry guns, take food, or run away and some states even wanted their slaves to wear metal badges bearing their names, identification numbers and occupation. If any of them were found guilty of these offences their ultimate punishment was deemed to be death.

The practice of slavery continued in America until December 18, 1865. This peculiar institution of slavery and involuntary servitude was abolished in the Constitution by US President Abraham Lincoln. He amended the U.S. Constitution, outlawing slavery throughout the whole United States.

Kinds of slavery

According to The 1927 Slavery Convention, Article 2, "members will take the necessary steps" to bring about, progressively and as soon as possible, the complete abolition of slavery in all its forms ... slavery is defined as forced Labour without pay under the threat of violence."

Nevertheless, slavery is thriving in today's civilized world under different names and forms. The most common is chattel slavery, in which slaveholders maintain ownership no longer through legalities but through the use of violence.

In Sudan, Slavery is back due to a war between Muslims and Christians. This war provokes racially based slave trade for black Africans. According to reports to the UN Commission on Human Rights, there are "racial aspects of such practices as victims are exclusively persons belonging to the indigenous tribes of the Nuba Mountains (darker-skinned Africans)". Unfortunately, government-armed Arab militias are involved and they are known to either kill people or auctioned them off.

Another common form of slavery is forced labour and debt bondage. In forced labour individuals and sometimes-whole families are lured by the promise of good jobs, and at the end they find themselves enslaved. Similarly, debt bondage is a form in which humans become collateral against a loan and families have nothing to pledge for a loan but their own labour.

America is not immune to the taint of slavery. According to the CIA, "50,000 women and children are trafficked into the USA each year as slaves." These men and women work for agriculture enterprises to get rid of their previous debts. Sometimes they are placed in a position of providing labour by force, and therefore they receive no money for their services at all.

Also prevalent is sex slavery, which is very common in south Asia where girls are forced into prostitution to earn living or earn their dowries (cash which is given to the groom's family by the bride's family at the time of the wedding).

Why does this occur?

In many Asian countries parents prefer male children to females as sons will earn a living and take care of parents in their old age. On the other hand, parents have to spend money on raising girls and in the end they also have to find money to give as a dowry for their daughter's marriage. Fear of this future expense often leads impoverished parents to abort the fetus of a female child. There is progress on the Government level, however, as BBC (UK) reports: "The Indian Government is also trying to eradicate the outlawed practice of dowry - an expensive gift paid by a bride's parents to the bridegroom's family."

According to a Human Rights Watch/Asia report (Rape for Profit) the flourishing sex trade forced on Nepali and Indian women is the result of poverty and hence it must be understood in the context of the economic conditions in both countries. Nepal's poverty makes recruiting in its rural villages easy and profitable. No passports, visas or residence permits are required for nationals traveling between India and Nepal so it's easier for traffickers to move. The truly unfortunate part is the consistent reports of police corruption on both sides of the border.

Again, we are not without blame in North America, however. Believe it or not, we are contributing to slavery indirectly. Why, who here doesn't like chocolates? Are you aware that the Ivory Coast is well known for chocolate export and forced labour is used there to produce chocolate for consumption in other countries, including Canada. Other examples of how we contribute to slavery are found in examinations of the trade of sugar from the Dominican Republic, paper clip from China, and carpets from Nepal.

Slavery Today

Slavery is found in every part of the world with different names and in different forms. For example, some places are famous for sex slavery, while others force kids to work 14 hours a day to roll cigarettes. The Ivory Coast has children to work on cocoa plantations. In Mauritania, black Africans are used as inheritable property. In some Middle Eastern nations, small boys are transported and exploited as jockeys for camel racing.

There is also a horrible trend in war smitten countries, where rebels or anti-government forces kidnap kids of a very young age and train them to work as their recruiters on front lines or as spies in enemy territory. These

kids are especially vulnerable in land-mined areas, but the most difficult part for them is the loss of innocence and trading their childhood for nightmares for the rest of their lives.

Combat against slavery

The most recent effort to stop slavery-like practices is the "Convention on the Rights of the Child, which entered into force on 2 September, 1990. It offers protection to children at risk from sexual, economic, and other forms of exploitation, including their sale, trafficking and involvement in armed conflict".

Conclusion

We are ready to go beyond earth's limits and have plans to seek out new worlds. But we haven't done enough to make this world a better place for our current and future generations. Slavery to me is not just the manipulation of human beings -- it's a scar that will never go away. It will keep reminding us how valuable freedom is.

But, we also need to be very sensitive about other cultures and should not go about labelling every thing as slavery. In many countries and cultures it's a common practice during harvesting season to include kids, women and older people. These family members are not forced labourers but a happy bunch trying to contribute in the family just the way we have volunteers who work without pay.

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- The Feminist Sexual Ethics Project. Chattel Slavery. <http://www.brandeis.edu/projects/fse/Pages/chattel slavery.html>
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- Office of the High Commissioner for Human Rights: Contemporary Forms of Slavery. <http://www.unhchr.ch/html/menu6/2/fs14.htm>

2003 Tuition and Education Amounts Certificate

Update from Athabasca University Financial Services...

Athabasca University Financial Services is pleased to announce that the official 2003 Tuition and Education Tax Credit Certificate (T2202A) forms will be made available on-line to all eligible students.

The forms will not be mailed out and instead are on-line in printable format for all students to access. Please visit AU's web site at:

www.athabascau.ca

for further details on obtaining your tuition and education tax credit information for your 2003 tax return.



NO MAN'S LAND Film Review

By Laura Seymour

This is a true gripper. I was mightily impressed with this film from France. The setting is a trench during the Bosnian War, where a Serb and a Bosnian soldier are mistakenly stuck. What makes this so special is the incredible language from all the players. The writing is amazing. The people in all roles seem so incredibly natural. No Hollywood faces to recognize and somehow they would be horribly inappropriate here.

The languages include, (take a breath here everyone!) French, German, English, Bosnian, and Serbian. Each plays an incredible role in the film. The Serbian soldiers get shot up but so do the Bosnians. Each soldier blames the other for starting the war... for burning his villages down. While the Serbs are passed out from the rally of shots one of them is carefully placed onto a "bouncing" land mine. It is invented by one of the Serbs, or at least, so he claims. When Tsera, the one on the mine, wakes up he isn't allowed to move, because he'll blow up. Eventually the Bosnian is told to diffuse it. That's a bit of a problem because Nino is new to the unit and his superior, who planted the bomb, told him nothing before the Serbs shot him.

Tchiki, (pronounced Chickie) Tsera's buddy, is furious and has a temper problem. But he has a cool Rolling Stone t-shirt on –until he gets his blood all over it. His temper gets everyone into more and more trouble. Hilariously Nino the Bosnian, is in control of the rifle. Then, wait a minute, Tsera has it. Then both of them have their guns! This gets funnier and more frustrating every minute. It is an amazing look into the world of the totally annoying world of war and at times is so comic it makes you double up. Every time you imagine there isn't another problem that could be added to their difficulties –surprise—yes there is.

Tsera tells Tchiki he has to go to the toilet. Tchiki says he'll have to piss himself. Tsera calmly tells him, "no it's the other way." He is now lying on a bomb, has to go to the toilet and he's in a trench with the enemy. Eesh! And I thought I was having a bad day.

I would be delighted to tell you who was who in this film but again I can only tell you names and what I *do* know. Branko Djuric plays the Bosnian, Nino I presume. (I think his first name is *so* cool!) The second name available is the Serbian, (Tchiki I guess) who is played by Rene Bitorajac. I found myself wondering if France is cranking out all these incredible films that I'm just not seeing. Are you? I have been discovering a world of films from France that are amazing. This one deservedly won the Best Foreign Film Oscar.

My number one problem with this film is the annoying honesty of the filmmakers. They have the truth of the red tape and politics of war down pat. I hate that! The reporters, the command personnel, and each side are very annoying. The ending BITES! It is amazing. It is probably too accurate for words, but still, it bites. And I won't tell you what it is.

Worse than the honesty is the damn subtitles for the translations of the many languages. Oh I know I've nagged about so many people hate subtitles but when you can't read them because the background is lighter than the titles at points THAT bites even more!

This film is now running on cable in Alberta. Ten thumbs up!

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



This column focuses on a wide range of issues affecting post-secondary students. 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. If suggest a topic or a course alert for Taking Notes, contact djabbour@ausu.org

AU SEEKING NEW VP ACADEMIC

Debbie Jabbour

Did you know AU is looking to hire a new VP Academic? The process has been underway for several months now, beginning with the departure of VPA Dr. Alan Davis last summer. As a position second only to the president (indeed, it is perceived as a stepping-stone to the presidency at AU), this is an extremely important job, requiring a very special and capable candidate.

We are very fortunate to have Dr. Judith Hughes serving in this position until the hiring process is complete. Dr. Hughes has been with Athabasca University for many years, serving in successive academic and managerial positions, including, most recently, that of VP Student Services and VP External. As VPSS, Dr. Hughes was the main liaison between AUSU and the university, and she excelled at the job - earning the respect of students and faculty alike. Dr. Hughes will be retiring soon, however, and her role as VP Academic is coming to an end.

What does the VP Academic do? Almost everything! They take the lead in program and course development, supervising all academic matters at the university, including the registrar's office. The VPA oversees and encourages the development of research. The VPA takes the place of the President when necessary. For graduates, the VPA is very visible - as the person who introduces you and welcomes you as a new degree holder during the convocation ceremonies.

As befitting such an important position, the VPA search process includes stakeholders from all constituencies - academics, tutors, staff, AUGC public members, and students. A "headhunter" company has been hired to facilitate the process, but the VPA search committee will be involved in the final decision making at every step of the way.

AU is a unique university, and we need a VP Academic who will understand that, one who will not only be able to continue in the footsteps of very able predecessors such as Dr. Judith Hughes and Dr. Alan Davis; but also be able to expand and develop the role of VPA as we move into the future as a leader in the delivery of post secondary distance education!

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

CANADIAN FED WATCH!

NEWS ACROSS THE NATION...

By Karl Low



Warning Bells Starting to Ring

In Nova Scotia, the Maritime Provinces Higher Education Commission has put out a press release with some of the first warnings of many that we will soon be hearing about a severe shortage of faculty.

In a time where some sort of post-secondary education is almost becoming a necessity in order to be able to earn a decent living, the thought of a faculty shortage should give politician and student alike some pause.

According to the release, the demographic trend in Canada predicts that there will be a wave of retirements over the next decade, and very little in place to replace those leaving.

In the maritime provinces alone, it is expected that 1,800 faculty positions will open up through retirement. What this means of course is that those who are professors can expect to demand, and receive, a whole lot more money for their chosen profession. So if you think post-secondary education costs too much now, imagine what will happen when the faculty crunch hits.

Unfortunately, this warning comes almost too late. After all, ten years almost isn't enough time for a person entering post-secondary education today to work their way through to a full Ph.D. (Especially if they take their courses at the rate that I do.) Equally scary is that almost nowhere else are we hearing the warnings about what is to come. Even student groups, when providing us with the horror stories of what tuition will cost in the next twenty years, often are doing it based on current projections, and not taking into account that the wages of professors will probably rise dramatically as the crunch takes hold.

The solution, of course, is for the government to realize what is going on, and be doing absolutely everything in its power to ensure that anybody who wants to pursue a post-secondary education can afford the tuition and living expenses of the full degree, and not feel like doing so will crush them under an enormous debt-load thereafter.

Instead, use the debt to guarantee that grads will work in Canada – every year after graduation that the person stays and works in Canada serves to eliminate six months or a year of their accumulated student finance debt.

In addition, we should also adjust remission so it only applies to those students who were unable to complete their program, so that people aren't afraid of at least trying their hand at post-secondary education.

Yes, it's an expensive proposal.

The alternative, however, is trying to compete with the rest of the world for a very limited pool of professors, in an age where knowledge is really what keeps our economies humming.

That's a proposal that strikes me as even more expensive in the long term.

Back to School for Politicians

Premier McGuinty of Ontario has put forward a challenge to the Ontario government. He has challenged each of the Ministers of Provincial Parliament to go back to school for a day before the March break.

The reason is simply that he feels his government is out of touch with the current needs of teachers and students in the schools. It's kind of a noble gesture, I guess, but I don't see a lot of value coming out of it. After all, a single day spent in a classroom won't tell you a tremendous amount. Especially since the average Member hasn't been in school for 33 years.

Then again, I imagine it will be a large culture shock for most of them – after all, how often do MPPs actually see people reading their homework and trying to provide the right answer rather than the politically astute answer?

Perhaps that's the point.

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.

TOTAL RECALL

Lonita Fraser

There are lots of nifty little tricks you can make use of to help get your memory muscles working for you, and two of the easiest are "acronyms" and "acrostics".

Acronyms are combinations of letters, each being a cue to a particular idea or word. We see them all the time, used humourously and not, and they are common when shortening company or organisation names to easy, bite-sized chunks. You could, for example, take the first letters of the names of thinkers covered in a philosophy course, and make a word out of them. For example, you're taking a course on Greek philosophy and the major thinkers covered are Socrates, Aristotle, and Plato. You could use the word SAP to make an acronym of the first letters of their names.

Acrostics, on the other hand, are sentences where the first letter of each word is a cue to an idea you need to remember. An example you're probably very familiar with is "Every Good Boy Deserves Fudge", which we use to remember the notes E, G, B, D, and F, found in musical notation.

Some courses -- ones that require the use of mathematical equations, for example -- work on a building block basis; this means that what you learn tomorrow is based directly on what you've learned today. When taking a course, if you get stuck on any point, don't go beyond that point until you've sorted through it. Going beyond something you don't understand will make it harder for you to understand what follows, or even remember what follows. Think of all those adages about houses on shaky foundations; your knowledge can work the same way.

Any kind of repetition of the material you're studying will help keep it on a more solid footing in your long-term memory. This is why note-taking, summary writing, teaching others, self-testing, continual review, re-reading lecture notes, etc., are good ways to help retain what you've learned - the more you repeat something, the more likely it is you'll remember it for longer periods of time. When you've completed some reading for a course, ask yourself questions like: Can you explain or write it in your own words? Can you work the problems without looking? If yes, then your memory skills are improving. This is a good thing.

Primetime Update

Week of February 20, 2004

Amanda Lyn Baldwin

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

Friends

Last week Mike and Phoebe got married, outside, in the snow, in front of Central Perk.

This week Phoebe returns from a romantic honeymoon, and receives a request from Joey to help him learn to speak French, which apparently she does fluently. Did any of you know that? I sure didn't, but wow.

Anyway, while they're practicing, Chandler and Monica bring in Erika, the mother of their yet unborn child. Later in Joey's apartment, Phoebe gives up the lessons, since her pupil can't even imitate syllables. And even later, in Monica and Chandler's apartment, they learn that Erika slept with two guys when she conceived. One guy was a high school football player, who went to university on a scholarship. The other...is in prison for killing his father with a shovel. However, they later find out that Erika didn't actually have intercourse with the prison guy.

During Joey's audition, Phoebe explains to the director that Joey is "a little retarded." Although they reject Joey for the part, they save his confidence and self-esteem by complimenting his attempt (although more of a failure) to speak French.

In the show closer, Phoebe and Joey are rewriting Joey's resume during which he has to prove that he can drink a gallon of milk in ten seconds.

Ross gives Rachel crap for being half an hour late, to which she reveals that her father had a heart attack. Ross and Rachel decide to travel out to Long Island together. While at the hospital, the previously intimidated Ross, takes his chance with Rachel's highly sedated father. He soon wakes up, and gives Ross crap for tugging on his catheter. Back at Rachel's childhood home, Ross comforts Rachel and when one thing leads to another, Ross is dodging her kisses. He eventually leaves, scared that they'd ruin things. The next day, Rachel gives him the cold shoulder and they fight.

Wonderfully enough, Rachel's dad intrudes on their argument. When they get back to NYC, they talk about the times that they did get intimate, and agree that it would be better if they made a pact not to have sex. In the end, their connection is just too much and we're left with a weird intuition about the next episode, entitled "The One With Princess Consuela."

Friends airs on Thursdays at 9:00pm Alberta Time, on Global (channel 7 in Calgary)

Survivor - ALL STARS

Last week Jenna left the show, and we were left with tears in our eyes when we learned of the real life loss of her mother.

This week, it seems the castaways underestimated the amount of water they'd be getting. In the heat of the moment, or rather the chill of the moment, Boston Rob and Amber get a little snuggly, but is this for warmth, or comfort? On Saboga, Rupert mourns the loss of their beech and their shelter...while Jerri gives herself a little pity party... Richard catches three eels, and Mogo Mogo feasts.

Reward Challenge: Besides the major sexual innuendoes between Richard and Sue, each tribe member gets a station from which they play "Go Fish." By sheer luck, and Jenna's stupidity in showing her stuff to everyone, Chapera wins a whole set of toileting stuff...as well as the third key to their mystery box (which contains whiskey and rice). Rob and Amber bathe each other.

Saboga, after the rebuilding of their faulty shelter, enjoy a better sleep and a bit of food thanks to Rupert's ability to catch fish.

The immunity challenge is a test of communication. It's a puzzle search, with 3 tribe members blindfolded, and one guide giving directions to the puzzle pieces. The guides are Alicia, Jerri, and Richard. After a lot of people banging into each other, Mogo Mogo is the last team to find all of their pieces. In a brilliant act of teamwork and unity, Saboga is the first to finish their puzzle, followed by Mogo Mogo, sending Chapera to tribal council.

Back on Chapera's camp, the arguments are both for and against voting for Rob Cesternino. Alicia, however, worries about what's really going on, as she hasn't seen any plotting and scheming. In another twist, the Robs team up and plan to get rid of Alicia, then Sue, however, what really gets me is that Boston Rob is so arrogant the he truly believes that he's in control of the entire situation...and he hasn't yet chosen whether the one to go will be Rob C, Sue, or Alicia.

In the end, with at least four votes for Rob C, and one for Alicia, Rob Cesternino is the fourth person to leave Survivor: All Stars.

Next Week: Tribes have to build a raft; giving Rupert a chance for redemption, Tom makes an ass of himself after having lots to drink, and the first BIG TWIST of the game.

Statistics

CHAPERA

Alicia Calaway - 35 years old, 9th place in Australian Outback (1st Juror)

Amber Brkich – 25 years old, 6th place in Australian Outback (4th Juror)

Rob Cesternino – 25 years old, 3rd place in Amazon ***GONE 4TH***

Rob Mariano – 28 years old, 10th place in Marquesas (Boston Rob)

Susan Hawk – 42 years old, 4th place in Pulau Tiga (Big Mouth)

Tom Buchanan – 48 years old, 4th place in Africa (Pig farmer)

SABOGA

Ethan Zohn – 30 years old, SOLE SURVIVOR of Africa (soccer player)

Jenna Lewis – 26 years old, 8th place in Pulau Tiga (2nd Juror)

Jerri Manthey – 33 years old, 8th place in Australian Outback (2nd Juror)

Rudy Boesch – 76 years old, 3rd place in Pulau Tiga (retired navy man) GONE 2ND

Rupert Boneham – 40 years old, 8th place in Pearl Islands (2nd Juror)

Tina Wesson – 42 years old, SOLE SURVIVOR of Australian Outback GONE 1ST

MOGO MOGO

Colby Donaldson – 29 years old, 2nd place in Australian Outback

Jenna Morasca – 22 years old, SOLE SURVIVOR of Amazon ***GONE 3RD***

Lex Van Den Berghe – 40 years old, 3rd place in Africa
Kathy Vavrick-O'Brien – 50 years old, 3rd place in Marquesas
Richard Hatch – 42 years old, SOLE SURVIVOR of Pulau Tiga (big naked gay guy)
Shii Ann Huang – 30 years old, 10th place in Thailand

Survivor airs on Thursdays at 9:00pm Alberta Time, on Global (channel 7 in Calgary)

The Bachelorette

This week we were supposed to see Meredith's intimate overnight dates where the guys start to express their real feelings. However, I couldn't watch it. My VCR sure got a talking to though. The website informs me that Meredith offered roses to Mathew and Ian, sending Chad home. My vote goes to Matt, since I see Ian as a complete weirdo. PS. Matt looks a lot like a blonde and skinny Bob Guinea (from last season).

I did catch the end of the "The Men Tell All," which aired on Thursday, February 19, 2004, at 8pm. Highlights include:

- Lanny defends his mom's intensity involving parenting and religion
- Meredith kissed a lot of guys (clips included); the best clip is Brad's attempt to suck her face off
- Chad asks Meredith some really private questions about what his inadequacies were
- Summary of the two guys that Meredith has left in her journey; Matt and Ian.

Next week: Meredith takes Ian and Matt home to meet her family and then she hands out her final rose. Will he propose? Will she accept? Watch the 2 Hour Season Finale on Wednesday, February 25th.

The Bachelorette airs on Wednesdays at 10:00pm Alberta Time

The Apprentice

The Apprentice (Thursday, February 12, 2004, 10:00 pm)

Last week, Jesse got the boot, because she took too much crap from Omarosa without standing up for herself.

Right off the bat, Protégé must select a member from Versacorp to join their team. Amy is selected to switch (much to sweetheart Nick's distaste) making the playing field equal with five on each team. The first task is to choose, renovate and rent out an apartment. The team that rents the suite for the most money wins. Before they even leave the meeting place, however, Omarosa is hit in the head by a small falling piece of plaster, and she seems to pout.

Nick and Katrina are chosen as the project managers, who are to view the apartments and decide which one they would like to renovate. Nick overhears Katrina tell her team that she wants the apartment on 3rd street, so he goes forward wanting exactly what she wants, which pisses her off. In the end it comes to a coin toss, which Nick wins and takes the apartment Katrina really wanted.

In the middle of Protégé's efforts, Omarosa calls a meeting about what has to be done to the apartment. The other teammates criticize the uselessness of having a meeting when they could be working. In the midst of renovations, Heidi gets a phone call telling her that her mom has been diagnosed with stage one colon cancer. Everyone sympathizes with her, understanding that she's got some tough decisions to make.

Later, Omarosa complains about a major headache, which restricts her from working, however has lots of energy to play basketball on the street.

On Versacorp, Katrina brings in a general contractor to do the kitchen and bathroom. Tammy keeps running off into left field, in the completely opposite direction as the rest of the team. She gets in the way. And she talks down to everyone. I wish she'd go home.

In the end, both renovations look absolutely wonderful, I'd move in for sure. Versacorp gets a lease for \$1650 per month for an increase of 10%. At the last minute, Protégé gets a lease for \$1525, for a 27% increase. Katrina turns around, however, and accuses Troy of playing unethically (tail-ending her, and letting the choice be settled by a coin) to which Trump crushes her hopes that everything should be ethical. Tammy blurts out that the team was "duped" (likely meaning screwed or manhandled).

As a reward for winning the task, Protégé is given a trip to a country suite (Trump's home in Bedford) for a picnic and Trump gives Heidi the chance to go home and be with her mother. Despite the emotion, Heidi's choice is to stay in the competition.

Going into the boardroom, my bet, or more, my hope, is on Tammy's demise. Trump points out Tammy's obvious opposition and disloyalty to her team to which she argues that Troy maneuvered his way into the better piece of realty. Katrina holds both Tammy and Bill partially responsible for the team's loss.

Katrina is criticized because she should have taken control of the whole situation, Bill is criticized for being a bad negotiator, and TAMMY is FIRED for being OBNOXIOUS and disloyal.

Next week: Selling bottled water, Nick and Amy do a little dancing, and the best boardroom ever.

The Apprentice airs on Wednesday evenings at 10:00 pm Alberta Time

If there are any other shows you want updates on, or any comments you wish to make, please email me at abaldwin@shaw.ca!

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AUSU THIS MONTH

AU SPORTS CLUB, NOW ONLINE!



The AU Sports Club (AUSC) is now online and accepting new members. If you are a fan of sports or athletics, and would like to keep up to date on happenings in the world of sports, or just have an opportunity to speak with other sports fans, then this club is for you. Visit <http://www.ausu.org/clubs.ausc> to visit the AUSC website, or write Shannon Maguire at ausc@ausu.org.

Students Support Program to Provide Access to AU Students with Disabilities



AUSU VP External Shirley Barg presents ASD Coordinator Brenda Moore with the cheque.

On behalf of Athabasca University students, the Students' Union today presented a cheque for \$2,000 to AU's Access to Students with Disabilities Program (ASD). The new annual donation from the Students' Union will provide assistive technology to AU students who require it to help them manage and complete their course work.

"By initiating this annual donation, we are demonstrating the commitment we share with the University to removal of barriers for students," said Debbie Jabbour, President of Athabasca University Students' Union (AUSU). "The donation will help students in need receive special software, computer hardware, or other technology," said Jabbour.

According to Brenda Moore, Coordinator of the University's ASD Program, AU has a somewhat unique population of students with disabilities, many of whom enroll for the sole reason that AU's flexibility allows students to achieve their educational goals without the difficulties of attending on-campus classes.

"The AUSU donation represents students helping students," said Moore. "The ASD Program staff and the students we serve are very grateful for the donation."

Contact: Debbie Jabbour, President, AUSU - djabbour@ausu.org
Shirley Barg, Vice-President, AUSU - sbarg@ausu.org

Athabasca University Students' Union Mentor Program

The AUSU Mentor Program, developed by Students' Council in 2003 and launched in February 2004, fosters relationships between new Athabasca University students and more experienced students. The program encourages and develops one-on-one interactions between AU students, and helps new students learn how to enjoy and harness the diverse and challenging aspects of distance education.

Whether a new AU student is fresh out of high school or is a mature student looking to change or supplement a current career, the questions they have about adapting to education at a distance are similar.

With these concerns in mind, the AUSU Mentor Program was created to put students who are unfamiliar with distance education more at ease by letting them know what they can expect, and how to find the resources

they need. Although the Mentor Program does not offer counselling services to AU students, it provides a way for longer-term students to share their experiences of successes they achieved and obstacles they faced. The volunteer mentors are able to guide new students to appropriate University departments and people, and help new students navigate through to completion of their first distance education courses.

Becoming a volunteer mentor is easy. The only requirements are a willingness to help fellow AU students, and successful completion of at least three AU courses. Being a volunteer with the AUSU Mentor Program offers numerous benefits. It gives students an opportunity to take an active part in campus life and meet fellow students from varied backgrounds. The Program also gives mentor-to-mentor support so volunteers can learn from each other.

The AUSU Mentor Program was created with students' needs in mind. The contributions and input of experienced AU students are important to the success of this program.

To become a volunteer mentor or, for new students, to be partnered with a volunteer mentor, contact ausu@ausu.org.

Contact: Stacey Steele, Chair
Mentor Program Committee
mentors@ausu.org.

TUTOR BIOS

AUSU provides tutor bios on the AUSU website, so that you can learn more about the person on the other end of the phone.

Tutors are selected for inclusion on the Tutor Bio pages by nomination from students. If you have had a tutor that you want to know more about, write Mac on AUSU council at mmcinnis@ausu.org and tell him who you want to see featured next.

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.

CHAT WITH AUSU ONLINE

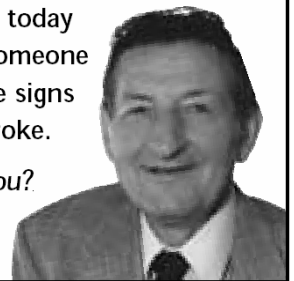
If you have a question for AUSU, or would like to get to know your council, drop by the chat-room [accessible through the 'Message Forums' option on the AUSU home page www.ausu.org. You will need an AUSU web site account.] **Times are MST**

Mondays at 8:00 PM Councillor Karl Low

Walter Gretzky, Stroke Survivor

I'm alive today
because someone
knew the signs
of a stroke.

Do you?



STROKE WARNING SIGNS

WEAKNESS

Sudden weakness, numbness
or tingling in the face,
arm or leg

TROUBLE SPEAKING

Sudden temporary
loss of speech or trouble
understanding speech

VISION PROBLEMS

Sudden loss of vision,
particularly in one eye, or
double vision

HEADACHE

Sudden severe
and unusual headache

DIZZINESS

Sudden loss of balance,
especially with any of the
above signs

Call 911
or your medical
emergency number
immediately.



1-888-HSF-INFO
(1-888-473-4636)
www.heartandstroke.ca



Voice Events Listings

On and off campus events worldwide

To list events in your area, e-mail voice@ausu.org with the word "events" in the subject line.

VANCOUVER, BC

Re-reading the 80s: Feminisms as Process

A curatorial project by Jessie Caryl, sponsored by the Morris and Helen Belkin Art Gallery, that looks at the practices of a number of artists engaged with diverse feminisms in Vancouver through book works, printed matter, and art journal interventions produced in the 1980s. There are several dates throughout February and March. Check the website for details. The location of this free event is the Belkin Satellite (555 Hamilton St; btwn Pender St and Dunsmuir St.). You can contact Monika Sczewczyk at belkin2@interchange.ubc.ca or 604-822-2759.

<http://www.liveat.ubc.ca/liveatubc/events/eventDetails.eventos?eventId=5474>

VANCOUVER, BC

Manufacturing Mod: Metal Tunics to Paper Dresses

Sponsored by the Morris and Helen Belkin Art Gallery, curator Jamila Dunn examines the use of non-traditional materials such as paper, plastic, and metal, and other experimental forms that challenged the limits of sartorial possibility. Innovative garments by Paco Rabanne, Pierre Cardin, Andre Courreges and others will be featured along with related media images that suggest broader social and historical contexts for situating the clothing. The free exhibition dates are: April 3 - 15, 2004. Satellite Hours: Wednesday - Sunday, 12 - 5 pm. Opening: Friday, April 2, 2004, 8 - 10 pm. Belkin Satellite is located at 555 Hamilton St. (downtown Vancouver, btwn Pender St. and Dunsmuir St.) You can contact Monika Sczewczyk at belkin2@interchange.ubc.ca or 604-822-2759.

<http://www.liveat.ubc.ca/liveatubc/events/eventDetails.eventos?eventId=5494>

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TGIF Seminar Series, an ongoing event

The seminars, sponsored by the Centre for Molecular Medicine and Therapeutics, are held on Fridays at 4:00 p.m. in the Chan Auditorium (950 W. 28th.) They will feature invited external scientists and representatives from each lab. Refreshments will be available after the seminar. You can contact Dora Surname Pak at dora@cmmt.ubc.ca or (604) 875-

3841 for more information on this free event. Check the website for future dates.

<http://www.liveat.ubc.ca/liveatubc/events/eventDetails.eventos?eventId=4670>

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Women in Business Mentoring Program

This luncheon speaker series is hosted by Alumni Relations and is open to everyone. It puts a human face and a personal story to the titles worn by our business leaders and creates a venue for students to interact with role models. The program assists students in understanding the day-to-day world of work and in defining themselves as they make the transition from school into the workforce. It also touches upon issues that are more concrete in terms of women's issues - staking a place at the boardroom table, pay equity, balancing family life with career etc. The featured speaker is Pat Jacobsen, the CEO of Translink, and this free event takes place at the David Lam Forum on Thursday, March 18th. Contact Christine Glendinning at glendinning@sauder.ubc.ca or 604-822-6027 for times and more information.

<http://www.liveat.ubc.ca/liveatubc/events/eventDetails.eventos?eventId=6047>

ST. CATHERINES, ON

War and Children

Retired General Romeo Dallaire will visit Brock University on Tuesday, March 2, 2004, at 7:30 p.m., to speak about the impact of war on children in today's conflicts. In 1993, Dallaire took command of the United Nations Observer Mission - Uganda and Rwanda (UNOMUR) and the United Nations Assistance Mission for Rwanda (UNAMIR). His experiences during the Rwandan genocide are recounted in his recent book "Shake Hands with the Devil: The Failure of Humanity in Rwanda". In addition to being special advisor to the Canadian government on war-affected children, Dallaire is active with the Canadian Armed Forces Mental Health Project and the Veterans Affairs-Canadian Armed Forces Advisory Council. Dallaire's presentation is part of the Brock Political Science Department's speakers series. The event is open to the public. Admission is free, but tickets are required. The event takes place in the David S. Howes Theatre on the Brock University campus. Tickets can be picked up free of charge at the

Centre for the Arts box office whose hours are weekdays 11 a.m. to 6 p.m., and Saturdays noon to 4 p.m. For information, contact David Whorley in the Department of Political Science at Brock, at 905-688-5550, ext. 4822; e-mail davidwhorley@aol.com <http://www.brocku.ca/webnews/displaystory.phtml?sid=1038>

MONTREAL, QC

"Before Stonewall"

This film viewing, sponsored by überCulture Collective and the Concordia Queer Union, takes place Wednesday, February 25, 2004, 9:00 pm - 11:30 pm. The film was produced by Robert Rosenberg, John Scagliotti and Greta Schiller, and is narrated by Rita Mae Brown. "Before Stonewall" pries open the closet door--setting free the dramatic story of the sometimes horrifying public and private existences experienced by gay and lesbian Americans since the 1920s. Experience the fascinating and unforgettable, decade-by-decade history of homosexuality in America through eye-opening historical footage and amazing interviews with those who lived through an often brutal closeted history. Location: SGW Campus, Room H - 435 Henry F. Hall Building 1455 de Maisonneuve Blvd. W. For more information contact ezra@uberculture.org. <http://www.uberculture.org>

CALGARY, AB

Marching to a Different Beat - a musical experience

A celebration of artistic expressions from the heart featuring Japanese Koto & Ikebana, Men's Chorus, Peter & the Wolf, traditional Chinese orchestra and modern dance. This is a gala event in support of the Suzuki Piano Pedagogy Program. The event takes place at the Leacock Theatre in Calgary, on Saturday, March 27th, 2004 at 7:30 p.m. Tickets are \$49 per person, and you can call 403-440-7770 for purchase information. Contact the Conservatory Office at 403-440-6821 for more information. <http://www.mtroyal.ab.ca/news/evview.php?item=000574>

REGINA, SK

SIDRU Seminar

SIDRU Seminars provide a forum for educators and students to discuss educational issues and research and their implications for teaching and learning. Bring a colleague and your lunch and join us for free coffee. The events take place in the Education Building, room 215 at 12 p.m. on Wednesdays (February 25th, March 4th, March 10th, March 17th).

For more information, contact Michelle Pawliuk at 585-4309

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SIPP Seminar

READY OR NOT...Privacy Legislation Compliance in Saskatchewan.

Facilitated by Mr. R. Gary Dickson Q.C., Information and Privacy Commissioner of Saskatchewan, the event takes place Thursday, February 26th, 2004 from 1:15 - 4:30 p.m. in the SIPP Window Room, Gallery Building, College Avenue Campus, University of Regina. Refreshments to follow. There is a \$20.00 Registration fee (+GST) and seating is limited to the first 24 registrants. Please call SIPP at (306) 585-5777 or e-mail sipp@uregina.ca. A registration form is available on their website.

www.uregina.ca/sipp

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Playwrights Reading Series

Hosted by the Department of Theatre, University of Regina, in partnership with The Saskatchewan Writers Guild with the assistance of the Playwrights Guild of Canada and the Canada Council for the Arts. Brian Quirt will present on Dance Dramaturgy and Physical Theatre as a Mechanism for the Development of New Work, at The Shu-Box Theatre on March 3, 2004 at 8 p.m. All readings are open to the public free of charge. For further information call 585-5562.

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"Abraham, Hagar and Ishmael: Drawing from Jewish, Christian and Muslim Views"

Thursday, March 11, 2004, 7:00 p.m., Rex Schneider Auditorium, Luther College. Presented by Dr. Roland E. Miller, Professor Emeritus, Luther College, University of Regina. Jews, Christians, and Muslims all claim to be children of Abraham. Dr. Miller's lecture will explore five personal lessons members of the Abrahamic family can learn from their father to improve human relations. For more information contact Ericka Barrett Greenham at 585-5144 or communications@luthercollege.edu.

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"Sexism and the Gendering of Education"

Dr. Christine Overall, FRSC, will present on Thursday, 11 March 2004 at 7:30 p.m. Campion Auditorium (University of Regina Main Campus). Dr. Overall is Professor of Philosophy (cross-appointed to Women's Studies) and Associate Dean of Arts and Sciences at Queen's University in Kingston. Elected to the Royal Society of Canada in 1998, Dr. Overall is a distinguished and widely respected scholar. Her books have been published by Oxford University

Press, Allen & Unwin, the University of Toronto Press, and other major publishing houses. Her most recent book, "Aging, Death, and Human Longevity: A Philosophical Inquiry", was published last year by the University of California Press. Admission is free. reception to follow. For information call 585-4226.

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"Separating News from Noise"

Thursday, March 18, 2004 at 7:00 p.m. at the Rex Schneider Auditorium, Luther College

Presented by J. Craig Wilson, Luther College High School alumnus Producer/Writer/Editor for CBS News broadcast "Up to the Minute". Canadians and Americans have never had more choices for where to get their news, but are we better off than we were 15 years ago? Craig Wilson will offer a candid insider's perspective on the shifting competitive landscape and discuss the implications for the news business, for the viewers, and for democracy itself. For more information contact Ericka Barrett Greenham at 585-5144 or communications@luthercollege.edu

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"Protection and Repatriation of First Nation Cultural Heritage: Issues in Canadian Law Reform"

Wednesday, March 24, 2004 at 7:00 p.m. in the Rex Schneider Auditorium, Luther College. Presented by Prof. Catherine Bell, Luther College alumna (high school 1979; university 1982) Professor of Law and Associate Dean of Graduate Studies & Research, Faculty of Law, University of Alberta. The law of property or the law of Aboriginal rights? Prof. Catherine Bell will discuss the fundamental challenges Canadians face in creating inter-culturally legitimate and constitutionally valid laws concerning Aboriginal cultural heritage. For more information contact Ericka Barrett Greenham at 585-5144 or communications@luthercollege.edu

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SUNTEP Proudly Presents "WALKING ART", Fashion Show & Reception

Clothing from Jeff Chief will be available to purchase. This will be a fun filled evening on April 2, 2004 from 7:00 - 9:00 p.m. at the Multipurpose Room, Riddell Centre, University of Regina.

Admission is \$3.00. Tickets can be purchased at College West, room 227 or at the door. For further information contact Cathy Wheaton at 585-5627.

FREDERICTON, NB

George Elliott Clarke Reads *George and Rue*

On Friday, Feb 27 at 7 p.m., George Elliott Clarke will be reading from "George and Rue: A Novel in Blackened English" at the University of New Brunswick's (Fredericton) Ganong Hall Lecture Theatre. Free Admission.

<http://www.unb.ca/news/event-details.cgi?id=822>

TORONTO, ON

Kodak Lectures

The Kodak Lectures is an ongoing international lecture series programmed by the School of Image Arts at Ryerson University in Toronto. Since 1975, a veritable who's who from the world of image making has graced the stage at Ryerson, including Dutch photographer and video artist Rineke Dijkstra, Canadian "cyborg" Steven Mann, German artists Bernd and Hilla Becher, and Oscar-nominated Canadian filmmaker Atom Egoyan. You may contact Robert Burley at (416) 979-5167 for more information. A list of the presenters can be found via their website.

<http://www.ryerson.ca/news/events/imagesandideas/>

LOS ANGELES, CA

The Karma of Questioning: Buddhist Studies in the Form of Philosophy

Taking the Buddhist concept of karma as the exemplary issue, this talk will address the question of how critical philosophical questioning might be practiced within the context of Buddhist Studies. The presenter, Dale Wright, is a Professor of Religious Studies and Asian Studies at Occidental College. He teaches in the areas of Buddhist Studies, History of Religions, and Philosophy of Religion. The event, Sponsored by the Center for Buddhist Studies, Asia Institute, takes place Feb 27th, 2004 from 3 p.m. to 4:30 p.m. at UCLA (243 Royce Hall, Los Angeles, CA).

<http://www.international.ucla.edu/buddhist/showevent.asp?eventid=1175>

To list events in your area, e-mail voice@ausu.org with "events" in the subject line.

Scholarships and Awards

THE PARKLAND INSTITUTE 2004 ANNUAL STUDENT ESSAY CONTEST

Value: \$500 in each category

Number: Three

Deadline: May 31, 2004

Notes: Students registered in any high school, under graduate or graduate program within Alberta are invited to write an essay of approximately 1000 words on the following topic:

Topic: "How are trends like larger class sizes, higher tuition, less school funding and other government decisions affecting your education?"

The student with the best essay in each of the three categories will receive \$500, and one of the three winning essays will be published in Alberta Views Magazine.

Please include your name, address, phone #, school and level (high school, undergrad, and graduate) on the first page of your essay. This information, except for level, will not be passed on to the judges.

Please send your essay to:

Parkland Institute
11045 Saskatchewan Drive,
Edmonton, Alberta T6G 2E1
Phone: (780) 492-8558.
Fax: (780) 492-8738
e-mail: parkland@ualberta.ca

The Laurence Decore Award for Student Leadership

Value: \$500

Number: One

Deadline: March 1

Conditions: Nominees for the Laurence Decor Award for Student Leadership must be an Alberta resident currently enrolled in a minimum of 18 credits, a full-time student, for this academic year. Selection is based on the student's involvement in student government, student societies, clubs, or organizations. In addition, candidates may be involved in community, provincial, or national organizations. Members of the University community nominate candidates. The nomination deadline is March 1.

Funding source: Alberta Heritage Scholarship Fund in honour of Laurence Decore, former Edmonton mayor and provincial political leader.

Announcement date: June

<http://www.athabascau.ca/html/depts/registry/studawrd.htm#ld>



ATLANTIC UNDERGRADUATE UNIVERSITIES BIOLOGY CONFERENCE AND AQUACULTURE CONFERENCE

Mar 5-7

The annual Atlantic Undergraduate Universities Biology Conference and Aquaculture Conference is being hosted by the University College of Cape Breton (UCCB), in Sydney, Cape Breton on March 5 - 7, 2004.

The AUUBC conference gives undergraduate students from the Atlantic Provinces the opportunity to meet and exchange ideas while experiencing a traditional academic environment. Students present the results of their research before their colleagues probably for the first time. This conference covers all of the disciplines that comprise the biological sciences. As well, the AUUBC conference is also held in conjunction with the Aquaculture conference. Aquaculture presentations and posters are held at the same time as the AUUBC conference, allowing individuals to attend either aquaculture or AUUBC sessions.

If you are interested in attending this conference, contact your local APICS biology committee representative. Follow the links on the website to get more information about registration, abstracts, instruction for presenters, schedule of events, accommodations, UCCB and who to contact if you need more information. Watch for posters in January, that will provide further details on the conference.

Deadlines: All abstracts must be submitted by February 9, 2004 and registration closes February 23, 2004.
<http://discovery.uccb.ns.ca/auubc2004/>

INTERNATIONAL CELTIC CONFERENCE

Oct 14-17

From October 14-17th, 2004, the University College of Cape Breton will host the International Celtic Conference, Forging a Future for Celtic Languages and Cultures, under the direction of Robert Morgan, Laurent Lavoie, Hector MacNeil and Pierre Siguret.

During the 20th century, in America and Australia a significant number of languages have disappeared, the inescapable consequence of the assimilation since the seventies. The same has happened with the Celtic languages. Our conference is organized by four professors who wish to promote a genuine interest in Celtic languages. Professor Hector MacNeil teaches Gaelic language, Professor Robert Morgan is an historian, specialist of Cape Breton History, Professor Laurent Lavoie favours the maintenance of minority languages and teaches French and Professor Pierre Siguret is a scholar in French with an intense interest in Breton.

Call for papers: We are asking for papers from scholars from everywhere. The organizing committee will invite participants with the best proposals. Different applied methodologies will be presented around the question from psycho-linguistics, social linguistics, theories of language acquisition, community development and cultural promotion. Specialists of Celtic languages will be invited together with scholars on such threatened languages as Maorie and Mi'kmaq.

Entertainment: Each night there will be live entertainment: Celtic music, songs and poetry perpetuating the formidable Gàidhlig heritage still surviving in Cape Breton and in the various Celtic countries of the world.

For further information or contributions to enhance the intellectual and economic success of the conference, you may visit our website at <http://www.uccb.ca/index1.htm> or email celtic.world@uccb.ca

TRANSPORTABLE ENVIRONMENTS 2004: 3rd International Conference on Portable Architecture and Design

April

Ryerson University in Toronto, will host the international academic conference; Transportable Environments. This will be the third in a series of conferences concerning portable architecture, buildings, landscape and design. It is being organized and co-chaired by Associate Professor Filiz Klassen of the School of Interior Design, Ryerson University and Professor Robert Kronenburg of the University of Liverpool, School of Architecture and Building Engineering, UK. The event takes place during April 2004, at the Eaton Auditorium, Rogers Communications Centre on 80 Gould. Contact Filiz Klassen at (416) 979-5000, ext. 6937 for more information.

<http://www.ryerson.ca/portable/>

NARRATIVE MATTERS 2004

May 20-May 23

Organized by faculty and students from St. Thomas University and the University of New Brunswick, and featuring an array of keynote addresses and pre-conference workshops, Narrative Matters 2004 will take place from May 20 to May 23, 2004, at the Sheraton Hotel in Fredericton, New Brunswick, Canada. The conference is a unique experience in which theorists and practitioners, researchers and students from a variety of backgrounds and disciplines will have the opportunity to enjoy conversation and together explore the importance of narrative - or story - in countless aspects of human life. <http://www.stu.ca/conf/narrative/>

ideaCity

Jun 16-18

ideaCity, a "meeting of minds", is an annual conference held in Toronto, Ontario. It brings together some of the most interesting and fascinating personalities of our time, for three days of stimulating conversation, performances, thought-provoking ideas, and other social events.

The conference is not centred around any one discipline or industry, and there are no keynote or panel discussions. In fact, scripted speeches are forbidden; as the website states: "Everyone is in on the common narrative." Rather than the usual Q&A sessions after a speaker has completed their talk or performance, the conference has adopted the practice of long breaks between sessions (and nightly parties) that invite conversation between speakers, performers, and attendees.

This year's presenters include...

Michael Adams - (President and CEO, Environics, Author, Sex in the Snow)

Henry Aubin - (Investigative Journalist, Author, The Rescue of Jerusalem)

Robert Bateman - (Artist, Naturalist)

Jane Bunnett - (Modern Jazz Musician)

Ken Finkleman - (Writer, Director, Producer; The Newsroom)

... and many more.

"In an age that seems to swing wildly between wide-eyed optimism and dire pessimism, perhaps our greatest challenge is to sustain a capacity for idealism. ideaCity is one small effort to establish a forum for the high ground of ideas and idealism." (ideaCity website)

This year's conference takes place from June 16th to the 18th in Toronto, Ontario. For more information regarding the conference, contact jenniferm@citytv.com or call 416 591 7400 x2475, or visit the conference website at <http://www.ideacityonline.com/>

Provided by Lonita Fraser

Contributed By AU's *The Insider*

- **ICDE 2004** - Feb. 18 - 21 - Hong Kong - 21st ICDE World Conference on Open Learning and Distance Education. Details: <http://www.ouhk.edu.hk/hk2004/>
- **AMTEC 2004** - May 25 - 28 - Laurentian University, Sudbury, Ontario - In Touch with Technology - Come and learn more about newest learning technologies and techniques. Meet leading developers and distributor of quality educational products. Details: <http://www.amtec.ca/site/conferences/conferences.shtml>.
- **InfraEDUCA 2004** - June 25 - 27 - Pragati Maidan, New Delhi - The exhibition will be synergetic platform showcasing recent developments in Basic & Primary Education, Higher Education, Coaching Institutes, Specialised Courses, Vocational Training & Career Prospects, Distant Learning Systems, International Universities and Programmes, E-Learning Tools and Educational Kits, Computer Education, Government Schemes and Programmes etc. Details: <http://www.friendzexhibitions.com/infraeduca2004/index.htm>.
- **N.A.Web 2004** - Oct. 16-19 - Fredericton, NB, Canada - The Tenth Annual International Web-Based Teaching and Learning Conference - Details: <http://naweb.unb.ca>

Know of a conference that is not on this list? Contact 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 for more information.

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AU SPORTS CLUB, NOW ONLINE!

The AU Student Sports Club is now online at <http://www.ausu.org/clubs/ausc>. If you are an AU student who is interested in sports, or in getting to know others who are, check out our new site and fill out a membership form if you like that you see. It's free to join!

AUSU GROUPS AND CLUBS COMMITTEE

The AUSU Clubs Committee is looking for student members who can commit just a few hours a month to answer email, and be part of a group committed to fostering and promoting student clubs and coffee groups at AU. Anyone interested in finding out more about this committee can email the chair, Lonita Fraser, at lfraser@ausu.org.

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

THE VOICE

c/o Athabasca University Students' Union
2nd Floor, 10030-107th Street, Edmonton, AB T5J 3E4
800.788.9041 ext. 3413

Publisher Athabasca University Students' Union
Editor In Chief Tamra Ross Low
News Contributor Lonita Fraser

THE VOICE ONLINE: WWW.AUSU.ORG/VOICE

The Voice is published every Wednesday in html and pdf format

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