

# THE VOICE MAGAZINE

March 10, 2004  
Volume 12 Issue 10



## *Nature Notes: Oiled Wildlife*

*Does your cooking oil pose a threat?*

## *Philosophy of the Environment*

*PHIL 375 course review*

## *Death of an activist*

*Environmental activism takes a hit*

*Plus:*

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

**AUSU ELECTIONS, 2004**  
**March 16 - 20**

# THE VOICE

March 10, 2004

Volume 12, Issue 10

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

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## THE VOICE

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

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# EDITORIAL PAGES

## THIS WEEK

### AUSU ELECTION COVERAGE

**This week, the final interviews with candidates for the next AUSU council! Don't forget to vote this week, March 16-22, 2004.**

#### 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 11<sup>th</sup> or June 12<sup>th</sup>, 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.



# Election 2004

## VOICE CANDIDATE INTERVIEWS

### AUSU COUNCIL CANDIDATE - Mac McInnis

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 sat in on a council meeting in the winter of February 2002. At that meeting I volunteered to help with the website. I decided to volunteer because I felt that I could make a positive contribution to the organization. About two months of volunteering for the website committee and still wet under the ears I ran for student council and was elected.

*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 completed one degree from AU and I am currently working on a second degree from AU. The most rewarding aspect of distance education is the flexibility it allows in my schedule to continue to work. It is also rewarding when I complete a course and even more so when I complete a degree. The part I find most difficult is the lack of peer support and peer interaction. My overall experience has been very enjoyable and most rewarding. Further, AU has taught me time management skills to balance my role as a councillor, student and dad and to develop self-discipline to meet the needs of my courses.

*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?*

As a council member, AUSU has taught me about the wide range of needs of distance education students. AUSU has shown me that it is important and fundamental to have a union represent the students to the university community. AUSU has made me aware of the diverse nature of our student population. Further, AUSU has been instrumental in helping me appreciate issues affecting the student population. In general, AUSU has exposed me to the variety of needs and demands that distance education students face and this has been an important and rewarding experience.

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

In the past I have worked with a volunteer board of directors. This experience gave me the ability to work in a group environment and work with external stakeholders. As a general manager, I gained managerial skills, accounting skills, and skills for dealing with people. Further, as a graduate from the University of Calgary, Mount Royal College, and AU, I have become familiar with the needs, wants and services that students expect from their council. I feel these skills, aptitudes and experiences will be an asset to council.

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

I have had several friends ask this question and the answer is always the same. AU provides exceptional quality of learning. AU uses the mastery learning theory to teach students their course material. This

method of learning leads to greater understanding and retention of course material. In fact, when I explain to potential students that I have graduated from U of C and MRC and that I find the AU learning model to exceed those of other institutions, they are quite surprised. I then tell them they do not need to be in class by 8:00 am every day. This comment always gets nods of happiness from potential students. I then explain to potential students and friends that AU courses give students flexibility in doing their course work because it is done at home at your own speed, time, and leisure.

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

The primary role of a student union is student representation. Council represents the students in all matters of student life including advocacy, services, financial support, and external/political representation. Therefore, a students' union role is guided by the students. If students want more services then it is the union's role to ensure that these needs are met. If students feel slighted by the University, it is the union's job to represent the best interest of students. The union exists for the students.

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

The most important issue for me is to see a move towards a more balanced and equitable distribution of scholarships for students. The current scholarship structure is geared towards academic merit. It truly important to reward students who do well in their courses. There is also a need for scholarships based on needs. Providing scholarships for students with financial need will make for a more equitable and balanced scholarship program than is current. One of the most important things that I would do for AU students is examine the current scholarship program administered by council. In addition, it is equally important that a degree granted by AU is perceived as equitable to a degree granted by a non distance education university in both the eyes of other universities and by future employers.

*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.*

For me the greatest benefit of working in a group is the feeling of camaraderie and team work. Team work leads to dynamic discussion on topics of importance to both the students and the union. Working on a board like AUSU, means input from all members are valid and important in reaching decisions that will affect students. Further, working with a group provides more ideas to be brought to the table which may not been raised in an individual setting.

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## AUSU COUNCIL CANDIDATE - Karl Low

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 became aware of Council after I started working for The Voice in 2001. Since then, a lot of groundwork has been laid, and the next Council will have some great opportunities to capitalize on that for the students. I want to be there to help make those opportunities into realities.

*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 completed most of my degree from AU, and am in the home-stretch before finally graduating. The hardest part about distance study, for me, is simply sitting down to do it. There always seem to be so many other things that need the time.

The most rewarding part is knowing that when I have finished a course, it is because I found the motivation and had the ability to do it on my own. That is something that simply cannot be taken away from a person.

*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?*

A rather significant one, as I've been heavily involved with The Voice and AUSU for about half of my AU career. I find I look at courses through the eyes of AUSU rather than myself and wind up asking questions like "What about this course would make it easier for all students? What doesn't work well?"

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

My previous work with Council is of course valuable as it means I already have gone through a lot of the learning curve that comes when joining an organization. However, beyond that, my experience working with AU as a member of the Virtual Help Desk and assisting COMP students with day-to-day computing difficulties keeps me grounded.

Sometimes a danger of being on AUSU Council is you start to think that all the students are interested and involved in what is happening with Council. Working on the Virtual Help Desk serves to remind me that most students are really just here for an education. That helps me to keep my focus on the idea that Council should always be focussed on helping students to have the best educational experience they can.

Finally, my work as a legal receptionist/secretary has given me an eye to detail that I've found invaluable when working with Council, as sooner or later, everything comes down to the details.

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

I'd tell them about the one-on-one instructor support; it's an advantage AU has but does not publicize enough.

Another benefit of an AU education that you don't hear talked about much is that by learning at a distance, AU students are probably the best prepared to succeed no matter what situation they get placed into. We've learned how to do it on our own.

*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 make things better for all of the students. So to some degree this includes all of the above. To some degree it includes helping AU to provide the best educational experience they can. To some degree it includes fighting AU when they choose directions or actions that make life more difficult for the students.

However, as I mentioned before, the primary role of AUSU Council is working to ensure that students are getting the best educational experience they can have. After all, even if a student never uses any of AUSU's services, they're still trying to get an education. So it makes sense that Council always works to benefit those students too.

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

It's always been value for the money. Every AU student puts their money toward this organization. It's our job to ensure that they get value for their dollars - that they're being leveraged in the best way possible to make the AU experience a better one for all AUSU members.

So the one, most important thing that I want to do is to make sure that any decision Council makes, we're making with an eye toward the value received for the money spent.

*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.*

One of the best and worst things about working with a group is that decisions are not your own. This means that when you come up with a good idea, it will take time to get that idea through the group and start to act on it. On the other hand, it also means that if that good idea had some flaws in it, there is more chance they'll be spotted and fixed before they become real problems.

Another advantage of working with a group is specialization. Each member will have their areas of expertise, and that lets the entire group be more effective, as a single person could never be an expert in everything.

But for Council, the biggest advantage of working in a group is that a group can reflect the wide diversity of AU students - something that would otherwise be lost on a single individual.

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## **AUSU COUNCIL CANDIDATE - Lisa Priebe**

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 became more aware and involved in Council activities in Fall 2002 after the new website was brought online. Near the end of 2003 I began volunteering on both the Legislative committee and the new Mentor program committee and together with a fellow science student created the AU Science Students Society. Around this time I began to consider running for council since I had more free time on my hands and I wanted to contribute to the student environment over the next couple years.

*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 recently completed a BA in Psychology through AU. During my Psych studies I completed 21 AU courses and the remainder were transfer credit from the University of Calgary. Currently I'm a full time student in the BSc in Human Science program through AU and I am registered in another 6 science courses. To date I've found the science courses to be the most challenging and this is due in large part to the laboratory travel requirements. Thankfully I live in Calgary, AB and this has helped to minimize the cost and travel time required for these courses. I also thoroughly enjoyed my Psychology courses through AU, the Centre for Psychology has a wonderful website with excellent learning tools and the courses are very well designed.

*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?*

Once the improved website and message forums were brought online in 2002, AUSU started to play a larger role for me. It became easier to become informed on AUSU news and events as well as communicate with Council and fellow students. I think the tremendous growth in AU's student population has helped to increase the student interactions in the past couple years and AUSU has worked hard to create a student environment. As the website and discussion forum continues to improve I think student involvement will also continue to increase.

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

Prior to attending AU full time, I worked in the IT industry for a number of years. I think this is an asset since I am comfortable using and communicating over the internet and through email which is the primarily

means of communication for AUSU. I also love working with and helping others, which is why I completed a Psychology major. Recently I started volunteering with ARBI (Association for the Rehabilitation of the Brain Injured) in Calgary, AB. So far it's been a wonderful experience and has enabled me to work hands on with brain injured clients and to help them regain various motor or cognitive functions.

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

I would definitely recommend to anyone that they should complete courses through AU. First and foremost is the convenience, AU is so flexible in regards to course start dates, pre-requisites and completion/exam dates that you can fit courses into just about any lifestyle. Second, the one-on-one tutoring is amazing, and students at "traditional" universities seldom have the opportunity to work with their professors on such an intimate level. Finally, the course and program selection is constantly growing and courses are frequently revised to reflect changes in field.

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

Student Advocacy is primary to an effective students union, because individual students may not have the resources or time to keep abreast of all legislation or policies that can affect their course of studies. Second I think it is imperative for AUSU to offer an interactive community for students. Since our university is almost entirely virtual students need to have a place to talk, ask questions, vent and gain support from their peers and most importantly feel like they belong to a community. Finally increasing financial assistance and offering a medical/dental plan for students is important.

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

Well actually there are two issues that I feel are very important to consider for AU students. First, I think we need to look into the cost/benefit of medical/dental benefits for students. Most "traditional" universities offer these types of plans, and since the number of full time AU students is steadily increasing I think it is important for AUSU to seriously consider offering a plan. Second, I think we need to look into the possibility of starting a used book exchange for students or provide a medium for students to sell textbooks online. This can help students to reduce their education costs and recoup some material costs.

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

Working in a large group (particularly through e-mail and message forums primarily) is definitely slower and more time consuming then working alone. However, an individual working alone is not representative of the student population and can be biased towards a single goal. Groups facilitate discussion, debate and can help ensure that the solutions chosen really do represent the needs of the students as opposed to one individual's point of view.

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## AUSU COUNCIL CANDIDATE - Simon Davenport

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

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

I first became aware of the AUSU Council when I joined AU in September 2003; I was browsing the AU website and found the AUSU website. I recently attended the AUSU Council meeting in a non-participant capacity and found it very illuminating.

I have been involved with student groups and unions before and I feel that I can use this experience as an asset to the Council.

I would like to become a part of the Council in 2004 in order to serve the AU student body.

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

My experience with distance education is study at AU. I am currently enrolled on a Bachelor in General Studies and have completed one of my course subjects and am toward the end of my second subject. I have transferred 42 credits from a previous post-secondary education qualification towards my total of 90 credits.

The most rewarding aspect about distance study is the flexibility of the studying process. By this, I mean that I can pick up my books whenever I wish to.

*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?*

The AUSU has played a vital role in my AU experience, as it is an excellent source of relevant information for people studying at AU.

I have received the AUSU publications, subscribe to The Voice and visit and use the AUSU website on a regular basis; the website contains a wealth of information and contacts.

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

I have been privileged to be able to travel the world extensively and seen many different cultures and peoples.

I have also worked in a variety of sectors, both public and private, that has necessitated me to work with a wide variety of individuals, groups and organizations as well as develop my inter-personal skills.

Since a very early age, I have been actively involved with the playing, coaching and refereeing of sports and in particular football (I have to get used to calling it soccer).

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

I would tell them that if you want a rewarding, flexible, home study programme for your studies, then AU is one to consider attending. It is a cost effective way for people to go to university without having to leave the comfort of their own home.

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

A students union is there to represent and further the interests of students. The emphasis should be focused upon the educational interests of its members and ensuring that students have the maximum possible influence on the operation and development of AU.

The students' union role is to co-ordinate the organisation of social and welfare activities for its members to promote and represent the educational interests of all students as members of AU.

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

As a member of the council, I would see my first and foremost role as being a representative of the AU student body - that, in a nutshell, is the most important thing that I would want to do for AU students.

*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 benefits of working as a part of a large group or board, that I see, are that as group, individual's skills can be incorporated for the common good; it is all about being able to negotiate, co-operate and develop a team-working environment in order to tackle specific topics and issues.

The ability to gain a consensus from those involved means that all view points have been represented within the decision making process. The old adage that two sets of eyes are better than one proves that working within a group environment is of definite benefit.

If conflicts do arise within a group environment, then these can and should be remedied by a little give and take by those involved. A little bit of diplomacy if you will.

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## **AUSU COUNCIL CANDIDATE - Zil-E-Huma Lodhi**

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 have been taking courses with AU since March 2002 but didn't realize that AUSU exists.

I became aware of AUSU when I received a flyer mentioning the study buddy program provided by AUSU in Feb 2003. I was feeling isolated as there was an absence of peer support so I decided to work as a volunteer for a couple of AUSU committees. Since then I am actively participating in discussion forums to minimize the feeling of isolation.

I ran for councilor position in Sep 2003 and didn't make it but I am glad the people who got elected were proved to be worthy of it. Now I am trying again for 2004-2005 candidacy, If elected my goals are to listen to student's academic concerns, provide the information needed to solve their problem and advocate on students behalf.

*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 completed my B.Sc. degree with a conventional university and went to college for a two year business diploma, but this is the first time I am attending distance University. I am taking Bachelor's of Health Administration (post diploma) and I have two more years -- after that I will be looking forward to my Masters from AU as well.

I admit distance education provides flexibility but there is also a dilemma of isolation to it. Its very easy to procrastinate in the absence of real life class schedules and peer support. But I take it as an opportunity to use self-leadership and practice self-direction and self-motivation to achieve my goals. In the end it is also very important for me to recognize my achievements through rewards :)

*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 is more than a virtual union. For me it helped in the past by providing an excellent community of

students in the form of discussion forums. As a new distance education student I had no idea how to manage my time and resources thanks to AUSU study skills package I was able to do so.

Study buddy helped me find fellow students taking the same course. I was even able to talk with an AUSU councillor about my future academic program and the prospects of finding a job in that area. Last but not least I am very thankful to The Voice for providing me inspiration and encouragement to contribute as a writer.

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

In the past I was involved with Canadian Red Cross and implemented a successful campaign for blood donation in my college. I was fortunate enough during conventional university to participate in Rotary Club science exhibitions. I was also a Class Representative in my college and this gave me an opportunity to be very open to students problems and work as a bridge between students and the college. Currently, working with the Academic and External committees as a volunteer also gives me an insight of students problems and concerns and how to address them.

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

My answer will be accessibility and flexibility. I been to conventional university I can do the comparison of time and resources lost during travel (not to mention time wasted during putting on make-up:) . Foremost, AU works with me, not the other way around. For example, with family responsibilities if I am not able to study during the day I can manage my time at night and I don't have to worry about getting a doctor's note to my teacher :).

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

I believe that the role of the AUSU should be based on these principles: advocacy, accountability, supportive and viability:

Advocacy: AUSU should work on behalf of students and help voice student concerns and questions to the university.

Accountability: The AUSU should be accountable to the students. To address this, AUSU should publish meeting minutes, so that students can be better informed of the AUSU's progress on important issues.

Supportive: AUSU need to be inclusive and ensure a student's AUSU. One that supports clubs, committees and a student body who want to be involved.

Viability: The AUSU is responsible for a lot of money that comes from students. It has an obligation to use that money wisely and efficiently. As a student I want to see a tuition freeze. I want to see student debt reduced. AUSU can work with students, the administration, and governments to have our voice heard.

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

I would like to see more student involvement and this can be done by promoting groups, clubs and societies. I also like to work with other Canadian institutions so our students at AU will be able to reap the benefits of both Conventional and Virtual student life and services.

*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.*

Due to globalization and information technology sooner or later we all have to work with teams. I am a team player and believe working with a team results in better decision quality and decision commitment.

Of course, during our interaction with people of diverse personalities we are bound to have conflict. Instead of concentrating on our differences we should be able to manage our differences. One should not be afraid of being different as it can open the door for debate, dialogue and creativity.

See the February 25th (v12 i08) and the March 3rd (v12 i09) editions of The Voice for interviews with candidates Lonita Fraser, Melanie Gray, Stacey Steele, Cindy Stobbe, Joy Kryz, Teresa Neuman, and Shannon Maguire.

The pdf versions of these issues are 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>

Cindy Stobbe: <http://www.ausu.org/voice/articles/articledisplay.php?ART=2626>

Joy Kryz: <http://www.ausu.org/voice/articles/articledisplay.php?ART=2627>

Teresa Neuman: <http://www.ausu.org/voice/articles/articledisplay.php?ART=2628>

Shannon Maguire: <http://www.ausu.org/voice/articles/articledisplay.php?ART=2629>



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](mailto:djabbour@ausu.org)

## INCREASED LOAN LIMITS

Debbie Jabbour

The Federal government has announced that, in order to allow students to borrow more money to help cover the rising cost of post secondary education, student loan limits will be increased for the first time in a decade. The current loan limit of \$165 a week will rise to either \$210 or \$235, allowing students to borrow up to a maximum of \$13,294 a year instead of the current cap of \$9,350 - a borrowing increase of 42 percent. The increase in federal loan limits will also require an increase to provincial contributions (except Quebec) in order to match the 60/40 funding share.

According to some estimates, at least one-fourth of students are unable to manage within the current lending limits and are turning to private loans and higher interest rates to fund their education. Since the limits were established in 1994, federal and provincial funding of PSE has dropped dramatically, while tuition and related academic fees have risen by 99 percent - from an average of \$2,023 to \$4,025 a year across Canada!

What does this loan limit increase really mean? A 2002 study indicated that among students who must borrow money to attend university, average debt at graduation is at least \$21,000. An increase of 42 percent in loan money will mean a corresponding increased debt at graduation - burdensome debt loads that many students are already finding impossible to manage.

Increasing student loan limits not enough, education critics say: Rising costs will leave graduates further in debt. Sarah Schmidt, CanWest News Service, Ottawa. *Edmonton Journal*, February 25, 2004.



# NATURE NOTES:

from the backyard to the biosphere

By Zoe Dalton

## Oil: The good, the bad, and the ugly

Oil: such a simple word, such a basic substance. We cook with it, eat it, bathe with it, use it as fuel. It heats our homes, powers our cars: in short, it allows modern life as we know it to carry on. Think of the loveliness of an essential oil, scented by the flower or fruit from which it was extracted; olive oil, that sacred golden substance that graces the finest plates and palettes. Crude oil, motor oil, 'edible oil products', sesame oil, canola oil, peanut oil, animal-based oils: oil is ubiquitous throughout our society. Whatever you eat, whatever you wash yourself with, whatever you use to pretty yourself up, whatever mode of transportation you use, you are participating in the culture of oil. You can't avoid it; the stuff is just so darn useful and has so many applications.

There aren't many things that spark debate as readily as oil, its uses and abuses. You will no doubt find people on each end of the spectrum of the oil question: those decidedly for and those decidedly against its use. This article is not meant to address the merits, or lack thereof, of oil. Rather, it is intended to give you an idea of what happens when oils, even the seemingly benign varieties, make their way from their point of primary use into the environment. The full array of effects on everything from soil nutrient dynamics to ecosystem productivity is astounding, and merits a several volume, must-read book for those in the oil-hungry industrialised world.

But even gaining a snippet of insight into what happens to wildlife affected by oil is useful and important. This is particularly true for those of us who think that problems only arise for wildlife during events such as the Exxon Valdez spill, in which huge amounts of oil impacted thousands of wild animals. Fascinating as it is sad, the truth of the matter is that wildlife are oiled in our communities every day. And the effects of such oiling can be just as severe for wild animals impacted by an oily puddle on the driveway as for those caught in a more newsworthy large scale spill.

Last fall's oil release into an east Toronto creek affected birds, mammals and other taxa in the riparian ecosystem. Research into this event demonstrated that relatively small scale spills, while clearly more limited in scope than those of Exxon magnitude, are far more common, occur daily in many communities, and receive far less attention. Think of the vat of cooking oil left out back behind your favourite greasy spoon. What about that puddle in the driveway, shining from the oil leaking out of that old lemon? In investigating this topic, it quickly became clear that oil spills occur on a regular basis. Small-scale though many events may be, in distribution and sheer number they rival the bigger spills in overall impact on the health of wildlife and the environment. Ontario's hydro generation company alone reports hundreds and hundreds of spills every year. Each of these 'releases' affects wildlife in the ecosystems into which oil makes its way.

How exactly are wild animals affected by oil in the environment? There are two primary ways in which wildlife is impacted by oil releases. Firstly, the oil products in which animals usually find themselves covered are often composed at least partially of toxic substances. As wild animals attempt to clean themselves of the oily substance coating their bodies, they cannot help but ingest some of this oily matter. Such ingestion can lead to illness or death caused directly from toxins.

The second way in which wildlife is affected by oiling has to do with the mechanism by which they stay warm. For aquatic birds such as mergansers, ducks or loons, or semi-aquatic mammals such as otters, river martens, muskrats or beavers, the quality of their waterproofing determines how well their bodies are protected from cold winter water. Like us, these animals are endothermic, meaning that they rely on 'internal' sources of heat to maintain their body temperature. And the means by which they keep the heat in are equaled in importance only by the means by which they keep the cold out. Insulation such as fur and feathers, which act to maintain the body heat generated by the animal within a certain envelope, also act as barriers to cold from the environment.

In the case of water birds, proper feather structure, or the alignment of the feather's elements in relation to one another, is imperative in keeping the cold water from contacting the birds' bodies. Oil on the feathers both interferes with a bird's ability to continuously preen and keep aligned these elements, and can actually damage the feather structure itself. Even an oiled area the size of a quarter on a water bird can lead to hypothermia within minutes. Thus a seemingly minute patch of feathers with compromised structure and function can mean death to a bird affected by oil.

And this is the case with any oil. In terms of overall environmental damage, toxic oils are no doubt more detrimental to ecosystems than, say, vegetable oils. But to a wild animal just trying to make it in a harsh, cold, climate, even the spill of a lovely organic sesame oil behind a health food store can mean death.

The moral of the story? Don't assume that any release of oil into the environment is trivial. It comes as a surprise to most of us that oil spills happen every day, and that wild animals are impacted regularly by oil release events that we never have, and never will hear of. So while we are justifiably upset, and perhaps disturbed to the point of action when large-scale oil spills occur, we should be just as watchful to ensure that frequent, small scale spills become as reviled as the more media-friendly biggies. Here's to fixing those engine leaks, securing those oil storage containers, and recognising that even little spills can mean certain death for wild animals trying to make it in an oil- obsessed world.

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

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*provided by Lonita Fraser*



PHILOSOPHY 375

# PHILOSOPHY of the Environment

Athabasca University 

## PHIL 375: Course Review

**Katie Patrick**

Athabasca University's new offering -- PHIL 375 - Philosophy of the Environment -- gives students the opportunity to experience a unique blend of two fascinating disciplines: philosophy and environmental issues. A 3-credit course with no prerequisites, Philosophy of the Environment is offered in both print-based and online versions.

Both versions of the course focus on several key issues packed into eight units. The first 4 units introduce students to philosophical world views from the early cosmological theories of Ptolemy through an overview of our modern perspectives, and onward to encompass alternative views as well.

The next part of PHIL 375 deals with a wide variety of the conflicting issues of today's world, such as anthropocentrism vs. eco-centrism. Students are then introduced to, and encouraged to discuss, environmental ethics, and the related "Value Theory" in detail. Philosophy of the Environment (PHIL 375) finishes by examining sustainability in light of the principles of environmental philosophy learned previously in the course.

Perhaps one of the most important features of PHIL 375 is that it endeavours to teach students to think critically regarding current issues, and to be able to present logical arguments. The third assignment in the course deals with an application of this: it is a position paper, in which students are encouraged to develop a stance on a particular issue and defend their position in a manner patterned off of the course's teaching.

As with many of Athabasca University's new courses, PHIL 375 enables students to incorporate an online content into the course, ensuring a rewarding learning experience. The online content consists of online articles for each unit and a bulletin board to participate in class discussions, as well as other resources including an online timeline of the history of philosophy.

Course professor Bruce Morito, PhD, is an Associate Professor of Philosophy at Athabasca University. Dr Morito is active in the philosophy field, especially environmental philosophy, as he is the editor of the *Trumpeter*, an environmental journal (<http://trumpeter.athabascau.ca/>). Additionally, he is a strong voice for aboriginal rights. For more information on PHIL 375 course professor Dr Morito, you can visit his homepage at: [www.athabascau.ca/html/staff/academic/brucem.htm](http://www.athabascau.ca/html/staff/academic/brucem.htm).

The evaluation structure of PHIL 375 is student friendly, consisting of 4 assignments of increasing weight (with no midterm or final exams). The third assignment, worth 35%, is a position paper which applies many of the concepts taught in the course. The final (fourth) assignment, for 40% of the total course mark, entails a detailed case study.

For more information on PHIL 375, Philosophy of the Environment, you can visit the course syllabus website at: [www.athabascau.ca/html/syllabi/phil/phil375.htm](http://www.athabascau.ca/html/syllabi/phil/phil375.htm), and the course homepage (for online students). <http://www.athabascau.ca/courses/phil/375/>

## EMPLOYMENT AND LABOUR CONFERENCE Promises and Paradoxes

Wayne E. Benedict

On Friday March 5th and Saturday March 6th 2004, I attended a conference called *Employment & Labour Law & Policy for the New Millennium: Promises & Paradoxes*. It was hosted by Professor Judy Fudge (1) at the University Of Saskatchewan College Of Law and was supported by the Law Foundation of Saskatchewan. Professor Fudge is the present holder of the Law Foundation of Saskatchewan Chair; past holders include: Dr. Allan Blakeney; Dr. Richard Gosse; Dr. Sydney L. Harring; Professor Michael Taggart; Dr. Alan C. Cairns; Professor Julien Payne; Professor Denise Réaume (2). Professor Fudge arranged the conference which was focused on a few key issues that will likely be facing employment and labour law practitioners in the coming years. As you will note, she procured speakers with expertise in numerous areas including, but not limited to: economics, industrial relations, social sciences, human rights and employment equity. This article will only briefly touch on the contents of the conference and if readers wish to procure full-text copies of the papers presented, they will be incorporated into an upcoming edition of the Saskatchewan Law Review (3).

Unfortunately, one of the scheduled speakers on Friday was unable to attend the conference due to strike-related commitments elsewhere. Andrew Jackson (4), Senior Economist with the Canadian Labour Congress, was scheduled to speak on the topic: *Regulating National Labour Markets: Canada in a Comparative Context*. His absence meant that speaker Richard Chaykowski (5), Professor in the School of Policy Studies, Queen's University, had to carry the weight of the opening-evening with his presentation on *The Changing Structure of the Labour Market: Employment and Labour Policy Challenges*.

Dr. Chaykowski spoke about how the so-called "New Economy" is becoming an old idea now. He talked about the main transformational pressures of competitive market pressures (economic globalization; rise of markets); technological change (transformation of productive systems, work arrangements, and employment relations); and changing skills and educational requirements of the labour force. His presentation included discussions on governmental policy shifts and the main drivers of change: globalization and technology. According to Dr. Chaykowski, the Human Resource Management paradigm has taken a stronger hold in the US than it has in Canada where the Labour Relations model remains paramount. Challenges facing those who wish to raise labour market standards include: ensuring the reach of labour and employment standards; ensuring balance in policy composition; mitigating economic insecurity; rethinking the broader policy architecture (how labour policy can be redesigned in order to integrate with general government policy); and ensuring equality.

The first speaker on Saturday was Rosemary Amelia Venne (6), Professor in the College of Commerce, University of Saskatchewan. Dr. Venne's presentation was entitled *A Half Century of Work: Women in the Labour Force*. Filling out the pre-coffee-break segment themed *Challenging Workplace Norms*, was Judith Martin (7), Executive Director of the Work and Family Unit of the Saskatchewan Department of Labour. Her presentation was entitled *"Workplace Flexibility": Conditions and Considerations for Shaping Flexibility as an Effective Component of a Family-Friendly Workplace*.

The after-coffee segment was dedicated to "Equity in the Workplace" and the first speaker was Beth Bilson (8), Professor in the College of Law, University of Saskatchewan. She spoke on *The Ravages of Time: The Federal Pay Equity Task Force and Section 11 of the Canada Human Rights Act*. Dr. Bilson is the Chair of the federal Pay Equity Task Force (9) which is due to release its report in the near future. Dr. Bilson was followed by John Hill (10), Commissioner of the Saskatchewan Human Rights Commission, speaking on *Equality, Diversity, and Inclusion: Employment Equity in Saskatchewan*. Following Commissioner Hill's enlightening discussion, the conference broke for lunch.

The first post-lunch segment was dedicated to *Labour Policies for New Employment Norms*. First to speak was Dave Broad (11), Professor in the School of Social Work, University of Regina. Dr. Broad spoke to *Flexibility and Security: Employment Standards for Part-time Workers*. He was followed by Karen Hughes (12),

Associate Professor of Women's Studies and Sociology, University of Alberta. Dr. Hughes discussed the topic of *Rethinking Policy for the "New Economy": The Case of Self-Employed Women*. The final speaker of this segment was John Godard (13), Professor in the Asper School of Management, University of Manitoba. Dr. Godard's presentation was entitled *Towards an Alternative Labour Policy Regime? The Case of the Minimum Wage*. I was especially interested in Dr. Godard's presentation because I have studied some of his earlier work while undertaking industrial relations studies through Athabasca University (he was kind enough to sign one of my books that he authored).

The second post-lunch segment was dedicated to International Norms. Peter J. Barnacle LL.B., Legal Representative of the Saskatchewan branch of the Canadian Union of Public Employees, presented on *Promoting Labour Rights in International Financial Institutions and Trade Organizations*. Mr. Barnacle was followed by Ken Norman (14), Professor in the College of Law, University of Saskatchewan, who presented an excellent paper entitled *Promises to Keep: ILO Freedom of Association Principles*. After five speakers in a row, both audience and presenters were ready for the final coffee-break, after which came the finale of the conference -- *A Debate on the Future of Labour Law and Policy in Saskatchewan*. The debaters were Larry Hubich (15), President of the Saskatchewan Federation of Labour and Jason Clemens (16), Director of Fiscal Studies, Fraser Institute. The audience did not appear to be as receptive to the arguments of the latter speaker as to those of the former.

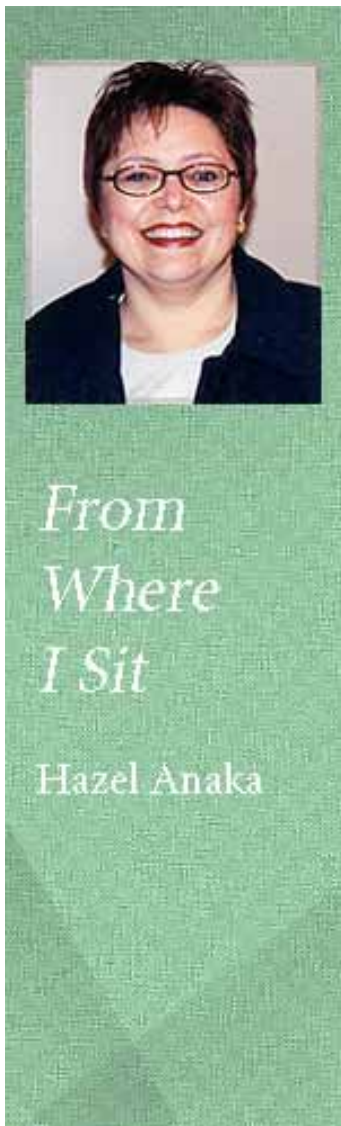
I thoroughly enjoyed the *Employment & Labour Law & Policy for the New Millennium: Promises & Paradoxes* conference and it cost me absolutely nothing to attend. I previously wrote a *Voice* article entitled *Lectures & Events* (17) in which I tried to encourage AU distance students to take advantage of events in their area. With this, I reaffirm my recommendation. There is nothing, I suggest, quite like experiencing cutting-edge ideas and theories expressed by the brightest and best in the field -- whatever field is of interest to you.

- (1) <http://www.lcc.gc.ca/en/themes/er/tvw/fudge/biography.asp>
- (2) <http://www.usask.ca/law/foundation.shtml>
- (3) <http://www.usask.ca/law/history.shtml>
- (4) <http://www.ccsd.ca/cswp/2003/papers/abstracts/jackson-sanger.htm>
- (5) <http://www.qsilver.queensu.ca/irl/chaykowski/bio.html>
- (6) <http://www.commerce.usask.ca/faculty/venne>
- (7) <http://labour.hrdc-drhc.gc.ca/worklife/interview05-en.cfm;>  
[http://www.cbisc.org/sask/sbis/search/display.cfm?Code=5995&coll=SK\\_PROVBIS\\_E](http://www.cbisc.org/sask/sbis/search/display.cfm?Code=5995&coll=SK_PROVBIS_E)
- (8) <http://www.usask.ca/law/chairs.shtml#bilson>
- (9) <http://www.payequityreview.gc.ca/index-e.html>
- (10) <http://www.gov.sk.ca/shrc>
- (11) <http://www.uregina.ca/spr/associates/broadbent.html>
- (12) <http://www.ualberta.ca/~khughes>
- (13) [http://www.umanitoba.ca/management/faculty\\_bios/drjohn\\_godard.htm](http://www.umanitoba.ca/management/faculty_bios/drjohn_godard.htm)
- (14) <http://www.usask.ca/law/chairs.shtml#norman>
- (15) [http://www.sfl.sk.ca/public\\_html](http://www.sfl.sk.ca/public_html)
- (16) <http://www.fraserinstitute.ca/about/staff.asp>
- (17) <http://www.ausu.org/voice/search/searchdisplay.php?ART=2210>

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Wayne E. Benedict has a varied career history and strong links to the Canadian labour movement. He is working part-time toward his Bachelor of Human Resources and Labour Relations at AU. 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](mailto:wayneben@sasktel.net)

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## TIME CRUNCH

Not for the first time in my life, I've got some time management issues. This despite some tried and true tools and some hard-won life experience.

In the tool department I have a three ring daily planner in a zippered leather case, a purse-sized month-at-a-glance, a grain company calendar on the fridge and reminder notes as required. I don't say yes as often as I used to to wonderful projects, worthy causes or casual diversions.

Yet despite my best intentions sometimes everything happens at once. Let me tell you about October/ November. Almost a year ago I volunteered to chair the committee that organizes Sherwood Park's big fall art show. That spontaneous gesture has cost me hours of work revamping the handbook, consulting with the committee, reporting to the membership, not to mention the actual show setup and takedown yet to come. Wouldn't life be easier if I was simply painting for the show?

A year ago I began working on my BA through Athabasca University. So far I've just been tackling one course at a time. I must have been insane when I picked May 1st as my start date. I naively envisioned myself in a chaise lounge with a cool drink under a shade tree reading *Othello*. Not. I've struggled to complete this one mainly because of the timing. Guess what? Final three hour exam on the 21st. A mere two days after the art show.

Did I mention that in early November the curator from Red Deer Museum is coming to my studio to select paintings for a January 2004 joint art show Elaine and I have been waiting on for four years? No pressure there.

If my kids' art classes in Smoky Lake go ahead that'll be 6 weeks of lessons to plan and execute. In November Roy and I are off to Rosebud Theatre and a country inn courtesy of some gift certificates from our kids last Christmas. Also in November I've got a four-day conference in Red Deer.

I need to continue to fit physio therapy, strengthening exercises and therapeutic massage into my schedule as long as rotator cuff and sciatica problems are part of my life.

Did I mention that I haven't watered a tree or planted a bulb or cleaned a flowerbed since I started working part-time? Oh I didn't tell you about that either. I work two (or sometimes three) days a week. I thought it important to get back into the workforce and among people again since everything else I do is solitary in nature. But I need to be at my organizational best to pull it off.

Through it all I've learned that all the planning tools, priority setting and resolve go out the window when tragedy strikes. Visiting the bereaved and attending a funeral comes first.

So does planning a daughter's graduation party or helping a kid move out of home. Or taking off the crop. Staying flexible is the only way, from where I sit.

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# FROM MY PERSPECTIVE Environmental Activism Takes a Hit

*By Debbie Jabbour*



I was deeply saddened last night to hear on the news that Tooker Gomberg had died. It was just a brief announcement, stating that he had died at 48. Later more information came out. It appears that he is missing and presumed dead, after his bicycle and helmet were found on the Angus L. Macdonald bridge in Halifax. His wife confirmed that he left a suicide note. She also confirmed that he had struggled for a long time with a terrible disease. Somewhere in the early hours Friday, March 5, Tooker Gomberg succumbed to that disease and took his own life. A disease called depression.

Who is Tooker Gomberg? People in Edmonton remember him as a controversial individual, a rather odd character, whose stint as city councillor from 1992-1995 was marked by many wild & crazy ideas and dramatic anti-establishment-type acts in favour of his environmental causes. He irritated and provoked many, and was often in conflict with other politicians, including a confrontation in 1989 over the Al Pac pulp mill in Athabasca with then-Environment Minister Ralph Klein.

He began his term as an Edmonton city councillor by refusing to wear a jacket and tie to his swearing in, later feeding ties to the composting worms he kept in a box in his office. He rode his bicycle to City Hall every day and was always advocating for better bus systems and fewer vehicles on the street, even tearing up his driver's license publicly. For many Edmontonians, his ideas and behaviour were just too far out there, and they could not take him seriously as a government representative. One winter he suggested that Edmonton's city streets should all be flooded, creating a massive, city-wide skating rink - so that people would be able to skate to work!

After losing his city council seat in 1995, he attempted to become involved in politics elsewhere, running unsuccessfully for the federal NDP in Montreal in 1997, mayor in Edmonton in 1998 and mayor in Toronto in 2000. Throughout, he continued his activism across Canada, and the list of Gomberg's dramatic protests is a long one. He chained himself to a vault in Ralph Klein's Calgary office to protest government opposition to the Kyoto Accord. He was dragged out of Toronto's Empire Club for shouting down Premier Ralph Klein during a speech. He was arrested at a rally against the war in Iraq. He chained himself to equipment heading for the Suncor plant in Fort McMurray.

The last time I saw Tooker Gomberg, I was climbing the steps of the Legislative Building in Edmonton, heading for a seat in the gallery to support CAUS in the Bill 43 protests. Tooker was sitting on a corner at the base of the steps, and at first I thought he was a homeless man, surrounded by bits and pieces of meagre life possessions. He soon disabused me of that notion, when in a booming voice, he exhorted all passersby to come over and get information on attending a pro-Kyoto rally. Like everyone else that day, I just ignored him, feeling a vague sense of disquiet, somewhat embarrassed on his behalf, ducking my head as I rushed up the stairs to conduct my business at the legislature.

In recounting the story to my eldest daughter later that evening, we mused about how difficult and lonely it must be to take the stand of the political activist, fighting for the environment when so many won't listen. Because of Gomberg's dramatic protests that sometimes irritated people, he appeared to have lost credibility with the more conservative segment of society. While on Edmonton City Council, many discounted his contribution. According to long-time city counsellor Terry Cavanagh, Gomberg never swayed others because his mind was made up and "he was not interested in opposing views." Yet by other reports, he was effective in getting city council to implement several important initiatives to promote conservation and public transit - including a composting plant and a 24-hour bus link information line; and he made Edmonton city council far more cognizant of environmental issues in general. It seemed sad to me, though, seeing him on the steps of the

Legislature that day. Even though he was fighting for a worthy cause - the preservation of the environment and the Kyoto accord - it seemed like he had become completely isolated, a solitary voice, a caricature of the whole eco-movement that no one really had much respect for or wanted to listen to.

Some people called him a dangerous radical. Some called him a visionary. Many disagreed with him. But many Edmontonians, including those who worked with him, respected him for one very important reason - he "walked the talk" and really tried to set an example for others. It is individuals such as Tooker Gomberg who earn our admiration and make us stop and take notice - not only with their dramatic approach to trying to effect change, but with their dedication and a personal lifestyle that practices what they preach. Gomberg devoted all his time and energy into following and promoting his beliefs - trying to make the world a better place for us all.

I can't help but wonder what role the attitude of the world towards Tooker's environmental activism efforts played in his depression. To be working hard for a cause, perhaps feeling like your work is futility much of the time, is a discouraging experience. An individual who is so completely dedicated to a particular way of thinking, who resorts to such over-the-top theatrical methods to have their cause noticed, may have difficulty maintaining the necessary balance in life that ensures a healthy state of mind. Yet it is these individuals who devote their lives to a cause who are often the ones that eventually make a difference. Sadly, mental illness claims many such individuals.

According to the media reports, Tooker was heavily medicated for depression, but still had difficulty maintaining a state of good mental health. Depression is an insidious disease that claims far too many victims each year. This is particularly true for men, who are often less likely to seek help. Depression is a treatable disease and suicide is preventable. Yet millions continue to suffer from depression and suicide continues to be a leading cause of death among Canadians.

The world of environmental activism has lost a voice. But hopefully Tooker's passing will have an impact in two important ways. First - to remind us that we should have a greater respect for environmental issues and take the time to listen to the voice of those who make it their cause, not discounting them because they may seem a bit "different" or "out there" or because they resort to theatrics to make a point. Second - to promote greater insight into the toll depression takes, and to remind us that many high-profile individuals suffer from the disease. Just because someone appears to be actively involved with the community and have a worthwhile cause to keep them occupied, just because they seem OK on the surface, does not mean they are that way inside.

Environmental activist Gomberg missing and presumed dead: Bicycle, helmet found on Halifax bridge. Mike Sadava, *Edmonton Journal*, March 6, 2004.

## 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](http://www.athabascau.ca)**

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

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# CANADIAN FED WATCH!

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## NEWS ACROSS THE NATION...

*By Karl Low*



### Free Movies! Paid for By You.

If you're a film buff, you might be pleased to hear that the National Film Board of Canada has announced the opening of its new Cineroute program. This program will allow Canadians to sign on to the National Film Board site and view any of 250 movies, including NFB documentaries and animated shorts for free.

Unfortunately, there are currently some problems with signing up, as when I tried it keeps bouncing me back to the "modify your profile page", so I'm afraid I can't tell you whether they have any of the good stuff behind the login. You'll just have to go there for yourself and find out. Hopefully they'll have it fixed by the time you read this.

On the bright side, it's nice to know that some of the tax dollars we pay that go to support culture are now actually being used so that the people who pay in can get some entertainment value from them.

After all, watching our politicians argue on CPAC is only entertaining to a certain type of person.

### New Brunswick AU Student Gets Mention

Hey you! Yes, you in New Brunswick in the Nursing Program! Congratulations!

For the rest of us who don't know what I'm talking about, the Provincial Government of New Brunswick has announced \$70,000 worth of funding to go to students taking nursing programs in order to pay for their tuition and books over the fall 2003 and winter 2004 semesters.

21 nursing students received the funding, including 16 from the University of New Brunswick, 4 from the Université de Moncton, and of course one from our very own Athabasca University. Seeing an AU student get proper recognition from their provincial government for their work is something I feel has been a long time over-due, so thank you, whoever you are.

With any luck, you'll only be the first among many, but it's still an important milestone. So best of luck in your courses, show them how good an AU education really is, and maybe we'll be seeing more significant contributions in future.

Just what you needed, more pressure eh?

### \$70 Million Dollars: 3000 Seats.

The Province of British Columbia has announced it will be spending over \$70 million dollars creating 3000 seats at Simon Fraser University over the next 6 years. That works out to about 23,000 per seat. Once again, I have to question the wisdom of spending that much money making seats, when if distance education was used, that much money could go into things like giving students a cheaper education or perhaps creating entirely new programs of study.

Heck, 70 million dollars is greater than AU's annual budget. BC could easily pay the entire tuition of any students who wanted to go to distance education with that money, possibly even setting up some kind of endowment fund with it so that it could even continue in the future.

But of course, that would go against their general policy of thinking that a post-secondary education primarily benefits the student, and not realizing the benefits it brings to the whole society.

And for those of you that follow this column, I still haven't gotten a response from my letter to the BC Minister of Advanced Education that I presented in my column a few weeks ago. I'll let you know if I ever do.

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

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## STUDENT WRITES

Lonita Fraser

One of the most valuable things I've learned so far at AU, is the "double-entry notebook" method of taking notes. If you can get a stenographer's notebook, great, if not, do the following: 1) get some lined binder/note paper and draw a line down the middle of the page; 2) at the top of the left column put the word "content", and at the top of the right-hand column put "reactions" or "notes". The process is very simple and works particularly well for novels, magazine and newspaper articles, etc..

As you're reading, in the left-hand column, you take notes, including content facts, interesting or important lines, unfamiliar words or terms, connections to other works, etc. Essentially, you make a note of anything that strikes you as important or interesting about the piece. You can ask yourself questions like: What does the title tell you about the content of the piece you're reading, and what do you already know about the content? When was the piece written, and how might the period in which it was written affect the content? Who wrote the piece, and do you know anything about the author? How might the author's background affect the content? Has the author done any other writing, and do you know anything about it? What is the subject matter of the piece, and what are the main ideas and theses? How does the author support their claims? Do you understand all the terminology and words? (If not, mark it down and define it.) Does the author mention other sources?

Once you're done reading, consider things like the following: What have you learned, and how does it relate to what you already know? Did you find the author's arguments convincing, and do you think the author covered all possible points? Do you think the information might be useful/correct, even if the arguments weren't convincing, and are you aware of information that might counter the author's theses and arguments? Also, when you've finished reading the piece, go back over the notes you've made and read through them carefully. In the right column opposite items in the left, comment on the notes, define the words you found unfamiliar or difficult, etc. You can note things like how the noted information relates to the read piece, why you think that particular section caught your attention, how the information could be used in your own writing and discussions, or write down whatever comes into your mind. I once wrote an essay based on a joke I wrote in my right column notes on a magazine article.

It's important to keep track of things like page numbers, line numbers, key headings, etc., as you take left-column notations; and, although it's suggested you wait until after you're done your reading to start making right-column notes, I've found it useful to keep track of any reactions you have while reading. You might think of something significant that may be forgotten by the time you're through reading. AU students should consider taking Philosophy 152, as it teaches you to utilise the double-entry notebook method, and others, to critically evaluate your reading. It's an invaluable course for anyone, particularly humanities students.



Dear Heather,

I'm a single guy in my mid-twenties, and I would really like to date more. The problem is, I don't know where to meet interesting, intelligent women. The bars are full of losers, and being set up by friends just doesn't work. I'm tired of being the only single one in my group of friends. Can you give me some ideas of where to meet people?

Name withheld, Edmonton

Dear Edmontonian:

Although you may sometimes feel lonely, you should know you are not alone: at any given time, there are plenty of perfectly nice people who are single. Which of course begs the question, "Where the heck are they, then?". No doubt most are at home right this minute, watching television. The most interesting ones, however, are out living their fascinating lives. The best way to find them is to figure out what interesting people do, and where they do it. Then, you just have to go there and find them. Sounds like a lot of work, but it's actually fun and inherently worthwhile. But the biggest benefit of going to interesting places and doing interesting things is that you immediately become more interesting yourself -- which helps a lot when you meet someone and want to have something to say.

Step one is to define 'interesting'. Do you want to meet a woman who travels a lot, one who is well-educated, or one who has an exciting job? Would your ideal mate be the outdoorsy type, an athlete, a bookworm, or an artist? Figure out what you're looking for, and you'll know where you need to go to find that person.

The key is to get out and experience new and fascinating things whenever you can. (I'll let you in on a little secret: that's not only the key to meeting people, but also to having a great life.) Try new things, learn, and get involved in your community. Volunteer for a charity that's important to you; your time will be spent on a good cause, and you'll meet lots of other generous people who have similar priorities. There are many great causes (from saving dirt bike trails to rescuing abandoned animals); I guarantee you can find one that interests you.

You can also meet like-minded people by taking a class. It doesn't have to be an academic course, if that's not your thing: photography, scuba diving, cooking, wilderness search and rescue, oil painting, foreign languages, computer graphics, home improvement, first aid, guitar or acting classes would all do the trick, too. (Doing AU courses by distance ed does *not* count -- you have to leave your house for this, I'm afraid!) Choose something you're genuinely interested in, though: that way you'll have fun and learn something, so it won't be a waste if you don't meet someone this time.

What works for you will depend on your own interests and those of the type of person you want to meet. Museums, sky-diving centres, hiking trails, comedy clubs, stock car races, poetry readings, Caribbean cruises, marathons, church activities, protest marches, hostels in Borneo, used bookstores, community theatre groups, classic car shows, open mike nights, Habitat for Humanity projects, independent film festivals, highway cleanups, guest ranches, antique auctions, disco contests, fishing derbies and Star Trek conventions are all possibilities. If you're an athlete (or would like to be), you could join a running, swimming or tennis club, a rock-climbing class or golf class, or an Ultimate Frisbee or underwater hockey team.

If you happen to be shy, you will probably find that the 'get-out-there-and-do-something' approach has some big advantages. For one thing, you'll be doing things with these people, not just standing around in a bar. Doing things lends itself well to conversation: it gives you something to do while you talk, and it also gives you something to talk *about*.

If you keep trying new things, you will definitely meet some fascinating people who share your interests. And when they find out about all the diverse experiences you've had, they're sure to think that *you* are a fun and interesting person, too! Good luck!

**Heather**

E-mail your questions to Heather at [advice.voice@ausu.org](mailto: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.



## STUART LITTLE

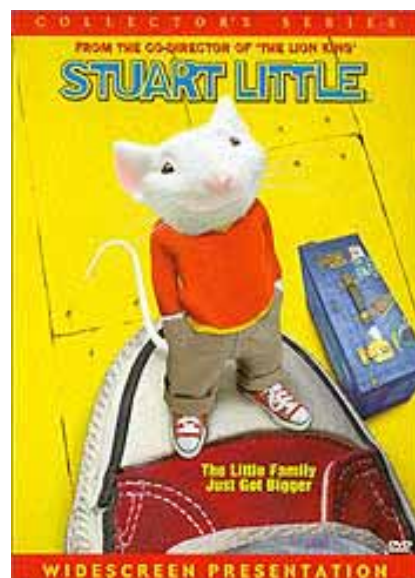
*Kid's Film Review*

*By Laura Seymour*

Heart-warming. In a nutshell that's what this lovely story is. Did you know that author E.B. White also penned *Charlotte's Web*? Also the film director co-directed *The Lion King*. So Stuart Little is bound to get you or your children's attention. The original story is more than fifty years old but the 2002 film has had such success that a sequel has already been made. The sequel too is really well done and is currently on cable TV in Alberta.

Mr. and Mrs. Little (Hugh Laurie and Geena Davis) open up this film in their idyllic little home in New York City, "the home that every Little can find even if they've never been here". They have one son, George (Jonathan Lipnicki). He is anxiously awaiting the arrival of the little brother they are going to pick out from an orphanage.

At the orphanage they try to select the right child for their son, but they fall back on a bench overwhelmed at the huge selection of children. From below them comes a voice—of a mouse. The mouse, Stuart Little (voice of Michael J. Fox) is a very relaxed, personable little guy. He's able to tell them all about the children in the orphanage... so and so speaks French, so and so can skip rope a hundred times.... Stuart also wears the uniform the rest of the children wear but is just -- well -- smaller and a bit different. But as Stuart says, "when it's right you just know." And so Mr. and Mrs. Little adopt Stuart and bring him home -- mini suitcase in his little mouse hand.



George comes running home from school excitedly asking about his little brother. Yes, the Little's inform him he is here. Then they look down... way down. George thinks it's a joke at first. Nope. The Little's give him time to adjust.

What a shame Snowbell doesn't give Stuart time to adjust. The handsome white cat jumps up on the hall table and promptly gobbles up the mouse. Tail still wiggling in his mouth, Snowbell is scolded by the Little's and ordered to drop "the family" on the ground now. So, a little annoyed, Snowbell does as he's told. But soon "Snow" becomes our troublemaker...or should I say, Stuart's troublemaker. It is understood that a cat might have a pet mouse, for about five seconds, but never a mouse with a pet cat! This is not tolerable to Snow. At first he decides to handle this himself, but it gets a little tough. Stuart doesn't drown in the washing machine like he should. He doesn't effectively hide when Snow's buddy cat shows up unannounced and then the whole neighborhood knows about Stuart! That's too much! Stuart must go! Of course if nice little housecat Snow were to try to "scratch" Stuart himself he might muss up his fur. That will not do, so he visits a tough alley cat and arranges for the problem to go away.

This leads to the introduction of Stuart's "parents". They arrive at the happiest moment in the family since Stuart arrived. Since Stuart was not exactly what George imagined as a little brother he has a lot of trouble accepting him. That is, of course, until Stuart saves the day and helps him win the local toy yacht race! As of that moment George and Stuart became brothers. The problem is the brothers have to split up so Stuart could go home and live with his "real parents." A short while later Mrs. Keeper from the orphanage comes by and tells the Little's that Stuart's family has died in a 2 for 1 soup accident in a grocery store. That is wonderful to the

Little's since it means that Stuart can come back to them. Mrs. Keeper wonders what they're talking about and informs them that Stuart's family died years ago. Since "his family" picked Stuart up three days ago this causes some problems.

The Littles go to the police but only wind up with a horror story -- the problem is, if they haven't received a ransom demand they aren't go to see Stuart again!

George becomes impossible to comfort until he decides to search for Stuart. They hack out the family photo to get Stuart's photo and print thousands of posters. Everyone runs around town trying to find him.

Well in the meantime something cool is happening in Stuart's new home. I won't tell you what but I will say watch this film and cuddle up with the kids. You'll all love it! In case you happen to be like me and just happen to appreciate PG entertainment and have no children...just cuddle up and enjoy.

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

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## 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](mailto:voice@ausu.org) for information on shipping costs and for ordering information.



# Primetime Update

Week of March 5, 2004

Amanda Lyn Baldwin

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

## Friends

No new episode this week.

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

## Survivor - ALL STARS

Last week, Saboga was demolished and Chapera and Mogo-Mogo absorbed Rupert/Jenna, and Jerri/Kathy respectively. Again, Richard pulled his thing out, but crossed a little too far over the line with Sue and Kathy. In the end, Boston Rob won immunity for the new Chapera tribe, and Mogo-Mogo got rid of Richard Hatch.

This week we find that Kathy is a powerful player in her tribe. It was her doing that ridded the island of Richard Hatch. Colby openly criticizes Shii Ann for her strategy of flying under the radar while he puts himself on the chopping block to get things done. Later, all the tribe members feel the impact of no longer having a fisherman. BUT, Lex goes fishing and brings back a whole batch. His plan: to make the women think that the other guys aren't important. It seems to work, as Jerri immediately flocks to his side with a promise of allegiance.

On Chapera, Rupert finds confidence in the possibility of himself as the provider. The only competition is Sue, who collects oysters off of the rocks. Sue laments about Richard's attempt to rub him against her (last week). She later reveals that feels almost haunted by Richard's disrespect for her. While the girls sympathize with Sue's pain, Boston Rob considers that she may be playing them. Later, Rob and Amber approach Rupert and Jenna for an alliance. But, since it's "his" game, Boston Rob suggests that Rupert and Jenna might end up being sacrificial lambs.

At the reward challenge, Jeff asks what people's feelings are about Rupert's action, to which Sue yells and screams and then hands in the towel and a boat arrives to escort her out of the game. The tribes are given the choice to play the reward challenge, or sit together and share the meal that is provided. The tribes opt to play. The challenge: using a lever system, each tribe member must catapult a food item into a basket. The first tribe to complete all six items gets shish kabobs, as well as all the foot items they catapulted. Mogo-Mogo takes an early lead, as Chapera's Jenna has trouble with the lever system. The lead is maintained, and Mogo-Mogo wins reward.

I'm not even going to go into how I felt about the comments people made after Sue left, I might explode the way she did. If I were ever to see Kathy walking down the street, I would trip her, and then kick her in the face. She's a completely arrogant and obnoxious woman, and she needs to go back into the hole she crawled out of. Bitch. It's the only way to characterize her.

We expected that Chapera would be completely demoralized, however, they pull together as a team, and decide to stick it out. When they receive word that there will be no immunity challenge as someone has already left the game, they laugh about Sue's character. The guys are completely insensitive...while Alicia, Jenna, and Amber regret losing a teammate.

Next week: Girls start to catfight, Lex makes his plans to conquer, and at the reward challenge there's another big twist.

### 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 Mariano – 28 years old, 10th place in Marquesas (Boston Rob)  
Tom Buchanan – 48 years old, 4th place in Africa (Pig farmer)  
Rupert Boneham – 40 years old, 8th place in Pearl Islands (2nd Juror)  
Jenna Lewis – 26 years old, 8th place in Pulau Tiga (2nd Juror)

#### MOGO-MOGO

Colby Donaldson – 29 years old, 2nd place in Australian Outback  
Lex Van Den Berghe – 40 years old, 3rd place in Africa  
Kathy Vavrick-O'Brien – 50 years old, 3rd place in Marquesas  
Shii Ann Huang – 30 years old, 10th place in Thailand  
Ethan Zohn – 30 years old, SOLE SURVIVOR of Africa (soccer player)  
Jerri Manthey – 33 years old, 8th place in Australian Outback (2nd Juror)

#### OTHER CASTAWAYS GONE

Chapera - Susan Hawk – 42 years old, 4th place in Pulau Tiga (Big Mouth) **GONE 6<sup>TH</sup>**, (took herself out)  
Mogo-Mogo - Richard Hatch – 42 years old, SOLE SURVIVOR of Pulau Tiga (big naked gay guy) **GONE 5<sup>TH</sup>**  
Chapera - Rob Cesternino – 25 years old, 3rd place in Amazon **GONE 4<sup>TH</sup>**  
Mogo-Mogo - Jenna Morasca – 22 years old, SOLE SURVIVOR of Amazon **GONE 3<sup>RD</sup>** (took herself out)  
Saboga - Rudy Boesch – 76 years old, 3rd place in Pulau Tiga (retired navy man) **GONE 2<sup>ND</sup>**  
Saboga - Tina Wesson – 42 years old, SOLE SURVIVOR of Australian Outback **GONE 1<sup>ST</sup>**

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

### The Bachelor

The new season of the Bachelor will premiere April 7<sup>th</sup>.

### The Apprentice

Last week, the teams sold "Trump Ice," Heidi toughed out her emotions about her mother's illness, Omarosa continued to complain about her "injury," Erika collapsed under pressure and when Protégé Corporation lost, and she was fired.

When Nick and Bill return to the suite, Katrina is sick that Erika is gone before Omarosa. The boys are insulted that Erika wouldn't shake their hands as she left. The highlight of the show, Kwame, hot black man, answers the phone in his underwear. Before the task, Versacorp must steal an associate from Protégé.

The task: choose an artist and take their work to an art gallery; sell it for the highest price. Team with the highest price wins. Interestingly, one of the artists they meet adds his own body to his artwork (i.e. toenails and armpit hair).

Protégé chooses a very quirky artist whose paintings are risqué and morbid, however, the average selling price for Meghan's work is much higher than the other artists. But later, instead of marketing their product, Omarosa decides that her head hurts and she needs to sit down and eat (for two hours). The small tiff sparks into a big thing, and Heidi runs off her potty mouth. Later, at the gallery, Troy and Heidi have trouble getting into the product. Omarosa, however, moves a small painting for almost a thousand dollars.

Versacorp goes with an artist named Andre, whose art is very colorful, but not detailed enough for my taste. However, these pieces are not really out there, and so they appeal to a lot of buyers, and move fast. When the results are revealed, we find out that Protégé made \$869.00 with one piece, while Versacorp made \$13,600 with eight pieces. Trump tells the group that Protégé didn't succeed because they didn't enjoy their product.

As a reward, the project manager of Versacorp (Nick) gets to spend ten minutes alone with Trump. Nick asks what Trump wants, and he discloses that he needs someone with energy. In the end, Trump explains that Nick has been doing well, despite a lot of things. What a confidence booster!

Omarosa blabs on about her own ability as an executive, and Heidi's lack of class. She makes a direct threat (to Bill) that if Kwame chooses to take her into the boardroom she'll have to take him down. Stupid Bitch...lots of those this week eh? In the boardroom Kwame admits that their choice was a high risk that didn't pay off. Omarosa lies to Trump's face saying she new that they'd made the wrong choice, whereas, in the clinch she told her team that the money would come from the risky decision. Omarosa, also gets criticism for the "headache issue." When Kwame holds Heidi and Omarosa partially responsible, Omarosa cries on Kwame's shoulder, and then bursts into Trump's boardroom without permission, AND THEN asks to be excused to get a tissue.

Omarosa obviously believes that giving herself a pity party will keep herself from being fired.

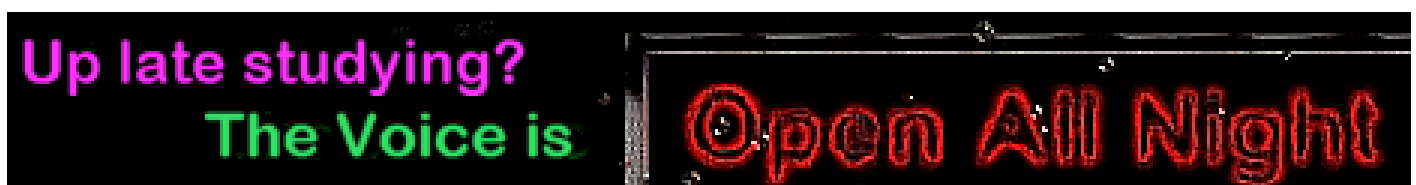
Boardroom Summary:

Heidi has an edge, Omarosa isn't a team player, and Kwame took a risk that didn't pay off and he learned from it. Omarosa makes too many excuses. Trump tells her to go sell paintings or "whatever the hell [she does]." In closing he explains that she has a chip on her shoulder and that she believes herself to be better than everyone else. Omarosa is fired. YAY, FINALLY!

Next Week: everyone celebrates Omarosa's departure, a street showdown tears Versacorp apart, and a lesson learned: Don't cross Carolyn (Trump's right hand gal).

*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](mailto:abaldwin@shaw.ca)!**





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

### CHAT WITH AUSU ONLINE

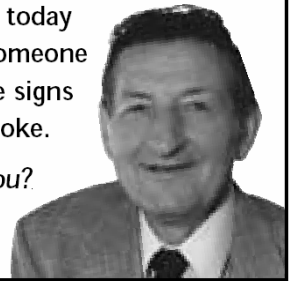
If you have a question for AUSU, or would like to get to know your council, drop by the chat-room [accessible through the 'Message Forums' option on the AUSU home page [www.ausu.org](http://www.ausu.org). You will need an AUSU web site account.] **Times are MST**

Mondays at 8:00 PM Councillor Karl Low

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](http://www.heartandstroke.ca)



# Voice Events Listings

On and off campus events worldwide

To list events in your area, e-mail [voice@ausu.org](mailto:voice@ausu.org) with the word "events" in the subject line.

## **ALBERTA (Slave Lake, Manning, Grande Prairie)**

### **Night of Artists**

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

Night of Artists is a passion project from the heart of the arts community that brings art and music to the people in an exciting, comfortable, fun, and unintimidating way. Night of Artists is an amazing group of artists and musicians who have come together throughout western Canada and soon to be all of North America to promote and support each other while helping others in the process. Flow through this site and experience the sights and sounds of visual and musical artists that are changing the world we live in for the better and opening eyes and ears everywhere they go. This is a series of events taking place in various spots in the Canadian west, so you should check the website for full event listings, times, dates, costs, and locations.

Some of the upcoming events include:

#### **March 12th Friday**

**Sawridge Hotel - Slave Lake - 6 p.m.**

CBC presents Night of Artists For the "Show Me" Parent Child Resource Centre

Tickets \$35; Table of Eight for \$240

The itinerary includes several speakers, live art creation, body and face painting, and dinner, and features the artwork of: Shireen Douma, Michelle Vekved, Lewis Lavoie, Phil Alain, Mitch Stuart, Vicki Myers

#### **March 13th Saturday**

**Holy Rosary School - Manning, AB - 7 p.m.- 1 a.m.**

CBC presents Night of Artists in support of Voices for Education - Tickets \$20

Featuring the Artwork of: Koffi Obuobi, Pat Coulter, Joanne Salter, Brian Hohner, Charity Dakin, Greg Jones, Eric Marks, Jeanne Crandall, Erin Stelmaschuk, Lewis Lavoie, Phil Alain

#### **March 27th Saturday**

**Grande Prairie Inn - Grande Prairie - 6 p.m.**

CBC presents Night of Artists in support of The M.S. Simonette Valley Horse Trail Ride - Tickets \$30

The itinerary for the event includes cocktails, an art show, dinner, and live art creation, and features the artwork of: Holly Crichton, Vi Isaac, Donna Kaut, Camille Torbey, Cheryl Bozarth, Geri Hives, Dianne Gaboury, Lewis Lavoie, Phil Alain

## **NEW YORK, NY**

### **The Armory Show**

Thursday, March 11, 2004, Press Preview

Thursday, March 11, 2004, Preview Gala

Friday March 12, 2004, Noon To 8pm

Saturday March 13, 2004, Noon To 8pm

Sunday March 14, 2004, Noon To 8pm

Monday March 15, 2004, Noon To 5pm

Piers 90 & 92

Twelfth Avenue at 50th & 52nd Streets

Tickets are available at the door during show hours.

Advance purchase is not required; reservations are not accepted.

Admission \$17; Students \$12; Groups (10 or more) \$12

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

The Armory Show, the International Fair of New Art, is the world's leading art fair devoted exclusively to contemporary art. In its sixth annual exhibition, The Armory Show 2004 will present some 175 international galleries, including many of the most important contemporary dealers showcasing new art from around the world.

The Armory Show, The International Fair of New Art has forged an alliance with Europe's largest contemporary art fair, ARCO. The collaboration will focus on an educational outreach program. ARCO will debut four of its highly acclaimed forums at The Armory Show 2004. These forums will bring together an international group of art collectors, curators, museums directors, as well as the general public for discussions on themes relevant to the collecting and curating of contemporary art.

### **Starting a Collection**

Friday, March 12, from 10:30 - 11:30 am.

The VIP Lounge of Pier 90

Moderator: Rhonda Lieberman, Art Critic, New York.

Participants: Mickey Cartin, Art Collector, West Hartford, CT. Anne Ellegood, Curator, Norton

Collection, New York, NY. Don & Mera Rubell, Art Collectors, Miami, FL. Cary Leibowitz, Art Collector, New York, NY

### **The Focused Collection**

Saturday, March 13, from 10:30 - 11:30 am.

The VIP Lounge of Pier 90

Moderator: Peter Doroshenko, Director, S.M.A.K. Museum of Contemporary Art, Ghent, Belgium.

Participants: Mimi Dusselier, Art Collector, Meulebeke, Belgium.

Stavros Merjos, Art Collector, Los Angeles, CA. Juan Redon, Art Collector, Spain.

### **The Art of Collecting Art**

Sunday, March 14, from 10:30 - 11:30 am.

The VIP Lounge of Pier 90

Moderator: Dan Cameron, Senior Curator, New Museum of Contemporary Art, New York, NY.

Participants: Jeffrey Deitch, Director, Deitch Projects, New York, NY. David A. Ross, Former Director of the Whitney Museum of American Art and San Francisco Museum of Art, Independent Curator and Writer, New York, NY. Lynne Cooke, Curator, Dia Art Foundation, New York, NY.

### **Curating for Today's Museums**

Monday, March 15, from 10:30 - 11:30 am.

The VIP Lounge of Pier 90

Moderator: Arnold Lehman, Director, The Brooklyn Museum of Art, New York, NY.

Participants: Paul Ha, Director, Contemporary Art Museum, St. Louis, MO.

Thelma Golden, Deputy Director for Exhibitions and Programs, Studio Museum in Harlem, New York, NY.

Robert Fitzpatrick, Director, Museum of Contemporary Art, Chicago, IL. Glenn Lowry, Director, Museum of Modern Art, New York, NY

### **MISSISSAUGA, ON**

#### **Mission Nutrition Show**

International Centre

6900 Airport Rd. Mississauga, ON

9:00 am Friday, May 14, 2004

9:00 am Saturday, May 15, 2004

9:00 am Sunday, May 16, 2004

\$10 - For more information call (905) 761-0580

<http://www.missionnutritionshow.com>

Mission Nutrition Show focuses on the importance of healthy lifestyle initiatives in a unique, fun, festive, interactive and sophisticated environment. This Nutrition-Health Show breaks the conventional wave by introducing a show that appeals to people of all ages and walks of life! So far the list of keynote

speakers includes: Dr. Earl Mindell, Dini Petty, Body Break, Dr. David Hill, MC Flipside, Caroline Dupont, Erika Wolff and many more to be confirmed.

### **TORONTO, ON**

#### **Candlelight Tours of Casa Loma**

Casa Loma, 1 Austin Terr

Monday, Mar. 15, 2004 - Friday, Mar. 19, 2004

Call 416-923-1171 or email [operations@casaloma.org](mailto:operations@casaloma.org) to book. This specially guided tour requires pre-registration.

For the first time ever, Casa Loma is offering the rare opportunity to experience its beautiful decorated suites in the romantic glow of a candlelight tour. Each evening visitors will be able to relive the golden era of this majestic estate when it was illuminated by some of the city's first electric lights combined with candlelight.

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#### **Antiques Canada**

Metro Toronto Convention Centre

255 Front St. W. (North Bldg.)

222 Bremner Blvd. (South Bldg.)

Friday March 19: 4pm-9pm

Saturday March 20: 10am-6pm

Sunday March 21: 11am-5pm

\$8-\$10 - Opening night admission is \$10. Adult admission \$8, good for both days on the weekend.

Call 1-800-667-0619 for more information.

If you love to collect old gadgets, gismos and knick-knack's, Antiques Canada 2004 is your one-stop shopping show. One hundred of Canada's best antique, art and book dealers bringing fine art, antiques, collectibles, art deco, jewellery, paper, mission, 50s vintage toys, folk art, textiles, lighting and much more. New this year for one day only on Sunday, March 21, a Vintage Paper Show from 10 am to 4 pm. Eighty tables of ephemera. Admission includes both shows.

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#### **The National Job Fair**

Metro Toronto Convention Centre

255 Front St. W. (North Bldg.)

222 Bremner Blvd. (South Bldg.)

10:00 am - 8 pm Wednesday, Apr. 14, 2004

10:00 am - 8 pm Thursday, Apr. 15, 2004

\$3.50 - For more info call (450) 448-5375

<http://www.thenationaljobfair.com>

The National Job Fair might have just what you are searching for. Between 50 and 100 exhibitors are expected to attend the Fair. Companies will be looking to fill a variety of positions, as well as answer all your questions. Approximately 15,000 to

20,000 job seekers are expected to attend. The job fair includes: a multitude of private and public companies looking for professional and/or technical personnel and students, employment agencies, public organizations and government services, professional and specialized training centres and colleges.

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### **Toronto Inside Art Expo**

Metro Toronto Convention Centre

255 Front St. W. (North Bldg.)

222 Bremner Blvd. (South Bldg.)

Thursday 5 - 10 p.m. (Opening reception & cultural performances)

10:00 am - 10 pm Friday, Mar. 19, 2004

10:00 am - 8 pm Saturday, Mar. 20, 2004

10:00 am - 7 pm Sunday, Mar. 21, 2004

March 18-24: \$8, under 16 free - (416) 265-698

The first of its kind, the Toronto Inside Art Expo is based solely around fine art. The event showcases hundreds of fine artists under one roof, providing sales opportunities and professional contacts for artists. Artists involved in the show also participate in the New York Art Expo and Art Miami, as well as frequently exhibiting in Canada's top galleries, and other countries such as the U.S., France, Germany and Israel. A large section in the show is dedicated to promoting the OCAD Scholarship Fund and SEVA Sight Canada, a group of eye surgeons who perform free cataract operations in the third world.

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### **Relax Your Body, Relax Your Mind... Experience Healing and Meditation**

The Yoga Studio

40 Eglinton Av E Toronto, ON

10:00 am Saturday, Mar. 27, 2004

\$25 for healing session, \$5 for meditation

Relax and heal with Massage Therapy, Shiatsu, Reiki, and Thai Yoga Massage. Book a 1/2 Hour session for \$25. Appointments will be available throughout the day. Drop-in or call Adrienne Ball, Reiki Master at (416)938-0979 to pre-book your session, or for more information. Participate in an Open Heart Guided Meditation and Meet the Healers from 12:00 to 1:00pm. Experience the healing effects of working with the energy of your heart center through meditation. The meditation is \$5 or free when you book a session.

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### **LIFefest**

Metro Toronto Convention Centre

255 Front St. W. (North Bldg.)

222 Bremner Blvd. (South Bldg.)

Friday, Mar. 12, 2004 to Sunday, Mar. 14, 2004

Price: \$15 per day

Tickets are already on sale, and are available at all Ontario Shoppers Drug Mart locations, or at the door.

Children under 14 are admitted free if accompanied by an adult. <http://www.lifest.ca>

Rogers Media and Shoppers Drug Mart present the first annual LIFefest, a life in balance expo. The event is expected to draw more than 50,000 women seeking solutions, education and experiences that will help them to attain a balanced and fulfilling life. The program will feature more than 40 expert speakers and is highlighted by presentations by Sarah Ferguson, the Duchess of York, Her Majesty Queen Noor of Jordan, Richard Simmons, HGTV's Debbie Travis and Food Network chefs Christine Cushing and Michael Smith.

### **NORTH YORK, ON**

#### **Health and Wellness Fair**

12 p.m. Sunday, March 28, 2004

The Canadian College of Naturopathic Medicine

1255 Sheppard Av. E., North York, Ontario

Admission is free - info call 416-498-1255 ext. 263

Take Charge of your Health! Learn about diet and lifestyle changes that may significantly improve your health. Highlights: free personalised naturopathic health overviews using traditional Chinese medicine and nutritional analysis; tours of the on-site Robert Schad Naturopathic Clinic; academic information for prospective students; refreshments and door prizes.

Information Sessions:

12: 30 p.m.: Multivitamins: Who needs them? Why multivitamins should be your staple supplement.

2 p.m.: Trans Fat: Hiding out in your food Root out this hidden health hazard!

3:30 p.m.: Nutrition: A Traditional Chinese Perspective Not just take-out with chopsticks.

## 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](mailto:belkin2@interchange.ubc.ca) or 604-822-2759. Multiple dates.

<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](mailto: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](mailto: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](mailto:glendinning@sauder.ubc.ca) or 604-822-6027 for times and more information.

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

## 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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### "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](mailto: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](mailto: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](mailto: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.

### **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](mailto: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](mailto: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](mailto: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](mailto:voice@ausu.org) with the details and we'll list it in Conference Connections.

# classifieds

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

**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](mailto: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](mailto:lowrystcol@hotmail.com)

## THE VOICE

c/o Athabasca University Students' Union  
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