

THE VOICE MAGAZINE

March 3, 2004
Volume 12 Issue 9



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A Voice travel photo feature

File Sharing and Privacy

Western Independence

Canada without the West?

Announcements from AU

Plus:

*From Where I Sit
From my Perspective
Dear Heather
Canadian Fedwatch
Primetime Update
Flicks & Folios
and much more...*

THE VOICE

March 3, 2004

Volume 12, Issue 09

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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.

Comments on Farch Blues by Bill Pollet [v12 i08]

I would like to thank Bill for writing the article "Farch Blues." Lately, I have noticed that life was getting a little boring. It was not until I read Bill's article that I realized that I had the Farch Blues. Once I realized what was going on it was easier to turn things around and come up with my own leisure ideas to keep things interesting, as Bill suggested we all do. I also have to say that I really like the term "Farch", and I think that I will, from here on, always refer to this time of the year as "Farch".

Shannon Maguire

Ed. I like to think of this time of year as the reprieve before raking season. That perks me up every time...

Comment on Shannon Maguire's article this week [v12 i08]

My husband is a quadriplegic and has attempted to get into better shape to be able to participate in more of life's offerings. Unfortunately we've encountered an extreme attitude from local University of Calgary workout officials. 1) they will not answer our medical specialist's multiple requests for more information on their program. 2) they have all those who are physically challenged sign a waiver stating that "even if they are negligent" you will not sue them! and 3) the price to work out at their facility is likely to be out of most disabled persons reach...it certainly is out of OUR financial reach! Together it makes becoming a paralympian all the more difficult.

**Laura Seymour
CRO AUSU**

Ed. Clearly acceptance of the disabled varies from institution to institution and it is worthwhile to investigate multiple sources of support. Unfortunately, for able-bodied and disabled alike, the price of pursuing amateur sport's excellence is often prohibitive. Support amateur sports!

THE VOICE

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frequent contributions

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EDITORIAL PAGES

THIS WEEK

AUSU ELECTION COVERAGE

This week, more interviews with candidates for the next AUSU council! Watch for more in the next issue...

Are you good at digging up information on the net?

The Voice needs a contributor with excellent web searching skills to help create the Scholarship News column each week. We need scholarships and awards listings that are relevant to AU students, so that we can keep the column updated each week. Interested? Contact voice@ausu.org for more details.

Athabasca University Office of the Registrar

Attention: POTENTIAL GRADUATES

Subject: Graduation and Convocation Ceremonies June 11 & 12, 2004

The Office of the Registrar is pleased to advise that this year Athabasca University will offer eligible graduates the opportunity to graduate on Friday, June 11, 2004 (Undergraduate Degrees) or Saturday, June 12, 2004 (Graduate Degrees). Please note that only correspondence initiated by the Office of the Registrar constitutes official notice of eligibility status.

In order to graduate on June 11th or June 12th, 2004, the following conditions must be met:

1. The Office of the Registrar must receive all final grades, including grades for courses completed through other institutions on Letters of Permission, no later than **May 5, 2004**. Athabasca University final exams should be written four to six weeks prior to this date to allow sufficient time for mailing and marking.
2. Students must apply to graduate. An Application for Graduation form is available at <http://www.athabascau.ca/html/depts/registry/formspage.htm>
Please mail or FAX the completed form to the Office of the Registrar no later than **April 15, 2004**.
3. Students must begin all final credential requirements (including credit courses, challenge examinations, writing competency tests, etc.) no later than **March 3, 2004**.
4. Students must make arrangements to settle all outstanding accounts with the university (ie. monies owing, return of library materials, etc.).

Note: Graduation applications will not be carried forward into the next academic year. Therefore, if you do not convocate in June of 2004, you must re-apply to graduate in December 2004.

If you have any questions or if we can be of any further assistance, please contact (780) 675-6100 or 1-800-788-9041 ext. 6258.

December 2003 graduates will be invited to attend and participate in the Convocation ceremonies of June 2004. Details for the Convocation ceremonies in the Town of Athabasca will be forwarded to you as they become available in April of 2004.



Load Me Up played over my headphones. Raw and edgy, the lyrics of Vancouver's Matthew Good Band warned of "ticking in the overhead." This struck me as an unusual offering for in-flight music on an international route. While I peered at the blue expanse of the North Atlantic below me, the song described "bodies in the water, floating all around you," and I tried to brush aside my apprehensions about visiting Belfast.

Later, traveling by train from Dublin to Belfast, I was surprised to see no sign of a border separating the Irish Republic from Northern Ireland. The train had quietly whisked passengers along the coast of the Irish Sea, through meadows, around lakes, and past the Mourne Mountains. But as we approached Belfast, graffiti on a grey railway control box read: "26 + 6 = 1." This slogan symbolized the aspirations of Republicans to see the 26 counties of the Republic of Ireland and the six of the northern British province united in a single country. This was my first encounter with Northern Ireland's sectarian divide.

About two hours after leaving Dublin, the train pulled into Belfast. As I made my way through the small station, I discovered that there was no sign of the police or security forces that I had expected to see.

Just outside the station, a thin older gentleman asked me if I was looking for a taxi. When I replied in the affirmative, he grabbed my luggage and threw it onto a pile of suitcases already gathered in the trunk of his black cab. Entering the cab, I discovered four other travelers. We all appeared to be equally surprised by this experiment in mass transit. Overflowing with baggage, the trunk's open lid bounced up and down as the cab headed to its first destination -- the downtown hostel where I would be staying. Soon we came to an area where the buildings were pressed together along narrow shadowy streets. The driver brought the cab to a halt in front of the hostel. Miraculously, my luggage hadn't been lost along the way. Surveying the street outside the hostel, I thought that many of the buildings appeared abandoned, neglected, grey, and forbidding. Later, I learned that this district was adjacent to Shankill and the Falls, two neighbourhoods made infamous during the height of Northern Ireland's "Troubles." This area would be my "home" during my time in Belfast.

It was a bright spring afternoon, and after checking in, I toured the streets nearby. On one particular block, offices of funeral directors alternated with florist shops selling funeral wreaths. Walking further, it became apparent that Belfast's landscape was disfigured by barricades and policing devices. The courthouse and police stations were wrapped in metal fencing and razor wire, peppered with cameras, and monitored by watchtowers.



To combat IRA car bombings, Belfast's shopping and financial districts had become pedestrian zones where cars were prohibited. Even the entrances of some pubs and nightclubs were enclosed in barbed wire, guarded by cameras, and controlled by buzzers and electronic locks. And while the British Army had reduced its presence in Northern Ireland, the occasional armoured personnel carrier could be seen on Belfast's streets.

The next day, and with some feelings of guilt, I joined one of the somewhat morbid "'Troubles' tours" of the city that exposed curious visitors to an alien culture. Minibuses and black cabs propelled inquisitive travelers through sectarian neighbourhoods, and made pilgrimages to the city's frequently bombed buildings, like The Crown Liquor Saloon and The Europa Hotel. Even as a visitor to this divided city, however, it was necessary to be cautious. Travel brochures carried warnings not to photograph police or security forces. But the deadly reality of the situation became apparent to me after I purchased a republican newspaper at the Sinn Féin outlet on the Falls Road, and the driver told me to hide it as we passed through Protestant Shankill. In Belfast it was potentially dangerous to be caught with the "enemy's" publications.

On this same tour, I encountered Belfast's 30 year old corrugated iron walls -- ironically dubbed "the Peace Wall" or Peace Line -- that separated the slums of Shankill and the Falls. With British flags and curbsides painted red, white and blue, Shankill's Protestants demonstrated their determination to remain a part of the United Kingdom. In solidarity with the Irish Republic, the Falls, a Catholic area, streetlights were draped with flags in the republican colours of white, yellow and green. According to our driver, thirty years of segregation has only isolated and polarized Shankill and the Falls from each other.

The driver then headed for Belfast's disturbing and often pro-violence partisan murals that reflected the divisions marked out by the Peace Wall. From the sides of homes and businesses, the murals in Catholic neighborhoods echoed Catholic fear and distrust of police and security forces. There, the Royal Ulster Constabulary, the British police force, was depicted as a snarling wolf with blood dripping from its fangs. In particular, Catholics have accused the RUC and the



British Army of being in collusion with Protestant paramilitary groups. Other murals portrayed republican heroes like hunger striker Bobby Sands, historical grievances such as the tragedy of the Irish potato famine (referred to by Catholics as "Ireland's Holocaust"), and the "Bloody Sunday" slaughter in which unarmed Catholic protesters were gunned-down by British soldiers.

In Protestant East Belfast, a set of murals expressed fears of losing British identity and the threat posed by Catholic paramilitary groups. Illustrated with the disbanded police forces of the UDR (Ulster Defence Regiment) and "B" Specials, one mural asked "WHO WILL DEFEND ULSTER NOW?" Another painting featured the U.F.F. (Ulster Freedom Fighters), a Protestant paramilitary group, and warned "WE SHALL NEVER IN ANY WAY CONSENT TO SUBMIT TO THE RULE OF THE IRISH."

In fact, most of Belfast's Protestants are descended from British Anglicans and Presbyterians granted land in an effort to displace Ireland's Catholic natives. As if to drive the point home, another painting bellowed "IRISH OUT: THE ULSTER CONFLICT IS ABOUT NATIONALITY." A common symbol in Protestant murals was the Red Hand of Ulster. According to legend, a Viking chief pledged that the land in sight of their ships would belong to the first man to place his hand on it. Cutting off his own hand, he then flung the bloody limb on the shore. This image illustrates the "all or nothing" attitude that can be found along Northern Ireland's religious divide. After taking many photographs of these paintings, I realized that no one was embarrassed that a stranger was recording these hate-filled images. As the driver returned our group to the hostel, I puzzled over a society in which portraits of fear and hatred were displayed so openly.

Later that day, I found myself outside a pub where the entrance was covered by a wire cage, and monitored by cameras. I pressed a button, and an electronic hum indicated that the gate was unlocked. Inside, portraits of Elvis Presley, Marilyn Monroe, Mohammed Ali, and Bob Marley congregated at one end of a narrow bar. A photograph of Martin Luther King Jr. incongruously faced an American Confederate flag. The display of these images -- many of them associated with rebellion -- announced that this was a republican bar.

The bar patrons were exceptionally friendly. In their tradition of good "craic" (pronounced "crack"), my hosts almost immediately began to entertain their Canadian visitor with jokes and song. It was startling for me to discover, then, that many of the men around the pub were convicted terrorists, released under the provisions of the Good Friday Accord. And each of them had a story to tell. One white-haired man angrily recounted the British government's disregard for Bobby Sands' 1981 hunger strike. Sands eventually died of starvation in his attempt to have

himself and other IRA prisoners recognized as political prisoners. Sands' death only increased the Catholic community's militancy. Around the room, the group agreed that Margaret Thatcher, in allowing Sands to die, "was the best recruiter that the IRA ever had."

Having lost a family member to sectarian violence, another-middle-aged Catholic man in the pub had spent time in prison after retaliating against the killers. "You don't want to hurt people, but sometimes you have to," he said.



Another patron explained the pub's need for security measures: several years ago, Protestant paramilitaries sprayed the bar with machine gun fire. Three people died in that attack, murdered in the same room where we were now talking and drinking. Looking around the pub once more, I realized that the pub's windows were all bricked-in. Isolated from the outside world, and knowing that people had been slain on this site, I felt a wave of claustrophobia wash over me.

Searching for an excuse to leave, I asked if there was an inexpensive restaurant in the vicinity. One of the pub's patrons, who had been reading a newspaper, recommended a Chinese take-away. As he was heading home anyway, he offered to share a cab that would let me out a couple of blocks from the restaurant.

It had rained while I was in the bar, and grey clouds still hung in the sky. As the sun hadn't fully set, this unfamiliar section of the city was bathed in tones of grey and brown.

Following the directions I'd been given, I walked along a street where the ruins of blackened buildings stood like open wounds. I suspected that these places had been burned or bombed in some past explosion of sectarian violence. It occurred to me that this must be Shankill.

I crossed the street, and entered the Chinese restaurant. Inside, a Chinese cook prepared food on a stainless steel counter, while a pale blond woman with a heavy Northern Irish accent stood behind the cash register and took my order.

"What part of the States are you from?" she enquired, cheerfully.

After telling her that I was from Canada, she explained that it was my "drawl" that had made her assume that I was American.

My drawl? I was completely taken aback. I'd lived all of my life in Canada, and had never thought of myself as having a drawl.

"Yes, I guess it is softer than an American accent" she offered, perhaps noting my puzzlement.

Similarities between American and Canadian accents aside, it dawned on me that she may not have heard a Canadian voice before. How many Canadians go to Shankill for Chinese take-away?

"Have you been to city hall?" the young woman ventured. "They have tours, you know." "And the pubs around Queen's University are just grand" she added.

Another customer, presumably a regular, entered the restaurant. She immediately began to prod him for advice about places to visit in Belfast. Her attempt to enlist his help was unproductive.

"He's from Canada," she added. This was met with no response from the rather embarrassed customer.

"Oh, and there's the Ulster Museum – it even has treasure from the Spanish Armada" the cashier announced proudly. While recommending that I see the Giant's Causeway, a famous area on Northern Ireland's coast, she packaged the food for me.

Thanking the young woman for her suggestions, I headed out onto the rain-soaked streets. Once more passing the blackened ruins on my way back to the hostel, I thought about the men at the bar, and the sectarian murals that I had seen earlier that day. The news reports out of Northern Ireland -- the ones that I had heard most of my life -- had always involved nameless and faceless victims and terrorists. Shankill and the Falls, however, had now become real places for me. I had met former IRA terrorists, and listened to their stories. Through the sectarian murals, I had even witnessed something of the fear and hatred that divided Northern Ireland.

After my time in Belfast, reports on terrorist activities, decommissioning, and especially Northern Ireland's peace efforts took on a much greater significance for me.

Again on the flight home, I listened to *Load Me Up* on Air Canada's in-flight music system. This time, though, I didn't hear it with a personal sense of apprehension or foreboding. I knew that I was safe. I worried, instead, for the Northern Ireland's fragile future.

For your information . . .

In the past, some travel information sources advised tourists to avoid Northern Ireland during the "Marching Season" (from about July 12th to August 12th). In spite of its violent reputation, however, Belfast is generally quite safe for tourists.

For information on Belfast's hostels, contact www.youth-hostels-in.com/belfast-hostels.htm.



Election 2004

VOICE CANDIDATE INTERVIEWS

AUSU COUNCIL CANDIDATE - Cindy Stobbe

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 AUSU through a co-worker who used to sit on Council. This was only in the past year. I would like to make people more aware of AUSU and the services that it offers. I did not feel connected to AU during my first years taking courses and believe that if I had been aware of AUSU and items such as the Study Buddy and Coffee Groups that it would have helped me feel more connected.

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.

I started at AU in the fall of 2000 in the Bachelor of Administration (Post Diploma) program with a concentration in Organization and have completed 6 courses. I enjoy AU because I find it extremely rewarding to be able to fit education into a busy schedule of working full time, family, hobbies, and other commitments. Without AU I would not be able to complete my degree program. I find that the hardest part of distance education is being motivated sometimes to get the work done without specific deadlines and when other things in life constantly arise.

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?

Being that I was not aware of AUSU until very recently, AUSU did not play a role in my overall AU experience to date. I believe that AUSU would have been a wonderful resource for me as a student to feel more connected and to be able to find Study Buddies. Now that I have found AUSU, I plan on taking full advantage of the wonderful benefits to be had.

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

I have diplomas in Office Administration and in Records and Information Management from NAIT. While at NAIT, I was Vice President of the Office Administration Association and sat as President of the Student Alumni Relations Team. I am currently employed at NorQuest College. Working in the Educational Industry for the past two years, in an administrative capacity, has enabled me to become more aware of government policies, legislation, regulations, and other issues affecting students in Alberta.

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

AU provides the flexibility to work full time and have other commitments while working towards obtaining a degree. This is something that other post-secondary institutions are not able to provide. Students can

either work towards a degree or take a few courses in addition to obtaining a degree elsewhere. AU allows students to be independent and manage courses at their pace. AU, though a distance education institute, is full of helpful staff and tutors who are willing to take that extra time to assist students.

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

I feel that Student Unions typically focus more on services than student advocacy. I do believe that both are important aspects of any student union. Services allow students, especially those in a distance education environment, to feel more connected to their fellow students. However, all students need a voice in which they can be heard should a problem or concern arise. Student unions can, do and should provide that voice.

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

I believe that listening is the most important thing that an AUSU council member can do. If a student has a concern, being able to listen and obtain all the facts and then work as a team with the fellow council members to come up with a solution or assist the student provides the student advocacy that is required by a council.

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.

From previous experience, I thoroughly enjoy working in a team environment. I find that teams help foster a more interactive environment. I see many more benefits than disadvantages with working as part of a large group. Two of the main benefits of working as a team is that work can be distributed more evenly through a larger group and ideas can be cultivated. As with anything, relationships need to be developed and grow over time, making the organization and team stronger. To be a good team member, one must be able to understand problem solving and solution building, trust others to do their jobs, have a strong working knowledge of what is required for current and past topics, and to be able to work together to assist the greater cause.

AUSU COUNCIL CANDIDATE - Joy Krys

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?

While I was looking for a study companion, the idea of creating a club for student moms came to me. Since then, I got to know many council members and started working on the club with them, which made me aware of not only the council but also that it has been doing an excellent job.

Why do you want to be a part of council in 2004?

To gain experience by giving enthusiasm.

Tell me a little about your experience with distance education: what have you found hardest, or most rewarding, about distance study.

Heading for a Marketing degree and being a full time mother are not easy, but fulfilling. The hardest thing I found was having to organize my study materials and think through issues mostly on my own. But this was where I was rewarded with happiness and confidence after all, after working it out.

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

My multi-culture background (originally from China) has allowed me to understand other people's perspective and my being a mother has made me sensitive to other's needs.

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

Increase connections among students is the most important thing to do in a distant education school. This requires creativity, which can be seen in me as an idea-generator. Ideas can fail after further discussion, but nothing can be achieved without ideas.

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

Athabasca University is not only for those people who are housebound like me with 2 young children or too busy to attend full-time, like Ralph Klein, but is also the wave of the future. Aside from the convenience, the discipline and the organizational skills developed by self-directed study will give graduates an edge in today's career environment.

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.

The old adage that two heads are better than one, applies many-fold in a group. Of course there is also a need for visionaries, people who have a clear vision of what should be, but the give-and-take of ideas and objective, constructive criticism is a valued and valuable part of our social and political systems, which can only serve to improve the ideas.

What's your hobby?

I love writing and comic-drawing which allow me to share with others the bitter-sweetness of the world around me. I have been writing and drawing for Chinese magazines and once for the AUSU newsletter.

AUSU COUNCIL CANDIDATE - Teresa Neuman

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

My name is Teresa Neuman and I am running for election to Council. I would like to thank *The Voice* for this opportunity to express my views about being part of AUSU Council and the AU experience. I am enrolled in the Bachelor of Professional Arts -Communications Studies Program, live and work in Ottawa, Ontario, and am a wife and mother. Good Luck to all candidates and I encourage all AUSU members to take the time to vote for your Council.

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 AUSU Council during my first AU course in 2001. An election call was posted but I felt too new to distance education to run for Council at that time. However, I wanted to be involved, so I occasionally wrote pieces for *The Voice* and attended AUSU AGMs. In 2003, after attending a special Council meeting and hearing AU's position about tuition increases, I knew that I wanted to be more involved with

Council and wanted to work on behalf of other students like myself. In September, Council accepted applications to fill vacancies, I applied and was appointed.

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.

I am enrolled in the Bachelor of Professional Arts - Communications Studies program. I am impressed how my previous experience has counted towards accreditation. I have received credit for a previous diploma, have challenged classes for credit, and have completed a PLAR project. This left 12 classes for me to take, of which I have completed 5 and am enrolled in my sixth.

For me, studying by distance education has been great. I cannot afford to quit work right now to attend university. It allows me the flexibility to study around my job and family commitments. It has taught me to be more organized and has improved my self-discipline so that I can complete coursework on schedule.

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 played an important part in my AU experience. I have met other students like myself and worked on projects that will benefit AU students. I am impressed at how the discussion forums, *The Voice*, and programs like Study Buddy and the AUSU Mentor Program bring students together to form a community. While I am by nature a fairly independent person, the programs and services provided by AUSU reinforce that I am not alone in my studies and that if I need support, it is there.

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

I was appointed to Council in September 2003, so I have experience working with the issues that most affect distance education students like rising tuition, balancing family and schoolwork, and building student community. I would like to combine the skills gained through my job and my studies to increase AUSU's profile with other student unions and in the university community. Thanks to experience in the union movement, I work well on committees, am comfortable with policy and bylaws, and enjoy working as part of a team.

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

I would tell the person to choose AU because of the variety of programs, the great support from the tutors, and the excellent service from the library and call-centre staff. Distance education can work for any student, no matter where they live or what obstacles they face.

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

The primary role of the students' union is to advocate for its members. That means speaking out on issues like rising tuition and working to break down barriers to distance education. It also means providing support services like the Study Buddy program which can make student life a little easier.

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

It's tough to pick just one thing. But, I think that the most important thing I would do is continue to work to raise AUSU's profile with AU and with other student unions and universities. Distance education is a real option for post-secondary education. AUSU Council needs to ensure that the voice of distance education students is increased in Alberta and heard across Canada.

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.

I have a lot of experience on boards and being a part of Council is no different than being a part of any other board. The biggest advantage of being part of a group like Council is the debate. What is great about AUSU Council is that voices are heard from all over Canada. This breaks down barriers to education and ensures that the action taken is the best one for the interests of AUSU members.

AUSU COUNCIL CANDIDATE - Shannon Maguire

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 AUSU Council when I read about them on the AUSU website. Distance education can be very difficult, but the presence and the services of AUSU made me feel like I was a part of something. I would like to serve on Council so that I may help to make other students feel the same way I do.

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.

I have received 66 transfer credits and completed 9 credits toward the 120 credit Bachelor of Professional Arts degree. Currently, I am enrolled in 3 courses at AU and a MS Publisher course at the Academy of Learning. So far I have found that I prefer distance education because it allows me to study anywhere and anytime.

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 played a large role in my AU experience because they fund the newspaper I read everyday, they run the discussion forum I use to talk to other students, they approved the Athabasca University Sports Club that I wanted to create, they informed me about possible tuition increases and changes to legislation that would affect me, and they let me know through these services and others what other students are doing and what is going on in the University. If I had not found the AUSU I would imagine that individual study would have felt exactly as it sounds.

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

I attended two other post secondary institutions before AU and I have lived in 7 different cities in Canada (British Columbia: Victoria, Vancouver - Ontario: Kingston, Dryden, Geraldton, Stouffville - Quebec: Quebec City - Nova Scotia: Halifax). These experiences have exposed me to the advantages and disadvantages of different types of educational institutions and the differences that exist between cities in Canada. I have seen what is good and bad about both traditional and distance education, and I will bring these insights with me to the Council.

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

If you like freedom and opportunity you will go to AU. AU gives you the freedom to study when and where you want. It also provides opportunities for people to get into university, get credit for life work, and transfer credits from other institutions. Moreover, AU lets you do these things easily. When I finished my two year college program and decided that I wanted to get a degree, I thought I would be facing the impossible task. I thought I would only be able to transfer a few credits and consequently would be starting over from the beginning. That was not the case. AU transferred my entire college program and two of my Queen's University credits. I have felt more welcome and I have participated more at AU than I did at any of the other post-secondary institutions I have attended. It is also a great feeling to know that I can start any class at any time, I can travel anytime I want because there are no scheduled classes, I can move at any time without disrupting my education, and I can set my own schedule. If I start to miss the traditional format someday, I am comforted by the fact that I can take a few classes as a visiting student at a traditional school to remind myself why I prefer distance education.

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

I think that the primary role of a students' union is to fulfill student needs. These needs are always changing, so I don't think that it is possible to state that one type is more important than the other. For instance, when the government was debating changes to the education legislation, the students' needed representation and protection on that matter at that time. But when legislation changes are not being made other needs such as the need for adequate information or services allowing students to meet each other may emerge and take precedence. Consequently, the role of student council is in a state of flux and the shape it takes depends on current events and circumstances.

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

I would like to conduct a survey to find out what the demographics of the student body are and what the students want. I believe that once AUSU finds out who the students are and what they want they will be able to concentrate on the most important matters to students and develop services that the students really want.

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.

Groups are extremely valuable because your work is examined from more than one point of view. When you put forth an idea in a group someone else may see something that you missed. Instead of developing an idea based only on your limited knowledge and experience you will be able to incorporate the knowledge and experience of every member of the group. Groups can also, of course, be counterproductive if they do not work together properly. I have extensive experience working in groups in both an educational and work setting, and I have always functioned well within them.

See the February 25th (v12 i08) edition of The Voice for interviews with candidates Lonita Fraser, Melanie Gray, and Stacey Steele.

The pdf version of this issue is available at: <http://www.ausu.org/voice/pdf/pdflist.php>

The interviews are also available online at:

Lonita Fraser: <http://www.ausu.org/voice/articles/articledisplay.php?ART=2597>

Melanie Gray: <http://www.ausu.org/voice/articles/articledisplay.php?ART=2598>

Stacey Steele: <http://www.ausu.org/voice/articles/articledisplay.php?ART=2599>



The recent so-called Sponsorship Scandal(1) has shaken confidence in the federal Liberal government. It is but one more issue that certain partisan groups and individuals can point to in criticism of Canadian federalism under its present structure. Canadians who are even moderately informed of current events and Canadian history are familiar with Quebec-separatist's discontent with that province's "status" (or perceived lack thereof) within the Canadian federation. Less well known, but just as passionate in their cause, are the western-Canadian separatists who believe that the western provinces would be better off on their own as independent states or as part of a new federation consisting of only western provinces. Some people who I have spoken to even believe that the west would be better off as an

American state.

Several groups and political parties have been founded in the west whose mandate is to lead western provinces, individually or severally, out of the Canadian federation. Examples include: the Alberta Independence Party(2); the Separation Party of Alberta(3); the Republic of Alberta(4); the Western Canada Concept(5); the BC Independence Party(6); the Unity Party of British Columbia(7); the Western Independence Party of BC(8); One Ten West(9); BC Home Rule(10); Home Rule for Western Canada(11); and more.

Issues of western discontent that I have heard uttered include under-representation of western citizens in the federal parliament, eastern-politico arrogance and dismissive attitudes toward the west, tax equalization inequity amongst the provinces, and the notoriously controversial federal gun control legislation(12). My personal opinions on these issues are immaterial to the focus of this article and I decline to express them. My goal is to explore whether the express objective of these groups, viz. unilateral secession from the Canadian federation, is even possible. By possible, I mean *legally* possible, as anything is theoretically possible, but I doubt these groups or their followers have provincial independence garnered through civil war in mind.

Some of the claims made about what these groups will achieve, given enough electoral support, are entirely ridiculous in my mind. For example, the Unity Party of British Columbia claims that under its rule "...the BC Constitution would form the basis of all law in BC by giving the people control of government, and would assert British Columbia's independence *within* Canada."(13) This statement is a legal oxymoron; for as long as a province remains "within" the Canadian federation, the Constitution of Canada is paramount and any conflicting provision within a provincial law, i.e. constitution, would be of no force or effect(14).

Most of these groups purport that if a majority of residents of the province(s) that the group aspires to represent elects the separatist party, then it could effect unilateral secession of that geographical area from the Canadian federation. In other words, they profess that they could, once elected, withdraw the province(s) from Canada, forming an independent state with, or without, the concurrence of the federal government and the rest of Canada's provinces. The claim, and the plan, sounds very familiar to me. In fact, it has been attempted in Quebec, as many will remember.

In 1995 the separatist Parti Quebecois government led by Premier Jacques Parizeau held a sovereignty referendum which was defeated by the narrowest of margins—50.6% no; 49.4% yes. But what if the referendum had succeeded by a narrow margin; say 51%? Would that have been enough for the then government of Quebec to effect unilateral secession? That was a question that many Canadians, including the federal government wanted answered.

On September 30, 1996 the federal government of the day referred the following three questions to the Supreme Court of Canada:

1. Under the Constitution of Canada, can the National Assembly, legislature or government of Quebec effect the secession of Quebec from Canada unilaterally?
2. Does international law give the National Assembly, legislature or government of Quebec the right to effect the secession of Quebec from Canada unilaterally? In this regard, is there a right to self-determination under international law that would give the National Assembly, legislature or government of Quebec the right to effect the secession of Quebec from Canada unilaterally?
3. In the event of a conflict between domestic and international law on the right of the National Assembly, legislature or government of Quebec to effect the secession of Quebec from Canada unilaterally, which would take precedence in Canada?

In the resulting fifty-three page decision(15), the Supreme Court of Canada held that the answers to questions one and two was "no" and in light of those results, there was no need for the court to answer the third question. The court utilized four fundamental and organizing principles of the Canadian Constitution in addressing the questions: federalism; democracy; constitutionalism and the rule of law; respect for minorities. It held that a referendum resulting in a *clear* expression by the people of Quebec of their will to secede from Canada could not in itself bring about unilateral secession according to the law. *A fortiori* a narrow margin of 51% could not. The court stated: "...we refer to a 'clear' majority as a qualitative [as opposed to quantitative] evaluation. The referendum result, if it is to be taken as an expression of the democratic will, must be free of ambiguity both in terms of the question asked and in terms of the support it achieves." In an attempt to clarify the law in Canada with regard to the requirement of a *clear expression of democratic will* as elucidated by the Supreme Court of Canada, the federal government passed the so-called *Clarity Act*(16) in 2000.

If a provincial sovereignty referendum *were* to result in a clear expression of democratic will of the provincial electorate to succeed from Canada, that result would merely give rise to a reciprocal obligation on all parties to Confederation to negotiate constitutional changes to respond to that desire. The secession of any province, or provinces, from Canada would require an amendment to the Canadian Constitution, which in turn would require negotiation on the part of every province and the federal government. However, there is no legal obligation on the other provinces and federal government to reach agreement with regard to the desires of a province to secede from the federation. In other words, a legal obligation to negotiate would arise, but not a legal obligation to conclude an agreement. In effect, each province and the federal government would have a veto against the secession of any other province merely by withholding agreement on the requisite Constitutional amendments.

The court also found that there is no legal right to effect unilateral secession under international law. International law recognizes the right of peoples to self-determination, but only when that right is exercised within the framework of existing sovereign states and consistently with the maintenance of the territorial integrity of those states. Only where that is not possible (part of a colonial empire, subject to alien subjugation, or denied any meaningful exercise of the right to self-determination) would the right of unilateral secession arise under international law—a situation that is not present in Canada because there is an entrenched framework for Constitutional amendment of the Constitution of Canada(17).

Although the secession of a province or provinces could only be legally achieved through Constitutional amendments that would require the agreement of every province and the federal government, it is theoretically possible for a province to succeed from the Canadian federation so international law would not interfere with that of Canada.

In short, it would be very difficult for a province to legally effect secession from Canada. It would require clear, not merely simple, majority support and the negotiated concurrence of every province and the federal government. Further, there is clearly no right in Canadian or international law for any province or provinces to unilaterally secede from the federation. I don't find it difficult to understand why the general public would believe what separatist groups hold out that they can achieve with enough electoral support. However, I do wonder whether those groups have omitted to undertake even a cursory examination of the law regarding secession; or whether they have done so and choose to continue promises of unilateral secession or other arguably illegal goals to their followers in spite of the state of the law.

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15 *Reference re Succession of Quebec*, [1998] 2 S.C.R. 217; for a copy of this decision, email the author.

16 *An Act to give effect to the requirement for clarity as set out in the opinion of the Supreme Court of Canada in the Quebec Succession Reference*, S.C. 2000, c. 26; for a copy of this statute, email the author.

17 *Supra* note 14 at ss. 38-49.

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



The advertisement features a bright yellow-green background. At the top, a red circle contains the text "Want to STOP smoking?". Below this, a lit cigarette is shown with smoke rising from it, represented by a series of red circles of varying sizes. At the bottom, a red rotary telephone is depicted. The text "It's easier with HELP." is written in a large, bold, sans-serif font, with "HELP." in red. At the very bottom, a red banner contains the text "Smoker's Help Line 1-866-33AADAC" in white. In the bottom right corner, there are logos for "AADAC" (Alberta Alcohol and Drug Abuse Council) and "alberta HEALTH FIRST" with a green apple icon.

Want to **STOP** smoking?

It's easier with **HELP.**

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

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From Where I Sit

Hazel Anaka

CALL MY CRAZY

Call me crazy but I love to iron. That's probably a very good thing since the man I married only wears long-sleeved shirts---work shirts, dress shirts, sports shirts.

Many of my friends look at me in disbelief. With today's synthetic fibres, relaxed lifestyle and harried pace who in her right mind still irons? I do.

I see ironing as the logical next step after the whole process of doing laundry: the gathering and sorting of clothes; the selection of soap, softener, stain remover; the actual loading of washer and dryer. The process is never actually done, of course. Yet for those few minutes/hours, there is completion.

Perhaps the best part though is the mindlessness of it all. It doesn't demand your undivided attention like brain surgery. Funny how much of "woman's work" fits that description. You can distract yourself with the TV if you choose. Or better still, you can enter that meditative state where problems are solved and creativity unleashed.

In one of my few memories of my maternal grandmother, I can still hear the clickety-click of the nose of the iron as it struck the buttons on shirts and blouses. Thirty-five years after her death I can only guess at how hard that work must have been with starch, 100% cotton and other natural fibres. I remember my mother using a water bottle for "sprinkling" the clothes. She dampened and rolled the garments in preparation for ironing. This, of course, pre-dates steam irons with multiple heat settings. I also remember an elderly aunt with an ironing machine for flat things like bedding and linens. I guess they're still available and pretty high end for true iron-nuts.

An earlier, more traumatic memory of wash day was when as a toddler I stuck my skinny little arm into the wringer of our old washing machine. I guess my howls brought my mom running. My elbow still bears the scars of that inquisitiveness.

In my own home, I'm on my first ironing board, third ironing board cover and second or third iron. The current one is the Black and Decker Quick 'n Easy 480 with 7 heat settings, and either spray or shot of steam. I do have an "antique" wooden board with only one height setting that just may become a plant stand. I also own a couple of sad irons, those heavy metal numbers with detachable wooden handles.

When our son Greg was leaving home about 7 years ago I gave him his very own secondhand ironing board and no-frills iron. Was I delusional? The boy hardly did his own laundry never mind ironed anything! Hilary will be a different story. She has inherited the ironing gene. Four days out of five, she's ironing a few items before school. Getting things hung up or put away in drawers is quite another matter.

For problem solving or just plain escape, nothing beats ironing from where I sit.

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FROM MY PERSPECTIVE

File Sharing and Privacy

By Debbie Jabbour



I never thought I'd say it, but I'm impressed with my cable company recently. Or perhaps I should say - I'm impressed with one particular element of it - the stand the company is taking towards customer privacy.

Normally I'm not that crazy about my cable company. They have a monopoly, meaning they can increase rates without necessarily increasing service standards - and there is little we consumers can do about it. Rate increases have been constant during the past few years, and by the time you add high speed computer cable connection, digital cable, pay-per-view, and other assorted services, my cable bill ends up representing a major monthly expenditure.

However, I was thrilled to hear that Shaw Cable is one of the few companies who is actually standing up to fight corporate interests on behalf of their clients - protecting our right to privacy.

This event came about due to the Canadian Recording Industry Association (CRIA)'s attempts to follow the lead of the American Recording Industry (RIAA) in taking legal action against music downloaders. The CRIA has identified usernames, IP addresses and

Internet Service providers of 29 Canadians, who stand accused by them of having at least 1000 music files available for downloading. They cannot prosecute these users, however, without their names and addresses. The CRIA has therefore gone to the Federal Court of Canada to obtain a court order obligating the five ISP's, namely: Rogers, Telus, Bell Sympatico, Shaw Communications and Videotron; to turn over the names of these anonymous users.

The only company who has stated that they will stand up and fight this order is Shaw Communications. Shaw president Peter Bissonnette states that the company takes the position that the CRIA's request violates the Privacy Act. In addition, Shaw uses dynamic IP addresses that can change randomly every few days, meaning that the information the CRIA is looking for may not be accurate. Shaw cites the Personal Information Protection and Electronic Documents Act (PIPEDA), that states that "an organization cannot obtain personal information from another organization without the consent of the individual."

In Canada, a levy is added to the cost of blank CDs (and other recording media), an amount that is supposedly given back to the artists who lose revenue through CD burning. This is seen by many as "paying a fine for the potential ripping-off you are most certainly going to do," presuming all who purchase blank CDs are guilty in advance, and charging all users a music fee even if they are using CDs for other purposes. One writer compares this to buying a car and getting "charged that extra thousand to cover the speeding tickets you were totally going to get anyway" (Cloutier, Ed Online). Another effect of this levy, however, is that downloading and file sharing may not be technically illegal in Canada.

The argument here is not whether file-sharing and music downloading should be outlawed. As a musician myself, I am not in agreement with anything that treats musicians unfairly or prevents them from making a profit from their art. Unfortunately, I do not believe that the actions of the ARIA and CRIA protect musicians. With the exception of a minority who are high-profile and highly-successful, most musicians have never received a fair return for their art. The bulk of the profit from CD sales goes to the recording industry itself,

with only fractions of a penny from each sale going to the musicians themselves. Musicians have been exploited right from the beginning of the development of recording technology, and because we do what we love regardless of how much we get paid - this will likely not change soon.

Music lovers are fighting back against expensive CDs that do not deliver value for money, by selectively downloading the tunes they want, cutting out the "middleman" to access the music and the musicians directly. The recording industry, rather than listening to what the customer wants, are bent on forcing the customer to continue to support the old model that protects their high profit margins at the expense of the musicians. Much as I would like to see a change that puts the bulk of the money in the hands of the performers themselves, this is not likely to occur, regardless of who ultimately wins. However, it's refreshing to have a corporation like Shaw, in spite of being a monopoly similar to that of the recording industry, actually sit up and take notice and respect the rights of their customers.

In the U.S., one cable company, Verizon, also stood up for their customers against the American recording industry, resulting in further lawsuits. In December, 2003, a U.S. Court of Appeals for the D.C. Circuit ruled in favour of Verizon, agreeing that, "attempts by the RIAA to subpoena records from Verizon was an unlawful invasion of privacy" (CRN Daily News; EPIC). This has not stopped the RIAA, however, who have stated that they plan to file even more lawsuits in the near future.

The upcoming Canadian court decision on March 12 will be a test of PIPEDA, and will be watched with interest by all those who support individual privacy rights - particularly as they relate to the online environment. The idea of a corporation standing up for individual consumer rights is still new and strange - but hopefully Shaw will see this one through to the end. Perhaps the example Shaw sets will have a snowball effect and corporations like CRIA and RIAA may start listening to their customers - one can always dream!

For more information see:

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CANADIAN FED WATCH!

NEWS ACROSS THE NATION...

By Karl Low



A Day for Learning

The latest Alberta provincial government "boost" to education came recently in the form of an announcement of \$20 million dollars to be spread across the Learning Ministry. Minister of Education, Dr. Lyle Oberg, proclaims that "As a government, we have increased funding for basic education and post-secondary learning in order to keep pace with increased demands and ensure continuous improvement in the system. These funding increases reflect a strong commitment by government to ensure our learning system remains one of the best in the world."

The lion's share of the twenty million is going to Early Childhood Services, such as kindergarten, with the second largest portion going to ensure that people can return to complete their grade 12 education. These two portions alone account for almost 15 million of the total twenty million boost.

However, some post-secondary students will see some benefits, as 3.5 million has been designated to go into remission and scholarship funding. So if you're on student loans already, or are talented enough not to require them, you may see some benefit from that. If, on the other hand, you're trying to be responsible and get your own post-secondary education, even though you probably don't qualify for the scholarships, this announcement means you'll see no change what-so-ever.

All in all though, as Dr. Oberg says, "Alberta's investment amounts to \$20 million a school day to support our Kindergarten to Grade 12 learning system." So the government's generosity (with our tax money) is apparently limited to a single day's worth of learning.

Pardon me if I'm not seeing this as nearly good enough.

A Cashfall for Energy

In the mean-time, the Alberta Government has also provided over 216 million to the natural gas company in the form of natural gas rebates. This money has been provided in order to shield consumers from the sticker shock they'd suffer if the government allowed the full results of their privatization scheme to be passed on to consumers.

Fortunately, Albertans experienced better than expected revenues this year, and so that 216 million has been nicely covered and the extra sent to the government slush fund. So apparently to the Progressive Conservative government in Alberta, extra money for learning (which has totalled, including the latest 20 million dollars, a paltry 76 million dollars) is less than half as important as hiding the truth about their privatization plan from the people of Alberta.

After all, if the government wasn't worried about what people would think if they saw what privatization was doing to their bills, that 216 million could have been spent elsewhere. True, the government would probably be out of office come the next election, but that's what tends to happen when you make a mistake and then don't take steps to fix it.

Alberta Slush Fund Full

The Alberta Provincial Government also announced that their so-called "Sustainability Fund" is more than fully funded, and so excess revenues will be split 50-50 between capital projects, such as roads and buildings, and paying down the Alberta Debt.

I have serious problems with the entire idea of a sustainability fund, as all it really does is encourage Alberta leaders to create unrealistic budgets, knowing that there is a 250 billion (yes, with a "B") dollar piggy bank waiting to be cracked open if revenues don't match up with what they predict.

The initial rationale behind the sustainability funds were that the prices of oil and gas, Alberta's main revenue sources, are volatile, so having such a fund allows the government to plan on receiving regular amounts. Of course, anybody who's been watching Alberta knows that since the provincial government put in place a rational system of evaluating what oil prices are going to be over the next year, they haven't once budgeted over what the oil revenues have managed to deliver. (I do give full credit for that system as it seems to have worked very well.)

Now, that the fund is full, however, it is legislated that any excess revenues either go to capital projects, to the debt, or simply stay in the fund. Does anybody but me see the problem with this? Since this government has run consistent surpluses over the past several years (which can also be read as starving vital programs unnecessarily), there's no reason to assume this will stop. So just how much pavement does Alberta need?

But I'm Not From Alberta

So what does all this mean to you? Well, it means the Alberta Government is continually starving post-secondary education when there's absolutely no need to do so. Just because you're not an Alberta citizen doesn't mean you have no say in what happens in Alberta. After all, as a student in Athabasca University, you have an important stake in what happens to post-secondary education here, and you can express that, both in your own province and to Alberta.

Let your government know that you're using AU, and that you're not alone. After all, you're finding a way to get a post-secondary education that will eventually benefit where you live. Your province should support you in that.

Let the Alberta government know that AU is your institution of choice, so your tuition dollars are benefiting Alberta, but you need the Alberta Government's support in order to get your province assisting, so that you can continue to go to AU.

After all, Alberta and BC now have a partnership to acquire learning resources more efficiently. So it seems possible that other partnerships could be drawn up, especially where it can benefit voters in both provinces.

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.



Dear Heather,

I have done a few courses through AU and enjoyed them, and I'm thinking of trying to get a bachelor's degree. How do I plan my program and decide which courses I should take?

Steve, Calgary AB

Dear Steve:

Congratulations on deciding to earn a degree! It's a challenge and requires lots of perseverance, but when you've finished you'll really have something to be proud of.

Your first step is to decide which degree you want. Since you've already taken a few courses, you probably have an idea of what subjects interest you the most. You also need to think about what you want to use your degree for: do you want it to get you a job in a particular field, or is it just for your own interest and personal development? Some programs are more directly applicable to future employment than others, and some may get you a job only if you pursue further study after your bachelor's. Many people just take whatever program interests them, in the hope that it'll turn into a job later. Often it does, but not everyone can afford to take that chance. Regardless of the course of study you pursue, having a degree is bound to open doors for you. Many employers prefer to hire people with a university degree, but don't have any particular preference as to what sort of degree you have. The mere fact that you have one shows that you're intelligent and dedicated, and that you finish what you start.

Once you've chosen a program, you need to select your courses. This is a bit of a balancing act: you need to ensure you meet all the requirements for your degree, but you also need to fit in any courses you might need for your future career, as well as at least a few that interest you.

It's a good idea to (at least tentatively) plan your entire course of study early on. This means deciding which courses you're going to take and when, for your entire program. You can always change it later, as your schedule or interests change or as new courses become available, but a little advance planning will make things much easier for you later on. Here's an example: I'm working on my B.Sc. in Human Science. One of the prerequisites is a nutrition course, either NUTR 330 or NUTR 331. When they offered NUTR 331 in paced format (i.e., in the classroom rather than distance ed) a few years ago, taking it seemed like a no-brainer. Then I got into my final year and was trying to meet all my course requirements, and wanted to take NUTR 405. Unfortunately, the prerequisite for that one is NUTR 330, not 331. I ended up taking something else instead, but with a little advance planning on my part, it never would've happened. By planning your entire program early on, you make sure you have the right prerequisites for courses you'll want later, and you also prevent yourself from signing up for courses you don't need. This is especially important if you'll need to take some lab courses, since they are only offered at certain times and if you haven't completed the prerequisites by that time, you may need to wait an entire year for the lab to be offered again.

There are now some excellent planning tools available to help you decide which courses you'll need. If you need help, you can consult an advisor either by e-mail, phone or in person: e-mail advising@athabascau.ca if you have questions or to make an appointment. Even if you plan your program on your own, it's a good idea to have an advisor look it over to make sure you haven't missed anything.

If you're a do-it-yourself kind of guy, check out the AU website's program planning page: by going to <http://www.athabascau.ca/html/services/advise/ppplans00.htm> you can view or print a chart showing all the requirements for your program, and then check off each requirement as you meet it in your overall course plan. When trying to decide what courses to take and when, consider your program requirements, your own personal interests and career aspirations, the apparent difficulty of the course, and how much time you have available (check the syllabus to see how many and what type of assignments there are; that will give you a good idea of the time required). You will have to take some challenging courses, but if you plan carefully, you

can ensure that you don't take all of the hardest ones at once. Pairing an easy course with a hard one is a great way to ensure that you don't get behind or start to feel too discouraged. You may also have other factors to consider: I try to take courses with a lot of reading during the summer. (Somehow that huge textbook doesn't seem as bad if I can read it in my backyard hammock, with a cold drink in hand!) If you're not sure which courses are particularly time-consuming, difficult or dull, you might want to check out the AUSU course evaluation page. Visit <http://www.ausu.org> and click on 'course evaluations' to see what other students thought of the course. This is a great service that will only become more useful as more students fill out evaluations, so make sure you also take the time to provide feedback on the courses you've taken.

Once you have your courses all planned out, it's just a matter of taking them! Make sure you review your plan from time to time, to make sure that what you have planned is still what you want. Check the AU website or calendar for new courses being introduced; there may be a great new course that will fit into your program (and replace a boring one that you had planned). Your plan may need to be flexible to accommodate changes in your future plans and personal schedule, but it will be a great guideline to keep you on the right track to getting your degree. Good luck!

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.

VOICE MERCHANDIZE - SHOW YOUR AU PRIDE!



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

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

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

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

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

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





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

FREE THESIS WEBSITE

Debbie Jabbour

The National Library of Canada and National Archives of Canada has launched an exciting new portal as of January, 2004, entitled "Theses Canada" at: www.nlc-bnc.ca/thesescanada/. Some 32,000 Canadian doctoral and master's theses submitted between 1998 and 2002 are now available online in full text - comprising the "largest free, full-text database of electronic theses available anywhere in the world."

Theses Canada, called the Canadian Thesis Service up until last April, had its beginnings during the 1960's when the National Library began to encourage universities to send graduate theses to Ottawa for conversion into microfiche. The microfiche library has accumulated about 227,000 theses, the largest collection in Canada. During the 1990's, the Canadian Thesis Service contracted the conversion from paper to microfiche over to UMI Dissertations publishing, a Michigan-based company. At the same time, an initiative to create digital versions of the theses began, and the logical next step was to embark on an online digital library collection.

Canada is now the world leader in offering such a large database of freely-accessible content (UMI has a larger digital offering but requires user payment). By the end of this year the database at Theses Canada is expected to contain 45,000 theses as more of the existing microfiche content is digitized and new content added. The easy availability of such a wide variety of academic research information will be of great benefit to researchers and students around the world.

Theses Canada: www.nlc-bnc.ca/thesescanada/

National Library launches portal for master's and PhD theses. Tim Lougheed, www.universityaffairs.ca, March 2004.

PAPER CHASE

While writing an essay it's important to remember that until you hand it in, nothing is carved in stone - not even the thesis.

If, in the midst of researching or writing your drafts, you hit on a thesis that's more appropriate, or simply one you prefer, use it - just make certain it still fits within the accepted guidelines for your assignment.

Also, when doing research for your essay, try to consult a variety of sources; everything from books, to Internet sites, to TV programs, personal interviews, and magazine articles can be used, so long as the material is viable and appropriate to your assignment.

If you're worried about citing or keeping a bibliography of non-book sources, don't be; both the APA and MLA guidelines cover a variety of sources both textual and not. You should consult with your professor or tutor to see which style of bibliography and citation they prefer.

Provided by Lonita Fraser

AU HONOURS LIST - JANUARY

The Voice wishes to congratulate the following students, who have made the AU honours list for January 2004

Arril, David - London ON

Atwell, Laura - Ardrossan AB

Avery, C.E. Julie - Bedford NS

Baird, Laura - Lethbridge AB

Balash, Tracy - Edmonton AB

Baptista, Theresa - St Albert AB

Barrett, Thomas - Coquitlam BC

Bartlett, Catherine - Fort St. John BC

Bates, Marlene - Summerland BC

Bechtel, Darrell - Elmira ON

Bell, Andrew - Peterborough ON

Benner, Dianne - Calgary AB

Bessette, Dale - Edmonton AB

Binks, Susan - High Prairie AB

Blaich, Lorraine - Calgary AB

Bowman, Michelle - Calgary AB

Brezinski, Kevin - Yellowknife NT

Brophy, Jennifer - Calgary AB

Burgess, Eric - Lethbridge AB

Burnyeat, Janice - Calgary AB

Carnegie, Heather - Regina SK

Carpenter, Shelley - Lively ON

Carter, Christine - Lindsay ON

Chretien, Marion - Cold Lake AB

Derias, Andre - Winlaw BC

Desputeaux, Brandy - Westbank BC

Diduck, Marlene - Mundare AB

Doherty, Heather - Fredericton NB

Doman, Kathy - Calgary AB

Dow, Gregory - Toronto ON

Dusolt, Larry - Edmonton AB

Duvall, Krista - Belleville ON

Ellis, Laura - Powell River BC

Friesen, Lavina - Winnipeg MB

Gaddis, Jennifer - San Diego CA

Gallant, Shawn - Wellington Station PE

Garipey, Kenneth - Edmonton AB

Ghai, Harpeet - Mississauga ON

Gibbs, Vanessa - Calgary AB

Goldberg, Elisa - Calgary AB

Gosse, Nicole - Tumbler Ridge BC

Halyk, Deanna - Calgary AB

Heap, Wendy - Canmore AB

Hebert, Christiane - Hinton AB

Helzer, Susan - Calgary AB

Herzog, Mark - Regina SK

Hurlbut, Jacqueline - Provost AB

Hwang, Willy - Burnaby BC

Jespersen, Janice - Edmonton AB

Jessiman, Carol-Anne - Halifax NS

Johns, Darlene - Weymouth NS

Jonasson, Andrea - Prince Albert SK

Kehler, Caroline - Fort McMurray AB

Kilhams, Amy - Edmonton AB

Kroeker, Lisa - High River AB

Kubinec, Eleanor - Trochu AB

Larocque, Helene - Calgary AB

Leppala, Tia - Kashechewan ON

Loewen, Doris - Red Deer AB

Loewen, Derek - Raymond AB

Mack, Shirley - Macan NS

Malina, Glenda - Sherwood Park AB

Maye, Sharon - Petawawa ON

McBeath, Carolyn - North Bay ON

McCloy, Jane - Grande Prairie AB

McDonald, Tina - Calgary AB

McGregor, Darci - Calgary AB

McRae, Chandra - Calgary AB

Michaud, Rhea - St Paul AB

Michtchenko, Eugene - Mississauga ON

Mitchell, Gitanjali - Calgary AB

Moruzi, John - Waterdown ON

Odiorne, Jacquelyn - Calgary AB

Oliver, Corinne - Calgary AB

Olson, Jamie - Victoria BC

Orichowski, Elizabeth - Edmonton AB

Orto, Twila - Calgary AB

Phillips, Dustin - Shaunavon SK

Picard, Michelle - Chatham ON

Pollett, Courtney - Vancouver BC

Reaume, Fabiana - Calgary AB

Redmond, Linda - Calgary AB

Reimer, Bruce - North Battleford SK

Rempfer, Katherine - Carbon AB

Richardson, Mary - Mirror AB

Roach, Lori - Edmonton AB

Schmidt, Linda - Coronation AB

Schreiner, Heidi - Atmore AB

Sederberg, Maureen - Medicine Hat AB

Sellick, Phoenix - Calgary AB

Shand, Margaret - Stellarton NS

Sohnchen, Rachel - Calgary AB

Sokolowski, Roman - Edmonton AB

Spadafora, Connie - Calgary AB

Strybosch, Patricia - Calgary AB

Studney, Amber - Calgary AB

Sullivan, Julie - Guelph ON

Szeto, Jason - Edmonton AB

Teeple, Mark - Calgary AB

Tees, Helle - Clive AB

Testawich, Jennifer - Edmonton AB

Testawich, Jennifer - Okotoks AB

Thorlakson, Marilyn - Sherwood Park AB

Trollip, Barbara - Calgary AB

Vreeman, Carl - Abbotsford BC

Walker, Jennifer - Calgary AB

Wells, Kimberly - Calgary AB

White, Jennifer - Peterborough ON

Whitham, Glenn - Georgetown ON

Williams, Patricia - Lethbridge AB

Woller, James - Surrey BC

Wrigley, Heather - Calgary AB

Young, Michelle - Ennismore ON



HARRY POTTER AND THE PHILOSOPHER'S STONE

Kid's Book Review

By Laura Seymour

By now you probably know that the first book in the series is also a popular movie. But you might want to know what the children you love are reading! No, I'm not going to be like those religious people in the deep American south telling you this is all devil worship and that kids are being corrupted, but I do think as adults you should know what the kids are reading so you can deal with any innocently confused or worried questions.

There are a number of brilliantly written characters in this book. J.K. Rowling has brought children back to reading in droves! God bless her. I know of many tiny children who can now out read adults, so many of us had better start catching up. This book is worth it for all age groups!

The book opens with the world of little Harry Potter who is about to turn 11 years old. He lives with cruel Aunt Petunia, her husband, Uncle Vernon and their horrible piggy-like son, Dudley. Together they are the Dursleys. They are all the worst! This book is the magical retelling of the Cinderella story, but written so well you couldn't care less about analysis.

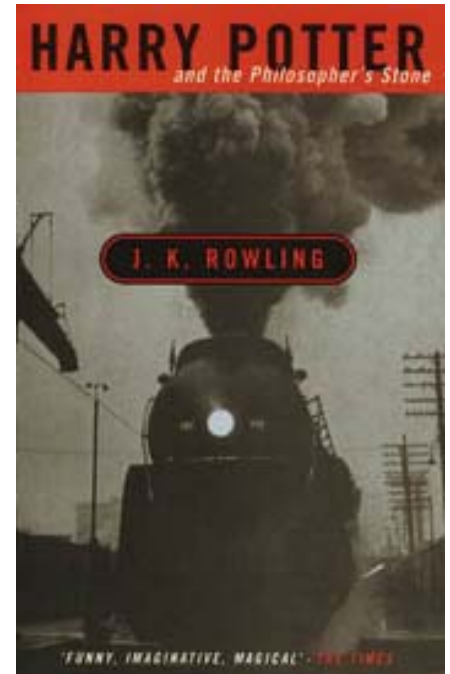
Harry Potter, if you don't know by now, has a scar on his forehead. We find out he got this scar as a baby when the magical bad guy known as "you-know-who" killed his parents. All in the magic world know no one is to use Lord Voldemort's name. Oops! Of course Harry has been spoon-fed a nice little fable about his parents being killed in a car crash. Since he is treated worse than rubbish by his aunt and uncle we soon realize this has got to be nonsense.

As Harry's birthday approaches an owl appears. He tries again and again to get the letter he holds to Harry. Since Uncle Vernon is scared to death the world will find out he has a magical child in his house he expressly forbids Harry to do nasty things like talk to snakes. Too late, Harry finds out he has that ability.

After hundreds of letters are snatched away from Harry's clutches, Uncle Vernon packs everyone up and hurries away—anywhere. It isn't far enough though and a giant named Hagrid tracks Harry down, smashes through the door and wishes him "Happy Birthday." This giant easily deals with the "Muggles" (anyone who doesn't have magical power, which Hagrid informs Harry he has). Harry is invited to go to the prestigious school, Hogwarts, and this is what the letters are about.

Harry is taken to purchase some school supplies, which can only be found in Diagon Alley. The supplies are paid for by the secret and rather large funds left to Harry by his dead parents. The money is kept in Gringotts. It's the bank that the witching world uses! Cash is plentiful, but must be used for all the years Harry needs to train at school, so he can't get too crazy with it.

At the train he needs to catch to get to Hogwarts he has to find platform 9³/₄. It can only be reached by going through the specific pillar that separates platforms 9 and 10 at exactly the right time and in the right manner. Since Harry is new to this it is a bit of a nuisance, but certainly a good giggle.



Harry soon meets up with a number of students at school and connects to Hagrid again, who is the groundskeeper at Hogwarts. He is a gentle soul and maybe not as completely tough as his size might suggest.

At school Harry meets other students. There's Hermione, a child raised in the Muggle world like Harry. She is a complete nerd. She wants to know every answer and studies like a demon—ooops --Witch! Ron is a redheaded kid who, like Harry, has had to deal with hand-me-downs all his life. His, however, are magical hand-me-downs. Of course there are the bad guys on the team too. There's Malfoy, the brat whose father's "someone" in the Ministry for Magic. Shame he's got money, power and no manners. He always wants to give Harry a hard time.

As far as teachers go there are some tough but fair people on board, like Professor McGonagall who can turn herself into a cat. Then there are the rats on staff, like Professor Snape, who is insulting, snide and unfair.

The school is headed by the greatest wizard of our times, Dumbledore.

Of course someone is trying to kill Harry... who is it in the cast of characters? I'm not going to tell you. That's too much information. I want you to have a good excuse to care what your children are reading and sit down with this set of books. (Frankly, it's so much better than Tolkien I just can't begin to burble enough about the series!)

I promise you the book is fun and filled with hilarious magical parallels of our world. That's one area where you need to be able to explain things to the wee ones.

Have fun. Get some hot chocolate and enjoy!

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

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.

Primetime Update

Week of February 27, 2004

Amanda Lyn Baldwin

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

Friends

Last week, Joey revised his resume after he couldn't learn French, Monica and Chandler found out that the father of their future child is not a murderer, and Rachel threw herself to an unwilling Ross (however they leave us with an inkling that the future will change that).

This week we start with Mike and Phoebe and Chandler and Monica sharing a dinner for four, which is quickly interrupted by Ross who reveals his upcoming review at work. Right after, Rachel comes in and reveals that Gucci wants to meet with her personally. Finally, Joey barges in to tell us he got a seed out of his teeth. Later Monica and Phoebe discuss the effect of changing their name after marriage, to which Monica reveals that she never did. Phoebe on the other hand seems to have accepted it. However, when she goes to the registry, she changes her name to Princess Consuela Banana Hammock. Seriously. Mike retaliates with the threat to change his name to Crap Bag. They later run into one of Phoebe's old massage clients, and Mike insists that Mike introduce him, by his new name. Afterwards, Phoebe concedes to changing her name to Phoebe Buffet-Hannagan.

With persuasion, Joey agrees to go with Monica and Chandler to see their new house. When they leave, he expresses to Phoebe his negative feelings for Monica and Chandler's new home to which Phoebe tells him that as a friend, he should support their decision. When they get to the house, however, Joey attempts to criticize every aspect, however unfounded. Later, Joey meets the little girl who lives in the house, who is also angry that Monica and Chandler are moving in. He pouts about it, and ends up spilling his guts to the eight-year-old. At the end of the conversation, she suggests that if Joey wants his friends to be happy, then he's got to let them go. When he tells them he's happy for them, they show him "his room."

During her interview with the guy from Gucci, Rachel's present boss from Ralph Lauren is seated at the table next to them. After the interview, for the job Rachel doesn't get, her boss calls her into his office and fires her for not being a team player. Are we watching Friends, or The Apprentice?

In the middle of her mourning, Ross comes in (with Champagne) and overly celebrates his own success in job security (10 years of it). At first Rachel lies to him, saying she won't find out about her interview for a few days, but eventually Ross's excitement is too much, and she breaks down. In the process of packing up her stuff (with Ross's help), Rachel runs into Mark (the guy who previously made Ross jealous). He offers Rachel a job possibility, which they will discuss over dinner. Ross disagrees with her decision to accept. After the dinner, Rachel reveals that Mark has a wife and twins. Also, Mark offered her a job...in Paris.

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

Survivor - ALL STARS

Last week, Chapera got rid of Skinny Rob. This week we go right into the reward challenge, which involves building a raft. For supplies they get some bamboo, twine, and a paddle. On Saboga, Jerri doubts Rupert's idea to build a catamaran. If she wants to lead, why does she keep letting Rupert do it? On Mogo Mogo, they guys decide simply to tie all the bundles of bamboo together. Chapera calls Tom a stupid drunk. Tom wants to christen the raft with whiskey, but instead, Sue does so with urine. The bitter tension between Tom and Sue is so comical; it makes a person wonder whether or not they should actually be married.

The gist of the challenge: two team members paddle their raft out to rescue their other tribe members, and then all four use their raft to retrieve a flag and bring it back to shore. Rather than returning to their own beach, the losing tribe will be absorbed by the two winning teams. The winning tribe chooses their additional member first and then the choice volleys back and fourth. In addition, the winning tribe also gets fish hooks and a fishing spear.

Mogo Mogo takes an early lead, which continues through the rest of the race. Saboga, who has the best looking raft, takes the tail end. Mogo Mogo chooses Ethan and Jerri, which leaves Chapera with Rupert and Jenna. Colby Talks about how Ethan and Jerri are outsiders looking in, rather than a part of their tribe. All the new tribe members rejoice over their new camps, which are six hundred percent better than the old Saboga camp. Mogo Mogo opens their mystery box to find that their inability to keep the box dry caused a large amount of rice to go bad. With their newfound fishing tackle, Ethan and Richard battle to be the provider. First Ethan snags one big one, and then Richard brings back three.

For immunity, the tribe must balance their way to flag retrieval. In the middle of the balance beam course, there is a showdown plank, where one team can throw a member of the other team back to the start. The first challenge is Boston Rob vs. Ethan, and the former is tossed first. The second challenge is Richard Hatch versus Jenna, and the tiny little girl takes a little spill. Then Ethan suffers the strength of Big Tom. Let it be known that Richard takes his clothes off, and appears to press "himself" up against both Sue and Kathy. Colby takes a wrestle from Boston Rob. As Boston Rob is excellent at running the course, the rest of the tribe members voluntarily jump off their platform to let Boston Rob win it for them. Chapera wins immunity. Sending Mogo Mogo to tribal council.

Colby talks to Ethan and Jerri about voting out Richard. Meantime, he informs them that he's told Richard that they're voting for Ethan. In return, Colby turns around and lies right to Richard's face about what he talked to Ethan and Jerri about. Lex informs Shii Ann and Kathy that they'll be voting for Richard, and they turn around, go to Jerry, and plan to get Colby kicked. Jerri, for revenge purposes, is more than willing to get rid of Colby first. Richard in his arrogant and nonchalant way makes the final decision to get rid of Colby. Kathy, however, doesn't know what she'll do. Going into tribal council, the votes appear to be Colby, Lex, and Ethan for Richard, Richard, Shii Ann, and Jerri for Colby, and Kathy is a swing vote. As Jenna Morasca took herself out of the game, this is Mogo Mogo's first time at tribal council. In the end, Richard is the one to go.

Next week: Colby rubs some people the wrong way and Sue blows up to the host (Jeff Probst) with regard to Richard's inappropriate behavior.

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) **GONE 5TH**

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

Last week we said goodbye to Chad. This week...the gist of it is a faked passion and love for both guys, and the family thinks that each of the gents is a catch. The guys spend an evening at Meredith's bachelorette pad...and both couples have a lot of fun. In the end, however, Mathew's heart was broken...and the weirdo won the heart of the bachelorette. This is the guy who didn't open up, and then wouldn't introduce Meredith to his parents, only his brother who was cold hearted. This jackass made his Ian promise not to offer Meredith the ring. However, in the heat of the moment, the hottie gets down on one knee. I did shed a few tears, since romance is always pitiful...but will the couple last?

Well, on Thursday, February 26, 2004, at 9:00 pm, "After the Final Rose," we see the couple reunited after being segregated for two months. Most of the conversation is boring, but in the end, as a going away gift, the network gives Meredith and Ian a trip to Ian's original home town...Sao Paulo, Brazil. AND, we meet next season's Bachelor: 25-year-old NFL quarterback Jesse Palmer (Yay, it's not another name starting with A). The new season of the Bachelor will premiere April 7th.

The Apprentice

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

Last week, Amy joined Versacorp, Omarosa got a bump on the head, Nick outwitted Katrina in getting the better apartment, Tammy turned on her teammates, and Heidi got a saddening call about her mother's health. When Protégé leased their apartment for a better price, Versacorp went to the boardroom. In a decision of disgust, Tammy was fired.

This week, Bill expresses his resentment at being help partially responsible for the team's previous failure. On Protégé Corporation, Heidi is made project manager, and the next task is to be done in honor of Heidi's mom.

Omarosa talks more about her "headache." The task: distribute a new product, Trump Ice (bottled water). The winner is the team that sells the most. The reward: a tour of Manhattan in Trump's private helicopter for three people.

Versacorp elects Ereka as their project manager. Bill, again, is full of resentment, this time that his ideas are not being taken seriously. Ereka continuously talks about the buzz for Trump Ice, but Bill is the one to makes the sales. Back at the suite, Nick refuses to research the customer he is to meet with the next day. Nick, however, goes way too big with his sales pitch and the customers turn their back on him. At the end of the day, when it's time for evaluation, Ereka screwed up the paperwork. To top it off, Ereka goes into panic mode right in front of Trump's assistant.

Protégé quickly finds that storage space is limited for the majority of businesses in Manhattan. Omarosa and Amy go out together, with the agreement that they're not going to talk numbers, however, Omarosa keeps going into numbers and Amy keeps kicking her under the table. Omarosa jokes about "kicking her ass back," with a laugh that makes me want to shoot her in the head. On the second day, Kwame goes out with Omarosa. Heidi, Troy, and Amy go out together, and Troy has the revelation that they can set up weekly contracts with the companies, rather than do one sale at a time.

After their tasks are completed, the group goes down to a club, and they drink. Nick and Amy continue to hit it off, at the bar and on the dance floor. Everyone admits that he's a different person with Amy. Nick seems to really dote on her, but she doesn't know what her opinion is of him. All the apprentices have a good time.

In the boardroom we find out that Protégé sold just over six grand (the hero being Nick), while Versacorp only makes two grand. As the winner, Heidi chooses Troy and Amy to accompany her in Trump's helicopter. Before the flight, however, Heidi has an emotional chat with her mother. The trio, especially Troy, are overwhelmed by the tour, particularly the Statue of Liberty.

Ereka publicizes her choice to hold Bill and Nick partially responsible. Both the guys, however, plot to push her emotions over the edge and get her fired. In the boardroom Nick expresses his anger at being in the boardroom again. Katrina points her finger at Nick for not getting to know his "targets." Nick turns around and points his finger back at Ereka for breaking down and being unprofessional in front of "the troops." Sticking to her word, Ereka holds Nick and Bill partially responsible.

The fight is between Nick's lack of salesmanship, versus Ereka's lack of game plan. In the end Ereka is fired for letting her emotions take over.

Next week: The final eight face off in the world of art, Heidi and Omarosa have their own face off and a breakdown in the boardroom. Who can't take the heat?

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!



BEST TEST

One of the keys to taking an exam, especially the essay or short-answer types, are understanding what it is the questions on the exam are asking you to do. Below are some key terms to keep in mind.

- **Compare:** Emphasise similarities between two or more sources, or show how they relate to one another.
- **Contrast:** Stress differences between two or more pieces.
- **Criticise:** Express your judgement on the material, and discuss its limitations, good points, contributions, correctness, merit, etc.
- **Define:** Calls for clear and concise meanings. Details aren't required, but limitations of the definition should be briefly noted.
- **Describe:** Recount, characterise, sketch, or relate information in a narrative form.
- **Diagram:** You should use a drawing, chart, table, or other graphical representation in your answer, and perhaps add labels and a brief explanation.
- **Discuss:** Examine, analyse, and present considerations (pro and con). This type of question calls for as complete an answer as you can give.
- **Enumerate:** Specifies a list or outline form of reply. In questions like this you should detail the required points one by one, and in concise form.
- **Evaluate:** Present an appraisal of the material, with emphasis on both limitations and advantages. It's implied that both an authoritative and, though to a lesser degree, personal appraisal of the material.
- **Explain:** With answers to questions like these, it is important that you clarify and interpret the material you're presenting. State the "how" or "why", and, where possible and applicable, relate the causes. The goal is to make plain the conditions which led to the material you are covering.
- **Illustrate:** It is usually expected, with questions like this, for you to present some form of concrete example that explains or clarifies your answer.
- **Interpret:** These are similar to "explanation" style questions. You are expected to translate, exemplify, solve, or comment on the material, and usually to give your own reaction to that material.
- **Justify:** Prove or show grounds for decisions, with evidence formatted in a convincing manner.
- **List:** These are similar to "enumeration" question. Your answers will be expected in an itemised format, and termed concisely.
- **Outline:** Your main points, and other essential information, should be presented in a systematic manner, as an organised description.
- **Prove:** Answers to such questions require verification, and in such answers you should establish your proofs by citing evidence or using logical reasoning.
- **Relate:** Your answer should emphasize connections and associations in a descriptive manner.
- **Review:** Questions like these expect a critical examination. Your answer should consist of an analysis and brief commentary, systematically organised upon the material's major points.
- **State:** In questions which direct you to specify, give, state, or present, you're expected to express the main points in a brief, clear narrative form. Minutia and examples may be omitted.
- **Summarise:** In a condensed format, give the main points or facts of the material, leaving out details, examples, and elaboration.
- **Trace:** Give a description of the progress of events, a sequence, or development from a chosen point. Deduction, and some probing, may be expected.

Adapted from: Writing the Essay Type Examination: <http://www.history.ohio-state.edu/essayexm.htm>
(Communication Skills Development Center, Division of Student Affairs, University of South Carolina)



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.

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

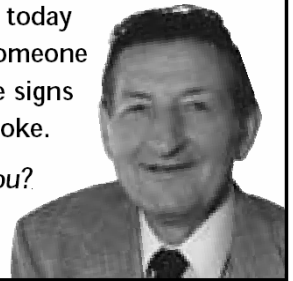
If you have a question for AUSU, or would like to get to know your council, drop by the chat-room [accessible through the 'Message Forums' option on the AUSU home page www.ausu.org. You will need an AUSU web site account.] **Times are MST**

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

In 2002 I realised that it was more than past time for my life to change. I hadn't finished my university degree the first time around, and this fact was dogging me for many reasons; a lack of self-satisfaction not being the least of them. I realised that in order to move forward personally and professionally, I needed a degree. I knew about distance education, but the requirements for entry to most schools were beyond my scope at the time, and it wasn't possible for me to attend the local university. I started looking around on the Internet for other options, and quite by chance I ended up at the website for Athabasca University.

I thought AU would be "just like all the other schools", but lo', I was mistaken. Rather than judging me on educational mistakes I'd made in my teens, or even my first time at university, AU allowed me - as it does all students who choose to go this route - to enter without notice of previous qualification. Certainly they'll assess prior learning, but you don't have to utilise that option if you don't wish to. I couldn't believe my fortune! I felt like a kid in a candyshop looking at the course choices and degree options - it was almost impossible to choose. I wanted to take *everything*. I finally settled on a degree option and course path, and signed up without hesitation. I have not yet had any reason to regret my choice, and I certainly don't envision it happening.

Since my time with AU began, I have been impressed by the friendliness and cooperation of the staff, the knowledge level of the tutors and their willingness in helping me when I needed it, and the quality of course packages and study materials I've received. I'm relieved by the fact that I don't have to worry about extra money for books, or having to run around trying to find them; I'm more than thrilled by the fact that the university library will mail study and research materials out to me at no cost; and the way courses have been set up has been enough of a challenge to push me onwards.

I recall one fellow student once mentioning that her friends, who were attending in-class institutions, thought that her education at AU was somehow less than what they were receiving, and having done both in-class and distance education, I can honestly say there is no way I could agree with their opinion. In no way have I felt slighted in my education via Athabasca; in fact, I think the material I've had from AU so far, has been *more* challenging than what I received from my first university.

I am not alone in my high praise of Athabasca University.

The International Council for Open and Distance Education (ICDE) (<http://www.icde.org/>) recently recognised AU as a world leader in open and distance learning, by awarding them one of two Institutional Prizes for Excellence; an award given for outstanding contributions in the field of distance education, "particularly in terms of innovation, quality and leadership." This prize was first given in 1999 for "deserving institutions and individuals for the highest possible excellence in the fields of open, distance, virtual, and flexible learning," and qualifying institutions' achievements should "have components of significant contributions, across cultural and linguistic barriers, to the international community of open distance learning during the last five years." I think it speaks very highly of AU that they are joining this short list of schools so early on.

The ICDE, founded in 1938 to help provide educational resources for students living far from schools, is a global membership organisation of educational institutions of all levels, associations, corporations, and other educational organisations, has members in 142 countries around the world, and a mission to "provide leadership and facilitate cooperation, development and communication at the global level in distance and virtual learning." The ICDE's efforts in education are varied, including focusing on a global need for education and training at all levels, the application and consequences of information and communication technology, regulation in terms of access and quality of education, and working with governments, companies, educational facilities, teachers, and other professionals, to develop quality education and educational technology.

My congratulations to Athabasca University for receiving this award, my thanks to them for providing me a way to further my education, and my wishes that AU do nothing but grow stronger in the future.



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@cmmmt.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.



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

- **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.

TEACH ENGLISH Overseas: Jobs \$\$ Guaranteed-Great Pay. TESOL Certified 5 days in-class, on-line or by correspondence. **FREE** Information Seminar. **FREE** Infopack: **1-888-270-2941** or **globaltesol.com**

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

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